

AFWG

Arab Families Working Group

Core Group Meeting

**Thursday February 3, 2005 –
Saturday February 5, 2005**

Cairo, Egypt

ARAB FAMILIES WORKING GROUP

Core Group Meeting

February 3-5, 2005

&

Arab Families in the 21st Century: Frameworks and Practices

Cairo, February 5, 2005

Social Research Center – American University in Cairo, Egypt

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Additional Items

- I. Volume I Draft Manuscript & Bibliography (One copy available at meeting)

I.

Agenda for AFWG Core Group Meeting

ARAB FAMILIES WORKING GROUP
Core Group Meeting &
Arab Families in the 21st Century: Frameworks and Practices Workshop
February 3-5, 2005

Social Research Center
American University in Cairo
Cairo, Egypt

AGENDA

Friday, February 4, 2005 (9:00 am – 6:00 pm)

8:30 am – 9:00 am Breakfast

9:00 am – 1:00 pm Morning Session

- **Research Work Group Development**

1:00 pm – 2:00 pm Lunch

2:00 pm – 4:00 pm Afternoon Session I

- **Research Work Group Development**
- **AFWG Human Subjects Review 2005 (Suad Joseph)**
 - a. **Expedited Review Form**
 - b. **Sample Interview Questions**
 - c. **Participant Letter of Information**
 - d. **Public Discourse Project (Ford) Modification Request Approval**

4:00 pm – 6:00 pm Afternoon Session II

- **Preparation for Arab Families in the 21st Century: Frameworks and Practices Workshop (Hoda Elsadda)**

ARAB FAMILIES WORKING GROUP
Core Group Meeting &
Arab Families in the 21st Century: Frameworks and Practices Workshop
February 3-5, 2005

Social Research Center
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AGENDA

Saturday, February 5, 2005 (9:00 am – 6:00 pm)

8:30 am – 9:00 am Breakfast

**9:00 am – 1:00 pm Arab Families in the 21st Century: Frameworks and Practices
Workshop (Hoda Elsadda Facilitates)**

9:00-9:30am	Welcome and Introductions (Suad Joseph)
9:30-10:15 am	AFWG Projects and Issues – Presentations
10:15-11:00 am	Workshop Participants' Areas of Interest or Work – Brief Presentations
11:00-11:30 am	Coffee Break
11:30-1:00pm	Discussion, feedback, future projects or collaboration

1:00 pm – 2:00 pm Lunch with Workshop Participants

2:00 pm – 6:00 pm Afternoon Session – AFWG only (Suad Joseph)

- **Workshop Follow-up**
- **Planning Stakeholder Meeting in Beirut**
- **Research Budgets**
 - a. **From : IDRC Grant Proposal**
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 - i. **Amount of allocations**
 - ii. **Disbursement procedures and requisite
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- **Restrictions on fund use, etc.**
- **Research Assistant Protocols**
- **Research Project Timetable**
- **AFWG Webpage (Trial Version – Jan. 15, 2005)**
- **MESA – Upcoming meeting and AFWG panel planning**
- **Planning next AFWG Core Group Meeting**
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II.

Workshop Materials

- a. Agenda for Workshop (Saturday, Feb. 5 B 9:00 am B 1:00 pm)
- b. AFWG Core Group Contact List
- c. Workshop Participants List
- d. AFWG Description and History
- e. AFWG Research Projects
- f. Workshop Participants' Suggestions for AFWG Research
- g. Workshop Participants' Evaluation Forms

ARAB FAMILIES WORKING GROUP

**Arab Families in the 21st Century: Frameworks and Practices
Cairo, February 5, 2005**

**Social Research Center
American University in Cairo
Cairo, Egypt**

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- 6. Workshop Evaluation**

AFWG Web Address: www.afwg.net

ARAB FAMILIES WORKING GROUP

**Arab Families in the 21st Century: Frameworks and Practices
Cairo, February 5, 2005**

**Social Research Center
American University in Cairo
Cairo, Egypt**

AGENDA

Saturday, February 5, 2005 (9:00 am – 2:00 pm)

(Hoda Elsadda – Facilitator)

- | | |
|-----------------------|---|
| 9:00-9:30 am | Welcome and Introductions (Suad Joseph) |
| 9:30-10:15 am | AFWG Projects and Issues – Presentations |
| 10:15-11:00 am | Workshop Participants' Areas of Interest - Presentations |
| 11:00-11:30 am | Coffee Break |
| 11:30-1:00 pm | Discussion, feedback, future projects or collaboration |
| 1:00–2:00 pm | Lunch (Hosted by AFWG) |

**ARAB FAMILIES WORKING GROUP
CORE GROUP COORDINATES**

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ARAB FAMILIES WORKING GROUP

**Arab Families in the 21st Century: Frameworks and Practices
Cairo, February 5, 2005**

**Social Research Center
American University in Cairo
Cairo, Egypt**

Workshop Participants

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Dr. Hoda Badran

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Dr. Aida Seif El Dawla

Dr. Hala Kamal

Dr. Fatma Khafagy

Dr. Afaf Marei

Dr. Seham Negm

Dr. Nadia Rifaat

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Dr. Hani Samir

Dr. Mustaf Kamel El Sayed

Arab Families Working Group (AFWG)

Description of Work and History

The Arab Families Working Group

The AFWG is a research group, co-housed in Cairo, Egypt and Davis, California, consisting of a Core Group of fifteen scholars from universities, NGO's and research foundations, whose work focuses on Palestine, Lebanon and Egypt. Committed to bringing together scholars, policy makers and planners in a concerted effort to advance the state of our empirical and theoretical knowledge on Arab families, AFWG Core Group is organized into two smaller Research Project Groups (RPGs): Arab Families and Public Discourse [including relations to state, citizenship, education/socialization, law, cultural production], Arab Families and Border Crossings [including diasporas, immigration, emigration, war and peacemaking]. The Core Group meets once a year and each of the Research Project Groups meet once a year. Each RPG consists of Core Group members plus additional members that the RP invites to advance its research program.

All our projects will include comparative, transnational work on the three countries of Palestine, Lebanon and Egypt. The rationale for studying Palestine, Lebanon and Egypt is that there is a critical mass of ethnographic and historical studies available on these countries. Each of these countries has a long history of institution building around women's studies and family studies. The Institute for Women's Studies in the Arab World (founded in 1973 at the Lebanese American University) is the oldest institute for women's studies in the Arab world. Bir Zeit University has among the most active women's studies research programs in the Arab world. And Egypt has the Institute for Gender and Women's Studies and the Social Research Center (at the American University in Cairo). In addition, numerous organizations which have committed to research on families, youth, gender such as the Population Council, International Development Research Center, and UNICEF, are represented in AFWG's efforts.

Additional reasons contributed to making these three countries our starting point. Palestine is a state still in formation, having endured a half century of dislocation, national liberation movements, occupation, war and violence. Lebanon endured seventeen years of civil war and is rebuilding its state and society. Egypt is a stable state which has transformed considerably under regimes of structural adjustment. Comparisons of these data-rich countries and their diasporas, given their strong institutional development in women's studies and family studies, will provide a critical basis for future research in other Arab countries.

AFWG is committed to interdisciplinary (including historical) research. The Core Group, which meets annually and communicates through the internet regularly, is charged with evaluating and approving the research of each RPG. As such, the Core Group brings interdisciplinarity to the formulation and evaluation of the RPGs, each of which has a spectrum of researchers trained in different disciplines.

AFWG will carry out both qualitative and quantitative research. Qualitative research offers critical insight that can never be revealed through large scale quantitative research. Social/cultural Anthropology has repeatedly proven useful for planners and stakeholders because of its commitment to qualitative research. It is not an accident that other social sciences such as Sociology, Economics, Political Science and History now use qualitative methods. It is our goal to produce results which will be relevant to policy makers and stakeholders, qualitative as well as quantitative.

Arab Families Working Group (AFWG)

Description of Work and History

AFWG's plan of action entails research which will be carried out, analyzed and written collaboratively. Our purpose in committing to a collaborative process is to ensure the highest possible productivity from our individual and collective efforts. Our meetings have already entered domains of theory and paradigmatic shifts which none of us, by ourselves, would have produced. We specifically set out to make AFWG transgenerational. Our members include very senior scholars well known and established in their fields, junior scholars beginning their research careers, and graduate students still formulating their research trajectories – from a variety of disciplines. The purpose of this approach is to bring together the corpus of knowledge and thinking of our most experienced researchers with the freshness of younger thinkers, and to thereby foster not only that productive exchange, but a continuing production of critical knowledge that will outlast the founders of AFWG. Working across countries, disciplines and generations takes time and careful planning. The collaborative work, so far, has proven highly challenging and stimulating to all our AFWG members. We anticipate the empirical research will be similarly productive of new knowledge and methods for understanding and working with Arab families.

AFWG History and Plan for Action

The Arab Families Working Group (AFWG) is conducting a multiple year research project on Arab families using collaborative, comparative, historical, interdisciplinary and transnational approaches which highlight gender and generation to study Arab families in Palestine, Lebanon and Egypt. The project is organized into phases with each phase, to some degree, complete unto itself. That is, while the project is integrally linked, each phase will have its own objectives and products.

Planning for AFWG began in the Fall of 2000, with the first Core Group meeting held in May of 2001. We have been working continuously to develop our conceptual framework. It is critical that we now share our work with other scholars, NGO's and government agencies working on Arab families in Egypt, Lebanon and Palestine. We believe our innovative approach and framework will be relevant to not only other Arab countries, but other Third World countries as well. The plan is a series of 3-5 volumes to be published with one university press and which will be know as the AFWG series.

Phase I of the project is nearing completion. For over two and one half years, through meetings, workshops and research AFWG has been developing the theoretical framework for its innovative work. That framework is now being compiled into an edited volume to be published as part of the AFWG series by Syracuse University Press. Syracuse has an outstanding series on Women, Culture and Power in the Middle East. Syracuse University Press has offered a contract to AFWG to publish the full series, and Suad Joseph is included among the Series Editors.

Phase II of the AFWG project begins the empirical research. The results of the research will be published by Syracuse University Press as a part of the AFWG Series. The main product of Phase II is the publication, translation (into Arabic) and dissemination of the second volume of the AFWG edited series on Arab Families.

Arab Families Working Group (AFWG)

Description of Work and History

The products of Phase II will include:

1. Volume II of the AFWG edited series
2. Development of the public pages of the AFWG web site with resources and materials of use to scholars, policy makers and planners dealing with Arab families
3. Workshops with local stakeholders in Palestine, Lebanon and Egypt, including policy makers, planners and activists from NGO's and government agencies
4. Capacity building of young regional scholars to carry on research
5. Development of critical networks for developing and evaluating research, policies and planning for Arab families.

Two points of departure organize Phase II of our Research Projects (RP):

1. The transformations among Arab youth leading to the perceptions of youth as “in crisis” and the ideals of family in public discourse, policy and nation/state-building projects. We call this the Public Discourse Project (PD).
2. The shifting dynamics and boundaries of family (public/private) under conditions of migration, war and displacement. We call this the Border Crossings Project (BC).

The rationale for these points of departure is:

1. Those under 25 years old constitute between 60-70% of the population in most Arab societies. While youth constitute a narrower age bracket (the age range of “youth” varies by countries and issues considered – from 12 to 25 or older), nevertheless, to focus on youth is to focus on not only the future of Arab societies, but at present, their majority.
2. Shifts in how family comes to be enmeshed in and differentiated from other arenas of social life is a critical marker of social change locally and historically. Given the tumultuous changes brought about by migration, war and displacement in Palestine, Lebanon and Egypt, the shifting boundaries between family as a private arena and the “public” signifies and facilitates important transformations across all social spheres – and therefore is a key index of social developments.

The commitment to the comparative project will allow AFWG to document the shifting character of social groupings, to ground them in localities and to investigate the intersections of key social categories, including familism, ethnicity, nationalism, religion, tribalism, regionalism and the like. Religion, for example, is important to this project in its sociological manifestations. Religion is operative at multiple levels, but what it means to different people varies – and varies for the same people as they move across borders (hence the importance of the Border Crossings Project – for example, religious identity carries a different meaning for Muslims in the US versus in Palestine, Lebanon, or Egypt). How family crises are seen by Muslims versus Christians varies from country to country, and even within countries. Lebanon, Palestine, Egypt (and their diasporas) all have significant religious, ethnic and tribal diversity, which is critical to the AFWG project. The project will examine religion, ethnicity, class, nationality as a variable in family dynamics. These sets of issues do not exhaust the research interests of AFWG, but are a point of departure for our long-term work.

Arab Families Working Group

Research Project Descriptions (submitted for AFWG web page)

PUBLIC DISCOURSE RESEARCH PROJECTS

A Genealogy of 'Youth': Emerging Categories in Egyptian Public Discourse

Researcher: Omnia ElShakry

This research will center on the emergence, transformation, and elaboration of notions of 'youth' in Egyptian public discourse from the nineteenth century until the demise of Nasserism. Focusing on print cultures, the research will trace the various mobilizations and significations of 'youth' for family life, political and religious discourse, and cultural formations.

Weddings and War

Researchers: Annelies Moors, Lamis Abu Nahleh, Penny Johnson

How do Palestinian families and communities celebrate weddings during protracted warlike conditions in the West Bank and Gaza? Do weddings and marriage as social imaginaries change for young men and women in these conditions and are there differences in varying geographic, familial and social settings? Does marriageability – the desirability of certain kinds of marriage partners – change during periods of war and resistance? How are marriages arranged and celebrated in conditions of curfew and community isolation?

The researchers hope to address these questions by through a comparison between Nablus and Ramallah (and communities within them, such as refugee camps) and a comparison of the two Palestinian intifadas (1987-1993 and September 2000 to the present): for example, despite the harsh conditions of the present warlike conditions, weddings are celebrated more publicly and with much greater display than during the first intifada, when both political forces and community sentiment dictated muted or private celebrations to respect those who were mourning the dead, injured and imprisoned. They will collect and analyze informal (small) forms of public discourse, such as wedding invitations, videos, political leaflets (e.g. on the suitability of celebrations and rules therein), and gossip and orally-transmitted tales, as well as interviews and observation/participation in weddings (in the present period).

Lebanese Youth: Public Media, Learning Desire and the Making of Young Citizens

Researchers: Suad Joseph, Zeina Zaatari

The project aims to investigate the making of youth into national citizens by exploring two sites in the construction of the young and their ambitions and desires. In the first

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Research Project Descriptions (submitted for AFWG web page)

site, the project will explore the contrasting, competing and converging representations and ideologies of youth and family in Lebanese satellite television. It aims to explore the process of production of these images as well as the ways by which youth themselves engage with these images, enact and negotiate them in their family lives. In the second site, the project will study, through fine tuned analysis of relationships as lived in daily familial life, the ways in which youth are taught what it is they should want and what are appropriate desires and yearnings. How youth learn desires through pedagogies of practice, lived in familial settings translate through multiple refractions into public arenas. In this site, we investigate how youth learn desire and begin to track how their desires are transported from familial settings into public spaces.

Techno-Dreams: Computer Training Institutes and Social Mobility in Urban Cairo **Researcher: Barbara Ibrahim**

Within a public discourse around youth and desire in Egypt, this project examines some of the privatized forms of education and training that have recently emerged in poor urban areas. Usually in the form of 'institutes' offering short term classes or diploma courses, these entities cater to a longing – both of young people and their parents – for the skills and rubrics of globalized prosperity – computer science, English, business administration, and so forth. Often poorly staffed and equipped, these institutes may be selling little more than dreams. And yet their clientele continues to increase, making them a worthy subject of study. If not useful for actual jobs or careers, other rationales will be explored that engage with desirable qualities in urban marriage markets and with respectable venues for sociability in conservative settings. Owners, teachers, students and parents will be interviewed, dynamics within the institutes observed, and public marketing strategies examined. As an intermediate-term goal and where possible, the lives of young students will be traced for a number of months following their 'graduation'. These private and relatively new forms of education will be examined as a lens through which to understand the inter-generational desires for social advancement within poor families in Egypt.

Representations of gendered relations in the literature of the 1990s in Egypt. **Researcher: Hoda ElSadda**

NO DESCRIPTION SUPPLIED AS OF YET

Arab Families Working Group

Research Project Descriptions (submitted for AFWG web page)

BORDER CROSSINGS, WAR AND DISPLACEMENT RESEARCH PROJECTS

A Documentation and Analysis of Domestic Workers in Lebanese Families, 1950-2004

Researcher: Ray Jureidini

International migration to developing countries has been under-researched. In Lebanon, a country with a long tradition of middle- and upper-class families employing full-time, live-in housemaids, it is curious that no research to date has sought to identify the significance of these women (whether Arab or non-Arab) as a fundamental feature in the structure and functioning and power relations of Arab families. This project analyses the role of domestic workers (housemaids, servants) in Lebanese households both prior to (1950-1975), during (1975-1990) after the civil war (1990-2004). In particular, the research seeks to explain the replacement of Arab housemaids with Asian and African migrants (from Sri Lanka, the Philippines and Ethiopia) as a direct result of the civil war. The project will include the roles and influence of domestic housemaids on Lebanese families as well as employer attitudes toward them. Methodologically, the project will conduct a series of interviews (approximately 50-75) with Lebanese men and women from three generations (25-90 years of age). Through these oral histories, the project will also seek to document for the first time those who have been predominant as housemaids in Lebanon over the past 50 years (e.g. national and geographic origin, family, gender, age, length of stay, etc.).

Displaced Arab Families: Coping and Changes in Post-War Beirut

Researcher: Jihad Makhoul

This research project aims to explore families' coping and adaptation mechanisms to social problems and the shifts in dynamics and boundaries of family under the conditions of internal migration and displacement. The General Research Question is: How are displaced and war-affected families and their children coping in post-war living conditions? The project aims to explore: How have family structures and dynamics changed? How is children's health outcomes affected by this change in family formations and gendered division of labour?

Male Migration and Feminization of the Lebanese Family

Researcher: Mona Khalaf

The unavailability of natural resources coupled with economic deterioration has always prompted Lebanese to migrate. In fact, there seems to be a direct relationship between economic deterioration and the migration of the Lebanese male labor force, seeking jobs

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Research Project Descriptions (submitted for AFWG web page)

and/or better working conditions.

Although several research projects have been carried out to study the impact of migration on the Lebanese economy (Lebanon has the highest emigrants' remittances per head in the world), little has been done to examine the effects of this migration at the micro-level, basically at the family level.

This project will focus on the impact of the emigration of the head of the household on public/private shifts, well-being and decision-making within the family, using both quantitative and qualitative approaches. A questionnaire will be prepared in an attempt to examine the impact of migration of the household on:

- the role played by the wife in the public sphere i.e. are we witnessing an expansion of her role? Is this expansion linked to the socio-economic status of the family?... to the level of education of the wife? ...
- the family's children who are growing up in a single parent family
- the workload and leisure time left to the "new" head of the household.

In addition, in depth interviews will be carried out with a sample of women whose husbands have emigrated to assess more accurately the impact of this emigration.

War, Diasporas and Reproduction of Middle Class and Educated Elites

Researcher: Ibrahim Elnur

In all war-torn communities a phenomenal immigration of educated and middle class has taken place. In places like Sudan, Iraq and Palestine, such massive migration led to the reshaping of the processes of reproduction of such classes. As noted in Elnur (2002) elites' reproduction trajectories were radically altered and with the loss of inter-intra generational transmission of knowledge and traditions, continuity and potential for dynamism has also been lost. Such countries fell or are in the process of falling into a 'low equilibrium trap'. Sudan, Algeria, Iraq, Burundi, Rwanda and Afghanistan, representing a wide range of initial conditions and development potential, are just some illustrative examples. Studying changes in family dynamics offers a powerful lens through which many dimensions of societal changes can be observed, particularly when such dynamic changes are associated and overlap with urbanization, transmigration and transnationalism. The focus on middle classes and educated elites is vital for considering their quasi model-role in the processes of reshaping societal change and its direction.

Internal Displacement and its impact on Palestinian Families: Gender perspective through the eyes of the youth.

Researcher: Eileen Khuttab

Arab Families Working Group

Research Project Descriptions (submitted for AFWG web page)

The present Intifada combined with the new re-invasion of the Palestinian territories by the Israeli forces, and their new policies of closure and cantonization as a result of the construction of the "Separation Wall" and collective demolition of houses in villages and refugee camps have rendered many families uprooted and displaced. This project is trying to investigate the impact of this new form of displacement on the families, and in particular the youth ages 16-23, in respect to how they define their identity and self-image being the protectors, saviors and fighters in their own villages and refugee camps. How they redefine space in context of cantonization and in relation to dislocation and displacement, or their re-definition of future roles in the context of new reality of erosion of the patriarchal authority invested in father as a traditional bread-winner and confirmation of the mother as a protector of the home and land. It is of importance to investigate the new forms of informal social networks that have substituted kin based on blood ties due to the separation of such families with the creation of idiom of kinship. How private and public spheres have shifted to expand the opportunities for coping on one hand, and has given new opportunities for women's empowerment on the other.

Contradictory Patriarchies and the Refashioning of Arab Families in the U.S.

Researcher: Nadine Naber

This project explores the relationship between engagements with the U.S. state and media's gendered-racialization of Arabs and the pressures of assimilation and the intensification of cultural nationalist patriarchies within the context of Arab immigrant families in the U.S. during times of communal crisis, such as in the aftermath of September 11th. Focusing on the ways that cultural authorities deploy cultural nationalists' ideals about "Arab family" in the process of resisting the pressures of racism and assimilation, this project traces the reification of fixed notions of public [male] and private [female] boundaries within familial and communal spaces. It will ask: what are the cultural nationalist discourses through which the intensification of gendered nationalist boundaries are deployed and justified, and what are the ways that women and men resist, transform, or reproduce the binary opposition between public [male] and private [female] in the diaspora?

Arab Families Working Group (AFWG)
Phase II Research Projects (Listed by Title)

(from AFWG Webpage January 2005)

Consumption and Desire Among Young Working Women in Rural and Peri-Urban Egypt
(Martina Rieker)

Contradictory Patriarchies and the Refashioning of Arab Families in the U.S.
(Nadine Naber)

Displaced Arab Families: Coping and Changes in Post-War Beirut
(Jihad Makhoul)

A Documentation and Analysis of Domestic Workers in Lebanese Families, 1950-2004
(Ray Jureidini)

A Genealogy of the Concept of Youth: Emerging Categories in Public Discourse
(Omnia El Shakry)

Internal Displacement and its impact on Palestinian Families: Gender Perspective through the eyes of the youth
(Eileen Kuttab)

Lebanese Youth: Public Media, Learning Desire and the Making of Young Citizens
(Suad Joseph and Zeina Zaatari)

Male Migration and Feminization of the Lebanese Family (Mona Chemali Khalaf)

Producing Families Through Data
(Barbara Ibrahim, Penny Johnson, Ray Jureidini, Annelies Moors, Martina Rieker)

Representations of gendered relations in the literature of the 1990s in Egypt
(Hoda Elsadda)

Techno-Dreams: Computer Training Institutes and Social Mobility in Urban Cairo
(Barbara Ibrahim)

War, Diasporas and Reproduction of Middle Class and Educated Elites
(Ibrahim Elnur)

Weddings and War Project
(Lamis Abu Nahleh, Penny Johnson, and Annelies Moors)

Workshop Evaluation

The Core Group of AFWG wishes to thank you for participating in this very important forum, enabling the exchange of ideas and intellectual resources on Arab women and families in Egypt. Providing answers and commentary for the following questions will help us know your impression of the workshop, and also improve future workshops of this kind. *Thank you!*

Do you feel your participation in this workshop was relevant to your area of interest or work?

How do you feel this workshop can be improved for similar workshops in the future?

Were you able to interact with others who could positively benefit your work or the work of your organization? Please Explain. _____

Overall, did the workshop meet its ultimate goal of providing a venue to develop a mutual exchange between AFWG and the institutions or organizations working on issues of Arab families? Please explain. _____

Please explain what could be done different, or in addition to, this workshop to enhance this mutual exchange, and to facilitate productive dialogue and action related to Arab families?

Please explain how AFWG's research, as it is currently organized, could benefit your work.

III.

Volume I Update Materials

- a. Volume I Items to Complete Summary
- b. Acknowledgements Form

Acknowledgments for AFWG Volume I

Your Name: _____

A) Institutions

Institution Name

Location of Institution

Specific Acknowledgement

Acknowledgments for AFWG Volume I

Your Name: _____

B) Research Assistants

Research Asst. Name

Affiliation

Specific Acknowledgement

Acknowledgments for AFWG Volume I

Your Name: _____

C) Other Acknowledgments

<i>Name</i>	<i>Other Identifying Information</i>	<i>Specific Acknowledgement</i>
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Arab Families Working Group

Volume I Summary of Items to Complete (Zeina Zaatari)

To Finalize During February Meeting

- IV. Suggestion to ask two people to review the whole volume during the February meeting and give us general feedback as to lay out and content. Penny and Annelies (Zeina will email to ask and pre-inform them before meeting).
- V. Need to arrange for Indexing/Indexer
- VI. Title to the Volume (finalize at Feb meeting)

Writing/Editing Manuscript

1. Introduction and Policy Implications
2. Context for Data Chapter needed
3. Context for PD, to be revised by Martina (Zeina emailed Martina on Jan. 17)
4. Lebanon Lit Review to be finalized (Zeina working on it).
5. Research Assistants Bio, still missing Rula Abu Dahou, Renda El Abed and Khaled Dinawi. Zeina will get Rula's bio from Eileen. Renda and Khaled will be mentioned in the acknowledgement (we can make one more attempt to get their bios when in Egypt ask Hoda).
6. Acknowledgements to be done (will add one page in the meeting book for everyone to write down acknowledgements if they haven't done so already).
7. Preface needs to be written.

Bibliography

1. Works Cited of Arabic Sources of Egypt Lit review (Sherine to verify as she is in Davis and has access to files).
2. Bibliography needs work (Fawn will finish checking the bibliography and email to Zeina, Zeina will check with all works cited from the different chapters and finalize, Fawn create a list from the UNICEF in endnotes and then we will merge the two lists for the final bibliography).

Publication/Translation

1. Arabic Translation: We agreed that we will ask Mushira to edit the Arabic translation and then coordinate the publishing. We agreed to pay her \$12 per hour maximum. Once we have the final page count, Zeina will contact Al-Adab again and get a quote for a price. They already agreed with having someone we choose do the translations, but will review material for quality and if they like the material, will agree to print and distribute. Another alternative is a publishing house in Morocco and Lebanon that also publishes Bahithat that Zeina knows. Zeina to ask about copyright and the possibility of AFWG having it.

IV.

AFWG Research Project Descriptions

- a. From IDRC Grant Proposal B Sections XI, XII, XIII, & XIV
 - i. Public Discourse B Project Phasing and Detail
 - ii. Border Crossings B Project Phasing and Detail
- b. From AFWG May 2004 Meeting Minutes
- c. From AFWG November 2004 Meeting Minutes
- d. For AFWG Webpage

Arab Families Working Group IDRC Project Descriptions

XI. PHASING: Public Discourse Project

THE FIVE YEAR PLAN FOR PUBLIC DISCOURSE

This research project is processual and interactive from its conception. Data gathering, analysis and synthesis is envisaged as a continuous process. At regular intervals the researchers will evaluate the information collected and use the insights gained to further refine and direct the next phase of the research project. The project makes use of existing knowledge, but intends to generate new knowledge and understandings from, and grounded in, empirical research.

Year 1:

Research activities:

In the first year we will develop and design the concrete comparative research projects that relate to the topics of youth and the “ideal family” in conditions of war, conflict and peace in Palestine, Lebanon and Egypt. The effects of war and other crises situations impact both directly and indirectly on the new generations. This includes the ways in which war and conflict affect the economic situations of various sectors of the population, which may have serious effects for processes of upward and downward social mobility through the generations. It refers to the ways in which the active involvement of youth in war and conflict impact family relations and the notions of the “ideal family”. We realize that discourses on youth and the “ideal family” are not straightforward. They may combine different elements, depending on time, location, class, ethnicity, religion and so on. Provisionally, issues to be researched addresses topics such as the loss of parental authority and family relations as the last source of security, devaluation and revaluation of education, reappearance of early marriage, development of new forms of marriage (such as temporary or informal marriages), family relations as source of vulnerability in the eyes of the ‘enemy’, gendering youth, education, legal systems, media, prison experiences and so on.

We will not only work at the level of debates and representations. It is particularly important to investigate how these debates relate to the every day life and **the daily lived experiences** of youth and others. These everyday experiences ask for different methods of research, in particular more ethnographic methods such as informal talks and observations. Such a focus on ‘the everyday’ is particularly important if we want to actively engage with questions about what youth themselves see as problems, challenges and accomplishments. If youth may not be equally included in debates, they may well vote with their feet, as it were.

The main focus:

The development of the concrete, comparative research projects on the discourses about youth and the “ideal family” in Palestine, Egypt and Lebanon. Taking sufficient time to design these projects is especially important, as one of the *raison d’être* of this project is the possibility of producing comparative work.

Identification of the critical issues in the debates and representation of youth *and* their agency.

Emphasis is on the situations of crisis, war and conflict and how youth are seen and see themselves in relationship to crisis, war and conflict.

Collect data on and analyze the debates and representations of youth within the discourses around the “ideal family” in the nation building projects of Palestine, Egypt, Lebanon and national policies towards “the family” and male and female youth.

Review of the national large census and data surveys in Palestine, Egypt, Lebanon in terms of the debates and representation of youth and the “ideal family”

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The starting point:

To **investigate the debates** that are taking place on youth in times of war and conflict and their aftermath in Palestine, Egypt and Lebanon. A central question is here is how the new generation is seen and represented and how they see and represent themselves.

The “actors” to be investigated:

The older generation, state institutions (including law, education), oppositional political and religious groupings, media, youth and so forth.

The institutions and media through which ideas about youth are produced, disseminated, transformed and/or reproduced:

a. Educational settings, where we will not only inquire into the content of what is being taught, but also on the ways in which particular values and notions of self are produced in this setting, such as the production of horizontal ‘peer groups’ and circles of friends of a specific nature, rather than vertical, trans-generational family ties.

b. The legal framework in which particular notions about youth are produced, such as in the processes of setting minimal ages for voting and marriage.

c. The media needs to be further unpacked as they include both the verbal and the visual, the high brow and the low brow, and genres such as the informational and entertainment; the different fields of engagement such as the religious (t.v. fatwas on youth etc.) will be included.

Methods:

Designing the methodologies of these research projects is by and large an academic endeavor. Our projects are mainly qualitative, employing discourse analysis. Yet, in part for strategic reasons we will also collect quantitative material. We will, however, do this more towards the end of the project, because by then we will have finished our analysis of existing surveys and have analyzed and learned from how quantitative material has previously been produced, and because only then, we will know what are the relevant questions to ask in collecting quantitative material and how these questions should be asked.

In each national setting stakeholder sounding groups will be set up and invited to comment (and to provide unsolicited advice) upon the research activities. This is important as research here is conceived of as a process and hence, is open-ended. Whereas researchers have their own responsibility in terms of the quality of research, these sounding group(s) highlight the importance of particular pressing issues. It is unlikely that policy makers and informal leaders will all agree on what needs to be investigated. Hence, next to national sounding groups, smaller scale and more flexible groups of ‘people with an impact’ will be invited to partake in discussions on particular projects.

Policy Links and Outreach Activities:

Because the AFWG research group and the Public Discourse members in particular, include a number of members that have engaged in policy-oriented research, we are aware of both the possibilities and pitfalls of engaging policy makers in an early phase of research. We will pay particular attention to include policy makers at lower levels as well as higher levels, and in the widely diverse fields of NGO activism (including those of a religious signature). We will also invite a number of ‘informal’ leaders and other persons that hold positions of influence affecting the lives of youth, including youth leaders themselves. We will set up a series of separate consultations with them to offer settings conducive to open discussions. Thus

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stakeholders will be engaged in discussions about these concrete projects through consultations, workshops and the circulation of working papers.

Products Year 1:

A working paper on pilot project on the debates on youth and the “ideal family” produced for limited circulation among stakeholders.

‘Translate’ academic results and dilemma’s in a ‘language’ that will be understandable for a broader public, in order to engage a wider public in the projects and elicit as many responses as possible.

Meetings, consultations and workshops with small groups of stakeholders to discuss results of research designs and pilot studies of the first year.

Year 2

Research Activities:

- Data collection and fieldwork, ethnographic fieldwork with male and female youth
- Identification and review of key constitutional, legal and policy documents on youth, crisis and the “ideal family”

Policy Links and Outreach Activities:

- Meetings, discussions with media representatives on youth and the “ideal family”
- Writing up brief fieldwork experiences for comment and expansion into discussion paper.
- Dissemination of concept paper on youth, family and crisis in Palestine, Lebanon, Egypt to critical stakeholders for review and comment

Products Year 2:

- Extensive fieldwork reports with accessible summaries
- Workshop with key stakeholders will be organized to discuss the first results. The workshop will include academics. It will also have a closed session with policy makers, and an open session for a wider public.
- Begin AFWG Volume on Arab youth in Palestine, Lebanon, Egypt
- Press releases about preliminary results of research. Meetings with media representatives

Year 3:

Research Activities:

- Writing for AFWG Volume II on the debates and representations of Arab youth
- Identification of key documents and sources in Education, curriculum, national legislation, educational reformers and the positionings of family and youth therein

Policy Links and Outreach Activities:

- Reports from workshops with academics and stakeholders distributed for comments and feedback.
- Meetings with educators, government educational leaders and NGO’s involved with education of youth in Palestine, Lebanon, Egypt

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Products Year 3:

- Production of AFWG Volume II:
- Arab Youth, Arab Families and Crises: Representations and Lived Realities.
- Workshops/meetings with academics and stakeholders organized around Volume II
- Reports of meetings with education leaders

Year 4

Research Activities:

- Collection and analysis of data on media (including visual media) representations of families, generations, and gender and their configuration in national and regional crises and civic myths in the past five years and selectively at key historical moments

Policy Links and Outreach Activities:

- Meetings/workshops with media representatives and key stakeholders which include screenings of audio visual materials
- Media appearances of AFWG members or public discussions between AFWG members and media representatives

Products Year 4:

- Reports from meetings/workshops with media representatives and key stakeholders
- Media products, particularly audiovisual packages for use in classrooms
- Workshops on the media itself and on the representations of youth and families

Year 5:

Research Activities:

- Research and writing of AFWG Volume III

Policy Links and Outreach Activities:

- Large public conference, involving NGO's, government officials, media and academics to report and evaluate the 5 years results of the AFGW research project

Products Year 5:

- Production of Volume III:
- Arab Youth, Arab Families and Crises: Education and the Media
- Production of Volume IV:
- Arab Families in Comparative Perspective
- Bringing together the results of the Border Crossings project and the Public Discourse project, teasing out the commonalities and differences in particular settings and historical moments
- Conference Report

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XIII. Public Discourse Research Project Group Program -- DETAILED Arab Youth -- A Lost Generation? What is to be Done?

Principal Researchers:

Lamis Abu Nahla, Hoda ElSadda, Omnia ElShakry, Barbara Ibrahim, Penny Johnson, Suad Joseph, Annelies Moors, Martina Rieker, Zeina Zaatari

The Public Discourse Research Project Group of AFWG includes ten scholars, planners and activists. All are members of institutions which have a commitment to research, policy, and/or practical work with Arab families.

A. Background / Research Objectives of the Public Discourse Research Project Group

The Public Discourse Research Project Group (PD RPG) of the Arab Families Working Group (AFWG) plans a five year research project to investigate three critical publically debated questions implied in these issues focusing on youth and highlighting gender and generational issues. The first two and one half years years of empirical research (Phase II of the AFWG Project) focus on questions emerging from issue #1 below, the “lost generation?”. The three issues, staged over multiple years are:

1. Why are youth seen as a “lost generation” in Lebanon and Egypt, but as saviors, particularly male youth (shebab) in Palestine? Who is blamed or credited with the conditions of youth? How does the public discourse affect the possibilities for intervention on behalf of youth? What are the differences in signification of male and female youth?
2. What is the “ideal” family as represented in the three nation-state building projects?
3. How do the implicit public discourses over youth, ideal family relations, and normative sexualities reflect and affect youth in their societies?

The perceived “crises” of Arab youth are often considered, in Arab public discourses, to be both a cause and symptom of the crises of Arab families and Arab societies. When youth are considered to be a “problem” and how their problems are posed as “family” problems or “social”, “political”, “economic”, “religious”, or “cultural” problems varies with the dynamics of regimes. Arab youth were constructed as the vanguard and the hope for the future in Arab nationalist projects, barely half a century ago. Today, Arab youth in Lebanon and Egypt are often represented in public discourse as a “lost generation”. Their lostness is counterposed to the notion of the “ideal family” represented in the nation-state building projects of these countries. Palestinian youth are not seen as lost, but as heroic saviors of the Palestinian nation/state building project. Yet the realities of occupation, armed struggle, and risks of death put youth, the standard bearers of national liberation, at the center of crisis of Palestine. Embedded in these public discourses about youth are the implicit discourses over normative youth sexualities, gender and generation. How are public discourses on youth invented, deployed, gendered and situated in terms of “ideal” families with nation-state building projects? How are discourses inscribed in law, education and popular culture? How do the critical actors participate in or resist the production or implications of these discourses? These are critical questions for this project.

The rationale for focusing on youth is that they comprise two thirds of the population in Palestine, Lebanon, and Egypt. They are the present as well as the future of their societies. The hope for peace, conflict resolution, democracy, equality, social development of all sorts rests on their shoulders. The role of youth is critical to all major conflicts in the region. Youth are often

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the material forces of conflict. It is youth who are mobilized for wars; it is mostly youth who pay the price of conflict with their lost lives, lost education, injured careers. In Lebanon, Suad Joseph finds, there was direct competition between the militias and families for control of the loyalties of youth. The crisis and “corruption” of youth is seen in Lebanon as a direct result of militias and war in Lebanon. In Palestine, Penny Johnson and Lamis Abu Nahla find, however, families often support youth who participate in the nationalist struggles. Even young females have joined the military struggle, at times against their families wishes, to sacrifice themselves for the nation (watan). The streets of Egypt are lined with young male teenagers who are recruited into the military at survival wages to guard the security of the state (Barbara Ibrahim, Martina Rieker). Youth are often the brigades of demonstrators on the streets on behalf of critical national causes. The role of youth in conflict is evident.

The role of youth in peace in Palestine, Lebanon and Egypt is less evident, as they are often not given voices. This project will draw out the voices of youth and those actors deemed responsible for youth. The youth will be interviewed, as will parents, teachers, religious leaders and others. Youth views and actions in relation to themselves, their societies and their possibilities will be studied on key social issues. Thus the project looks at not only how youth are represented, but how they see themselves and their sense of agency.

Thus, despite the heated controversies surrounding youth in all these countries, relatively few empirically sound, theoretically innovative, and policy-useful studies on youth have been done which can guide theoretical or practical work. Our objective is to develop frameworks for understanding the critical transformations of Arab families which entails understanding the debates around youth (the largest segment of Arab families and Arab societies).

We see neither youth, nor the state, nor the nation, nor religion, nor culture, nor families, nor women, nor men, nor even the idea of “discourse” as homogeneous categories. “Youth,” for example, are differentiated by gender, by class, by religion, by region, by education – even what age groups count as youth vary. The term “Arab family”, for example, will be disaggregated from the public discourses of “normative” families to account for the vast array of concrete social arrangements lived out across national, religious, class, ethnic and regional differences. “The family” must not be treated as an undifferentiated entity. Rather the project will examine the family as consisting of numerous actors with differentiated interests, including extended kin, fictive kin, multiple generations – with gender and hierarchy always at play. What constitutes “the family”, in discourse and reality, is always shifting, the boundaries of family responsive to changing social, political and economic conditions (as the Border Crossings RPG will document).

How a public debate is created, who creates it, how these categories are used in public debates, what is meant by them, who uses them, how their use is responded to is central to the project. It will be a critical task to document the translations and tensions between the public discourses and the lived realities. Nor do we presume a single set of public discourses on youth. Rather, we anticipate competing public discourses and we anticipate competing private discourses with an uneven translation between public and private discourses. The project assesses what are the public discourses on youth, whose discourses they are, how do youth and critical others perceive, create and engage with public discourses – across class, religious, regional, and gender and generational lines – and in different arenas such as law, education, and popular culture.

The public discourses are played out in popular culture through TV, movies, popular magazines, plays and novels. They are also played out in through the national school curricula which has a critical impact on the socialization of children for national citizenship. Furthermore,

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and importantly, public discourses both reflect and affect law – citizenship laws, family laws, labor laws and other critical arenas such as laws regulating free speech and activities of NGOs. Public discourses are arenas for the vetting of social concerns as well as disciplinary tools for inventing social realities. Capturing the dynamics between the lived realities and the mechanisms for creating realities is crucial to understanding how public discourses affect questions of citizenship, rights, equality and democracy.

Driving these public controversies about the “crises” of Arab families as represented in the public debates about the “crises” of Arab youth is a concern with the question of cultural authenticity. Arab discourses heatedly argue the question of Arab identity, Arab culture, what is “authentic” (as opposed to “western”) in what youth believe and how they act. State and opinion leaders, families and youths raise questions about how to engage the “other” (the West); is the other just different or is it bad; how do they differentiate themselves from the other; is it even possible to disentangle from the other; do they feel they must disengage in order to clarify their identity; how does one encourage and respond to the “other”; does response and encouragement entail loss or compromise of identity and authenticity; does authenticity allow or not allow for change? The intensity of the emotion behind drawing a line between self and other contrasts with Western discourses which currently espouse plurality and diversity as expressions of equality. Concerns about “authenticity” frame the public discourse and frame the three questions as questions about authenticity. Our research will situate the three questions in the context of local public debates about “authenticity”.

The focus of the Public Discourse RPG is precisely on how critical actors and audiences perceive and represent the youth as “in crisis”. Public discourses and discursive practices are not simply matters of rhetoric. They are a lens for studying strategies and relations of power, assimilation and resistance, and potential paths of intervention for change based on an understanding of the agency of actors at all levels of society. As such, a critical analysis of public discourses and discursive practices offers a primary tool for developing frameworks to respond to social transformations as they are perceived and answer the question: what is to be done? The starting point for this project is capturing the controversies around youth as they are debated in public fora by the critical actors.

The research will proceed through four steps: a.) Documentation of the controversies through their representation in public media, in each of the three countries. b.) Surveys and ethnographic research to involve youth, their families and critical individual and institutional actors through direct interviewing, observation and through analysis of the media through which they represent themselves. c.) Surveys of the controversies about youth as debated in academic literature. d.) Development of the policy implications of the findings, focusing especially on the implications for conflict resolution, peace building, reconstruction, democratization, governance and security.

B. Preliminary Data

How is the youth debate represented in public discourse in Palestine, Lebanon, Egypt?

1. Palestine

1. Who is to blame/credited for the conditions of youth and what is to be done?

a) In Palestine the occupation/war is seen to be at fault more than the family.

b) The Palestinian authority may also be seen to be at fault for the conditions of youth not only because of the immediate perceptions of corruption, but because it is seen to represent a profound crisis (or even failure) in Palestinian nationalism and thus national values. Conversely, idealism and purity for youth may be vested in oppositional Islamist

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movements or the Palestinian nationalist movement is often seen as the manifestation of the highest ideals of its youth.

2. What is the ideal family as represented in the nation-state building policies?

- a) The nation/state building project organizes the ideal family around war and occupation. For example, the large family is encouraged to reproduce the population.
- b) The research will investigate the debates around family law, citizenship and social welfare laws.

3. The implicit public discourses: Controversies over normative youth sexuality.

The penal code and family law are sites for youth sexuality debate. Popular and media discourses of youth sexuality and ideal and corrupt femininities and masculinities are constructed in opposition to the Israeli colonial project (for example, sexual permissiveness is linked to collaboration with Israel) and the guardianship of young women by family and family members is colored by this dynamic.

2. Lebanon

1. Who is to be blamed/credited for the conditions of youth and what is to be done?

- a) The controversies around family are centered around the civil war and its aftermath, the Palestinian struggle staged in Lebanon, and occupation of Lebanon by Israel and Syria.
- b) The Syrian occupation is blamed, in the public discourse, for the demise of the economy and therefore inability of families to carry out familial obligations.
- c) The Palestinians are seen as undermining the economy and society.
- d) The corrupting influence of the "other" mainly: Foreign domestic workers; foreign sex workers; importation of western culture (movies/video's, music, commodities, drug culture); UNIFIL in South Lebanon; Israel, Southern Lebanese Army in South Lebanon; Syrians.

2. What is the ideal family as represented in nation-State building policies?

The research will investigate the diverse ideal family forms based on the 18 legally recognized religious sects who have sole authority over family law.

3. The implicit public discourses: Controversies over normative youth sexuality

Youth sexuality is seen as out of control or at risk. Prostitution has been internationalized with the incoming of European and Asian sex workers. What does the public display of the body mean (in TV, advertising, movies, popular press). How does western clothing/fashion evoke particular notions of youth sexuality? What constitutes fashion for different communities? Investigate youth dress as representation of political and sectarian affiliation.

3. Egypt

1. Who is blamed/credited for the conditions of youth and what is to be done?

In Egypt, the blame/credit, in public discourses, is variously placed on the state; Islamists; globalization; secularist; mass culture; nouveau riche.

2. What is the ideal family as represented in nation-State building policies?

These debates concern family size, decision making, law, how to conceive of the family as an economic unit or productive unit.

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- a) Early 20th century period developed the notion of bourgeois/companionate family
- b) Nasser period – Socialist. The family was seen as a productive unit
- c) Contemporary period: Debate between the Islamists and secularists on family

3. *The implicit public discourses: Controversies over normative youth sexuality*
The debates center on homosexuality; sex tourism; “urfi” and other alternative forms of marriage.

C. How youth debate is represented in Academic literature

Scholarly debates around the three controversies are framed in the following manner:

1. *Who is blamed/credited for the conditions of youth and what is to be done*

In the academic literature blame/credit centers on war; globalization; economic downturn; corrupt governments; media, mass culture, TV; demography (A whole generation was born to chaos in Lebanon, Egypt, and Palestine. This is an increasingly larger generation who grew up knowing only war, despair, and hopelessness and have never experienced “normal” family or social life. In Egypt 45% of the population is under 20 years old with a large number of girls moving towards reproductive age. Regardless of changes in family size or age of marriage, there is a demographic momentum because of the number of girls reaching reproductive age.)

2. *What is the ideal family as represented in nation-State building policies?*

Academic literature represents the ideal family as largely the extended family, with variations by class – with nuclear family supported more in middle classes. Kin, village, sect endogamy is seen as the ideal, but not the statistical norm. Family solidarity and loyalty is seen as ideal, but not necessarily practices.

3. *The implicit public discourses: Controversies over normative youth sexuality*

Relatively little research exists on youth sexuality in these three countries, although there is recognition of the controversies..

D. The Research Question: Are Youth a Lost Generation? What is to be Done

The first two and one half years of research will center on the first question set: Why are youth seen as a “lost generation” in Lebanon and Egypt, but as saviors in Palestine? How do youth see themselves? Who is blamed or credited with the conditions of youth? How does the discourse affect the possibilities for intervention in the conditions of youth? We see these questions as constitutive of and by the other discourses and a key conduit into answering practical policy questions.

There are extensive public debates about the failures of youth in Lebanon and Egypt and intense discussions in Palestine about the sacrifices of youth on behalf of national liberation. Why is there this difference? How are youth seen and how do youth see themselves? How do the answers to these questions affect intervention on behalf of youth, the development of citizenship, the building towards democracy and social equality? The objective of Stage I of our study will be to document how the youth debate is framed by the key actors (including youth themselves), especially looking at the institutions which mediate between state and family and identifying sources and solutions to the critical transformations occurring around youth. We will involve youth at every stage of data gathering and dialogue with them over solutions.

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The blame or credit for the conditions of youth appears to be debated in various public fora (media, legal and educational institutions, other public discourses) in these terms:

- a) In what ways are youth the problem? Loss of youth to/through:
 1. Criminality of youth
 2. Moral laxity of youth
 3. Families' loss of labor and support/care of youth
 4. Lack of direction/goals/orientation/ambitions of youth
 5. Loss of identity among youth
 6. Violence of youth
- b) Are youth seen to be the solution?
 1. Strugglers for national liberation
 2. Innovators of technology and change for future
 3. Providers of income/support for families
- c) Who is blamed or seen to be at fault for the "crisis" of youth?
 1. Do families have control over youth? Are parents acting responsibly toward youth or abdicating responsibility? How do parents view their responsibility towards their youth? How do youth view their responsibilities?
 2. Is the state taking or abdicating responsibility?
 3. Are non-state / non-familial institutions failing or helping youth? – for example: NGO's; service organizations; civil society, including voluntary/charity organizations; private businesses
 4. Are youth being seduced by forces beyond family and state such as militias; gangs; youth peer groups; other associational forms such as charismatic religious groups; global culture; mass culture; drugs; political groups other than militias; religious institutions (under certain conditions)?
 5. Regional / International Causes for the critical transformations among youth: war/occupation; violence; globalization – structural adjustment; immigration, and migration ; corrupting "others" – such as sex workers or sexual tourism; foreign domestic workers
- d) Who is credited with the hope for youth: families; religious institutions; educational institutions; national institutions (including national liberation organizations)?
- e) Are youth seen as responsible for the "crises" of society – by whom?
- f) What are the views of youth on these issues.

E. Methods of Research

The methods of research focus on controversy # 1: Who is blamed/credited for the conditions of youth and what is to be done? Our methods will include:

- 1.) Discourse analysis of public debates
- 2.) Content analysis of public documents
- 3.) Ethnographic interviews of key actors, especially youth and women, but also government, non-government leaders, public opinion makers, educators, legal workers.
- 4.) Secondary analysis of existing surveys in each country.

Our data gathering will focus on three sites:

1. Law and public policy
2. Media
3. Education

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We start by clarifying terms in the local discourses, identifying the sites and sources for data gathering.

1. How is “youth” defined and framed locally in terms of age and gender. Example, males may be considered youth longer than females.
 - a. What are youth expected to do or achieve to become adults.
 - b. How does the category of “youth” change historically in different nation-state building projects? We will start at the 1920’s. For example, how does the category of youth change or develop in the Egyptian colonial modernity project such as within Taha Hussein’s discourse and his categories of youth. Palestine and Lebanon there will be different starting points.
 - c. We will look at the ways in which “youth” becomes a category in the modern nation-state building projects, in the building of citizenship in Palestine, Lebanon and Egypt.
2. Ways in which societies discuss the “crisis” of youth in these sites
 - a. Mass media, including: print, electronic and visual media; religious tracts. cassette
 - b. Literature and popular literature
3. Changes in law, including: Penal code; Family law; Age of marriage; Regulations around marriage contract; Urban law and labor law (Child labor; Social security; Contracts); Constitutions and constitutional law and civil law around rights. Ex. most Arab constitutions identify the family as the basic unit of society not the individual
4. Ethnographies of voices: The voices project investigates how the particular subjects view the “crises” of youth as a problem as well as respond to the representations of the problem in the various sites of representation.
 - a. Ethnographic interviews with youth to see whether they perceive themselves “in crisis” and why or how
 - b. Parents and how they see the “crisis” of youth.
 - c. School leaders
 - d. Religious leaders
 - e. Leaders of NGO’s and policy-making institutions.
 - f. Government Ministers such as the Minister of Social Affairs, Minister of Education, and Minister of Youth.
5. Non-state, non-family associations and institutions, such as youth peer groups and other associational forms, including civil society.
6. Intersections of academic, state, and transnational discourses on youth

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- a. Analyze the assumptions in studies done on youth in the region, especially the demographic studies carried out when youth were identified as a critical mass.
 - b. Identify local and global interests and currents in the academic literature.
 - c. Evaluate national mass survey research where we can obtain permission
7. Educational curricula and texts.

F. Analysis of data and Building of archives / websites

1. Analyze data in stages as collected
2. Create an archive of historical media and ethnographic and secondary material
AFWG has already begun a library of materials on Arab families. The library contains close to 500 articles, newspaper clippings, and books. We will begin scanning the AFWG library material in preparation for web archiving.
3. Create a web page for the archived materials to be made available eventually for scholars

G. The Policy Implications of the Perceived Crisis of Youth

1. We clarify the issues to assist policy makers, NGO's and governments. We will expose linkages between problems and sources of the problems to identify solutions
2. Is blame/credit inappropriately rationalized? We challenge the reductionist blame game by looking for the complexities in the controversies. This will better serve policy makers in addressing these problems. We move away from the common allocations of blame and finger pointing to avoid futile assumptions and to move towards the concrete underpinnings of the problems to suggest possible solutions. For example, there is the assumption that globalization is uniformly affecting youth everywhere, but globalization is having very different effects in different places. For example, mothers may be blamed inappropriately because they are working; or families are blamed for failures that they can no longer be responsible for.
3. Our work will suggest new priorities and problems to be addressed around the transformations in youth as publically debated, providing an ethnographic accounting for the new demography of social controversies.
4. We will especially be looking at the institutions between state and family in terms of sources and solutions to the transformations in youth and the perception of youth "in crisis".
5. We will involve youth perspectives in our analysis and dialogues over solutions.

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XII. PHASING: Border Crossings Project

THE FIVE YEAR PLAN FOR THE BORDER CROSSINGS PROJECT

(Research Note: Four of the Border Crossing project sites are phased here. Two AFWG Core Group Members – Mona Khalaf, Hania Sholkamy -- have joined this project and will be working on these sites and developing comparative sites).

A. Foreign Domestic Workers in Lebanon

Year 1

Preparation Stage

- Liase with local and international NGOs engaged with family, gender and migration issues.
Specifically: Caritas Liban Migrant Center
International Catholic Migration Mission
Afro-Asian Migrant Center
Organisation for Family Planning
Committee for Women's Rights
National Committee for Fight Discrimination Against Women
Women's Union (includes around 20 NGOs)
Democratic Women's Union
International Organisation for Migration
International Labour Organisation
United Nations Development Fund for Women
- Liase with embassies of Philippines, Sri Lanka, Ethiopia
- Liase with relevant government ministries and departments
Ministries of: Interior, General Security, Social Services, Foreign and Emigrant Affairs, Justice.
- Background data gathering
Reconciliation of official work permits with estimations based on embassies and General Security to establish the population size of foreign domestic workers in Lebanon.
- Preparation of research instruments (interview schedules, questionnaires) covering:
 1. Division of labor according to each member of the household
Division of space in the household
 2. Exploration of fictive kinship through questions on attitudes towards domestic workers, inclusion and exclusion with various family activities, including meal times, family outings, etc.
 3. Marriage, and sexuality as coping strategies of domestic workers, including resistance to abuse and exploitation within the household. Explanations of family dynamics pertaining to domestic employees.
 4. Issues related return to home country.
 5. Demographic data and brief life histories
- Interview schedule will be used with employers (both male and female) and questionnaire for domestic employees.

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- Employ and train 2 research assistants
- Set up office dedicated to the projects at the American University of Beirut (possibly within the Center for Behavioral Research)
- Two meetings between member of the Border Crossings project
- Write report on discussions and with NGOs and government departments on suggestions, interests, etc.
- Prepare discussion paper on findings

Year 2

- Finalize draft of research instruments
- Pilot test research instruments on approximately 5-10 domestic workers and employers
- Revise instruments in light of pilot testing
- Establish sampling frame: at this stage an estimated 1000 interviews with domestic workers (Sri Lankans, Filipinas and Ethiopians) should be conducted, supplemented by in-depth case studies and ethnographies (number to be determined) of employer-employee relations and dynamics.
- Establish evaluation instruments
- Carry out empirical fieldwork
- Two meetings with Border Crossings Group members
- Conduct interim, but public workshop - at AUB - inviting relevant NGO and government representatives to discuss work-in-progress

Year 3

- Draft article for interim from results as work-in-progress
- Send to relevant NGOs, government departments for comments
- Prepare draft for comparative paper with other projects of Border Crossings Group
- Seek publication of work-in-progress paper
- Complete fieldwork

Year 4

- Follow-up fieldwork stimulated by workshop and writing phases
- Prepare draft manuscript of book for publication
- Draft policy recommendations
- Organise wider, public conference that will include not only academics but communities of NGOs, Government representatives, family, gender and migration associations. Presentation of draft policy recommendations for comment.

Year 5

- Prepare final draft of book for publication
- Rolling meetings with policy makers and gatekeepers to push for policy reforms and changes.

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B. Palestinian Return

Year 1

Preparation Stage

- a. Liase with local and international NGOs engaged with family, gender and migration issues.
Specifically: PNGO Network
 - Institute of Palestine Studies
 - Women's Health Organisation (Bourj El Barajneh)
 - PLO Office, Beirut
 - Center for Palestine Research and Studies (CPRS)
 - Collective Forum for Palestinian NGOs, Lebanon
 - United Nations Relief and Works Agency (UNRWA)
 - Organisation for Family Planning
 - Committee for Women's Rights
 - National Committee for Fight Discrimination Against Women
 - Women's Union (includes around 20 NGOs)
 - Democratic Women's Union
 - International Organisation for Migration
 - International Labour Organisation
 - United Nations Development Fund for Women
- b. Liase with relevant government ministries and departments
 - Ministries of: Interior, General Security, Social Services, Foreign and Emigrant Affairs, Justice.
- c. Background data gathering on Palestinians in Lebanon – refugees and non-refugees; inside and outside refugee camps workforce participation in Lebanon
- d. Preparation of research instruments (interview schedules, questionnaires) covering:
 1. Questions on right of return and desirability of return
 2. Questions on 1948 inheritance, property ownership and dispossession
 3. Questions on citizenship, assimilation and integration
 4. Family histories of marriage and kinship
 5. Demographic data
- e. Employ and train research assistant
- f. Set up office dedicated to the project at the American University of Beirut (possibly within the Center for Behavioral Research)
- g. 2 meetings between member of the Border Crossings Group
- h. Write report on discussions and with Palestinian and non-Palestinian NGOs and government departments on suggestions, interests, etc.
- i. Prepare discussion paper on findings

Year 2

- Finalize draft of research instruments

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- Pilot test research instruments on approximately 5-10 Palestinians inside and outside refugee camps in Lebanon
- Revise instruments in light of pilot testing
- Establish sampling frame: for statistically significant survey, supplemented by in-depth case studies and ethnographies (number to be determined).
- Establish evaluation instruments
- Begin empirical fieldwork
- 2 meetings with Border Crossings Group members
- Conduct interim, but public workshop - at AUB - inviting relevant NGO and government representatives to discuss work-in-progress

Year 3

- Draft article for interim from results as work-in-progress
- Send to relevant NGOs, government departments for comments
- Prepare draft for comparative paper with other projects of Border Crossings Group
- Seek publication of work-in-progress paper
- Complete fieldwork

Year 4

- Follow-up fieldwork stimulated by workshop and writing phases
- Prepare draft manuscript of book for publication
- Draft policy recommendations
- Organize wider, public conference that will include not only academics but communities of NGOs, Government representatives, family, gender and migration associations. Presentation of draft policy recommendations for comment.

Year 5

- Prepare final draft of book for publication
- Rolling meetings with policy makers and gatekeepers to push for policy reforms and changes.

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C. Palestinian Refugees in Occupied Territories

Year 1

Preparation Stage

- Liase with local and international NGOs engaged with family, gender and migration issues.
Specifically
Palestinian NGO Network
- Coordinating Committee of International NGOs in Palestinian Occupied Territories
North American Coordinating Committee on NGOs
FAFO International (Institute for Applied Social Sciences)
OXFAM
CARE International
Welfare Association
UNESCO
UNRWA
UNIFEM
WHO
Arab Women's Union
Palestinian Federation of Women's Action Committees
- Liase with relevant PA ministries and departments
Ministries of: Interior, Labor, Social Affairs, Planning and International Cooperation,
Housing and Health.
- Background data gathering on Palestinians Refugees in West Bank and Gaza–
Family structures, kinship, marriage, workforce participation, etc.
- Preparation of research instruments (interview schedules, questionnaires) covering:
 1. Questions on right of return and desirability of return
 2. Questions on 1948 inheritance, property ownership, dispossession and dislocation
 3. Family histories of marriage and kinship
 4. Demographic data
- Employ and train research assistant
- Set up office dedicated to the project
- Two meetings between members of the Border Crossings project
- Write report on discussions and with Palestinian and non-Palestinian NGOs and government departments on suggestions, interests, etc.
- Prepare discussion paper on findings

Year 2

- Finalize draft of research instruments
- Pilot test research instruments
- Revise instruments in light of pilot testing
- Establish sampling frame: for statistically significant survey, supplemented by in-depth case studies and ethnographies (number to be determined).
- Establish evaluation instruments

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- Begin empirical fieldwork
- Two meetings with Border Crossings project members
- Conduct interim, but public workshop - at AUB - inviting relevant NGO and government representatives to discuss work-in-progress

Year 3

- Draft article for interim from results as work-in-progress
- Send to relevant NGOs, government departments for comments
- Prepare draft for comparative paper with other projects of Border Crossings Group
- Seek publication of work-in-progress paper
- Complete fieldwork

Year 4

- Follow-up fieldwork stimulated by workshop and writing phases
- Prepare draft manuscript of book for publication
- Draft policy recommendations
- Organise wider, public conference that will include not only academics but communities of NGOs, Government representatives, family, gender and migration associations. Presentation of draft policy recommendations for comment.

Year 5

- Prepare final draft of book for publication
- Rolling meetings with policy makers and gatekeepers to push for policy reforms and changes.

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D. Arab Families in the United States

(Sites: California and Michigan. Michigan site to be developed)

Year 1

Preparation Stage

- Liase with local and international NGOs engaged with Arab American communities.
Specifically:
 - The Tenderloin Mental Health Clinic (works with recent Arab immigrants in San Francisco, California)
 - The Arab American Anti-Discrimination Committee, San Francisco Chapter and National Chapter (largest grassroots Arab American organization)
 - The Arab Cultural Center of San Francisco
 - Various Palestinian, Lebanese, Egyptian community organizations (including the Ramallah Club, Birzeit Society, Egyptian American Association, Lebanese American Association)
 - Various Arab Christian Churches (St. Thomas, St. Nicholas)
 - Various Muslim community organizations and mosques (The Santa Clara Mosque, Islamic Society of San Francisco, Islamic Networks Group)
 - The Arab Women's Solidarity Association
- Liase with community leaders and professionals who specialize in issues related to Arab immigrants in the San Francisco Bay Area and whose work is connected directly with policy making (i.e. doctors and lawyers who are active with the Arab community and who represent Arab clients and Arab issues within local city politics and local, national and international NGO's.
Specifically:
 - Medical doctors
 - Mental health therapists and psychologists
 - Lawyers
- Liase with multi-ethnic community organizations and NGO's that work on issues of gender and family and also work with Arab communities.
Specifically:
 - The women of Color Resource Center
 - San Francisco Women against Rape
 - The Institute for Multi-Racial Justice
 - Natioanl Network for Immigrant and Refugee Rights
- Background data gathering: Data collection on the history and demographics of Arab migration to San Francisco (focusing on Palestinians, Lebanese, Egyptians). (No published research to date exists on this topic. This will require interviews with community leaders and research within city offices and archives).
- Preparation of research instruments (interview schedules, questionnaires, participant observation). The interview schedules and questionnaires will be used among a sample of sixty families, twenty of each of Palestinian, Lebanese, Egyptian. The questions will cover:

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1. Background information about research participants/research households (i.e. socio-economic class, history of migration, religious affiliation, country of origin)
 2. How research participants envision division of labor within their households in their home countries (before migration).
 3. How research participants describe division of labor within their households in the U.S. after migration
 4. Exploration of formation of fictive kinship through questions on how participants describe “community;” “community networks” and shifts from extended kinship structures in the homelands(s) to a decrease in extended kinship networks in the diaspora
 5. The strategies through which households structure marriage patterns and the extent to which marriage functions as a tool for cultural survival/reproduction
 6. The ways research participants imagine/describe “home/homeland” and the potential for return migration
- Set up office dedicated to the projects in California (and later Michigan).
 - Attend two meetings with members of the Border Crossings Project members in either Lebanon or Egypt.
 - Write a report that will frame the issues that to be studied for local, national and international NGO’s about the needs of Arab families in the United States, focusing on the way that gender roles in the household (division of labor) are impacted by migration; the challenges of diasporic families in the context of decreased extended family ties; the ways that marriage as a survival strategy operates to either empower or disempower women and men; and the significance of the homeland and return migration to Arab families in the U.S. The issue of return migration is likely to be most significant for the Palestinian families.
 - Prepare a discussion paper on these questions

Year 2

- Finalize draft of research instruments
- Pilot test research instruments on approximately 5 households
- Revise instruments in light of pilot testing
- Establish sampling frame: Sixty open ended intensive interviews with Arab families (twenty each Palestinian, Lebanese, Egyptian). All families will include parents who immigrated to the U.S. after 1990. All families will include married parents and at least two children. Two sets of interviews will be conducted. The first set will include all family members. The second set will include separate interviews with husbands and wives.
- Establish evaluation instruments
- Carry out empirical fieldwork for Phase II
- Two meetings with Border Crossings Project members
- Conduct interim, but public workshop, at the University of California, inviting relevant NGO’s and government representatives to discuss work in progress.

Year 3

- Draft article from results as work in progress
- Send article to relevant NGO’ and agencies for comments
- Prepare draft for comparative paper with other Border Crossing project sites
- Seek publication of work in progress paper

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- Expand and complete fieldwork

Year 4

- Follow-up fieldwork stimulated by workshop and writing phases
- Prepare draft manuscript of book for publication
- Draft policy recommendations relevant to local, national, international policy makers
- Organize public conference to include academics, NGO's, government representatives, family, gender and migration associations
- Present draft of policy recommendations to relevant agencies for comment

Year 5

- Prepare final draft of book for publication
- Rolling meetings with local officials, and local, national and international organizations

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XIV. Border Crossings Research Project – DETAILED

Public/Private Shifts: Diasporas and the Restructuring of Arab Families

Principal Researchers:

Ibrahim Elnur, Ray Jureidini, Eileen Kuttab, Judy Makhoul, Nadine Naber, Mona Khalaf, Hania Sholkamy

The Border Crossings RPG of AFWG includes five scholars, planners and activists. All are members of institutions which have a commitment to research, policy, and/or practical work with Arab families.

Public/Private Shifts: Diasporas and the Restructuring of Arab Families

A. Research Problem

This project investigates how multiple forms of “border crossings” (both within and beyond the nation-state) impact upon Arab families. Focusing on the reshaping and restructuring of Arab families in various diasporic or translocal sites, it highlights its implications for the construction of notions of the private and the public and the ways in which these relate to each other and are gendered.

This project includes five comparative studies. Two will take place in Lebanon. One of these will explore the introduction of foreign domestic maids into Arab families and the second will research families who have faced development induced displacement. The third and fourth will take place in Palestine and Egypt focusing on refugees displaced by war. The fifth study takes place in the United States, highlighting public/private shifts in the context of labor induced migration and displacement caused by political turmoil and war.

These research sites will provide rich ethnographic material for exposing the dynamics of how family boundaries shift in relation to the movement of people across place, in relation to multiple, diverse publics. Moreover, family is often defined in relation to nation building projects. By exploring Arab family formations in relation to border crossings within and beyond different nation building projects (Egypt, Lebanon, Palestine, and the U.S.), our objective is to extend the viewpoint that the “private” is always “public” or “political” to diasporic sites.

Each research project will thus address the ways in which the “private” is not an isolated, separate sphere but is constantly shaped and reshaped by the changing socio-political realities of displacement and diaspora. The key shifts in the gendering of public/private boundaries that we will explore are those related to: 1) the division of labor; 2) the deployment of kinship idioms; and 3) survival and coping strategies. Fundamental to the location of migrant and displaced families is the issue of **return**, whether in the imagination or in reality. This will be explored at a range of levels throughout the project.

By taking different contexts and different historical circumstances of displacement seriously, this project highlights the effects of global political economies on the production of changing family boundaries and relations. In this project, we start from a gender perspective, that investigates how men and women may see themselves as positioned differently within the family (with divergent interests) and how they may identify with the family and develop common strategies. Focusing on “border crossings” we transcend perspectives that link the Arab family to a particular territory, and investigate how diasporic, transnational or translocal Arab families are constructed in an increasingly globalized world. If little interaction has taken place

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between those studying “Arab families” and those engaged in the study of transnationalism, translocalism and diasporas, we explore the ways in which insights gained from these fields may be productively integrated. In doing so, we insert the global into Arab family studies from a gender studies perspective and we insert Arab family studies into the field of transnationalism and diaspora studies. The final product will be publications that are co-authored and comparative.

B. Literature Review

1. Arab Region: Displacement and Migration Flows

Over the last three decades, the Arab region has witnessed significant increases in the extensity and intensity of population flows and displacement following the oil price hikes of 1973 and 1983 (Massey, Arango and Hugo 1993). These flows resulted in momentous inter- and intra-regional flows and included Arab migration to other Arab states, Arab migration outside the Arab region, Asian inflows (most significantly into oil producing countries), transit migration and return migration. Early migratory flows, mostly Arab, involved families as well as individual migrants. These migrants responded to the demand for skilled and unskilled male labor. More recently, migration has overwhelmingly included Asian inflows into oil producing countries have predominantly consisted of the migration of individuals as opposed to families, including significant female participation.

Comparatively, however, Arab migratory flows continue to be male-dominated. Whether directly involving Arab families or indirectly, these population flows have had great impact on the reshaping of Arab families (Taylor 1999). These population flows have affected the migrating families as well as those in the receiving and sending countries. The new economics of migration have radically changed the assumptions of decision making with a serious shift away from individual to collective rationality. Families make decisions to migrate as a collective survival strategy. Such decisions have internationalized the division of labor within families, nuclear or extended, and triggered an understanding of this process as a transnational phenomenon. Past limited research on gender and family has not taken the complexities of these population flows seriously. There exists a need for research that investigates the significance of family to migratory processes. There also exists a need for research on the significance of ‘return’ to the study of migration and displacement.

2. Arab Family Studies

Research on gender and family in the Arab world tends to be framed according to an area studies approach that associates families with a singular geographically bounded local or national territory. As a result, the impact of diasporic experiences on families is often ignored or neglected within this body of literature. Within most Western feminist theory, studies of gender in the Arab world have tended to isolate gender and family processes from politics and economics. A few studies exist (Tucker 1997; Hoodfar 1997; Lobban 1998; Joseph 2000) that theorize family patterns not as fixed or isolated, but as consequences of various processes, such as economic restructuring and the gendering of the state (Shah 1995). However, research that highlights gender and the dislocation of families is limited. Research needs to be conducted that situates gender and family studies in historically situated analyses in the light of politics, economics, globalization and transnationalism.

A new body of literature on gender and Arab families that takes diaspora seriously is currently emerging. For example, some studies have addressed shifts in cultural demands of Moroccan mothers who regularly move between their place of migration and their homelands (Salih, 2001);

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the impact of socio-economic and political change on domestic organization in Yemen (Stevenson, 1997) and migration, urbanization and women's kin networks in Tunis (Holmes-Eber, 1997). Our research expands diasporic family studies from a gender studies perspective that not only focuses on women, but on diasporic women, men and families.

3. Globalization, Displacement and Diaspora

Within the research on globalization, displacement and diaspora, much of the literature tends to focus on labor migration. Moreover, this literature tends to focus on agents or individuals rather than families or communities. Significant research on labor migration from a gender studies perspective exists (Parrenas, 2002; McSpadden, 1999). Yet it has not been expanded to include the Arab region. While a large body of literature exists on refugees (Hansen and Smith, 1982; Shami, 1993; Indra, 1999), it focuses primarily on survival strategies, legal status, rights, resources, health, livelihood and refugees' impact on hosting countries. However, there is only limited research on shifting family structures among displaced families and/or refugees.

There exists a significant need for research that brings these areas together. Our research will meet this need by bringing globalization to Arab family studies and bringing Arab family studies to the literature on globalization.

C. Theoretical Justification:

This project transcends Western feminist approaches that reduce Arab family and gender patterns to a consequence of "culture" and/or "religion (Islam) and hence assume that a monolithic or singular Arab family exists. Our project investigates the multiplicity of Arab family formations by exploring the different ways that public/private boundaries are reconstructed and reshaped in different translocal and transnational locations, including displacement and return migration. A feminist perspective guides our approach in that we focus on the gendering of public/private boundaries in relation to the division of labor within households, the reshaping of patriarchal kinship idioms, and the gendered negotiation of survival and coping strategies.

Diasporas provide rich contexts for exploring family formations that emerge in relation to multiple geographic locations simultaneously. Research on diasporas is useful for exploring variations in family formations in the context of translocal and transnational community formations. Our comparative approach to the study of the restructuring of Arab families vis-à-vis displacement, diasporas and return migration situates Arab families within the fluidity of local and national borders while exposing the diversity and multiplicity of Arab family formations. Moreover, our focus on both displacement and return migration provides a nuanced approach to diasporic family dynamics. For diasporic Palestinians, the issue of return may be seen as historically unique as it has raised international security concerns as well as being an international human rights issue for over 50 years.

1. Globalization:

We locate our project within the ongoing context of globalization. The features of globalization that are significant to our work are the fluidity of production sites, the increased mobility of labor, the denationalization of economies, the location of multinational corporations in global cities where specialized professional services are concentrated, and increased militarization and war. As these features have produced intensifying conditions of impoverishment and marginalization, they have been highly significant in intensifying

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experiences of diaspora by increasing the numbers of labor migrants, refugees of war, and communities displaced by development projects within and beyond the Arab world.

Several scholars, policy makers, and social movements have highlighted issues of “return migration” as a key issue of concern. The issue of “return” is significant to each of our projects since we will explore the centrality of return to the imaginary of domestic workers in Lebanon and Egypt, Palestinian refugees in the homeland and the diaspora, Arab migrants in the U.S., and refugees of development projects in Lebanon.

2. Diaspora:

While several scholars have developed working definitions of the term “diaspora,” we agree with Clifford, who argues that “the discourse of diaspora will be modified as it is translated and adopted” (Clifford 1995: 250). Our point of departure is that diasporas represent experiences of displacement and of constructing homes away from home.

We build on Safran (1991) who argues that diasporic communities are those dispersed from an original center to at least two peripheral places. Diasporic communities, Safran argues, maintain memory, vision and myth about their homeland, who see their ancestral home as a place of eventual return, and whose collective identity is importantly defined by this relationship. Yet we highlight communities displaced not only beyond national borders, but those displaced within national borders. Rather than limiting our definition to include communities who are “far away” from their homeland, we make visible diasporic experiences among communities displaced from one geographic location to another within their homelands. Our definition, for example, includes Palestinian families displaced from Palestine and currently residing beyond the borders of Palestine as well as Palestinian families displaced from their villages of origin and living in “far away” villages within Palestine.

In addition to deploying the term transnational to highlight the fluidity of national borders that underlie family formations within our field sites, we deploy the term translocal to refer to family formations produced vis-à-vis two or more geographic places that are not necessarily located across national borders.

Our project does not only theorize the experiences of diasporic families living “far away” from home, but it theorizes the influences of diaspora on local families. For example, while three of our field sites expose shifting family formations among displaced families, two of our field sites reveal the influence of diasporic, Sri-Lankan and Filipina live-in maids on local, Lebanese families. We use the terms “diasporic experiences” and “diasporic influences” to distinguish between what we consider are the two key features of diasporic family studies.

The significance of our comparative approach will reveal differences and similarities in expectations and experiences of return migration between Arab diasporan communities. Within and between the target groups there will be differences in responses according to class, gender, age, and religion. It should shed light on how varying historical circumstances produce different experiences of identity formation and ties to the homeland.

3. Family and Gender

We assume that the processes of displacement and diaspora are gendered. Family is a significant unit of analysis where the gendering of displacement and diaspora can be seen. We are specifically interested in the ways that displacement and diaspora produce power laden and linked experiences of women and men. Also underlying our research is the assumption that the key shifts in the gendering of public/private boundaries in the diaspora play themselves out in

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terms of: i) the division of labor; ii) the deployment of kinship idioms (Joseph 2000) and iii) the negotiation of survival and coping strategies.

Return migration is important to a range of family and marriage practices within Arab families in the diaspora. For example, young men and women may return to their country of origin to marry. Moreover, they may arrange or attempt to marry in their country of origin as a strategy for maintaining or preserving cultural identity or ties to their homeland. Alternatively, women and men of Arab origin who have U.S. citizenship may be seen as possessing a form of dowry or social capital within the marriage market (i.e. marriage to a non-citizen).

The focus on gender differentiations will also shed light on the ways that the issue of return impacts women disproportionately. UNRWA, for example, defines a refugee in gendered terms in that the status of a refugee cannot be transferred through females. If a husband dies, a widow loses her refugee status; if a woman marries a non-refugee, she will lose her refugee status. Therefore, our project will expose the significance of addressing gender in the context of policies related to return and particular factors that women have to take into consideration. Our project might also generate an important debate among social movement activists working on the issue of Palestinians right to return. For example, how might the right of return movement adopt a feminist agenda that acknowledges that the current right is only transmitted through the male line, despite the large number of female headed households.

i) Division of Labor (material and cultural)

We focus on the gendered division of labor in terms of material and cultural forms of labor. We agree with Amott and Matthaei (1991) who argue that gendered processes differentiate women's lives in many ways from those of the men in their community and that gender relations tend to assign women to the intra-familial work of child rearing, as well as to place women in a subordinate position to the men of their class and racial-ethnic group. Building on Amott and Matthaei, we are interested in the ways that gendered divisions of labor shift as a consequence of migration and displacement. We will explore the ways that women and men respond to new material realities in the diaspora so that their role tasks are changed. For example, how do public/private boundaries shift when women take on paid labor outside of the household? When women create income generating projects from within the household? When women take on extra work within the household that was not previously required in the homeland? Or when women become the breadwinner? Or alternatively, when women become paid domestic workers in the diaspora and aid other women by relieving them from domestic work?

We assume changes in the domestic division of labor to be central to the understanding of changes in gender relations among Arab families. This project addresses whether or how these shifts in the division of labor empower or dis-empower women.

We additionally seek to understand how patriarchy is intensified or relaxed under these circumstances. Several feminist scholars have argued that women are often positioned as the bearers of "culture" within families. Our project asks, how do expectations of women to be the bearers of culture shift in the context of diaspora. Some feminists have argued that when communities face crises that threaten their ethnic/cultural survival, an intensification of masculinity emerges and differences in "genders" become exacerbated. Our project explores the intensification of masculinity in the diaspora and the processes by which cultural expectations of women shift in the context of diasporic struggles to maintain cultures, histories, and languages.

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In all of our research sites, the issue of return will be addressed as we compare shifts in the gender division of labor in the diaspora, particularly as we acknowledge the feminization of international migration over the past two decades or so. This issue has policy implications for governments and NGOs might consider how returning migrants, with new and different skills and gender roles may impact the local labor market. Policy makers might consider how women who have made gains in the diaspora (or who have acquired new skills) might be consolidated into the local context. One key concern for NGOs interested in women's rights is to avoid the regression of such gains. Our projects might shed light on the issue of how policy makers will accommodate skills and the way they are gendered.

ii. The idiom of kinship

The dominant trend within research on Arab families assumes that a viable Arab family is an extended, and biologically connected. Our project builds upon Suad Joseph's notion of "the idiom of kinship" (2000) to expose the multiplicity of Arab family formations. While some diasporic contexts produce intensified extended family ties, others entail the separation of extended families and an absence of what is constructed as biologically connected kin. One part of our research will highlight diasporic cases where extended family structures are absent. We are interested in exploring the extent to which these diasporic communities utilize alternative family structures that are not understood to be "biologically based" but are organized in terms of an idiom of kinship nonetheless.

Several feminist scholars have argued that since family is supposed to be more reliable than friendship, deploying the ideology of kinship among friends or neighbors increases the commitment of a relationship and makes people ideally more responsible for one another (Rapp 1982). Liebow (1993) argues that the idiom of kinship brings people together despite centrifugal circumstances. Feminist theorists who have focused on African American families, for example, have argued that as poverty conspires to keep "biological" families apart, poor families often construct alternative forms of kinship as a means of caring for children and meeting other familial needs (Stack 1997).

In many cases, diaspora has led to familial separation, limited access to economic resources, and social marginality (discrimination and racism). This project will investigate the deployment of kinship idioms among persons who are not biologically related as one site in which public/private boundaries are blurred. Our project goes beyond U.S. feminist scholarship on "fictive kinship." While most research views fictive kinship as a strategy for economic survival, we are interested in the ways that the idiom of kinship serves to maintain economic viability in addition to cultural/national identity, language, ties to the homeland, and ethnic/cultural community. We are also interested in the ways that the idiom of kinship emerges in the diaspora in the absence of (or as an alternative to) the biologically based extended family ties and lineages of the homeland (that are central to the maintenance of cultural/national identity, language, ties to the homeland, and ethnic/cultural community).

Our focus on shifts in idioms of kinship in the diaspora also has policy implications. If alternatives to biologically based kinship structures are produced in the diaspora, how will these new structures affect the notion of return? Intensify expectations of return? After reading our study on the idiom of diasporan kinship, NGO's might take into consideration the possible emerging new forms of family structures that are produced in the absence of the biologically based indigenous family ties and lineages. Moreover, will the notion of return or expectations of return intensify or recreate traditional or new forms of kinship idioms? NGO's and governments

Arab Families Working Group IDRC Project Descriptions

interested in return might consider how diasporic families might be a site for intensifying or reducing expectations of return.

iii. Marriage and Family as Survival and Coping Strategy

We build upon Homa Hodfar's research (1997) as we use the notion of survival strategies to include such experiences as marriage patterns and family size that are deployed to strengthen survival capacities. Bringing Hodfar's approach to diasporic contexts, we are particularly interested in the ways that these survival strategies produce gendered marriage patterns and family formations that are translocal and transnational. We will explore, for example, the extent to which translocal and transnational contexts create new family-related survival strategies and the extent to which these survival strategies produce shifts in the gendering of public/private boundaries and the gendered division of labor.

While dominant Western feminist and Orientalist literature assume that family related decisions are a product of "Arab culture" and related to "tradition," we hypothesize that they are significantly conditioned by social and economic circumstances.

We thus seek to critique taken for granted assumptions concerning traditional aspects of Arab marriage and family formation by looking at the ways that marriage patterns are linked to social and economic survival strategies. For example, marriage may be a form of access to citizenship in a new place; at the same time, delaying marriage may be a strategy in itself. These diasporic approaches to marriage impact women and men differently as they produce shifts in gendered family formations within and beyond national borders. By exploring survival strategies such as these, we hope to expose that marriage and other family formations are constantly shaped and reshaped by the public sphere, such as economic and religious policies.

It is our expectation that Palestinian formations of kinship and marriage must take into consideration the currently irreconcilable contradiction between their understandings of their legitimate rights of return, with the Israeli policy to deny that right. We are interested in how this contradiction plays itself out in issues of identity construction, marriage patterns as survival strategies. We are also interested in comparing how Palestinian refugees in different circumstances (within Palestine and within Lebanon for example) use marriage as a strategic element in return considerations and in identity construction and maintenance of ties to their home land or villages. We know, for example, that some Palestinians in the West Bank marry Israeli Arabs or Jerusalem residents to obtain access to residency, employment, mobility and other social resources.

D. Research Methods

1. Research Approach

The research design will include both ethnographic designs of participant observations and intensive interviews with individuals and families. Participant observation will focus on the ways in which families organize themselves in terms of division of labor, kinship ties, and survival strategies. Interviews will focus on shifts in these three areas before and after migration or displacement because of war or development projects. The project is comparative. Five researchers will carry out five research projects in five different sites. The first project will focus on Lebanese families with live-in foreign domestic maids. The second project will focus on Lebanese families displaced by development projects within the context of Lebanon. The third project will focus on Palestinian refugees displaced within the context of Palestine. The fourth

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project will focus on Sudanese refugees in Egypt. The fifth project focuses on recent Arab diasporas, displaced by labor and political turmoil.

The researchers' research history among the community of immigrants and displaced indicates that surveys are difficult to conduct and may not reveal the complexities of life from the participants' views and experiences. For example, most individuals living in the US do not trust surveys due to the heightened environment of fear vis-a-vis the U.S. state. Newly arrived Arab immigrants tend to stay away from filling out forms or answering questions on paper. Previous research history of the researchers puts them in a trustworthy position vis-a-vis this community based on established trust vis-a-vis community leaders and members. Also, face to face interviews within people's homes or neighborhoods is a comforting and safe environment for the interviewees. Also, in-depth semi structured interviews are more likely to capture the emic view, especially when the processes underlying family displacement within Lebanon and decision making is necessary to understand their conditions in the diaspora.

Participants

The people to be interviewed include groups of parents together and separately. The anticipated number of participants for each project is 20 to 30 groups of parents—a number which will be better determined by fieldwork and whose decisions are influenced by the quality of data collected. Men and women will be interviewed together and separately in order to investigate whether women answer questions differently when their husbands are absent and vice versa.

Five projects will follow the adopt the following methods. Outlined below are examples of the methods for two of our projects, research on recent Arab migrants to the U.S. and research on internally displaced Lebanese.

1. Recent Arab labor migrants and refugees

They are thirty parents and are recent arrivals to San Francisco, California. By focusing on them, the project will highlight a transition period between homeland and diaspora. Also, with the current U.S. war against the Arab world, this population is socially and politically marginalized and vulnerable in the U.S. context. Their social, economic and political marginality places pressures on gender and family formations that will shed light on shifting family formations in the context of diaspora.

We plan to access the participants in our studies through state funded community organizations, such as the Arab Cultural Center; through city funded social workers at the Tenderloin Clinic where social workers work directly with Iraqi refugees; through Arab community organizations, such as the American Arab Anti-Discrimination Committee; and through mosques.

To access our research participants, the researchers will deploy:

a. Random Sampling based upon organizations' membership lists

based upon organizations' membership lists and targeted focused interviews of core participant grouping. Many Arab organizations do not provide researchers with their membership lists due to the heightened political environment and the intensified sentiment of fear that has shaped most Arab community networks since September 11th. The process of requesting membership lists from organizational leaders might be enhanced by the researchers' history of membership within several of these community organizations and our well-established relationship with several Arab community leaders. However, while it is likely that some organizations will provide us with membership lists, it is also likely that many will not.

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As we will be highly sensitive to each organization's right to privacy, we will rely upon various methods for organizing the sample. In cases in which the organization agrees to provide us with their membership list, we will rely upon random sampling.

2. Snowball Sampling in which the point of departure will be community leaders

As part of our *participant observation*, we will attend meetings and events arranged by the various organizations that are central to this research. Through our participation in organizational activities, we will become acquainted with active and non-active community members. We will ask active members of these organizations to provide us with the names and contact information of additional community members. As we become acquainted with additional community members, we will continue the process of asking new acquaintances for additional community members' names and their contact information.

3. Snowball Sampling in which the point of departure will be independent of community leaders. Snowball sampling will also entail the process of developing *independent listings* of Arab persons who are linked to the community organizations relevant to our project. Because we are very well networked within our research sites, we will develop *independent listings* through personal and professional contacts with persons, or *community sources*, who are not members of the organizations listed above. I will ask these *community sources* to introduce us to persons with whom they are acquainted who are involved in the organizations that are central to the research. The method is then to access people outside the various organizations who could refer us to people who they know are involved in one or more organizations. *Independent listings* will allow us to become acquainted with organizational members who are different from those who we would be introduced to by active organizational members or leaders. By diversifying the process by which we become acquainted with persons who are linked to these organizations, we will thus diversify the sample.

Lebanese internally displaced families:

They are families who changed their residence due to problems they encountered because of a development project that has been completed or will be implemented in their areas of residence within two suburbs of Beirut, one in the eastern and one in the southern suburbs. These are low-income poverty-stricken and war affected communities. The families will be accessed through neighborhood information as well the non-governmental agencies which support displaced families with social services. Another point of access is official rosters which may be available in case the families have been offered material compensation [financial or other]. The development agencies that are carrying out these physical development initiatives, such as bridges and highways are mostly state led or contracted by the state under the Reconstruction and Development Plan set out by the recent governments of Lebanon after the end of the war [1990s]. Previous research on war displaced families points to changes in roles and expectations among family members and their survival strategies especially where public social security nets are not available for all the Lebanese.

E. Data Analysis

Analysis will be done using thematic analysis of the interviews and the observations. Tapes, which will be used to record interviews, where feasible, will explore patterns in the answers to research questions about the gendering of the division of labor, kinship ties, and survival strategies before and after migration and displacement. We will similarly explore patterns based on field notes collected through participant observation. Research trails as well as flow charts;

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matrices and daily field journals will serve to validate the trail of analysis and decisions for further data collection.

F. Ethical considerations

The issue of confidentiality will be central to the project .

For recent Arab migrants to the U.S., this is important for protecting interviewees from state sponsored surveillance and from instigating trouble among married couples when discussing issues of the division of labor, for example. Also, since family reputation in the context of community is highly significant among my research participants, it will be important to maintain confidentiality of research data in the face of other community members.

For displaced Lebanese families, their views on how they were treated by officials and the contexts of their moves may be disturbing to remember. Caution and empathy will guide interviewing and the decisions regarding the types of questions to be asked. The researchers will also explain in colloquial Arabic the terms and the conditions of the research. The participants' permission to tape the interviews will be solicited.

When possible, consent forms or introductory letters will formally present the research and request participation in the research.

G. Policy Implications

Factors leading to dramatic changes in the dynamics of Arab families have far reaching implications for the well being of diasporic families and the reconstruction of war torn communities. Findings from the research will shed light on the direction and extent of changes resulting from diasporic experiences and the consequent survival strategies within these families based on in-depth reading of their conditions. Such close reading of diasporic experiences will inform policy making in various aspects of integration, reconstruction, empowerment, protection of basic human rights and catering for the needs of families under distress, particularly women who are disproportionately affected.

Governmental and Non-Governmental Agencies:

Women's Research Centers, Urban Planners, Human Rights Commissions, Funding Agencies, Health and Social Service Agencies, University and Academic Institutions, Development Agencies

Arab Families Working Group

Research Project Discussion From Meeting Minutes May 2004

Summaries of the Empirical Projects

Border Crossings Projects

Mona Khalaf: The topic is male migration and the feminization of the Lebanese family. Lebanon's asset has been its human resources, but its poor natural resources have prompted them to migrate. Very little work has been done on the effect of migration at the micro level, on the family (as opposed to the economy). My research would look at: the division of labor; the kinship effect; and coping strategies. The goal is to examine whether with the departure of the head of the household, the wife gains additional power, is it temporary or are the power implications permanent. I would be looking at determinants, such as socioeconomic background, education, and religion. I would use questionnaires and in depth interviews using as large a sample as possible. It would rely on a qualitative and quantitative approach.

Nadine Naber: My project is on recent Arab immigrants living in poor urban spaces, probably in Detroit, looking at: 1. Shifts in notions of public and private, in post- 9/11 culture of fear; 2. Shifts in the gendered divisions of labor in the context of the diaspora
3. Expansion of kinship idioms beyond blood ties; 4. Deployment of marriage strategies- as a strategy for engaging with issues of citizenship, belonging, economic problems.

Eileen Kuttab: It is in the process of polishing. It will be on the impact of internal displacement and cantonization on families, through a youth spectacle (aged 16-22).

1. Redefining space- internally displaced for the second time, household structure more dispersed, more nucleaziation; there is an assumption that youth are responsible- redefine structures in coping- youth as actors rescuers and saviors. 2. The concept of authority: the traditional breadwinner lost his role. The mother now is the protector of household and land because of the separation by the wall and cantonization. 3. The creation of informal kin: idiom of kinship: expansion of informal social networks, new affiliation useful for coping. 4. Empowerment of women because of the loss of male role or migration. The idiom of kinship defines authority. The three sites for this study are intensely affected by displacement: Rafah, Camp Qalqilia and Jennin.

Ray Jureidini: From Arab to non-Arab Domestic Workers in Beirut: Dynamics of Gender, Religion, Class and Space in Lebanese Households. It is going to be looking at the shift in Beirut, and may choose particular areas in Beirut, of employment from Arab to non-Arab domestic workers, documenting the history of domestic employment. It will look at different age groups and different religious groups. There may be a pre war post-war division. Areas of focus are: Division of labor within the household; Spatial dynamics within the household; Differentiation between types of domestic workers- differences between Arab and non-Arab domestic workers; Dynamics with members of the family.

Ibrahim ElNur: My project will be looking at transit migration and the middle class and new dynamics shaped by that- transit migrant Sudanese. Transit is a loose term. Some people might stay seven or ten years. The areas of focus are: Survival strategies (including transit migration itself); Reproduction of social status and its trajectories; Division of labor; Intergenerational interactions;

Idioms of kinship: what kinds of networks are produced and reproduced. The project looks at professionals and businessmen and the category of asylum seekers and those who have refugee status and those who are non-refugees. It could be termed crisis-related transit migration. This is not only on war-related movements, but also on those who are driven out by economic privation, politics, and other conditions.

Jihad Makhoul: Tentative title: Displaced Families, Coping and Changes in Post-War Beirut in Selected Low Income Urban Settings. Previous research findings point to the family becoming more violent due to the lack of capabilities of families for supporting their members. Family members are becoming violent and playing it out on children, who join the labor force at an early age. Health effects: there is some work on mental and psychological effects, but not much on how families are coping and changes in family structures. So the research will be on how family structures and dynamics are played out in displaced stressed conditions. My focus is how the dynamics are played out. My interest is in children, specifically in girls. The study will be conducted in two selected urban areas of Beirut.

Public Discourse Projects

Penny Johnson: Our project is called Weddings and War. In some ways, it is a comparison of the two intifadas, through several lenses, especially that of youth, in camp sites. The themes are: Marriageability; Future imaginaries- what marriage represents for these young people; Presentation of self; Some attention to ceremonies; How the survival politics of second intifada affect marriage-demography, population threat- people using this discourse to explain their lives (this is a hunch to be tested by the research). Camp settings are very intense in this way. Setting will be Nabulus, Balat, Ramalla, Gaza. We will look at: Talk, gossip, legend, stories (what is safe, are militants marriageable); Bayanat; Pamphlets- from mosques or churches; Interviews. We will probably pool resources and discuss coordinating with Eileen.

Martina Rieker: My project is also a thinking work in progress. It is on the consumptive desires of working women in the shadow side of neoliberal economy, young women on new lands agriculture. Looking at consumption, what it means for the working poor in rural Egypt (which is still close to Cairo, lands within 10-15 KM radius). Consumptive Desires and the imaginative desires of young women in peri urban Cairo. I am looking at a focal site, looking at data in Egypt field, then looking at longer term site, such as a village which is incorporated into proto-corvee labor.

Zeina Zaatari: Representation of Youth in TV stations and Working of Youth Desire.

Me and Suad will be working on a project in Lebanon on the representation of youth on several TV stations, looking at the ideological constructs behind the representations and productions, how youth are negotiating these representations in their lives, in terms of their future vision of their lives, in terms of notions of ideal family, ideal spouse, ideal job, and how that translates materially into negotiating social relationships in their families; and how they represent themselves as youth. Zeina will do empirical work in the north and Suad will do Metn. Suad will focus on youth and desire, especially in terms of how to displace the liberalist notion of self and desire with different notions of self. This focuses us to displace the production side of feminist literature to look at consumption (not Bourdieu).

Suad Joseph: We might ask Mona to add question in her questionnaire, seek Judy's help, perhaps Ray's.

Barbara Ibrahim: Our project is collective. It will include Alyce and Hania and remains untitled. It comes out of the discussion on youth and desire, by looking at the phenomena of courses and diplomas, and the returns to this kind of education. It ties this with marriagibility and employability: looking at perception of these young people themselves (place to meet peers?) and their parents (why they are willing to invest). We identify a gap in Islamic education. We need to look at that, both inside the Azhar system, and the private schools. So we urge the group to consider that in the next round of proposal writing. We should acknowledge that Hoda and Omnia are not with us and their parts remain to be filled in.

Thematic Links among the Projects

Suad Joseph: Desire in the liberalist discourse in the notions of the self. Now we can try to develop some thematic links among the projects: set of concepts and statements that we might want to reflect in the introduction of the volume- but most importantly to keep this a collective project. Martina and I thought desire might be a useful link.

Martina Rieker: We have taken seriously the discomfort of Border Crossings with having an organically linked project. Desire is one way to challenge the territorializing of identity. Desire can help us articulate certain sorts of imagining in the region, imaginaries of the future, non-national futures - desire for leaving, desire to migrate, to move elsewhere. We can use the term desire to articulate different notions of imaginaries of youth. There is the dream of moving. The state is no longer the locus of desire of youth. This allows us to undermine the territorialized nation/state and argue that these desires are about non-national desires; they might be about family, consumption, mobility...etc. But this allows us to bring in Border Crossings more organically to the whole project. We always move, and have moved. It is the state that contains and restrains movement. The state holds and holds back desire and movement and imaginaries. Families mediate desires. The immigration of male is to improve the conditions of the family.

Mona Khalaf: If we were to adopt this idea of youth and desire, my sample would have to focus on young women.

Martina Rieker: We also did not want Egypt to become a normative case, where Lebanon and Palestine are troubled spaces. This thematic link is the conduit into including the two groups Border Crossings and Public Discourse as part of an organic project.

Suad Joseph: Yesterday, we tried to grapple with the idea of violence, conflict, war - that could be a theme.

Ibrahim ElNur: Population flows?

Eileen Kuttab: That would be too passive.

Martina Rieker: There is the tension between mobility and locality.

Barbara Ibrahim: Locally directed desires, and globally connected ones. I think marriage is an interesting pivot as the point at which families are recreated, a site where youth are trying to disengage from one family and perhaps create a new type. Marriage re-invents the family.

Suad Joseph: This is the fourth theme. Can we focus on the vocabulary of social violence? We want to find language that links war, migration, displacement, disruption, and social crisis. Social violence is a theme that unites all the projects. But how do we look at this region in terms of war without reinforcing the stereotypes about the region?

Penny Johnson: If we think of war more broadly: war, space and place.

Barbara Ibrahim: War and social disruption.

Ibrahim ElNur: If we think of multiple forms of war and conflict.

Barbara Ibrahim: For an Egyptian readership, we would have to do a lot of work to convince them how this is relevant to their context.

Suad Joseph: War stands on its own and it can include state violence, police violence, and disruption. War is a violent conflict, including psychological war; war over desires; emotional war. You also do not have to be in specific connection to war to experience it. Iraq, Lebanon, Palestine are disrupting Egypt as well. For example, the First Gulf War forced the return of all Egyptian workers from Kuwait. The whole region has been defined by war for the past half century.

Ray Jureidini: Lebanon is trying to get out of that “war”.

Zeina Zaatari: But that is our reality. People lived through it. It defined many of our lives.

Ray Jureidini: There is a desire to deny it and forget about it.

Martina Rieker: It might it be useful for marketing purposes to frame it in terms of “remaking of space and place”, of territory, delayed colonial project, and a certain moment of neoliberal remaking of region is looking at marriage and desire. This is a remaking of space and place – the remaking of Middle East, the belated colonial project that has enabled the authoritarian state in Egypt; the remaking of Iraq, Afghanistan, Lebanon, and Palestine. The family is part of this remaking of space and place. We are talking about the perpetual coloniality in Palestine. War is not an abnormality in our region.

Penny Johnson: It is true that there is a perpetuality of war and crisis.

Suad Joseph: I like the idea of using war. It is just a theme that we develop and do different things with it. It brings in violent dislocation. It brings in the drama.

Martina Rieker: I want to agree with Barbara, representing the Egypt field, given the history of the term “war”; it is almost an offense to Palestine, if we use it to describe Egypt. The term war has a certain history. We cannot dislodge it so easily. It will not work for Egypt. We have to do something creative with war to disrupt that history in Egypt or use different language. We can say that every country has gone through wars. If we take a slice of time every country has had to deal with wars in the region in some way or another. Another language that is used is that of “violence”, such as development as violence.

Penny Johnson: But the problem with “violence” is that it is used against us, that we are violent. War has at least two parties.

Penny Johnson: Another theme is: Marriage, reinvention and reproduction of family.

Barbara Ibrahim: The movement out of one moment or form of family and into another. There is a rupture here.

Suad Joseph: That is four broad threads:

- 1- Desire- viability
- 2- The Normalization of Egypt
- 3- War
- 4- Marriage, Modernity Projects and the Reinvention of families

To the degree that we can weave them into the way we write- edited books are the least difficult to publish and marketed- except when it has organic and thematic continuities.

Staging and Phasing

A. Reports- Timeframe

Sending reports to each other that include thematic framing and methodology, especially questions asked, by: September 30; December 30; March 30. The second thing is that it might be useful to have one person responsible for responding. Let us set that up.

Barbara Ibrahim: But also we can say that if someone gets excited about what is sent to them, they can also respond.

Suad Joseph:

B. Assignments of Responding to Reports

1. Martina’s project– Annelies to respond
2. Annelies, Penny, and Lamis’ project– Zena to respond
3. Mona’s project– Ibrahim to respond
4. Eileen’s project– Nadine to respond
5. Zeina and Suad’s project– Lamis to respond
6. Ibrahim’s project– Ray to respond

7. Barbara and Hania and Alyce's project– Penny to respond
8. Judy's project– Mona to respond
9. Nadine's project– Eileen to respond
10. Ray's project– Annelies to respond
11. Hoda el Sadda's project– Barbara to respond
12. Omnia el Shakry– Martina to respond (to be considered)

C. Products by September 2005

We can make a list of products we are aiming for by September 2005.

We have a list of twelve projects. We do not know 2 of them. So, on the table there are ten.

Martina Rieker : working paper

Annelies Moors, Penny Johnson, Lamis Abu Nahla: collaborative working paper

Mona Khalaf: Preliminary Analysis of data

Eileen Kuttab: Discussion Paper

Ray Jureidini: Article

Suad Joseph: Does everyone agree to commit to a working paper by the fall of 2005?

[*Agreement* is unanimous]

D. What is Next in Terms of Research

- Islamic Education
- The Site of Law and Public Policy
- Sexualities
- Curriculum of Education- changes in content of Education- contestations over them
- Local notions of deviancy- what is considered transgressive on the part of state, on the part of family, on the part of youth
- Written Media- image of women in written media in Lebanon
- Law and Universal Human Rights- debates over rights
- Resistance as a coping strategy

E. Budgets: What More in Terms of Funding

We came to see very quickly that half a million is not very much.

Penny Johnson: Do we need more funds for the current projects is one question.

Suad Joseph: Would it be realistic to say that you all need double the amount you have? Phase II needs half a million dollars (launching the empirical work). Phase III of work needs \$1 million

Second Session

Fall and Spring Workshops

- A. Public Spheres Conference in Beirut Oct 22, 23, 24
- B. February 5, Sat morning Stakeholders
Feb 3 Thursday morning, 4 Friday, 5 Saturday afternoon
Organizer for Stakeholders: Barbara and Population Council
Yes: Martina, Annelies, Eileen, Penny, Ibrahim, Barbara, Judy, Suad, Ray
Not sure: Mona, Zeina, Lamis, Nadine, Hoda, Omnia
- C. Spring Stakeholders workshop in Beirut
Mona, Ray & Judy to organize. Mona to send tentative dates

We need to do a booklet on AFWG in English and Arabic to be ready by Fall.
Zeina to work on it, possibly the web page.

Fall Workshop

Stakeholders meeting would be on the 21st. It only makes sense if two thirds of us can attend.
Those who can attend SSRC: MK, JM, MR, RJ, BI, LAN. Definitely no or uncertain: OES, HES, PJ, SJ, NN, AM, ZZ and EK.

Suad Joseph: What we are committed to do in this round is the NGO stakeholders Meeting- to bring in the kind of people who work with refugees and youth.

Penny Johnson: I think that the Cairo meeting is the right place to start - the funders are here. In Lebanon and Palestine, we could have our own meetings, but more site-specific and topic-specific.

Suad Joseph: We are only committed to one in Cairo in the fall.

Martina Rieker: Most of the Arab world is imagined from the location of Cairo, from the point of view of funders. I have found that with encounters with NGOs and donors, even if we do not speak the same language, we can learn an awful lot from these encounters. It is a tremendously interesting learning project.

Barbara Ibrahim: Just responding to Mona's point of giving people something, this could be a briefing sheet on the book that would abstract the chapter or the introduction. Then you do have something, but summarizing what we do on a few pages would be difficult.

Suad Joseph: This would be consistent with doing the webpage. So we have agreed on not doing a stakeholders workshop in October in Beirut, but when? Maybe late spring?

Mona Khalaf: Yes definitely.

Suad Joseph: If the three of you MK, RJ, JM, can meet in Beirut come up with a date for a late spring?

Mona Khalaf: Yes.

Suad Joseph: How about the roundtable? We have five people who are willing to go.

Ray Jureidini: There are though uncertainties with regard to the conference and when we could fit in.

Suad Joseph: I need to have someone who would be responsible for looking into that.

Ray Jureidini: I could.

Suad Joseph: So the decision is that we could have a roundtable in Public Spheres conference. Ray will let us know as soon as he knows if it will be possible.

Barbara Ibrahim: Let us give him a title he can put in the program.

Ray Jureidini: I will need one before June 2nd.

Suad Joseph: And in terms of a late spring stakeholders in Beirut, who can make May 6,7,8? Maybe the Lebanese group can give us several dates and send to the group

Mona Khalaf: The pamphlet should be on English and Arabic.

Second Session

Volume I Reviewers' Comments and Critical Discussion

Suad Joseph: Let us go to item A on session II: Volume I. We will move Human Subjects up to right after the discussion of the volume. Zeina and Annelies will comment on the Border Crossings chapter.

A- Border Crossings Chapter

Annelies Moors: I really enjoyed reading the material. It is very interesting. But there is one big question. I have some doubts about the audience they are addressing with this text. Why is this interesting for other people except as a preparation for our work? How would reviewers from SUP look at this sort of a product?

Ray Jureidini: I think we should discuss that right away.

Suad Joseph: I have felt that in reading and writing the PD chapter, that I was having a hard time shifting between writing for funders to persuade them and writing for the purpose of engaging scholars who had already done some research. I noticed this in rest of PD and in BC. We are obviously not writing for funders anymore. The question is how we shift gears. How do we shift to academic audience and a possible practitioners audience? Did BC experience that?

Ray Jureidini: This issue did come up. The whole introduction was taken from the original proposal and then the standardization of each particular project, after major themes were articulated. In the end, there were the timelines. We were still involved in thinking about and discussing the funding proposal. IDRC expressed particular interest in the project, and in including the issue of return.

The other thing we could not quite manage, was to write a literature review for the chapter looking for what was missing. This never quite eventuated for any of us. We have an 8-page limitation. There was confusion with regard to time, space and audience. We lost sight of audience. The issue at this point is how can we shift gears. What we have now is a much clearer vision of the empirical projects. We need to think of what is workable right now, in terms of rethinking the literature, and writing for an academic audience. It is quite a task. I could probably do it fairly easily for my project, but I do not know about the others.

Annelies Moors: Even if we make it clearer, who is interested in what we are setting out to do?

Ray Jureidini: What we discussed in Lebanon is eliminating everything about what we plan to do and focus on theoretical issues and framing issues. It is hard.

Ibrahim ElNur: We are thinking of what is the implicit alternative. We thought about the population issue, population flows, and we have to document it somehow. I think we were not clear with ourselves.

Suad Joseph: I think that now this shift has to happen. We have to think pragmatically. A) What is the audience? B) What to do.

Penny Johnson: It is just a problem with shifting gears, that you think of what you are drawing on. We are drawing on three years of discussion and debates. You have this and your own work and you have literature. Even with this I felt we were skating on thin ice. The clearest things we developed were ways to frame issues in the discussions. Now we are trying to produce something original.

Ray Jureidini: What is missing? Is it political discourse?

Suad Joseph: It is the theoretical.

Annelies Moors: There are some ideas here, but it is not *new*. I am uncomfortable about publishing something like this, because it is insufficiently new.

Martina Rieker: One of the things is thinking in terms of what product it is. It is not a resource book. The other model is Eichelman's model of synthesizing what is out there, and what we offer is

somewhat different. Some chapters are written that way. A third approach- not very practical, especially reading BC - is to offer certain themes such as territorialization and de-territorialization, showing how the Arab world is not part of these theories. There could be filler chapters where this material can be pulled together, looking at our part of the world, testing theories that have been applied elsewhere. There could be a chapter on the politics of space in relation to the BC project. So we can write about how we are looking at our region differently from the ways in which it has been looked at before.

Zeina Zaatari: This is a substantial amount of work that someone will have to commit to.

Suad Joseph: It seems feasible to take these ideas and see where these ideas can be incorporated- ideas such as deterritorialization. We might have sections of chapters that would pull things together, but to commission new chapter would pull us back 6 months.

Penny Johnson: The division into sections would give us flexibility in terms of strengthening the already written pieces and adding new ones.
So you are suggestion some new chapters that might include historical genealogy chapters?

Martina Rieker: Yes, to look at how these things have been envisioned elsewhere and how this has or has not been done in our region and how we might look at our region in light of the way in which these have been envisioned elsewhere.

Suad Joseph: Rather than doing new chapters, let us do sections of chapters already existing.

Penny Johnson: We could complete a discussion draft and give it to funders and a limited number of critical readers for their comments before we finalize the press submission.

Annelies Moors: We have tried to introduce the theoretical to move away from the proposal style. We have moved towards the literature review style, and to push it further that way would not be interesting to our audience.

Ray Jureidini: There are so many substantive issues and we can tap into a whole set of paradigms. Let us look at this whole project and come up with themes.

Suad Joseph: I think what we are trying to do is to put out what we would be doing, to begin an engagement with academic or other audiences on that. If we focus on de-territorialization, is this what we have been working on directly in these three years?

Annelies Moors: Whereas these three years have been useful for us, I think that in the practice of writing the pieces, the question is if we can bring this to an audience without it being applied into research.

Ray Jureidini: Is it so bad that we should not give it to the publishers? Actually, as a reviewer, I would have problems with it.

Suad Joseph: I think if we take out of the chapter the parts about what we want to be doing it would be ok.

Eileen Kuttab: It means rewriting the whole thing.

Penny Johnson: It is very difficult to do. We tried to do it. Six months is a long time, but if we had more time, we could have an approach to make it better.

Eileen Kuttab: The problem for me was conforming to a format that is irrelevant to what I wanted to do. If we want to write about the conceptualization of the issues, then we would take time.

Suad Joseph: It may be part of the solution. I saw the biggest difficulty as the fragmentary nature of the writing. We could let it happen and break it out a little more - an introductory section to each project and have each of the different sections stand on its own.

Penny Johnson: We may need an extremely strong and frank editor.

Ray Jureidini: We cannot abandon this. What are the implications of a six-month delay?

Suad Joseph: There is the contract with SUP, and IDRC, Population Council, Mellon. We have obligations. The other reason is that if we push this out, we will not get on with the empirical work.

Martina Rieker: The review process may take two years, if the reviewers want a reworking.

Suad Joseph: Six months is what we should expect for the review process.

Penny Johnson: Could we produce a discussion draft for limited circulation? We would maintain the June 30 deadline. We would finish the remaining chapters. We do not submit it to the press, but possibly to donors, then we could figure out- even using funds from the budget- a small number of critical readers. This would give us some sense of where we are at and we can work out an approach for reformulation, and then we would figure out a new schedule.

Suad Joseph: We need a timetable that is very strict.

Zeina Zaatari: How far can we negotiate the deadline with Syracuse?

Penny Johnson: The donors are interested in it in a different way.

Ray Jureidini: Let us be clear about what needs to be done, for everything. If the chapters are not good enough to send to friends and donors, then let us hear more critical comments and see what needs to be done.

Annelies Moors: Reading through it, let me mention a few of the larger points, not looking at the minor ones for now.

1- The one thing that goes through the whole chapter is shifts in the private and public. It was invoked many times, but it is not clear what you are trying to say.

2- The issue of the use of borders and boundaries: it remains floating in the air. What you are trying to say? At times it ties in with women, and men and the house, but what it says specifically about the public/private is not clear. The tricky thing here is that there is a large literature about this and you need to take a stance on it.

3- Diasporas, transnationalism migration and return: they are used in different ways at different points in the chapter. It is exciting to look at migration in the context of the literature on transnationalism. The diaspora and transnationalism literature is of use; but the links between that literature and the labor and labor migrations is not clear and needs to be made clearer. Links can be rethought and accentuated. There is shifting between the language of labor migration and transnationalism.

4- The issue of return is dealt with in a very general way and discussed in different ways in the paper- because of trying to bring the projects come together. It is interesting to do it, but requires a lot of work. You need to be clearer about the differences of migrant domestic labor returning versus the Palestinians returning, and to draw out the political implications of the differences in these terms. Do not collapse them.

5- The discussion about migration and refugees also floats in the piece. At certain moments, it is all under dislocations and streams of people and at other moments it is treated differently. It is difficult to get a hold on this. There is something more to be said there. The reader would like to see more. I wonder where the term exile would come in. Rosemary Sayigh uses the term exile instead.

Zeina Zaatari: I agree with the points that Annelies made.

- 1- Where you lay out the historical background is where you can address conceptual issues. For example, where you lay out the historical background of population flows is where you can lay out the differences in terms such as diasporas, migrations, etc. You can explain why you chose the last three decades.
- 2- In terms of the three ideas you chose to focus on (kinship expansion, division of labor, coping strategies), you may need more justification of why these are the tools you chose. What are the problematic issues within all of these in terms of the literature? You explore those later in terms of telling us what you are going to do. If you want to move away from focus on what you are going to do in your projects, you can expand these three and how they are handled in the literature and in other sites.
- 3- Do you want to combine talking about all the different research sites or not in the introduction?

Annelies Moors: You mention some literature in some places but you do not say anything about those literatures, such as gender studies, Arab family studies... Can you develop this?

Ray Jureidini: It is because different people coming from different paradigms, and who wrote what, so the disjuncture simply comes from different people. There needs to be some agreement about where we are coming from to do six different projects. I do not think it is possible, unless one individual writes this from one point of view. Some of these theoretical orientations are not compatible with each other.

Zeina Zaatari: I do not know if PD was successful in this. One thing about picking sites like media and law is that the discourses/literature around that can be explored. Maybe you can add other

themes other than the three. I think you have to have one dominant author to have a dominant voice and others can more easily insert their own part.

Suad Joseph: What about this idea that is being proposed in terms of looking at the three foci that you have chosen, and analyzing the conceptual issues around that. You can look at how they are envisioned in other regions, reference the sites you will be working in without talking about what you will be doing in the on the ground research

Ray Jureidini: Initially, the problem was different writing styles.

Ibrahim ElNur: It may look like the introduction, which we wrote sentence by sentence. If this is not working then we should quit.

Zeina Zaatari: It does present the themes and concepts.

Eileen Kuttab: If we think that it is worth continuing the project, we would be looking at the conceptual issues and not make each piece an independent enterprise. It can never be an independent piece. We could take these key concepts– boundaries, displacement, diaspora, territories, transnationalism, population flows, kinship- and develop them conceptually and abolish the independent projects sections. We would expand the introduction and that would be the project. We would leave out the sites, because they are problematic.

Martina Rieker: You can figure out your key concepts and the ones that do not reside well with each other (transnationalism and population flows do not reside with each other). This would be a way to think about which of these debates are more useful.

Suad Joseph: How does that sound to the BC group?

Ibrahim ElNur: Yes, it sounds good.

Martina Rieker: What might be useful for your group, because you come from different approaches, is looking at “Prehistories of Globalization” by Seteney Shami is in 2000 in Public Culture. It has a Middle East perspective. It was tremendously successful article, but it got pushed out of our field.

Suad Joseph: May I suggest that BC meet and strategize on the side. But let us talk about a timetable. How about July 30th?

Ibrahim ElNur: If we do not do it by then, then we will not do it.

Suad Joseph: It would be absolutely FINAL. It means you have to have all your references in there, everything, all chapters, and endnotes. July 30 All chapter must be submitted in FINAL FORM, including final endnotes, bios, bibs. We can move to PD now.

B- Public Discourse Chapter

Martina Rieker: I have read this chapter as a passive reader many times. I feel it took a tremendous amount of work. It is well grounded in the literature.

- 1- However, while it is extremely rich, it lacks a thesis, a topic, each section is a jewel in the subthemes, but the overall does not move anywhere as a whole chapter. By the end we do not move anywhere. I think it is quite serious. It is not a matter of gluing in an intro or conclusion. Why are we writing this? The Eickelman approach of summarizing knowledge may not be what we would like, but the summaries of the literature are not standing together to move in a direction. It is not that we need to do more research. One solution is that the individual pieces diverge and focus on where are we going. It is way too long.
- 2- Maybe the different sections do not need to be further polished, but the real question is to ask where are these sections going, what do we want to do with it. Maybe this is my own limitation.
- 3- Three territorial projects and the transnational project need integration
- 4- The naming of western versus ME or West versus Arab is not helpful because we are taking this apart. Evoking these territorial imaginaries as if they were uncontested is problematic. We want to be really careful with that. This happens especially in the first section, and in the second section as well.
- 5- On p.7 part of legal section: "It is too much to claim that the nation state invents the family"... misses the point, because we are looking at the modernity projects. There is the colonial mediated project that gets inserted into the modern nation state and its practices. In the field of history, to create absolute moments of colonial and nation-state as distinct and historically separate has been challenged. There are no absolute breaks because the colonial project is inserted into the modern nation state, but modernity can be looked at as the category that links.
- 6- Palestine section: on p.9 the idea of Palestinian democracy- democracy is presented as something troublesome. We have to be careful about how we use language- what can the reader read into this, democracy as opposed to citizenship. But look at the way citizen is used in the Palestinian case. P 11 in Palestine section- Rosemary Sayigh argument about mothers and daughters- this is an important and strategic point for the project, but it was not clear how it was linked to the project and what is the point in the section that the reference wants to make.
- 7- They are beautifully crafted and researched pieces. But there are issues with the Habermas section around print media, and the need to include mother and women in the crafting of the nation. Najmabadi talks about orality and print media around women in Iran.
- 8- Cinema section and media genre areas are underdeveloped areas in our part of the world. This section does not shine as much after the previous sections. I did not know where it was going. What arguments are we making? If this is a general issue for this chapter, we need to think of why we are doing this and where are we going with the section on media. People make references to the Internet and family, so it might be worthwhile to more actively gesture towards that. We might make a gesture to the Border Crossings issues because we are making holistic engagements.
- 9- The conclusion is useful but not powerful enough to get me out of this quandary of thinking about direction and argument.

Suad Joseph: We had exactly the same problem, which is that we outlined this chapter as a justification for our project. We may need to drop some sections, like “why youth” as they were justifications for our research project. I suggest that we focus on family in public discourse. It is a theoretically crowded chapter. We would be dropping youth, but bringing youth in through the sites of law, education and media. We do not need a why youth section. Annelies was trying to make us move to that direction. We can take some time to reconceptualize the key conceptual issues.

Barbara Ibrahim: Maybe we need to go back to why we were excited to become the public discourse group? I think we got one practical suggestion, that youth is a site for work to come. We can allude to it as a site where new enters culture, but not focus on youth.

Annelies Moors: Did you have any suggestions about directions?

Martina Rieker: One of the things is that there should be a number of separate chapters. This allows us to think of introductory and conclusion pages, as well as somehow have a preface with an anatomy of how one gets at family and family relations and talk about this as an anatomy and that we are grappling with ways of approaching the family. I think it is an extremely valuable piece, but how does one exhibit and display this kind of work? The preface could be useful for the reader to explain this eclectic collection- very powerful, one page. I mean anatomy as a guide to read the body. A reader’s guide is useful but we have to push it further than that. In my opinion, BC has the opposite problem. It would be nice to be consistent throughout the book, so that each section has a preface. So there is a preface to section on PD, which focuses on the anatomy of how one gets to family. Families can be used as a way to talk about war and desire and other things in the region. The preface is only 1-2 pages, the anatomy: a guide to reading the sections that come later. The sections that follow are not each about the family, but are ways of understanding the family– public discourse, law, education, and media. The preface will make the case for the chapters, in each case. For the reader, these prefaces will be guides within the section on PD, then the section on public discourse, then either three sections on the three sites (law, education, media), or collapse different sections here.

Ibrahim ElNur: I want to speak in a less diplomatic language. BC needs to engage more with the literature?

Martina Rieker: I would think that pages 1-6 is one section. Law and public policy would be second. Section three: education. Section four would be the rest.

Suad Joseph: We drop the youth section and each section alludes to it.

Barbara Ibrahim: I think it would be strange to single out youth.

Annelies Moors: I have a practical comment: one of central things is that somebody coordinate, because we cannot leave this up to Zeina.

Penny Johnson: Annelies is a very good critical reader.

Annelies Moors: It would be impossible for me.

Penny Johnson: I also have major traveling next month.

Barbara Ibrahim: Let us be clear each author will have to have an intro and conclusion. If each person does that, I will coordinate. Now we think of it as a stand-alone piece, which requires more coherence. We can work on similar structure. Education can use more theoretical work.

Suad Joseph: That is work I have done. I can read it and add to it.

Annelies Moors: I think the preface is rather crucial. I have the sense that you, Martina, that you have an idea about what this preface would look like.

Martina Rieker: I can write it in the next week and circulate it by June 1. I think that the prefaces will be so essential in all sections that we should take those seriously.

Suad Joseph: Penny would be willing to do the literature review preface. Nadine will do the BC.

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Research Project Discussion From AFWG Meeting Minutes November 2004

Research Projects

Nadine: The initial goal of focusing the Border Crossings chapter on the subject of public/private seems to have fallen by the wayside. There now seems to be some discontinuity, or a disconnection of themes.

Suad: Can common themes be named between the chapters? Maybe the authors can have some help bringing the themes up to the front. Martina, Barbara, Suad, Zeina and Nadine can help read chapters more thoroughly.

Martina: The RA could compile theoretical articles and arguments that help to map the project. Three or four articles could be compiled for colleagues to read as background material on each subject.

Suad: The RA cannot do that, but could read through the Volume I manuscript and summarize what an outsider understands from it.

Hoda: My research project will focus on literature from the 1990s (especially Egypt). It will look at: how are gender relations worked out and how is literature from this period different from previous periods; I will develop thematic links with the other research topics (especially Palestine), and offer comparative perspectives on Egypt, Lebanon and Palestine. The core focus of the project seeks to answer the question of desire.

Zeina: If we [the Core Group] are not doing comparative analyses or discussions, should we get outside help to do it?

Suad: That would be ok, but it's best to keep work within AFWG as much as possible.

Omnia: My project is flexible, and I am interested in helping out with the historical components of other project themes, for instance youth, desire, etc. I can't do all 3 sites on my own; I will need some help, and may need to hire an RA. I plan to focus on the period from the turn of the century to about the Nassar period (1970's or so), discussing regional transformations and issues of consumption and production. I need to find out who the historians are, and who are working with the primary sources.

Zeina: Hanan Haidar, our RA in Beirut, has been researching newspaper representations of Arabic families – she can help Omnia with this aspect of the research. We also have an extensive bibliography on Lebanese Youth.

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Research Project Descriptions (submitted for AFWG web page)

PUBLIC DISCOURSE RESEARCH PROJECTS

A Genealogy of 'Youth': Emerging Categories in Egyptian Public Discourse

Researcher: Omnia ElShakry

This research will center on the emergence, transformation, and elaboration of notions of 'youth' in Egyptian public discourse from the nineteenth century until the demise of Nasserism. Focusing on print cultures, the research will trace the various mobilizations and significations of 'youth' for family life, political and religious discourse, and cultural formations.

Weddings and War

Researchers: Annelies Moors, Lamis Abu Nahleh, Penny Johnson

How do Palestinian families and communities celebrate weddings during protracted warlike conditions in the West Bank and Gaza? Do weddings and marriage as social imaginaries change for young men and women in these conditions and are there differences in varying geographic, familial and social settings? Does marriageability – the desirability of certain kinds of marriage partners – change during periods of war and resistance? How are marriages arranged and celebrated in conditions of curfew and community isolation?

The researchers hope to address these questions by through a comparison between Nablus and Ramallah (and communities within them, such as refugee camps) and a comparison of the two Palestinian intifadas (1987-1993 and September 2000 to the present): for example, despite the harsh conditions of the present warlike conditions, weddings are celebrated more publicly and with much greater display than during the first intifada, when both political forces and community sentiment dictated muted or private celebrations to respect those who were mourning the dead, injured and imprisoned. They will collect and analyze informal (small) forms of public discourse, such as wedding invitations, videos, political leaflets (e.g. on the suitability of celebrations and rules therein), and gossip and orally-transmitted tales, as well as interviews and observation/participation in weddings (in the present period).

Lebanese Youth: Public Media, Learning Desire and the Making of Young Citizens

Researchers: Suad Joseph, Zeina Zaatari

The project aims to investigate the making of youth into national citizens by exploring two sites in the construction of the young and their ambitions and desires. In the first site, the project will explore the contrasting, competing and converging representations and ideologies of youth and family in Lebanese satellite television. It aims to explore the

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process of production of these images as well as the ways by which youth themselves engage with these images, enact and negotiate them in their family lives. In the second site, the project will study, through fine tuned analysis of relationships as lived in daily familial life, the ways in which youth are taught what it is they should want and what are appropriate desires and yearnings. How youth learn desires through pedagogies of practice, lived in familial settings translate through multiple refractions into public arenas. In this site, we investigate how youth learn desire and begin to track how their desires are transported from familial settings into public spaces.

Techno-Dreams: Computer Training Institutes and Social Mobility in Urban Cairo Researcher: Barbara Ibrahim

Within a public discourse around youth and desire in Egypt, this project examines some of the privatized forms of education and training that have recently emerged in poor urban areas. Usually in the form of 'institutes' offering short term classes or diploma courses, these entities cater to a longing – both of young people and their parents – for the skills and rubrics of globalized prosperity – computer science, English, business administration, and so forth. Often poorly staffed and equipped, these institutes may be selling little more than dreams. And yet their clientele continues to increase, making them a worthy subject of study. If not useful for actual jobs or careers, other rationales will be explored that engage with desirable qualities in urban marriage markets and with respectable venues for sociability in conservative settings. Owners, teachers, students and parents will be interviewed, dynamics within the institutes observed, and public marketing strategies examined. As an intermediate-term goal and where possible, the lives of young students will be traced for a number of months following their 'graduation'. These private and relatively new forms of education will be examined as a lens through which to understand the inter-generational desires for social advancement within poor families in Egypt.

Representations of gendered relations in the literature of the 1990s in Egypt. Researcher: Hoda ElSadda

NO DESCRIPTION SUPPLIED AS OF YET

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Research Project Descriptions (submitted for AFWG web page)

BORDER CROSSINGS, WAR AND DISPLACEMENT RESEARCH PROJECTS

A Documentation and Analysis of Domestic Workers in Lebanese Families, 1950-2004

Researcher: Ray Jureidini

International migration to developing countries has been under-researched. In Lebanon, a country with a long tradition of middle- and upper-class families employing full-time, live-in housemaids, it is curious that no research to date has sought to identify the significance of these women (whether Arab or non-Arab) as a fundamental feature in the structure and functioning and power relations of Arab families. This project analyses the role of domestic workers (housemaids, servants) in Lebanese households both prior to (1950-1975), during (1975-1990) after the civil war (1990-2004). In particular, the research seeks to explain the replacement of Arab housemaids with Asian and African migrants (from Sri Lanka, the Philippines and Ethiopia) as a direct result of the civil war. The project will include the roles and influence of domestic housemaids on Lebanese families as well as employer attitudes toward them. Methodologically, the project will conduct a series of interviews (approximately 50-75) with Lebanese men and women from three generations (25-90 years of age). Through these oral histories, the project will also seek to document for the first time those who have been predominant as housemaids in Lebanon over the past 50 years (e.g. national and geographic origin, family, gender, age, length of stay, etc.).

Displaced Arab Families: Coping and Changes in Post-War Beirut

Researcher: Jihad Makhoul

This research project aims to explore families' coping and adaptation mechanisms to social problems and the shifts in dynamics and boundaries of family under the conditions of internal migration and displacement. The General Research Question is: How are displaced and war-affected families and their children coping in post-war living conditions? The project aims to explore: How have family structures and dynamics changed? How is children's health outcomes affected by this change in family formations and gendered division of labour?

Male Migration and Feminization of the Lebanese Family

Researcher: Mona Khalaf

The unavailability of natural resources coupled with economic deterioration has always prompted Lebanese to migrate. In fact, there seems to be a direct relationship between economic deterioration and the migration of the Lebanese male labor force, seeking jobs and/or better working conditions.

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Research Project Descriptions (submitted for AFWG web page)

Although several research projects have been carried out to study the impact of migration on the Lebanese economy (Lebanon has the highest emigrants' remittances per head in the world), little has been done to examine the effects of this migration at the micro-level, basically at the family level.

This project will focus on the impact of the emigration of the head of the household on public/private shifts, well-being and decision-making within the family, using both quantitative and qualitative approaches. A questionnaire will be prepared in an attempt to examine the impact of migration of the household on:

- the role played by the wife in the public sphere i.e. are we witnessing an expansion of her role? Is this expansion linked to the socio-economic status of the family?... to the level of education of the wife? ...
- the family's children who are growing up in a single parent family
- the workload and leisure time left to the "new" head of the household.

In addition, in depth interviews will be carried out with a sample of women whose husbands have emigrated to assess more accurately the impact of this emigration.

War, Diasporas and Reproduction of Middle Class and Educated Elites

Researcher: Ibrahim Elnur

In all war-torn communities a phenomenal immigration of educated and middle class has taken place. In places like Sudan, Iraq and Palestine, such massive migration led to the reshaping of the processes of reproduction of such classes. As noted in Elnur (2002) elites' reproduction trajectories were radically altered and with the loss of inter-intra generational transmission of knowledge and traditions, continuity and potential for dynamism has also been lost. Such countries fell or are in the process of falling into a 'low equilibrium trap'. Sudan, Algeria, Iraq, Burundi, Rwanda and Afghanistan, representing a wide range of initial conditions and development potential, are just some illustrative examples. Studying changes in family dynamics offers a powerful lens through which many dimensions of societal changes can be observed, particularly when such dynamic changes are associated and overlap with urbanization, transmigration and transnationalism. The focus on middle classes and educated elites is vital for considering their quasi model-role in the processes of reshaping societal change and its direction.

Internal Displacement and its impact on Palestinian Families: Gender perspective through the eyes of the youth.

Researcher: Eileen Khuttab

The present Intifada combined with the new re-invasion of the Palestinian territories by the Israeli forces, and their new policies of closure and cantonization as a result of the construction of the "Separation Wall" and collective demolition of houses in villages and refugee camps have rendered many families uprooted and displaced. This project is

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trying to investigate the impact of this new form of displacement on the families, and in particular the youth ages 16-23, in respect to how they define their identity and self-image being the protectors, saviors and fighters in their own villages and refugee camps. How they redefine space in context of cantonization and in relation to dislocation and displacement, or their re-definition of future roles in the context of new reality of erosion of the patriarchal authority invested in father as a traditional bread-winner and confirmation of the mother as a protector of the home and land. It is of importance to investigate the new forms of informal social networks that have substituted kin based on blood ties due to the separation of such families with the creation of idiom of kinship. How private and public spheres have shifted to expand the opportunities for coping on one hand, and has given new opportunities for women's empowerment on the other.

Contradictory Patriarchies and the Refashioning of Arab Families in the U.S.

Researcher: Nadine Naber

This project explores the relationship between engagements with the U.S. state and media's gendered-racialization of Arabs and the pressures of assimilation and the intensification of cultural nationalist patriarchies within the context of Arab immigrant families in the U.S. during times of communal crisis, such as in the aftermath of September 11th. Focusing on the ways that cultural authorities deploy cultural nationalists' ideals about "Arab family" in the process of resisting the pressures of racism and assimilation, this project traces the reification of fixed notions of public [male] and private [female] boundaries within familial and communal spaces. It will ask: what are the cultural nationalist discourses through which the intensification of gendered nationalist boundaries are deployed and justified, and what are the ways that women and men resist, transform, or reproduce the binary opposition between public [male] and private [female] in the diaspora?

V.
Minutes of AFWG Meeting Cairo, Egypt B
May 20-24, 2004

**Arab Families Working Group
Minutes of the May 2004 Core Group Meeting
Sofitel Maadi Towers, Cairo, May 20-22, 2004**

Executive Summary

Volume I Deadline: July 30 All chapter must be submitted in FINAL FORM, including final endnotes, bios, bibs.

Reorganization of PD Chapter for Volume I and Individual Tasks:

Section 1 of PD chapter is 1-6 in PD current chapter

Section 2 Law and Public Policy

Section 3 Education

Section 4 Media

We drop the youth section as a section and allude to it in each section or allude to different generations.

- Individual authors need to give introductions to each section, development and conclusion to each section. Each section will stand alone, so there needs to be coherence.
- Barbara volunteers to put sections together if each section authors puts works on their piece.
- Martina to send preface to PD by June 1.
- Penny and Zeina to do preface to literature reviews by July 1.
- Nadine and Ray to do the preface to the BC by June 1.
- Suad and Barbara to conference call on Policy Implications in July.
- Suad can add theoretical part to Education section.

Translation of Volume I: to ask publishing houses to provide a two formal proposals for a book of about 300 pages: for printing only: 3 months, but both translation and printing: 9 months. The publisher would do the cover art, good regional distribution and it has to be translated and out in less than one year. The right to review (reject or retain) the translation should be built in the contract.

Zeina Zaatari: Dar al Adab

Barbara Ibrahim: Will talk to Hoda Elsadda about the Women and Memory Forum

Mona Khalaf: Dar al-Nahar

AFWG Protocols: Matters we have decided but have not yet introduced into protocols:

1. Creating a Category of AFWG Affiliate.
2. Ownership of AFWG paid research belongs to AFWG and not to paid researchers.
3. To remain part of AFWG Core Group the member has to have produced a product within a two-year period. Product can be a paper, a workshop, contributing to reading and reviewing work of others in the group.

Membership: Hania Sholkamy has decided to withdraw from the group and we will offer her the category of AFWG Affiliates. For research she has done that is related to some of our AFWG work, she will note that her work was informed by the discussions in AFWG.

Copyright: Any documents we produce and circulate, we should put: *Copyright AFWG*.

IDRC Dissemination: Any documents that go to IDRC, and are not for them to publish on their website should clearly note: *Not for Dissemination*. And it should probably go through Suad Joseph.

Human Subjects: Barbara Ibrahim, Suad Joseph, and Annelies Moors will form an internal AFWG IRB committee. Members will carefully observe summarized procedures on Human Subjects on p. 61.

RA Authorship: The analytical vs. mechanical is the line that should divide authorship. The general rule is transparency and letting RAs know from the start, for example if someone will do data collection and will not be an author.

Distribution of AFWG Funds: Letters of Agreement will be set up, and \$6,000 Stipends will be given upfront to AFWG Members. Research costs per AFWG member are about \$11,000. The Data Project has \$5,000.

The Next Phase of Research:

A. Reports: Sending reports to each other that include thematic framing and methodology, especially questions asked, by: September 30; December 30; March 30.

B. Assignments of Responding to Reports

1. Martina's project B Annelies to respond
2. Annelies, Penny, and Lamis=project B Zena to respond
3. Mona's project B Ibrahim to respond
4. Eileen's project B Nadine to respond
5. Zeina and Suad's project B Lamis to respond
6. Ibrahim's project B Ray to respond
7. Barbara and Hania and Alyce's project B Penny to respond
8. Judy's project B Mona to respond
9. Nadine's project B Eileen to respond
10. Ray's project B Annelies to respond
11. Hoda el Sadda's project B Barbara to respond
12. Omnia el Shakry B Martina to respond (to be considered)

C. Products by September 2005

Everyone agree to commit to a working paper by the fall of 2005

D. Thematic Continuity: To the degree that we can weave them into the way we write:

- 1- Desire- viability

- 2- The Normalization of Egypt
- 3- War
- 4- Marriage, Modernity Projects and the Reinvention of families

Other Key Questions:

1. imaginary futures- non-national futures
2. politics of presence, and demographic presence
3. marriage, marriability and lack thereof.
4. representations of ideal family, youth
5. desires of youth
6. regional identification of youth

Stakeholders Workshops:

Spring Stakeholders Workshop in Cairo: Organizer Barbara Ibrahim and Population Council
Spring Stakeholders Workshop in Beirut: Mona Khalaf, Ray Juriedini & Judy Makhoul to organize. Mona to send tentative dates

AFWG Booklet: English and Arabic to be ready by Fall. Zeina Zaatari to work on it.

MESA 2005 Panel: Martina Rieker will be responsible for organizing the panel.

AFWG Roundtable at Public Spheres Conference: Ray will let us know about having a roundtable at the Public Sphere Conference as soon as he knows if it will be possible.

Arab Families Working Group

**Minutes of the May 2004 Core
Group Meeting**

**Sofitel Maadi Towers
Cairo, May 20-22, 2004**

**Arab Families Working Group
Minutes of the May 2004 Core Group Meeting
Sofitel Maadi Towers, Cairo, May 20-22, 2004**

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**Arab Families Working Group
Minutes of the May 2004 Core Group Meeting
Sofitel Maadi Towers, Cairo, May 20-22, 2004**

Attendees

AFWG Core Group Members: Lamis Abu Nahla, Ibrahim Elnur, Barbara Ibrahim, Penny Johnson, Suad Joseph, Ray Juriedini, Mona Khalaf, Eileen Kuttab, Jihad Makhoul, Annelies Moors, Nadine Naber, Martina Rieker, Zeina Zaatari. Absent: Hoda Elsadda, Omnia El Shakry

AFWG Staff: Hania Sobhy. **Population Council Staff:** Alyce Abdalla.

Day 1

First Session

Coordinator's Report

Suad Joseph: Welcome everyone. I am glad Lamis could make it for this meeting.

This meeting is paid for through the Ford Grant, so the reimbursement process will be different. It will go through UC Davis. We need everyone's receipts. You may give them to Hania Sobhy, and she will photocopy them. I would like to pay you in cash while I'm here. The reimbursement forms are in your binders: please fill them out today and give them to Hania. I will pay for the accommodation and meals. Any extra charges could be paid individually.

Omnia El Shakry could not make this meeting but she will be in Egypt all of next year, so she will be available for AFWG work at that time.

Huda ElSadda has a conference in the States.

Hania Sholkamy has decided to withdraw from the group. She felt that her work did not fit with what we were doing. But she wants to stay involved, however. We have a category of AFWG Affiliates, which we can offer to her. She asked about referencing the research she has done that is related to some of our AFWG work. Since the Well Being project did not produce or publish, it seemed to me that the best way to handle that was for her to note that her work was informed by the discussions in AFWG.

Penny Johnson and Eileen Kuttab should be arriving this afternoon.

Report on Ford Foundation and International Development Research Centre Grants

We have the \$150,000 from Ford.

The IDRC grant was approved but we had problems with the dissemination clause: Clause A6. IDRC reserves the right to digitalize anything we submit to them and put it on their webpage. The conflict is with anything we want to publish. This would be a problem with our Syracuse University Press contract. So we had their lawyers talking to UC lawyers. IDRC did agree to add an amendment that for purposes of this contract: anything that *we* publish, they will not put on the web. So for example, they could put our technical reports on their website. We have to pay attention to what we submit to them to note that we do not want a specific item digitalized for their website with a: *Not for Dissemination*. They committed to always consulting us before putting any of our material on their website.

I had given them some of our concept papers, our protocols (which is a working document and we do not want it to be published on their website).

They did say they would not do publish on their website our material without consulting us.

In any case, anything that goes to them probably should go through me.

Mona Khalaf: I have a question, when we talk about working papers, what do we mean by that, a first draft?

Suad Joseph: In our first meeting, we had working papers that we produced for each other to present at the workshop. We would not like them to publish these.

Mona Khalaf: Do you not think that their digitalization would come after we publish our work? There could be material that was not included in the volume and publications, there would be material that is a byproduct of work we have done after we finish our work, not of primary importance to our work and that they could publish.

Barbara Ibrahim: We can also think of how we can use their website strategically. If we plan to hold a public forum, that would be a wonderful way to use their website. We can think about using it, as well as protecting ourselves.

Martina Rieker: Putting something on a website is considered a publications. Once it is on a website, it cannot be taken to publisher. We should start putting: *Copyrighted by AFWG*.

Suad Joseph: I think we do need to be very careful to protect our junior scholars. And they have said, at IDRC, that they would consult us. They have heard a lot from me and from UC lawyers about the seriousness of this issue. Their own program people are sensitive to this issue. It is their lawyers that had written the clause. Anything that we do, as Martina said, we should put: *Copyright AFWG*.

The other clause that is a problem was whether Canadian or California Law applies. For Canadian law to apply, we would need to get a waiver from the UC Board of Regents, all the way to the President. I left them UC and IDRC figuring that out. IDRC is unwavering on this issue.

The IDRC funds are will be transferred over a three-year period

Syracuse University Press (SUP)

I have signed the SUP contract. You have all been sent a copy and you will also find it in your binders. SUP was very helpful. IDRC wanted to have 25 copies. SUP has increased our free copies to 50. They have been very accommodating. Another thing is that they have allowed us to publish our Arabic work *before* our English and they have accepted a flat \$5,000 royalty to allow for the Arabic translation. One thing we do want to come back to is to figure out who is going to translate it and disseminate it. Barbara and I were talking about this and I tapped Moushira Geziri's brain about it. We would like the same agency to translate and publish.

Translation of the AFWG Volume

Zeina Zaatari: Dar el Adab in Beirut would do that if they were interested in the material. I know the editor of Adab. I can ask.

Ray Jureidini: What is the cost of translation?

Suad Joseph: The only experience I have is with my Gender and Citizenship book. It is a bit larger than ours. That cost \$25,000 for translation, publication, distribution, advertizing. Lina Abu Habib group, the Gender Linking Project was commissioned to do it. She has more copies. Lina said \$25,000 was not enough. We have \$35,000 more for our Volume I translation from the Population Council. This includes \$5,000 to SUP.

Barbara Ibrahim: It seems to me that distribution is the key.

Suad Joseph: I went to a couple of bookstores in Beirut and I did not find any copies of the Arabic translation of my Gender and Citizenship book. I think we need a good press and someone to follow up on distribution. Lina's job is to make sure that it is out. My concern about Lina is that it took her three years to do the translation and launching and that she was not good with communication. The co-funder of that translation project, the Ford Foundation, complained frequently because she did not reply to their emails or submit reports on time. She admitted this.

Barbara Ibrahim: We could get a publications coordinator.

Suad Joseph: Lina's outfit would be ideal, because they have a whole line on gender, but the problem is communication, timeliness and follow up.

Mona Khalaf: An institution is better than an individual.

Barbara Ibrahim: If an institution is our publisher, it would be able to control the publications coordinator.

Mona Khalaf: For example, it could be one person inside Gender Studies at AUC.

Barbara Ibrahim: It could be one of our institutions.

Suad Joseph: Would the Population Council be willing to provide a publications coordinator?

Barbara Ibrahim: This is what Moushira does, but I would hesitate to commit her because she is starting a PhD program.

But let us not tell a publisher that we have \$35,000. We could have mailing costs. We could buy copies and send them. Let us hold back some of these funds to distribute the book.

Suad Joseph: Dissemination is our key problem. Mona could you talk to Dar al Nahar? The comment I have heard about al-Nahar is that they would be more journalistic and not attuned to social sciences.

Barbara Ibrahim: There is the Women and Memory Forum in Egypt. It is an institution of good standing. We do not know how regional they are.

Suad Joseph: Let us assign someone to deal with each of these.

Zeina: Dar al Adab

Barbara: Will you talk to Hoda Elsadda about the Women and Memory Forum?

Mona: Dar al-Nahar

Barbara Ibrahim: We can ask them to give us a formal proposal and tell them that timing is important for us.

Mona Khalaf: But we have to have quality control over cover, paper and number of pages.

Annelies Moors: I think the key is that the translation is good.

Lamis Abu Nahla: Are you happy with the translation of your book?

Suad Joseph: My Arabic is not good enough to tell.

Lamis Abu Nahla: But the book they did- an Oxfam publication- was awful.

Barbara Ibrahim: Maybe we should separate the translation from publication.

Suad Joseph: Volume I will be about 300 pages.

Barbara Ibrahim: Do we have a minimum paper standard- we need a quality publication.

Suad Joseph: The publisher would do the cover art, good regional distribution and it has to be translated and out in less than one year.

Barbara Ibrahim: How about 6 months?

Mona Khalaf: I would like to go back to the point that Barbara made: separating the translation and publications. So we need to know before we approach candidates if they will handle one or both.

Suad Joseph: We need two proposals, two options. If print only: 3 months, but both translation and printing: 9 months.

Lamis Abu Nahla: Dirasat al wihda al-arabiya is good.

Zeina Zaatari: I know where their office is in Beirut

Suad Joseph: Ok, Zeina can contact them. Who will talk to Nur. Judy Makhoul will.

Barbara Ibrahim: I will have Moushira check with the other branch of Nur in Cairo. Could I say that we tell them 6 months and if they want to bargain about that then we will discuss the time frame?

Mona Khalaf: What is the maximum time?

Lamis Abu Nahla: One year.

Barbara Ibrahim: We would have the right to reject or retain the translation.

Suad Joseph: It should be built in the contract - the right to review the translation.

We are just talking about the mechanics now of volume one. Zeina is now in charge of getting the deadlines all met. We had some funding left from the Mellon grant- so out of that, Zeina will now be in charge of editing and formatting, putting the volume together.

Zeina Zaatari: By June 15, I need all your documents and bios. My deadline is July 15.

Suad Joseph: What I am going to do is have everyone sign on to that - what do all think? That means that the groups meetings will discuss how they will meet the deadline for Volume I.

Zeina Zaatari: Just one point. You all have the detailed SUP guidelines, but I want to say something, if you do not know, or you are not sure then do not format at all. It is much harder for me to undo the formatting than to have the document without formatting.

Suad Joseph: For endnotes, do not do them automatically. Enter them manually.

Zeina Zaatari: When you are putting Arabic bibliography, I need the actual Arabic title.

Suad Joseph: In terms of the substance of Volume one, Penny and Eileen specifically asked that we postpone that discussion until they come.

Dissemination: Public Spheres Conference and Fall Stakeholders Workshop

Martina Rieker: We had talked about dissemination. There is an opportunity for this in the Public Spheres Conference in October in Beirut co-organized by Seteney Shami of the Social Science Research Council and AUB. It is in one of our sites. I presume it would a relatively large event. We could have our own panel, or even a roundtable. It would not cost us much in terms of energy.

Ray Jureidini: I think it will be a good opportunity. I do not think it will be enormous, but an excellent opportunity.

Suad Joseph: Is there funding to cover the costs of a roundtable?

Ray Jureidini: I think for SSRC people mostly, but I am not sure of the details.

Barbara Ibrahim: But surely we have money to send people, especially from within the region.

Ray Jureidini: Except if we plan an AFWG workshop in Beirut. The only problem is that it is right in the beginning of the academic year.

Barbara Ibrahim: I also have a feeling this will be an important meeting.

Annelies Moors: I have 22-24 October for the Public Spheres conference in Beirut.

Ray Jureidini: Yes, that is correct.

Suad Joseph: We had planned to do a workshop for stakeholders. We could have our workshop before the conference. Were we thinking for our fall workshop for stakeholders as maybe a one-day workshop? October 21st is a Thursday. The purpose is getting stakeholders to think about the ideas we are working on and helping us with our thinking. It also means we are spending the summer planning for the stakeholders workshop when we need to finish Volume I.

Barbara Ibrahim: What if we made the decision based on whether two or three members from each group are willing to commit to that.

Suad Joseph: We have to have someone to be in charge to know who to invite, identify people we want to be in long-term contact with. Let us come back this at the end of the afternoon. The Stakeholders workshop is independent from whether we have a panel at Public Spheres conference.

Annelies Moors: Maybe we want to see if want to do a roundtable or a panel.

Suad Joseph: Who could participate in a roundtable at the AUB conference on Public Spheres?

Lamis Abu Nahla: Yes I would be willing.

Mona Khalaf: It depends on what the topic is- if it is women in the public sphere, then I am ok.

Ray Jureidini: I am happy to arrange a roundtable for us.

Suad Joseph: Ray and Annelies are willing to go.

Martina: yes.

Barbara: in theory, yes.

Lamis: yes in principle.

Omnia will be in Egypt.

Suad: possibly.

That is 9 possibilities. If we add a half-day, why can we not make it?

Annelies Moors: I am not sure it is a good idea to conflict with the conference.

Barbara Ibrahim: What is the best time of day to have a stakeholders meeting? It will be Ramadan, so between 10:00 and 1:00 should be the best time.

Suad Joseph: The idea is nesting a three-hour Stakeholders workshop, and then an afternoon for the roundtable in the Public Spheres conference. The other possibility is Friday morning, our workshop, and our roundtable on Saturday.

Barbara Ibrahim: Let us talk about who we would want to invite and this will help us to organize it.

Ray Jureidini: We do not even have a tentative plan for the conference, so we cannot be clear on when our roundtable will be. With the correspondence so far, I have not even seen the fact that this will be the middle of Ramadan come up.

Lamis Abu Nahla: But for NGOs if you tell them a good time ahead, they would come.

Suad Joseph: We are not inviting government agencies yet. There are a lot more ramifications to getting them involved.

Jihad Makhoul: The government ministry people are more than happy to contribute, like CDR, Majlis Al-Inma' wal 'Imar.

Barbara Ibrahim: We can negotiate to have our roundtable in the first two days. I think Judy could be the one who would organize this. I think we can have a strategic choice of government friends.

Suad Joseph: So Thursday morning, the 21st, who can commit to that?

Barbara Ibrahim: Why do we not wait for making that decision until other people come? And we can discuss the details of the workshop. Anyone who is interested in the roundtable can sit at a table at lunch and discuss.

Suad Joseph: Let us move on to the website.

AFWG Website Development

Martina Rieker: Basically our website now is a mission statement and then a link to members only section. We have to create a public persona. What else would we like to have there? I have a sample of a website here. We can pass this print-out around. This group does research. It is poorly designed, but they describe who they are. We need to think about what we want on the public site. We could have the project associates. We want something describing our interests. There is money available to hire RAs over the summer, since we have this money for the web and some of it will go to design. We need to address why are people interested in the family now? There is the material on the Moroccan family law changes- perhaps we could hire someone to assemble this stuff and make it

into a research project. The more people can use this for their classroom, the more we can become relevant, the better. We need to think for example, for gender studies teaching, or for NGOs, what to assemble on our website.

The other thing is to get a domain name: www.afwg.net or www.afwg.org. We can afford it. It is cheap. It could still be mirrored with UC and AUC websites.

Mona Khalaf: I think the idea of putting these family law changes on the website is an excellent one. Which countries are we going to be talking about?

Martina Rieker: The whole idea is to make this available as a resource.

Annelies Moors: I wonder whether Emory University has a site on this. Abdalla An-Na'im has a huge site on Islamic Family Law.

Martina Rieker: We can have a link to it, but it should not be duplicated.

Barbara Ibrahim: Our bibliography could be put there.

Zeina Zaatari: The researcher that we hire could look into that: what is out there.

Suad Joseph: for those of you who have a website, we can also make a link to it. Are there any other suggestions to Martina? We should have a brief bio about each Core Group member– one paragraph bio, then two paragraphs about intellectual and research interests, and one page that is about our AFWG Associates and Affiliates.

Nadine Naber: It seems like the autobiographical description is what you are doing within this project.

Barbara Ibrahim: We could have link to the c.v.'s for each Core Group member from our own websites.

Jihad Makhoul: Two things: This is directly related to AFWG. A lot of the stuff I am doing is very much about families, but more focused on child labor.

Suad Joseph: You would emphasize what you are doing within AFWG in the particular Research Project.

Jihad Makhoul: From my experience, you would have to have a tree with branches. That would give you an outline of the areas you would have to include in the website. If you start off with a trunk: AFWG. First page is Welcome, the next page three or four links from first page. Maybe one of the branches can be Associates, upcoming events, Research Projects, workshops. To have it there as a skeleton, would help us think of the details of each branch.

Martina Rieker: Our biggest problem is content, not structure. Our problem is having material for the public site.

Suad Joseph: There are a few things we can include, such as the program of our first meeting in May 2001. The bibliography is another. I do not think we want to put our proposal, but our bios,

our affiliates (we have to ask their permission). We can have a one-page description of AFWG, then a page that is links to other sites, and to events.

Martina Rieker: The only problem that if there are a lot of links with nothing on them. Everyone could copy and paste their URL, and then send it to me to include as a link. Do we also want in the long run to have resources? Do we want to offer materials to those interested in family?

Suad Joseph: On the resource page, we can have the bibliography.

Mona Khalaf: The problem with the media is that most of it is in Arabic. There is very little in the Daily Star that is relevant to research.

Alyce Abdalla: Is there work that people use right now and could add?

Mona Khalaf: I would like to start small and then get big.

Suad Joseph: The material that we are collecting ourselves is ok to put out, instead of hiring someone to collect something we are not using anyway.

Zeina Zaatari: I think Martina's point is that we want to provide things that are of use.

Mona Khalaf: Is AFWG a permanent group? Would we be able to keep it up? I agree with Suad on putting things that are already available.

Martina Rieker: We could say in this historical moment, we capture this moment. There is no presumption that we are engaging in long-term project.

Suad Joseph: This includes the things that are related to our project, such as family law. The RA would be hired to find these things and put them on there, not to make critical summaries?

Martina Rieker: Yes.

Jihad Makhoul: Could we have a discussion group? Throw in a question, and people would write in?

Lamis Abu Nahla: Can you have Arabic resources? The problem is that a lot of people in the programs do not read English.

Martina Rieker: Yes, that is possible.

Coordinates and Agenda

Suad Joseph: In the Binder, there is a form for updating your coordinates, so if your info is not updated, please fill out the form and give it to Hania.

If we can all look at the whole Agenda and look at the way we have things laid out, see if that looks about right and see if we want to shift things around. We can talk about budgeting twice, principles and big picture today and then again when we regroup. Saturday we can talk about the workshop.

Human Subject Protocols

Suad Joseph: This is one of the things we all have to be aware of. Human Subject Protocols are very important. We have to be extremely careful. For all of the steps we take which have human subjects involved, we have to have permission. For children and youth, the proper authorities (teachers and parents) have to approve.

Jihad Makhoul: I usually have an introductory letter and I read it out to parents. Before that, NGOs or ministries obtained a formal letter giving you access to community. When I was doing child labor, I got to the parents through the children. We ask the employer, and then the child would take you to the family.

Suad Joseph: Do you get a written consent?

Jihad Makhoul: When you ask a signature it might be offensive and you are assuming that they can read and understand and can sign, but so far I have had no problem.

Suad Joseph: But how do you document that you have received consent?

Jihad Makhoul: To require consent would be offensive to the human subject.

Suad Joseph: Do you tape the consent?

Barbara Ibrahim: We have to demonstrate that we have informed consent and confidentiality. The process will take several months and we have to have a lot of thinking about this before.

Ray Jureidini: What AUB has done is establish an ethics course for 3 hours, and you get a certificate in the end.

Barbara Ibrahim: NIH has an online program you can do in 40 minutes.

Suad Joseph: I think all of us have to take it. The certification lasts for one year. It is easy and it is interesting. Print every page then do the test at the end.

Barbara Ibrahim: Be sure to click that you need record of your certification.

Suad Joseph: Please be sure you do that soon for the empirical work.

Mona Khalaf: Would I ask everyone to sign?

Barbara Ibrahim: At AUC, we have a third party witness who signs that they observed that you informed and that she gave consent. I think that we can begin to lobby on that and on not needing a signature or a thumbprint.

Annelies Moors: But most of my work is just talking to people. How does this relate to informal forms of anthropological research?

Barbara Ibrahim: It is there so that if a person complains, we are protected.

Annelies Moors: It is different in Europe. Anthropological research is about talking to people.

Suad Joseph: I have had a discussion about this. As long the interviews do not end up being published or distributed anywhere, it is ok to talk with informants.

Ray Jureidini: It is anonymity not confidentiality that is being guaranteed, unless people agree that you use their name.

Nadine Naber: It should be ok as long as you tell them that you will replace names.

Ray Jureidini: Within sociology, this has always existed.

Annelies Moors: But that is where it is useful.

Nadine Naber: But it could be useful also when you talk about very personal issues.

Suad Joseph: We have to have a collective process and a collective letter we will all use.

Mona Khalaf: Could we have a collective paper for all the subjects? The witness would be the Mokhtar.

Barbara Ibrahim: I think that it would have to be modified situation by situation. Some of the work will be with youth and it would have a different layer. These can be individual sentences that can be modified.

Suad Joseph: We need a template that can be passed by the IRB board at UC Davis.

Barbara Ibrahim: I think that we can have a year of work planned and our human subjects attached with that.

Suad Joseph: Maybe we have a template, and then we add a number of paragraphs and say with this project, we will add this paragraph. We could get audited. You would need to send me copies of permissions to do interviews.

Annelies Moors: One side is the legal stuff and the other is the ethical. We all have to deal with bureaucracy. I understand very much the issue of confidentiality in terms of anonymity. When you write there is so much information that you get from walking around and talking to people. I am not arguing for not informing people.

Nadine Naber: I only had to do that for interviews. If I used a story from a wedding I went to, I would go back to the people and ask if they had a problem, if I used this.

Zeina Zaatari: But that is not what is required.

Barbara Ibrahim: I think if you observed something happening in a wedding, even if you used it, you would not be required to get consent. It is not part of your research plan to go to the wedding and hear this.

Ray Jureidini: These procedures are in the interest of the institutions, not the participants.

Barbara Ibrahim: You need to send us the materials if you want to be in next IRB meeting.

Ray Jureidini: We need to discuss how this will limit our research.

Nadine Naber: But I have felt protected by them.

Mona Khalaf: If you ask women about the remittances they get from husbands, they would think you would report to the Ministry of Finance. If you were to make these people sign a form, they would never be willing to participate.

Barbara Ibrahim: I do not think we have to send the consent forms to you.

Suad Joseph: I think I have to have a copy.

Barbara Ibrahim: I would worry to DHL them. I would rather keep them locked in my office.

Suad Joseph: I can personally collect them at workshops.

Barbara Ibrahim: I think if we satisfy ourselves, we can finesse the IRB.

Suad Joseph: In Egypt, you need formal research permit, but not in Lebanon and Palestine.

Barbara Ibrahim: Even with the witness issue, we tried to be understanding of the research context.

Suad Joseph: We need our own internal IRB at AFWG, would Barbara be willing to be on that sub-committee? Annelies? Let us do a three-person committee, to filter things. We can go back to this on the Saturday after we have decided on the research programs

Second Session

[Arrived during this session: Penny Johnson and Eileen Kuttub]

Research Budgets

Suad Joseph: Let me update you on a couple of things. I visited a program officer at the Hewlett Foundation who I met through Barbara Ibrahim. She said the AFWG project was outside their scope of interest, but she said at times that they have funds at end of year that they have to spend.

So she encouraged me to send a brief proposal in September. I have other foundations I am looking at for funding as well.

Please look at the budget in the Binder. It has both the Ford Foundation and the IDRC budgets laid out next to each other. The "Consultants" category in the budget will be used for web development. "Salaries" is my one term buyout and "Equipment" is for the office. They lump everything else in one category. We can shift things around. For Ford, we can reallocate 10% to another category without their permission. IDRC we have to go back to them for everything, but their budget categories are so broad, we would not need to do that anyway. Ford also wanted condensed categories. The Ford grant is technically only for the Public Discourse research project. IDRC is for both PD and BC. From IDRC's point of view, they think of the two grants as one budget, but Ford does not.

The key arena of latitude is item 8 - money to hire RA, buyout or summer pay. Other stuff is salaries for Hania, for the RA in Davis, for AUC, communications, anyone who could be consultant, purchasing documents. We need to look at what we have here. We can change the categories around and then decide the principles. My proposal last year about distribution of grant funds to Core Group members was the principle of equity: in general, all else equal; no one should be funded more or less than any other person. Some proposed however, that we base it on what the projects call for. We can talk about these general principles first. How do we make the actual decision?

Barbara Ibrahim: We could divide stipends and think about stipends as strictly equal and separate from project needs.

Nadine Naber: But buyouts are different at each university.

Suad Joseph: Most of us are at universities where the salary is a nine-month salary, such as AUC and AUB.

Mona Khalaf: If you have an administrative position, it is different.

Lamis Abu Nahla: At Beirzeit, we get a two-month summer vacation.

Suad Joseph: Instead of course buyout, you can get a summer stipend.

Nadine Naber: If I took a summer salary, I would not be able to use it for a buyout.

Ray Jureidini: If it were just to be divided equally, what would it be?

Suad Joseph: If we divided \$330,000 by 15, that is \$22,000 a piece as an overall of the total budget. Otherwise it would be \$19,000 if we divide by the \$298,000 figure. We are really talking about \$18,000 per Core Group member, but that would include RAs and other costs.

Item 8: \$260,000 by 15 Core Group members is about \$17,300. So the \$75,000 should not go to research.

Suad Joseph: I think we should talk about a stipend rather than buyout- buyout is so variable. What about one third? \$6,000 seems like a reasonable stipend. The budget technically covers two

summers. I do not think we can think about it as each person has so much to spend. These are not individual projects. It is not how each individual uses the \$12,000 out of the \$18,000 for research costs.

Nadine Naber: The way we have envisioned our project is that we share the questions but ask them in very different sites.

Barbara Ibrahim: Groups will have very different costs.

Lamis Abu Nahla: In terms of this question of equal stipend, is everybody expected to do the same amount of work?

Zeina Zaatari: And how are we going to divide them between groups?

Suad Joseph: We need to decide this together.

Ray Jureidini: At this point the discussion has to be around the \$11,000 times 15. So that is \$165,000.

Lamis Abu Nahla: Why should it be divided equally?

Suad Joseph: It could be based on the project.

Ray Jureidini: I would rather talk about this now. Tomorrow when we discuss what we want to do, we will have these costs above \$165,000 and are we going to bargain?

Jihad Makhoul: I was thinking how did we get to \$6,000 for the stipend. I prefer we lower our own stipend, and give more to research costs.

Barbara Ibrahim: That is your personal choice. And some people's project is only their time and so they have to be compensated.

Zeina Zaatari: If someone were to take time off to do the research, but someone else hires an RA, what do they get the stipend for?

Suad Joseph: They are still doing the work. In your case Zeina, you may be doing the work yourself, then you will have your stipend and then we add on top of that hiring you to do the part of PD that we are doing.

Mona Khalaf: I want to go back to the point Barbara raised. Does the money have to be collected in the name of AFWG. What if I need \$50,000 and raise it; is it divided between us all?

Suad Joseph: No, you would take it, but it would be raised in AFWG's name.

Mona Khalaf: Once you raise this money it becomes public property?

Suad Joseph: No. The group would have to approve the proposal to be raised in AFWG's name, but I do not see why they would not. I do not have an answer to Lamis' point, what if somebody does not do the work?

Lamis Abu Nahla: Let us suppose we arrange it so that certain people will not do the same amount of work (because they were assigned to that).

Suad Joseph: I will set up letters of agreement and you will all get your \$6,000 upfront.

Jihad Makhoul: Putting a plan of action, a timetable, is better for you to monitor your own work.

Suad Joseph: With the letter of agreement system, you get the money and then you give a report.

Mona Khalaf: At LAU, they charge 65% indirect costs on whatever is paid as salary. Let us assume it is \$17,000. We would lose two thirds of it.

Suad Joseph: We have worked out a template. The money can go directly to you, not to the university. There is a way around it. If anybody has another template, I can ask my office of research to approve it. I would hope that your universities would agree to waive this.

Jihad Makhoul: The stipend is one thing, but what about RAs?

Suad Joseph: I leveraged the fact that we were in final review of these grants. I asked at UC, what would you do to show these foundations that you support these projects, and they offered work-study money for three years, which saves us about \$45,000 money from our project.

Mona Khalaf: Are you sure that everyone in the group are interested in being involved in the research phase?

Suad Joseph: Ibrahim did voice this concern six months ago. That was an appropriate question. We can raise the question of whether the \$6,000 applies nonetheless.

Annelies Moors: If a person is no longer involved in the research, then would they stay in the group, and would they get the money?

Nadine Naber: We were involved in this conversation before. We came to a decision, when Ibrahim was thinking of resigning from the group and we value his contribution, and we proposed that he stay even if he was not involved in the research.

Suad Joseph: The question is do we want that to be the model.

Ray Jureidini: If I recall correctly the original discussions about the protocols, part of the recognition was that everything that we discussed belonged to us collectively. We all contribute in one form or another. It is a collective enterprise. Ibrahim had participated up to a point, so everything up to that point was shared. I know there is always a little ridge when it comes to the distribution of money, and that is probably fair.

Nadine Naber: The decision at the time was very basic: do we agree that he was still part of the group? He had already played a huge role in the paper, so of course his name would be on it.

Suad Joseph: So does the stipend apply to all AFWG core members or to those actually doing work?

Penny Johnson: It is like a socialist paradise!

Barbara Ibrahim: It is a reward to getting this far.
Did we raise this money to do research?

Suad Joseph: Yes.

Barbara Ibrahim: Maybe we should leave behind what happened before.

Eileen Kuttab: I think what we are used to back home is that we have always tied outputs with money. We started with the idea of monthly allowances to encourage research, but not everyone is committed.

Mona Khalaf: If they are interested in the work, but not in the research, they stay in the group.

Suad Joseph: This came up before and we decided we are a working group, and that we did not have room for observers.

Eileen Kuttab: It is not a club.

Zeina Zaatari: If someone is contributing through discussions over email in reviews of chapters, but not doing research?

Suad Joseph: Is contributing to the meetings enough?

Penny Johnson: I think it is related to being in the RP, not at the core group level.

Suad Joseph: What if even at the project level over a three-year period, you come to meeting, participate in email discussions, but are not involved in a research project?

Mona Khalaf: We cross out their name.

Suad Joseph: Up to this point, we encouraged them to participate, and if not, then the affiliate category is more appropriate. Penny's point is valid that all of us are not equally involved at all times. We produce work one year and participate in another way or a year.

Martina Rieker: We had this discussion about coming to meetings. So the criterion here could be whether in a two-year time span, you have authored at least one-piece.

Suad Joseph: This seems like a good formula - either author a piece, or participate in some AFWG work activity.

Barbara Ibrahim: And the decision would be made about this at the project level as to their productivity.

Suad Joseph: Some productivity within a two-year period. It is only the funds that are for two years, but the project is longer than that.

Barbara Ibrahim: To be consistent with the AFWG Protocols, within this two-year period, a member would have contributed to the output of the project. Productivity includes: writing articles, concept papers, review and editing of articles written by others, proposal writing, media outreach and dissemination.

Ray Jureidini: By way of conflict prevention, we may want to spend some time looking at the process by which we would make these decisions.

Suad Joseph: The first step is that the RP would discuss what each member does, and then presents it to the Core Group and that is where the decision is made.

Ray Jureidini: Also in terms of conflict prevention, we want to be aware that by Saturday, we could be in a position to present a proposal to the group and would be competing for funds.

Nadine Naber: Any project could take more funds.

Suad Joseph: Any project could use the full amount of money actually. One way to think about it is to think of \$11,000 as a boundary marker.

Ray Jureidini: Are we going to re-pool this \$165,000? If the Ford Foundation Grant is earmarked for PD, will a certain amount of money be skewed for that?

Suad Joseph: One way to safeguard against these concerns, is to think that the upper limit is the \$11,000, so with five members, it would be about \$55,000.

Nadine Naber: Everybody needs a lot more money. It might be easier that everyone gets \$11,000. It would be a difficult discussion to have. There is also the Data Group were RP memberships overlap. If we were to go in that direction, there would not be any money for it.

Ray Jureidini: The \$11,000 can be pooled within the group and divided based on expenses.

Barbara Ibrahim: Maybe we are not thinking of doing major surveys at this point given the limited funds.

Mona Khalaf: But my topic is the impact of migration on family well-being.

Ray Jureidini: But you could do it as a pilot study.

Suad Joseph: If we look at \$260,000 in the budget - for the 6 people in Border Crossings, it would be \$36,000 for stipends and \$66,000 for research (\$102,000 in total). For Public Discourse, it is \$99,000 for research and \$54,000 for stipends (\$255,000 total). This leaves more than \$5,000 for

Data. This saves a lot of time to do flat amounts. And the other funds that we have allocated to consultants, we could shift to research.

Ray Jureidini: The research meeting in item 1 includes the RP and Core group meetings.

Mona Khalaf: For item 7, what kind of Arabic publication does it apply to?

Suad Joseph: This is not for Volume one, as we have Population Council funding for that. It is for future publications. We have reached two formulas of letter agreements. The problem is to choose between the stipend, and receiving funds through the university (which means not paying US taxes). I can write the contract any way you want, based on how you could negotiate, whether you would like to write it as stipend, or as research costs. But if you decide to do it by letter of agreement, not to your university, the part that is research account, set up its own account, do not mix it with your own money. You will be accountable to write financial and technical reports. Each of you needs to let me know how you would like that to be done.

Nadine Naber: How would you name the kind of research that Zeina was talking about, where you personally do the actual work?

Suad Joseph: I guess it would fit into item 4b.

Barbara Ibrahim: I would suggest you set up a daily rate, and then keep track of the days you worked on that project.

Suad Joseph: Do what you would do if you hired someone- how you would ask him or her to account for their time.

Third Session

Volume I: Substantive Discussion

Suad Joseph: We can do a substantive discussion of Volume I, say for an hour and then an hour for the other items on the Agenda. The Introduction in the Binder is the second half of the introduction. Let us say that in the third session on Saturday, we look at Volume I again. Please look through the volume before that time. Let us go through chapter by chapter and get a state of where we are with each chapter.

Chapter One: Introduction

I suggest we not only look at where the chapter is, but talk about what you would like to see in the chapter, now that you have had a chance to write the section.

Martina Rieker: We have an outline of what it should be. Basically, the structure we had thought about is to have a number of sections:

- a. Why Arab families
- b. Why families are a point of departure

- Gender studies and the family, family as problem space in post-enlightenment thought.
Arab family
Terminologies
- c. Why Egypt, Lebanon and Palestine.
 - d. AFWG Research projects

Suad Joseph: Because the Introduction represents us all, let us discuss whether we want to add or change anything. We can go back to the first meeting where we discussed this, use some of the minutes from those meetings here. The Introduction should sum up the discussions of where we started and the excitement of coming to this in a new way. What was so exciting was the tension between the idea of the death of the family; is there an Arab family, and the idea of the Arab family as the center of Arab society. We discussed why family and not class and why families and not women, or the intersections of these concepts and processes. We can link in the transnational process. When we say Arab families do we mean Arab families anywhere or only in the Arab world? Do we assume Arab means a territorial space? We may not answer this question but be aware of this as a question that needs to be woven throughout the discussion. The diasporas need to be organically integrated into how we think of Arab families. We could comment on the hard work of interdisciplinarity and developing the concepts.

A. Why Arab Families

Nadine Naber: I constantly have this concern that we are doing Arab families, and then there is this thing about diaspora, but is it integrated?

Ray Jureidini: In the Australian context, we had felt that “Arabic” was the only thing you could agree on in talking about diasporas.

Penny Johnson: It is already interesting why Border Crossings and Public Discourse became the subjects that engaged the interests of researchers. I think we need to explain why, because it is not so obvious.

Jihad Makhoul: Are we interested in presenting our process? Is documenting this important?

Suad Joseph: We have done that to some extent. We will be editing it down.

Penny Johnson: We were being dissatisfied with the ways that families were being studied. The paradigms were not satisfactory.

Eileen Kuttub: Were there any methodological issues that we discussed which could go to the introduction?

Suad Joseph: We were trying to place the families in terms of wars and struggles.

Jihad Makhoul: I was thinking of a couple of lines of implications, the implications of section A. How would we be contributing by getting AFWG together, how would it make a difference to various groups?

Zeina Zaatari: In terms of methodology, we did talk about being interdisciplinary and comparative.

Nadine Naber: We could also explain what collaborative meant for us.

Annelies Moors: On the one hand, there was the comparative aspect, and on the other, there was following transnational links.

Barbara Ibrahim: We also mentioned that we did not want to get a snapshot, but to place our work in historical perspective.

B. Why Arab families are a point of departure, not gender studies

We are using families as a theoretical, methodological, analytical point of departure. The research in the 1960s and 1970s shifted to women and gender studies and left the family as a set of relationships and structures that were neglected during that period of time. We are not returning to the family of the 1960s, but looking at the family differently. Gender studies and family studies have never co-resided in the Arab social studies.

Barbara Ibrahim: I thought that the point way back then, that looking at gender atomized men and women, without the social dimensions. So we are going back to the societal through the lens of family.

Penny Johnson: We reflected on why people were fleeing from families in the 1970s.

Barbara Ibrahim: So maybe we go to how the paradigm shifted from families, to women to gender studies. But the point is that we are not returning to family studies, because family studies were kinship and it was rigid and stale and essentialized.

Martina Rieker: One trajectory we were contemplating for the introduction was to begin with the Republic of Cousins, and notions of cultural difference. We would be looking at the Republic of Cousins as a place where the question of family is a boundary between Arab families and European families. Men's and women's studies is all about the individual which is part of the enlightenment project, but that was incomplete in the Arab region.

Penny Johnson: My only reluctance is for the introduction to be breaking new points. It is difficult to start there at the end of three years because it opens a different project. The introduction needs to sum up where we are rather than where the field started. We need to open the kind of discourse we are inviting people into; so Republic of Cousins takes us backwards rather than forwards.

Martina Rieker: But you have to have some genealogy. So the question is where we should start that history.

Annelies Moors: What is the argument you want to make with the Rep of Cousins?

Martina Rieker: What we have been talking about is wanting to break off from the reading of the Arab family: how individuals gain rights vis a vis the family. The family is still seen as something that one has to fight against rather than as something that one has rights in. The Republic of Cousins is

useful because over the past three years, we have been committed to challenging the notion of the Arab family as a prison house. The Republic of Cousins has become a foundational text of the early post-colonial period of the post 1950s about the Mediterranean versus the Arab family. No text is more popular than the Republic of Cousins about the early post-colonial period, which “describes” the difference between Arab and Mediterranean family. So The Republic just gives us the point at which we find a discomfort in the way in which the Arab family gets represented.

Penny Johnson: I think to actually trace its influence is kind of a project in itself, and something we have not done.

Suad Joseph: Maybe it is a matter of mentioning that as opposed to starting a topic or being the heart of the chapter.

Nadine Naber: If we trace what family studies has been doing, and what gender studies has been doing, we do need to give this history to a point and Republic is part of that.

Martina Rieker: What is missing is some sort of engagement with what has been happening within the last 150 years. Enlightenment and the Family have rubbed together in uncomfortable ways. The introduction is a gesture that we have a historical consciousness about how our concepts get built. Our ideas have a genealogy. The celebration of Moroccan law changes, for example, is not just the effect a contemporary period, but has historical genealogies.

Ray Jureidini: I was thinking of my interest in terms of the domestic workers and whether it relates to the Arab families. What I want to do is to document the last century of domestic work. There is material on the slavery period, then a blank. My question is whether that needs to be brought in and whether it relates to Arab families or to Arab households. How do we include domestic workers in the introduction and the way they are and are not considered a part of family and family history in this region, for example, young girls are brought in and raised as fictive kin.

Martina Rieker: This could be brought up under the nuclearization of the modern Arab family, and linked to urbanization and “modernization”.

Barbara Ibrahim: This is a discourse; households are structured as nuclear and are different from support kin networks. Living arrangements are different from support arrangements. Could early domestic workers have been extended kin and only later became strangers?

Eileen Kuttab: The household versus the family needs to be discussed in the Introduction, especially in the methodological discussion. For example, in Palestine, we started doing research on households and changed to family because that was the relevant unit.

Barbara Ibrahim: This relates directly to the work of the Data group. How about census data where you could know all the members living in a household? This really takes us back to the point that we had decided to link with and communicate outside the scholarly community.

Mona Khalaf: If we are to talk about household versus family, how do we define the family?

Ray Jureidini: Blood.

Barbara Ibrahim: Blood and marriage.

Penny Johnson: Does the Introduction want to refer to the other sections?

Suad Joseph: Yes, it should and therefore needs to be written last, in way. Under B: contemporary scholarly models, what do you want to review there? Who is talking about the Arab family?

Beshara Doumani

Akram Khater

Barbara Stowasser, how recently the term family is used in region

Elizabeth Thompson

Evelyn Shakir , Bint Arab

Barbara Ibrahim: If we are using the English word family, we should look at the equivalent in Arabic. The scholars presume an unproblematic concept of the family.

Penny Johnson: There is a kind of literature that blames the family for all sorts of things, the Sharabi kind of literature, it is authoritarian, full of patronage, from neo-patriarchy to discourses of backwardness, families as sick and poisoning societies.

Eileen Kuttab: Sharabi and Barakat.

Martina Rieker: Kamran Ali points out that migration literature celebrates the absent men how women are freed when men leave, but does not take into account the loss of labor and support for women.

Terminologies

We will problematize these terms. We need to note how some of these terms are not used in Arabic; family is not used in Arabic, gender is not used in Arabic. Usra is the formal term of the family. A'ili is the popular term, but what they refer to varies. We need to distinguish between household and family.

Barbara Ibrahim: This would lead to the Data Project: how terminology gets introduced or fixed by international funding. We could talk about how the state imposes terminology and privileged some terms against others, and how the international development community has done that and how religious institutions impose terminologies.

Alyce Abdalla The Egypt Literature review discusses some of these issues.

Barbara Ibrahim: This would be the place to discuss why we are using “families”.

Suad Joseph: What is lost when we use the framework of women or gender versus family?

Penny Johnson: We are trying to put family and gender in a dialogue.

Barbara Ibrahim: We can say that the limitation of a women's framework was the focus on individuals at the expense of other social relations and structures, especially men.

C-Why Egypt/Palestine/Lebanon

This was a strategic choice. Our scholars were already working on those countries. Most of the literature is focused on these three sites. Those countries have institutes focusing on women and gender, doing the most advanced research.

The literature Reviews

Palestine Literature Review

Penny Johnson: The Palestine Lit review has existed for quite a while, so it has had a fair amount of feedback. It has gone through many revisions.

Lebanon Literature Review

Zeina Zaatari: I would appreciate more feedback. There are areas I have not been able to cover.

Suad Joseph: Judy could you help Zeina with that, and Ray as well.

Egypt Literature Review

Let us come back to this on Saturday.

Public Discourse Chapter

Zeina: The law and policy is cohesive. The media part dropped the Lebanon section and that needs to be brought back in.

Suad Joseph: It needed a lot of integrating.

Martina Rieker: The real problem with the chapter is that there are very different writing styles. It is very difficult to know what to do with it.

Suad Joseph: I thought that you and Annelies would be able to deal with that.

Martina Rieker: But that means rewriting the whole chapter.

Suad Joseph: This is something that we face in all the groups.

Zeina Zaatari: I do not see there is a problem in different writing styles. Maybe one person integrates each section (law, youth, media), but let the chapter have different voices in it; and different writing styles within it. They will be pulled together in introduction and conclusion.

Martina Rieker: I could not envision how transition would even work, because it would be strategically difficult, which voices do we privilege. We could divide it into subsections.

Suad Joseph: Section II can be Public Discourse Section. Then do separate chapters within it on youth, on media, on law, and on education. To make it all parallel throughout the volume, one

section of literature reviews would have subsections. Border crossing could also set up theirs this way.

Zeina Zaatari: We could do section I introduction, then chapters of literature reviews in one section, then a section on public discourse with chapters, then border crossings.

Martina Rieker: I would as a reader prefer the Lit reviews later.

Nadine Naber: It could have a good introduction that would make them stand out as state of the art literature reviews.

Suad Joseph: We need to make the literature reviews parallel.

Zeina Zaatari: Do we have to make them parallel? The authors and the literature are very different.

Suad Joseph:

Here is the suggested Table of Contents:

Section I: Introduction

Section II: Three chapters: PDRP, BCRP, Data Surveys RP

Section III: Three chapters Lit. Reviews: Palestine, Lebanon, Egypt

Section IV: Policy Implications Chapter

Section V: AFWG Bibliography

Index

Border Crossings Chapter (Chapter 2 of Section II)

Nadine Naber: Some of our chapter sounds more like a proposal than actual research. It was difficult to write because we had not done the research yet. We say there are a lot of questions that need to be asked, but it does not sound like a paper. We would appreciate advice on how to make it into paper. One way would be to build up our ideas further.

Annelies Moors: It is the same problem with the Public Discourse chapter. We are trying to write a substantive chapter on something for which we have not done the research.

Ray Jureidini: Part of that arose from standardizing the section based on the proposal. I agree that it does lack depth and what it lacks is a much more abstract critical theoretical review and critical discussion. The last time in Beirut we had time to discuss Mona's proposal. We did not have time to include Mona's proposal here.

Nadine Naber: The other concern is that I felt that we are making statements that we have not done research on yet.

Eileen Kuttab: My problem was to follow the format we put in the very beginning. It impedes creativity.

Suad Joseph: Maybe we need to rethink that format.

Ray Jureidini: It was very useful at the time and got us going. We are in a position to revise that. Can we do that in time, though?

Suad Joseph: Would it help you to follow the PD format of different structures?
Let me make a proposal to both PD and BC. We can add two more weeks; push the deadline to June 30, to get things to Zeina.

Eileen Kuttab: Maybe we should sit as a group and discuss it.

Suad Joseph: So let us say for the two project sections, we can have those two extra weeks.

Nadine Naber: How do you imagine these papers? The approach we started from was here are some issues that are interesting.

Penny Johnson: We had sites.

Lamis Abu Nahla: We had assignments.

Suad Joseph: Our chapter is a rationale for what we will be doing, whereas you went ahead to the proposal phase. Let me suggest between now and Saturday we have two people that are here today address the other chapters.

- Zeina and Annelies will lead the discussion on the Border Crossings Chapter
- Martina and Nadine will lead the discussions on the Public Discourse Chapter.

Look at Saturday, session two; we have added human subject review. We will add the review discussions to the third session.

Data Chapter

Barbara Ibrahim: We have a meeting on Sunday and the working meeting on the Felucca. Martina has given us something to work from but we have not gone beyond that.

Martina Rieker: Those of us who are in Cairo have recommendations for the group, we can distribute that.

Collaboration between Research Projects

Suad Joseph: Let us look at our topics for this session. A number of you have said that you would hire Research Assistants. We need to decide: do they get authorship if they are paid for the work they are doing as Research Assistants? The first item- staging- we can postpone and we can discuss the others. But please look at the proposal- what we said we would do- before we launch the project. For funding accountability we need a product (books, workshop).

We have understood from very beginning, core group members would participate in other RPs and that was wise. The question is how do we want to deal with that?

Penny Johnson: What is the problem?

Suad Joseph: Authorship.

Annelies Moors: It depends on what you do.

Zeina Zaatari: When you review something, this warrants an acknowledgement, but if you write, then it is authorship.

Penny Johnson: We all think that review is normal.

Mona Khalaf: What if they hire an RA?

Suad Joseph: Then they are paid out of that project's funds.

RAs vs. RP Members

Suad Joseph: We need to be clear about the line between Research Assistant work which is acknowledged in endnotes and when a research assistant becomes a co-author.

Mona Khalaf: Data gathering has nothing to do with authorship.

Ray Jureidini: What if an assistant makes interviews and types them out and you use it to do the analysis. Who owns that?

Suad Joseph: You do.

Nadine Naber: I referenced a person who did the interview. They did not co-author the paper.

Annelies Moors: When you pay a person, then it does away with ownership. Their pay is their compensation.

Suad Joseph: The data collected by the RA would belong to AFWG.

Ray Jureidini: When we employ the RA, we enter a contractual relationship, this has to be made clear, we may have to draw up a contract, it would save tremendous problems.

Annelies Moors: So if a person does a number of interviews for us, can they use it for their own purposes?

Suad Joseph: Absolutely not. As we decided when we talked about the Protocols: the bottom line is money. If it is paid for by AFWG funds, it belongs to AFWG.

Lamis Abu Nahla: The RA is not doing the thinking, because you are telling them the ideas.

Ray Jureidini: The role of the RA is to gather the data and give it to you. What if you have used the assistant's writing verbatim in whatever you are writing?

Suad Joseph: There are two kinds of data. Raw data is not their words, but the words of the person they are interviewing. But if analytical theoretical work is done and I used it verbatim, then the RA gets authorship, but if you take it and retheorize it, then they do not get authorship.

Annelies Moors: We are discussing it as though we are putting the ideas in the person's head, but this is not always the case.

Jihad Makhoul: In terms of authorship, the way I do research is that my RAs are with me from step one to the end, so the approach I use is ethnographic inductive. We all do the work, think through the data, we start analyzing from day 1, so it is a collective process. Then at the end, we collectively write a paper, with them being second or third authors.

Suad Joseph: Even if we all agree to have collective authors, RAs would not own the work.

Jihad Makhoul: But can they appear as second authors even if they are not part of AFWG?

Suad Joseph: Yes, but they have to be aware of our protocols for publications process.

Penny Johnson: I have no problem with ownership. With authorship, part of what we are doing is that we are building research capacity, so the more we can encourage young scholars and students to work with us, the better. There are a lot of bright young researchers who have very little opportunities. I think we can see this in a positive way and build it in the project: fostering researchers and keeping relations with younger researchers in the field.

Mona Khalaf: If I have two or three assistant helping me, you thank them on the first page, if they have not been there from the start.

Ray Jureidini: If it is not analytical that is ok to just thank them.

Suad Joseph: We have fostered young scholars in AFWG. We invited Sherine Hafez and Rania Salem to become authors even though we hired them and paid them as RAs to do background work. But we also have our own young scholars in AFWG, and they need to be fostered and protected as well.

Eileen Kuttab: The main author is the first one listed and the others are listed in relation to their work.

Ray Jureidini: Some journals are requiring that you list which proportions written by whom, and that you even separate them, some social science journals require this.

Barbara Ibrahim: Can we just say that our general rule is transparency and letting them know from the start, for example if someone will do data collection and will not be an author. It may mislead junior people, if things are not clear from the start.

Suad Joseph: It may even disadvantage our own junior people. Clarity is real important upfront. Ray summarized this very well the analytical vs. mechanical is the line that should divide authorship.

Barbara Ibrahim: Can we say that in any publications we make, we will be as inclusive as possible.

Suad Joseph: I think we all agree on acknowledgment, but it is authorship we are talking about.

Ray Jureidini: We have not talked about publications. Do we hold off any articles we might come up with AFWG for the volume?

Suad Joseph: Yes, but also any publishing outside AFWG has to go through AFWG's review process, which we collectively agreed upon in our Protocols.

Martina Rieker: Can we also revisit conferences tomorrow?

Non-AFWG Research Participants

Suad Joseph: What about a colleague of our stature, what do we do with them, if they actively work on the research, do we just pay them and treat them as other RAs?

Eileen Kuttab: When they review our work, they get an acknowledgment.

Suad Joseph: Are we hiring them as a consultant with research expenses? When do they get co-authorship? We have to think these things through clearly.

Penny Johnson: What if a RP wanted to include someone new?

Eileen Kuttab: I think this is the understanding we have when the budget is for an institution. I think the principle is openness and flexibility. We do not want to destroy it by expanding it too much. Getting in other people can be enriching, but it has to have limitations.

Suad Joseph: If we invite someone to join a RP, s/he would have to have a long-term commitment. We have left that flexibility to RPs to invite people to do specific research work.

Day 2

Planning the Empirical Research

First Session

Suad Joseph: Let us plan our timetable. Today is dedicated to the RPs to plan their research. We have the proposals we are committed to, especially the staging. The IDRC proposal is the latest version of our project. It has the products, which is what we said we would do by a certain period. The other thing you have to decide is what it is going to cost, especially what you would like to have in order to do what you want to do, so that we can begin thinking of future fundraising. Could somebody take as detailed minutes as possible in each group? We have a printer to print your work. Whatever you have by the end of the day, we would like to circulate to the other group. So look at the grants, the staging, the products, and the funding. You can have a separate section of your

minutes on that. If you depart from the proposal, then give a rationale why, and look especially at Year One, who is going to do what and what concrete things you are going to produce. Third, think through the money part- each group knows what it has. The \$11,000 per person for research we talked about does not belong to person, but to the group. Think of what you want, what is the next phase, if you had more money. We would like to tell funders what Phase Three is about so we can begin raising funds for that. We are funded through the summer of 2006.

Nadine Naber: My question had to do with the phasing. We wrote that we were not going to be writing before year three.

Suad Joseph: The product can be a workshop, a conference, report of a seminar, what is on the website. The report has to stand on its own, because what they will do is that they will take that report and put it on their website. But we have lots of choices, such a workshop with stakeholders. I have to give a technical report at the end of the year, so we have to have a product at end of year one. Tonight everyone is free, tomorrow night the data group will meet, and again Sunday morning at Population Council.

Public Discourse Project Meeting

Suad Joseph: May I suggest we open the Binder to IDRC proposal? The Phasing part.

Penny Johnson: Section XI, page 23.

Suad Joseph: Let us think in terms of the \$99,000 and then what we would do next if we have funding.

Penny Johnson: Just looking at what we said we would do: youth and the ideal family. Whatever we do in Year One, we keep youth and ideal family together. We try to take both of those strands and put them together because I do not think they will make sense without the other. I know that we will look at contemporary debates. I am giving up the 1860s for the moment. I think in terms of historical we are looking at post-World War II with the spread of universal education, post national and globalized broadcast and print media and in very different settings. Palestine of course has a very exceptional history. My point was to link family and youth and not to do separate projects. We are looking at contemporary debates and we could define a historical debate.

Barbara Ibrahim: If Hoda ElSadda were here, would she be comfortable cutting off the earlier history?

Annelies Moors: We do not have to cut it off. It is a matter of starting point and emphasis.

Penny Johnson: I would think that Hoda is also interested in television and the 60s.

Martina Rieker: I have no objection over post-WW II. Omnia had said last time that she is a historian and was interested in the historical component of the project.

Suad Joseph: I do not see what Penny is saying as necessarily antithetical to this. Omnia is a junior faculty in a history department and she needs to produce work that is directly tied to her field.

Annelies Moors: If we can find one focus on a number of issues we mentioned together, something sufficiently concrete. We could either start from the general theme, which is so broad it is hardly manageable, or we could start from one thing- very concrete and tied with our personal interests.

Suad Joseph: The ideal family has been, in one way, built around the idea of youth. The ideal family is conceived within the nationalist project.

Annelies Moors: I was thinking of something very concrete that to me this is still very broad, such as changes in marriage and changing conceptions of it, marriage of youth, and we can branch out from this. And we have a very interesting comparative element.

Suad Joseph: Would we not want to do something within the realm we set out- media, education, and law?

Barbara Ibrahim: Marriage and law.

Suad Joseph: If you choose marriage as the concrete thing, changes in family law would be part of it.

Barbara Ibrahim: Think of choice of spouse and the ideal family and how it is in conflict with what the parents want. Housing shortages and on the other hand, houses being destroyed are linked to that.

Lamis Abu Nahla: With the first *intifada* a lot of things changed. Music was not allowed for weddings- only the gown, and no big celebrations.

Penny Johnson: The Palestinian wedding is a theme across discourses.

Suad Joseph: It seems like a new project, sounds like what we had before the focus on youth.

Annelies Moors: The marriage contract is the central link with the law, and there is relatively little work on it.

Zeina Zaatari: I can see it but I think we are shifting away from the project on the ideal family. The only thing I could think of, in terms of the ideal spouse in Lebanon, is that there is more material requirements. I am not sure how this links with the ideal family.

Martina Rieker: We are talking about freeze-framing one particular moment. This can be in terms of understandings about the law, nation and education, because all these things are part of a different discourse.

Penny Johnson: When we were thinking about youth, the sense of volatility and problems is about unmarried youth, young guys who are the source of all sorts of things- both in discourse and in practice. How do we move that subject in?

Barbara Ibrahim: Could we not say that our topic is marriage and non-marriage?

Penny Johnson: I am not making it that defined. If we think of youth and how it has been constructed, it is the period before marriage that was not problematic, but it has become problematic.

Suad Joseph: We do not want to set up marriage as the solution for youth somehow, where we tend to set up a dichotomy where the problem is that they are not married.

Barbara Ibrahim: But that is part of the public discourse, not that we have to take that for granted. Nadine and I are working on a paper using courtship data on Arab Americans in San Francisco and small Egyptian villages. We found very similar tactics for opening up choices. We are using marriage as the point of forming new families. This is also the site of legitimate sexual activity in our part of the world, more so than other societies.

Zeina Zaatari: In Lebanon, there is an increase in the number of single mothers. We could bring that in.

Annelies Moors: We need to also compare with what happens on the ground, not just discourses.

Suad Joseph: What excited me about starting a project about youth idea was that it had not been done and it was looking at this huge portion of the population— two thirds of the population. The youth project raises questions of consumption, war, conflict, culture, and there is new and interesting literature on youth as target population. Somehow with marriage as a point of departure, we miss that.

Annelies Moors: Marriage is sort of the end point of youth.

Penny Johnson: We have this other strand of seeing marriage as a way of looking at the discourses of the ideal family, but I think Suad is right: it does not deal with our other strand. The question is how to develop an equal focus on younger people.

Youth and Desire

Martina Rieker: One thing is how youth manage desire- consumption, nation-building, marriage-for meaning. We look at how things are packaged around marriage. We can look at education, media, and work.

Suad Joseph: Then youth becomes a point of departure for moving into those areas rather than a subject in its own right.

Martina Rieker: Marriage becomes a debate where youth variously organize themselves around something called marriage and the rebellions are designed around it as well.

Barbara Ibrahim: I think this sits well with our scholarly audiences, but what about our other audiences.

Suad Joseph: How do we get at what youth want, if we do not use the language of desire?

Zeina Zaatari: In Arabic the word desire does not necessarily have the same connotations.

Martina Rieker: In Iran, an argument I read was that a lot of Islamic movements are not about challenging the social contract, even if they are youth rebellions. At what point is this social contract challenged? If we think of the social contract around what youth want, and how to locate these desires within these contracts, the making and unmaking and what these rebellions mean. The social contract is what youth want, how radical is it what they want? Abdel-khak is the author. She has very nice fieldwork. I can bring it tomorrow.

Penny Johnson: The themes of modernities and what they mean.

Barbara Ibrahim: I like youth and desire, because they seem to go together, desires for participation, for religious meaning. How do we concretize it, in a first phase, one year?

Suad Joseph: It would be good if we try to look at a site.

Penny Johnson: Let us think of media for a minute, where we can mine for contemporary debates, as well as historical depth.

Barbara Ibrahim: And it is huge. There is a project focusing on television, but only in Ramadan. It is a creative way of focusing a moment.

Suad Joseph: It looks like we are coming to something: desire and the site of media as a starting point.

Penny Johnson: With young people and stigmatized young people, you are at the level of popular and street discourse. For us, it would be a very interesting site. We are talking talk.

Lamis Abu Nahla: One is on the level of street talk and mobile text messaging.

Barbara Ibrahim: How do you collect that data?

Suad Joseph: What about Internet sites?

Annelies Moors: It is enormous. I know a student working on that.

Penny Johnson: It is about how people conceptualize youth. What about Lebanon?

Lamis Abu Nahla: But do you not think that the construction of youth is not only people talking about youth, but youth themselves entering into this?

Penny Johnson: And not only Palestinian media, international and Israeli media as well, where Palestinian youth are represented as walking bombs.

Zeina Zaatari: And not just international media, but how local and satellite media duplicate it. Everybody has satellite. It costs \$6 in Lebanon.

Lamis Abu Nahla: Chatting on the Internet, is it big in Egypt?

Martina Rieker: But again class is very important. Internet access is expensive. Perhaps accessibility should not be exaggerated.

Suad Joseph: Are we coming around this idea of youth and desire?

Penny Johnson: I think we should keep the marriage strand in the project.

Martina Rieker: Is it not the point, if you think of the disciplining of desire. This is something that remains important.

Barbara Ibrahim: I loved your idea about social contracts and what is questioned within a certain boundary and not beyond: youth and desire, marriage and other social contracts.

Suad Joseph: Do we want marriage as a focus, or just as a strand?

Barbara Ibrahim: The inter-generational dimension has to come in. The family needs to get in here. Maybe the thing to do now is for each person to reflect on individual interest in this topic.

Suad Joseph: I think that is a good idea.

Barbara Ibrahim: Is everyone comfortable with media?

Annelies Moors: And relation to daily realities.

Barbara Ibrahim: And with a law focus: how laws are discussed in the media.

Penny Johnson: Girls are saying that in the schools there are sexual graffiti on the walls.

Zeina Zaatari: Radio call-in shows have shifted to TVs.

Suad Joseph: It might be useful to look at specific projects.

Zeina Zaatari: In terms of the media in Lebanon and modernity, I would be interested in comparing the media stations. Al-Manar is trying to produce an alternative modernity- Islamism.

Suad Joseph: That would be an interesting project - if Hania can do parallel project in Egypt.

Penny Johnson: I am not sure in Palestine we can have a parallel project, focused on television.

Barbara Ibrahim: Having two sites is fine, I think.

Suad Joseph: Maybe it is something Lamis can do, look at the way youth and desire are represented on TV.

Annelies Moors: People do not really watch that much television.

Penny Johnson: How Palestinian youth are represented is a question. If we wanted to focus, maybe looking at something like camp youth, the places where these things are acted on and acted out.

Barbara Ibrahim: You have alternative modes of transmitting information: graffiti, bayanat, sms; than simply replicating something that is happening in Lebanon and Egypt.

Annelies Moors: Denunciations from the mosque.

Lamis Abu Nahla: The ministry of youth tried to launch summer camps for youth that were mixed. The mosques were denouncing this and then they had to bring the sheikh to the camp.

Penny Johnson: Youth as agents would be more relevant for Palestine.

Zeina Zaatari: I was thinking of the TV programs, the Lebanese are not representing a Lebanese perspective. I do not think we need to have the same sites.

Penny Johnson: We have gotten very fixed in a contemporary moment. This came out of something with a background.

Barbara Ibrahim: It would be fascinating to compare the two generations of the intifada. For Egypt, it could be the revolution and infitah generation and this generation, and each of them with their own media. In Lebanon, it could be the Arab nationalist, the civil war and the post-war periods.

Zeina Zaatari: Between the war and the socialist leftist eras, there was a period of economic growth, after Nasser.

Martina Rieker: The one thing that would be important if we took that approach, we could look at questions. The themes of youth and nationalism have been done, but there is nothing exciting or new. Marriage has not been done.

Barbara Ibrahim: When you look at people's old photos with sleeveless dresses in the 50s, it is quite striking. There was a western secular moment.

Zeina Zaatari: It is reflected in the movies. It shocks me sometimes.

Suad Joseph: Are we still thinking of different projects?

Penny Johnson: To focus on camp marriages and family? In Palestinian families, there is reproduction of all sorts of things that have to do with families.

Annelies Moors: But if we do not see changes, then this is interesting, with tremendous shifts, one thing seems stable.

Penny Johnson: There is a discourse about the camps and a discourse produced from within the camps.

Lamis Abu Nahla: What if we compare discourses on the camp, from camp and in the city.

Barbara Ibrahim: Does Hania Sholkamy not write about how kin marriages are reemerging in certain areas where there is uncertainty?

Penny Johnson: I think in all domains, Palestinian youth have a troubled resonance, or an idealized resonance.

Barbara Ibrahim: We can be starting a list of Year 2, 3 or 4.

Suad Joseph: All of the above is interesting, but what are the things that we concretely want to do?

Annelies Moors: I think we can sit with the ones who want to work in certain site.

Suad Joseph: Maybe each country site can sit together.

Alyce Abdalla: I think that the desires of youth- consumption and economic would be interesting thing to look at. For example, what do people want now that their parents did not even think of, what are their strategies for getting it?

Barbara Ibrahim: What are the sources of data on that?

Alyce Abdalla: One is asking people - to link to media, what are the prizes on talk shows?

Barbara Ibrahim: We could enumerate the trousseau.

Suad Joseph: What the youth themselves want, what they struggle for and against, what we focus on is representational. To materialize a project on desire, in terms of representation and media, I would look at populations of youth, the representation of desires, how they are debated and fought over among youth and family.

Zeina Zaatari: I think it is very important, but we have to look at how many people we can survey.

Barbara Ibrahim: We do have the funding to hire interviewers and send them to certain areas. It was not terribly expensive when we did this with the courtship- with the same sets of people.

Suad Joseph: Zeina could take certain shows, widely viewed, and then the parallel in terms of how youth view these, how they internalize certain messages.

Zeina Zaatari: I was thinking of advertisement. It is a huge industry, with a lot of money.

Barbara Ibrahim: It would not be that difficult to compare over time the data on advertising.

Martina Rieker: Egypt is such a big terrain, but what I would be interested in- this draws on previous work I did - is to look at villages outside Cairo, to look at commodities, such as the

refrigerator, to look at the youth, women especially, who are between 12 and 21, who are doing 12 to 14 hours of work in a sort of neoliberal slave labor to purchase these items. I think this would be something different and new to do something about that. On the other hand, how do you say something different about advertisement? Beyond giving local color to existing arguments, what new theoretical questions do we introduce that? If our project really looks at the articulation of neoliberal societies, what happens to villages that become part of the neoliberal economy? If you go at 3 a.m., you see dozens of women who are driven into the desert, slaving at a very low wage, not going to school. Gulf and Libyan migration is not open to them, and you need the work for marriage. With the guys not being able to provide, consumption is not about advertisement, now girls have an incredible stake in not opting for education but for a commodocized household instead. The guy would not buy it later. So they opt for a sort of slave labor in these new agrarian economies to do back-breaking work. Their families are not coercing them. There is something called desire. Women are very much transformed by neoliberalism.

Barbara Ibrahim: Let us say in the 1960s, you could get public sector jobs, but your goal is still marriage?

Penny Johnson: There has been a change in what kind of education you need for a job.

Barbara Ibrahim: Hence the higher dropout rate for males.

Suad Joseph: Lebanon is different. People are trying to get their sons educated.

Zeina Zaatari: Now people are leaving the country. If you are from a poor background, you cannot get private education and public education will not help you.

Barbara Ibrahim: There is a marked difference between parent houses and children's houses. There are very strong attempts for a middle class look.

Alyce Abdalla: But they do not use education as a means for upward mobility.

Suad Joseph: I think this is different in Lebanon. I do not think it is less relevant. Education is heavily emphasized.

Zeina Zaatari: In Lebanon, the Egyptians who have university degrees are working as doormen, but for Lebanese the university degrees get them somewhere.

Martina Rieker: So basic literacy is still a desire in Lebanon?

Suad Joseph: Yes, but they have not given up on education as I am hearing.

Annelies Moors: It depends on the site. Education does not bring you what you expected to get, so people are trying alternative ways.

Alyce Abdalla: How much is it that the desired level of education has changed?

Zeina Zaatari: In Lebanon, there is a huge number of private universities. They teach computer science, business and English.

Suad Joseph: That is precisely the point; in Lebanon Education is still the thing.

Penny Johnson: The role of English is very important. The kinds of things you need to know are changing.

Suad Joseph: I hardly know anybody who is not doing something, taking courses, and they are not sure if it is going to get them the job.

Martina Rieker: We have to take seriously these desires; a desire for modernity.

Suad Joseph: We have brought in the site of education as well as media?

Penny Johnson: With marriage, this is when education came up.

Barbara Ibrahim: I think what we need to do now is talk about methodologies and what we could get done in a year. For Egypt, if Martina's interest is rural, through a node at the Council, we can look at an urban context, looking at a group of people who took these courses and what happened to them. There is some data from a study on the stalled fertility of the young. It includes information on the economic aspirations of youth.

Martina Rieker: The initial work can be done with the Data Project work. With assistance of course- I have limited time this year - I can do the part of drawing out what we know about commodities and these new rural working patterns. That also might be a project, I know some people who could be interested in that- Liz Taylor.

Penny Johnson: Yesterday we thought to make a link with Eileen and Border Crossings in camp work. Being able to mobilize common resources at the institute would help. We have a family community project happening in Ramallah.

Barbara Ibrahim: Annelies, is there a link between your work on marriage and dower and this?

Annelies Moors: Yes, I was thinking of something on these lines.

Barbara Ibrahim: Would Samia Mehrez be interested in these projects in Egypt and Lebanon? I think some of this would fit into other work Alyce and I are doing with work on preparations for marriage.

Third Session

Reports on Planning for the Next Phase of Research

Suad Joseph: We have three sections of what we set out to do- staging and phasing, budget, future research and how to ask for future funding.

Zeina Zaatari: We also said we would think of a way to keep the project unified.

Suad Joseph: So the fourth thing would be thematic continuity. So first the reports:

- 1- Staging/phasing
- 2- Budget
- 3- Future research and how to ask for future funding
- 4- Thematic continuity.

Palestine: Weddings and War Annelies Moors, Penny Jonhson, Lamis Abu Nahla

Penny Johnson: Our focus is weddings and war, including a comparison between the two intifada's. What we mean by weddings and war is looking, both in public discourse and lived experiences, at conditions of marriagibilty, and in conditions of lack of security. Public discourse has a role in shaping marriage possibilities. And we would be looking at youth in terms of their imaging their futures. There will be data collection. What we mean by PD is talk, stories, legend and gossip-shaping and imposing constraints on young people, things that are circulating, cassettes, booklets, things coming from mosque or church, or wedding invitations. We think we will find important differences between the two intifada's. We want to look at Gaza and Nablus, where Annelies can work with families she has been working with. We propose one additional researcher as well as an RA. In the West Bank, aside from us, the additional resources will be for the RA, because the material is ephemeral, we try to catch the things that have happened before us, when we added all this up, we had overspent. We have used up the 33,000.

We thought after the first year we would be in a position to have a working paper. We can go to all sorts of directions, such as marriages to people in prison, or marriages to wanted people. There is a broad canvas of public discourse on marriage and family set against the Israeli discourse on demography, and this is a marked change from first intifada. Marriage, continuity, producing kids, winning the demographic battle; it was there before first intifada but did not have to do with people's practices. This time it may be different. It would be a contribution to look at these discourses.

We are looking at an RA for 6 months, not the whole year.

Lamis Abu Nahla: Focusing on comparing two intifadas does not exclude looking at the "relaxed" time between the two.

Annelies Moors: We are also interested in the forms of self-presentation of youth, dressing, dressing styles and jewelry. In comparing the two intifadas, the way economics, politics and culture are intertwined, we would like in the first year is to look at what are the interesting paths to pursue. We try to make it broad enough to give us possibility to follow different leads.

Lebanon (Zeina Zaatari, Suad Joseph)

Zeina Zaatari: We talked about two parts of larger projects of looking into representations of youth in the media and how they are received by youth. We talked about identifying the key representations, we choose three main stations: Al-Manar, LBC, Future and maybe Zein. We look at shows that target and employ youth, the variation in the representations of the ideal family and the gender differences in how youth are represented. Different patterns of consumption the media proposes. We added two components, how Lebanese youth represent Palestinian youth, and

American and western youth in those programs. We are also interested in looking at the production process itself, at the producers and whether they are conscious of how they look at act- ideological. We would look at how youth respond, assimilate, reject, rework these representations in their conceptions and discourses. I could focus more on the South so that we can capture regional variation. We wanted to look at the relation between representation and youth desire, ideal family, ideal spouse, childrearing, notions of self, civil society, we listed all areas we could work on.

The phasing: we could identify what we can work on and methodology, taping and watching shows, as we are collecting the data, when we start the preliminary results we could start to work on archival records. Our year ends in fall 2005. We did not talk about budget for other phases of the project. We also talked about how the youth produce representations of themselves, dress body image, demands from family, what they use to leverage positions, or to request things that become contested.

Barbara Ibrahim: How would this link to the TV work?

Suad Joseph: TV was one site. We want to see if there is a coherent representation of the youth, then we are going to ask what youth see, and then explore the connection between representations of youth and what they come to demand and want.

Egypt: Educational Desires and Desires for Modernity: Barbara Ibrahim, Martina Rierker (possibly Omnia El Shakry, Hoda Elsadda)

Barbara Ibrahim: One thread we will pick up is education as a path for mobility and our assumption is that it remains as such but has changed in interesting ways. We would like to look at returns to education at the level above secondary education: private institutes and universities. We would like to have someone to look at Azhar and this would link to Gaza.

Martina Rieker: We felt that none of our projects addressed these (Islamic) desires.

Barbara Ibrahim: We still feel a significant missing piece is Islamic education. We cannot do it in this round of the project. The way we are thinking of returns to education is not only economic, but to social aspects, to marriage, to dreams. In the first year, we would focus on the hopes and perception for the younger and the parental generation. It would be exploratory. We would begin in Cairo, then on to the south- as the true hinterland left behind in the neoliberal transformation.

Martina Rieker: My project would focus on consumption in the neoliberal economy in a series of villages, looking at the data, historicizing this for the modern and the neoliberal period. I would produce an original piece after that first year with the help of an assistant and then exploratory fieldwork. An initial exploration would turn out an article, and then we would need funding for a field study. We might have consultants around that. So the first article would be a historical analytical piece; the second would be to draw on this earlier fieldwork.

Barbara Ibrahim: Year 1 is preparatory. We have a three year program and two years of funding.

Martina Rieker: And the budget is 22,000 LE for the first year.

Suad Joseph: It seems that there is an implication that we are allocating \$11,000 per person. Does that make sense; shall we just leave it that way?

Barbara Ibrahim: But a question would be if we can ask for consultants.

Suad Joseph: That is not a large sum, about \$9,000 and then most of it will go to the web.

Penny Johnson: Now our projects have gone very country specific, maybe we can think of a way where we can bring together some comparative work. Are we still aiming for a collaborative output from the three sites? It is one thing to be investigating the themes, but it is a different thing if we are aiming for a collaborative output.

Suad Joseph: It could be an edited volume where some themes are dealt with in different ways.

Barbara Ibrahim: At this point there is nothing comparative.

Annelies Moors: I can see the link in two parts, we start from talk and you start in media. There are other ways of being in the public sphere besides media- politics of presence. The other question is the desired and the imaginaries, looking at self-representation, marriage, marriagibility and non-marriage.

Barbara Ibrahim: It is rather interesting that we have an education and a media site - but not law yet.

Suad Joseph: What other themes are there?

Barbara Ibrahim: Imaginary futures - this might help us breach.

Suad Joseph: In Lebanon, 'tumuh' [ambition] is very big.

Barbara Ibrahim: What terminology people use about their future..

Penny Johnson: I do not know how the war theme runs across the sites. It is a time of war.

Barbara Ibrahim: One thing you said was that marriage is the last bastion.

Penny Johnson: In the sense of being able to continue and to overwhelm them.

Suad Joseph: In Lebanon, it gets materialized in the sectarian issues, with the sense that the Christians are losing the demographic battles.

Martina Rieker: Another way to think about these imaginaries is migration and leaving, where the strategy is about trying to get out and the idea is that the region has no future- just to keep that in mind in terms of the implications. Now when you look at statistics, 30-40% of the population wants to leave and this has to do with consumption and other factors.

Suad Joseph: To keep the project integrated, we can pass this to the entire group. The thing I am most concerned about is staying as a coherent project. We should set a deadline for us to circulate

what we have formulated. We will all have a product for the end of year 1. We should try to work these themes in our project.

Key questions:

1. imaginary futures- non-national futures
2. politics of presence, and demographic presence
3. marriage, marriability and lack thereof.
4. representations of ideal family, youth
5. desires of youth
6. regional identification of youth

Martina Rieker: Non-national or non-state: capturing the essence of hopelessness.

Zeina Zaatari: I think this has to do with failures of nation states.

Barbara Ibrahim: Could we recast war as aggressions, police aggression, how youth are identifying with Iraq or the intifada? I was with a young person who wanted to leave the country: because he felt that the individual has no safety, can be rounded up any time.

Martina Rieker: I think it is not productive to see Egypt as a normalized state; we may want to disrupt that, without unnamng what is happening in Palestine.

Barbara Ibrahim: A possible theme is the regional identification of youth.

Suad Joseph: One goal is the panel at MESA.

A timeframe: September 30 all projects send methodology section and thematic framing to others - questions we plan to ask and then again in December - short reports to each other.

Barbara Ibrahim: The MESA deadline is in February.

Suad Joseph: In December, we send progress report to each other. Who is going to do the organizational work, put the panels together?

Martina Rieker: I can organize the MESA panel

Day 3

First Session

Suad Joseph: The big topic for this afternoon, which is very important, is Human Subjects. Anything you want to add or change on the Agenda for today?

Annelies Moors: I was wondering if it was useful to start with the volume.

Suad Joseph: Our research is what needs a lot of time. Our decisions yesterday took us in a bit of a different direction so we want that to be reflected in the volume. We can talk about the collective project, or we can have very brief reports, but that might take us some time.

Penny Johnson: We could have just the headlines from each of the two projects.

Suad Joseph: Ok let us have summaries of the empirical projects.

Summaries of the Empirical Projects

Border Crossings Projects

Mona Khalaf: The topic is male migration and the feminization of the Lebanese family. Lebanon's asset has been its human resources, but its poor natural resources have prompted them to migrate. Very little work has been done on the effect of migration at the micro level, on the family (as opposed to the economy). My research would look at: the division of labor; the kinship effect; and coping strategies. The goal is to examine whether with the departure of the head of the household, the wife gains additional power, is it temporary or are the power implications permanent. I would be looking at determinants, such as socioeconomic background, education, and religion. I would use questionnaires and in depth interviews using as large a sample as possible. It would rely on a qualitative and quantitative approach.

Nadine Naber: My project is on recent Arab immigrants living in poor urban spaces, probably in Detroit, looking at: 1. Shifts in notions of public and private, in post- 9/11 culture of fear; 2. Shifts in the gendered divisions of labor in the context of the diaspora
3. Expansion of kinship idioms beyond blood ties; 4. Deployment of marriage strategies- as a strategy for engaging with issues of citizenship, belonging, economic problems.

Eileen Kuttab: It is in the process of polishing. It will be on the impact of internal displacement and cantonization on families, through a youth spectacle (aged 16-22).

1. Redefining space- internally displaced for the second time, household structure more dispersed, more nucleaziation; there is an assumption that youth are responsible- redefine structures in coping- youth as actors rescuers and saviors. 2. The concept of authority: the traditional breadwinner lost his role. The mother now is the protector of household and land because of the separation by the wall and cantonization. 3. The creation of informal kin: idiom of kinship: expansion of informal social networks, new affiliation useful for coping. 4. Empowerment of women because of the loss of male role or migration. The idiom of kinship defines authority. The three sites for this study are intensely affected by displacement: Rafah, Camp Qalqilia and Jennin.

Ray Jureidini: From Arab to non-Arab Domestic Workers in Beirut: Dynamics of Gender, Religion, Class and Space in Lebanese Households. It is going to be looking at the shift in Beirut, and may choose particular areas in Beirut, of employment from Arab to non-Arab domestic

workers, documenting the history of domestic employment. It will look at different age groups and different religious groups. There may be a pre war post-war division. Areas of focus are: Division of labor within the household; Spatial dynamics within the household; Differentiation between types of domestic workers- differences between Arab and non-Arab domestic workers; Dynamics with members of the family.

Ibrahim ElNur: My project will be looking at transit migration and the middle class and new dynamics shaped by that- transit migrant Sudanese. Transit is a loose term. Some people might stay seven or ten years. The areas of focus are: Survival strategies (including transit migration itself); Reproduction of social status and its trajectories; Division of labor Intergenerational interactions; Idioms of kinship: what kinds of networks are produced and reproduced. The project looks at professionals and businessmen and the category of asylum seekers and those who have refugee status and those who are non-refugees. It could be termed crisis-related transit migration. This is not only on war-related movements, but also on those who are driven out by economic privation, politics, and other conditions.

Jihad Makhoul: Tentative title: Displaced Families, Coping and Changes in Post-War Beirut in Selected Low Income Urban Settings. Previous research findings point to the family becoming more violent due to the lack of capabilities of families for supporting their members. Family members are becoming violent and playing it out on children, who join the labor force at an early age. Health effects: there is some work on mental and psychological effects, but not much on how families are coping and changes in family structures. So the research will be on how family structures and dynamics are played out in displaced stressed conditions. My focus is how the dynamics are played out. My interest is in children, specifically in girls. The study will be conducted in two selected urban areas of Beirut.

Public Discourse Projects

Penny Johnson: Our project is called Weddings and War. In some ways, it is a comparison of the two intifadas, through several lenses, especially that of youth, in camp sites. The themes are: Marriability; Future imaginaries- what marriage represents for these young people; Presentation of self; Some attention to ceremonies; How the survival politics of second intifada affect marriage-demography, population threat- people using this discourse to explain their lives (this is a hunch to be tested by the research). Camp settings are very intense in this way. Setting will be Nabulus, Balat, Ramalla, Gaza. We will look at: Talk, gossip, legend, stories (what is safe, are militants marriageable); Bayanat; Pamphlets- from mosques or churches; Interviews. We will probably pool resources and discuss coordinating with Eileen.

Martina Rieker: My project is also a thinking work in progress. It is on the consumptive desires of working women in the shadow side of neoliberal economy, young women on new lands agriculture. Looking at consumption, what it means for the working poor in rural Egypt (which is still close to Cairo, lands within 10-15 KM radius). Consumptive Desires and the imaginative desires of young women in peri urban Cairo. I am looking at a focal site, looking at data in Egypt field, then looking at longer term site, such as a village which is incorporated into proto-corvee labor.

Zeina Zaatari: Representation of Youth in TV stations and Working of Youth Desire.

Me and Suad will be working on a project in Lebanon on the representation of youth on several TV stations, looking at the ideological constructs behind the representations and productions, how youth are negotiating these representations in their lives, in terms of their future vision of their lives, in terms of notions of ideal family, ideal spouse, ideal job, and how that translates materially into negotiating social relationships in their families; and how they represent themselves as youth. Zeina will do empirical work in the north and Suad will do Metn. Suad will focus on youth and desire, especially in terms of how to displace the liberalist notion of self and desire with different notions of self. This focuses us to displace the production side of feminist literature to look at consumption (not Bourdieu).

Suad Joseph: We might ask Mona to add question in her questionnaire, seek Judy's help, perhaps Ray's.

Barbara Ibrahim: Our project is collective. It will include Alyce and Hania and remains untitled. It comes out of the discussion on youth and desire, by looking at the phenomena of courses and diplomas, and the returns to this kind of education. It ties this with marriagibility and employability: looking at perception of these young people themselves (place to meet peers?) and their parents (why they are willing to invest). We identify a gap in Islamic education. We need to look at that, both inside the Azhar system, and the private schools. So we urge the group to consider that in the next round of proposal writing. We should acknowledge that Hoda and Omnia are not with us and their parts remain to be filled in.

Thematic Links among the Projects

Suad Joseph: Desire in the liberalist discourse in the notions of the self. Now we can try to develop some thematic links among the projects: set of concepts and statements that we might want to reflect in the introduction of the volume- but most importantly to keep this a collective project. Martina and I thought desire might be a useful link.

Martina Rieker: We have taken seriously the discomfort of Border Crossings with having an organically linked project. Desire is one way to challenge the territorializing of identity. Desire can help us articulate certain sorts of imagining in the region, imaginaries of the future, non-national futures - desire for leaving, desire to migrate, to move elsewhere. We can use the term desire to articulate different notions of imaginaries of youth. There is the dream of moving. The state is no longer the locus of desire of youth. This allows us to undermine the territorialized nation/state and argue that these desires are about non-national desires; they might be about family, consumption, mobility...etc. But this allows us to bring in Border Crossings more organically to the whole project. We always move, and have moved. It is the state that contains and restrains movement. The state holds and holds back desire and movement and imaginaries. Families mediate desires. The immigration of male is to improve the conditions of the family.

Mona Khalaf: If we were to adopt this idea of youth and desire, my sample would have to focus on young women.

Martina Rieker: We also did not want Egypt to become a normative case, where Lebanon and Palestine are troubled spaces. This thematic link is the conduit into including the two groups Border Crossings and Public Discourse as part of an organic project.

Suad Joseph: Yesterday, we tried to grapple with the idea of violence, conflict, war - that could be a theme.

Ibrahim ElNur: Population flows?

Eileen Kuttab: That would be too passive.

Martina Rieker: There is the tension between mobility and locality.

Barbara Ibrahim: Locally directed desires, and globally connected ones. I think marriage is an interesting pivot as the point at which families are recreated, a site where youth are trying to disengage from one family and perhaps create a new type. Marriage re-invents the family.

Suad Joseph: This is the fourth theme. Can we focus on the vocabulary of social violence? We want to find language that links war, migration, displacement, disruption, and social crisis. Social violence is a theme that unites all the projects. But how do we look at this region in terms of war without reinforcing the stereotypes about the region?

Penny Johnson: If we think of war more broadly: war, space and place.

Barbara Ibrahim: War and social disruption.

Ibrahim ElNur: If we think of multiple forms of war and conflict.

Barbara Ibrahim: For an Egyptian readership, we would have to do a lot of work to convince them how this is relevant to their context.

Suad Joseph: War stands on its own and it can include state violence, police violence, and disruption. War is a violent conflict, including psychological war; war over desires; emotional war. You also do not have to be in specific connection to war to experience it. Iraq, Lebanon, Palestine are disrupting Egypt as well. For example, the First Gulf War forced the return of all Egyptian workers from Kuwait. The whole region has been defined by war for the past half century.

Ray Jureidini: Lebanon is trying to get out of that “war”.

Zeina Zaatari: But that is our reality. People lived through it. It defined many of our lives.

Ray Jureidini: There is a desire to deny it and forget about it.

Martina Rieker: It might it be useful for marketing purposes to frame it in terms of “remaking of space and place”, of territory, delayed colonial project, and a certain moment of neoliberal remaking of region is looking at marriage and desire. This is a remaking of space and place – the remaking of Middle East, the belated colonial project that has enabled the authoritarian state in Egypt; the remaking of Iraq, Afghanistan, Lebanon, and Palestine. The family is part of this remaking of space and place. We are talking about the perpetual coloniality in Palestine. War is not an abnormality in our region.

Penny Johnson: It is true that there is a perpetuality of war and crisis.

Suad Joseph: I like the idea of using war. It is just a theme that we develop and do different things with it. It brings in violent dislocation. It brings in the drama.

Martina Rieker: I want to agree with Barbara, representing the Egypt field, given the history of the term “war”; it is almost an offense to Palestine, if we use it to describe Egypt. The term war has a certain history. We cannot dislodge it so easily. It will not work for Egypt. We have to do something creative with war to disrupt that history in Egypt or use different language. We can say that every country has gone through wars. If we take a slice of time every country has had to deal with wars in the region in some way or another. Another language that is used is that of “violence”, such as development as violence.

Penny Johnson: But the problem with “violence” is that it is used against us, that we are violent. War has at least two parties.

Penny Johnson: Another theme is: Marriage, reinvention and reproduction of family.

Barbara Ibrahim: The movement out of one moment or form of family and into another. There is a rupture here.

Suad Joseph: That is four broad threads:

- 5- Desire- viability
- 6- The Normalization of Egypt
- 7- War
- 8- Marriage, Modernity Projects and the Reinvention of families

To the degree that we can weave them into the way we write- edited books are the least difficult to publish and marketed- except when it has organic and thematic continuities.

Staging and Phasing

A. Reports- Timeframe

Sending reports to each other that include thematic framing and methodology, especially questions asked, by: September 30; December 30; March 30. The second thing is that it might be useful to have one person responsible for responding. Let us set that up.

Barbara Ibrahim: But also we can say that if someone gets excited about what is sent to them, they can also respond.

Suad Joseph:

B. Assignments of Responding to Reports

1. Martina’s project– Annelies to respond
2. Annelies, Penny, and Lamis’ project– Zena to respond
3. Mona’s project– Ibrahim to respond

4. Eileen's project– Nadine to respond
5. Zeina and Suad's project– Lamis to respond
6. Ibrahim's project– Ray to respond
7. Barbara and Hania and Alyce's project– Penny to respond
8. Judy's project– Mona to respond
9. Nadine's project– Eileen to respond
10. Ray's project– Annelies to respond
11. Hoda el Sadda's project– Barbara to respond
12. Omnia el Shakry– Martina to respond (to be considered)

C. Products by September 2005

We can make a list of products we are aiming for by September 2005.

We have a list of twelve projects. We do not know 2 of them. So, on the table there are ten.

Martina Rieker : working paper

Annelies Moors, Penny Johnson, Lamis Abu Nahla: collaborative working paper

Mona Khalaf: Preliminary Analysis of data

Eileen Kuttab: Discussion Paper

Ray Jureidini: Article

Suad Joseph: Does everyone agree to commit to a working paper by the fall of 2005?

[*Agreement* is unanimous]

D. What is Next in Terms of Research

- Islamic Education
- The Site of Law and Public Policy
- Sexualities
- Curriculum of Education- changes in content of Education- contestations over them
- Local notions of deviancy- what is considered transgressive on the part of state, on the part of family, on the part of youth
- Written Media- image of women in written media in Lebanon
- Law and Universal Human Rights- debates over rights
- Resistance as a coping strategy

E. Budgets: What More in Terms of Funding

We came to see very quickly that half a million is not very much.

Penny Johnson: Do we need more funds for the current projects is one question.

Suad Joseph: Would it be realistic to say that you all need double the amount you have? Phase II needs half a million dollars (launching the empirical work). Phase III of work needs \$1 million

Second Session

Fall and Spring Workshops

- A. Public Spheres Conference in Beirut Oct 22, 23, 24
- B. February 5, Sat morning Stakeholders
Feb 3 Thursday morning, 4 Friday, 5 Saturday afternoon
Organizer for Stakeholders: Barbara and Population Council
Yes: Martina, Annelies, Eileen, Penny, Ibrahim, Barbara, Judy, Suad, Ray
Not sure: Mona, Zeina, Lamis, Nadine, Hoda, Omnia
- C. Spring Stakeholders workshop in Beirut
Mona, Ray & Judy to organize. Mona to send tentative dates

We need to do a booklet on AFWG in English and Arabic to be ready by Fall.
Zeina to work on it, possibly the web page.

Fall Workshop

Stakeholders meeting would be on the 21st. It only makes sense if two thirds of us can attend.
Those who can attend SSRC: MK, JM, MR, RJ, BI, LAN. Definitely no or uncertain: OES, HES, PJ, SJ, NN, AM, ZZ and EK.

Suad Joseph: What we are committed to do in this round is the NGO stakeholders Meeting- to bring in the kind of people who work with refugees and youth.

Penny Johnson: I think that the Cairo meeting is the right place to start - the funders are here. In Lebanon and Palestine, we could have our own meetings, but more site-specific and topic-specific.

Suad Joseph: We are only committed to one in Cairo in the fall.

Martina Rieker: Most of the Arab world is imagined from the location of Cairo, from the point of view of funders. I have found that with encounters with NGOs and donors, even if we do not speak the same language, we can learn an awful lot from these encounters. It is a tremendously interesting learning project.

Barbara Ibrahim: Just responding to Mona's point of giving people something, this could be a briefing sheet on the book that would abstract the chapter or the introduction. Then you do have something, but summarizing what we do on a few pages would be difficult.

Suad Joseph: This would be consistent with doing the webpage. So we have agreed on not doing a stakeholders workshop in October in Beirut, but when? Maybe late spring?

Mona Khalaf: Yes definitely.

Suad Joseph: If the three of you MK, RJ, JM, can meet in Beirut come up with a date for a late spring?

Mona Khalaf: Yes.

Suad Joseph: How about the roundtable? We have five people who are willing to go.

Ray Jureidini: There are though uncertainties with regard to the conference and when we could fit in.

Suad Joseph: I need to have someone who would be responsible for looking into that.

Ray Jureidini: I could.

Suad Joseph: So the decision is that we could have a roundtable in Public Spheres conference. Ray will let us know as soon as he knows if it will be possible.

Barbara Ibrahim: Let us give him a title he can put in the program.

Ray Jureidini: I will need one before June 2nd.

Suad Joseph: And in terms of a late spring stakeholders in Beirut, who can make May 6,7,8? Maybe the Lebanese group can give us several dates and send to the group

Mona Khalaf: The pamphlet should be on English and Arabic.

Second Session

Volume I Reviewers' Comments and Critical Discussion

Suad Joseph: Let us go to item A on session II: Volume I. We will move Human Subjects up to right after the discussion of the volume. Zeina and Annelies will comment on the Border Crossings chapter.

A- Border Crossings Chapter

Annelies Moors: I really enjoyed reading the material. It is very interesting. But there is one big question. I have some doubts about the audience they are addressing with this text. Why is this interesting for other people except as a preparation for our work? How would reviewers from SUP look at this sort of a product?

Ray Jureidini: I think we should discuss that right away.

Suad Joseph: I have felt that in reading and writing the PD chapter, that I was having a hard time shifting between writing for funders to persuade them and writing for the purpose of engaging scholars who had already done some research. I noticed this in rest of PD and in BC. We are obviously not writing for funders anymore. The question is how we shift gears. How do we shift to academic audience and a possible practitioners audience? Did BC experience that?

Ray Jureidini: This issue did come up. The whole introduction was taken from the original proposal and then the standardization of each particular project, after major themes were articulated. In the end, there were the timelines. We were still involved in thinking about and discussing the funding proposal. IDRC expressed particular interest in the project, and in including the issue of return.

The other thing we could not quite manage, was to write a literature review for the chapter looking for what was missing. This never quite eventuated for any of us. We have an 8-page limitation. There was confusion with regard to time, space and audience. We lost sight of audience. The issue at this point is how can we shift gears. What we have now is a much clearer vision of the empirical projects. We need to think of what is workable right now, in terms of rethinking the literature, and writing for an academic audience. It is quite a task. I could probably do it fairly easily for my project, but I do not know about the others.

Annelies Moors: Even if we make it clearer, who is interested in what we are setting out to do?

Ray Jureidini: What we discussed in Lebanon is eliminating everything about what we plan to do and focus on theoretical issues and framing issues. It is hard.

Ibrahim ElNur: We are thinking of what is the implicit alternative. We thought about the population issue, population flows, and we have to document it somehow. I think we were not clear with ourselves.

Suad Joseph: I think that now this shift has to happen. We have to think pragmatically. A) What is the audience? B) What to do.

Penny Johnson: It is just a problem with shifting gears, that you think of what you are drawing on. We are drawing on three years of discussion and debates. You have this and your own work and you have literature. Even with this I felt we were skating on thin ice. The clearest things we developed were ways to frame issues in the discussions. Now we are trying to produce something original.

Ray Jureidini: What is missing? Is it political discourse?

Suad Joseph: It is the theoretical.

Annelies Moors: There are some ideas here, but it is not *new*. I am uncomfortable about publishing something like this, because it is insufficiently new.

Martina Rieker: One of the things is thinking in terms of what product it is. It is not a resource book. The other model is Eichelman's model of synthesizing what is out there, and what we offer is somewhat different. Some chapters are written that way. A third approach- not very practical, especially reading BC - is to offer certain themes such as territorialization and de-territorialization, showing how the Arab world is not part of these theories. There could be filler chapters where this

material can be pulled together, looking at our part of the world, testing theories that have been applied elsewhere. There could be a chapter on the politics of space in relation to the BC project. So we can write about how we are looking at our region differently from the ways in which it has been looked at before.

Zeina Zaatari: This is a substantial amount of work that someone will have to commit to.

Suad Joseph: It seems feasible to take these ideas and see where these ideas can be incorporated- ideas such as deterritorialization. We might have sections of chapters that would pull things together, but to commission new chapter would pull us back 6 months.

Penny Johnson: The division into sections would give us flexibility in terms of strengthening the already written pieces and adding new ones.

So you are suggestion some new chapters that might include historical genealogy chapters?

Martina Rieker: Yes, to look at how these things have been envisioned elsewhere and how this has or has not been done in our region and how we might look at our region in light of the way in which these have been envisioned elsewhere.

Suad Joseph: Rather than doing new chapters, let us do sections of chapters already existing.

Penny Johnson: We could complete a discussion draft and give it to funders and a limited number of critical readers for their comments before we finalize the press submission.

Annelies Moors: We have tried to introduce the theoretical to move away from the proposal style. We have moved towards the literature review style, and to push it further that way would not be interesting to our audience.

Ray Jureidini: There are so many substantive issues and we can tap into a whole set of paradigms. Let us look at this whole project and come up with themes.

Suad Joseph: I think what we are trying to do is to put out what we would be doing, to begin an engagement with academic or other audiences on that. If we focus on de-territorialization, is this what we have been working on directly in these three years?

Annelies Moors: Whereas these three years have been useful for us, I think that in the practice of writing the pieces, the question is if we can bring this to an audience without it being applied into research.

Ray Jureidini: Is it so bad that we should not give it to the publishers? Actually, as a reviewer, I would have problems with it.

Suad Joseph: I think if we take out of the chapter the parts about what we want to be doing it would be ok.

Eileen Kuttab: It means rewriting the whole thing.

Penny Johnson: It is very difficult to do. We tried to do it. Six months is a long time, but if we had more time, we could have an approach to make it better.

Eileen Kuttab: The problem for me was conforming to a format that is irrelevant to what I wanted to do. If we want to write about the conceptualization of the issues, then we would take time.

Suad Joseph: It may be part of the solution. I saw the biggest difficulty as the fragmentary nature of the writing. We could let it happen and break it out a little more - an introductory section to each project and have each of the different sections stand on its own.

Penny Johnson: We may need an extremely strong and frank editor.

Ray Jureidini: We cannot abandon this. What are the implications of a six-month delay?

Suad Joseph: There is the contract with SUP, and IDRC, Population Council, Mellon. We have obligations. The other reason is that if we push this out, we will not get on with the empirical work.

Martina Rieker: The review process may take two years, if the reviewers want a reworking.

Suad Joseph: Six months is what we should expect for the review process.

Penny Johnson: Could we produce a discussion draft for limited circulation? We would maintain the June 30 deadline. We would finish the remaining chapters. We do not submit it to the press, but possibly to donors, then we could figure out- even using funds from the budget- a small number of critical readers. This would give us some sense of where we are at and we can work out an approach for reformulation, and then we would figure out a new schedule.

Suad Joseph: We need a timetable that is very strict.

Zeina Zaatari: How far can we negotiate the deadline with Syracuse?

Penny Johnson: The donors are interested in it in a different way.

Ray Jureidini: Let us be clear about what needs to be done, for everything. If the chapters are not good enough to send to friends and donors, then let us hear more critical comments and see what needs to be done.

Annelies Moors: Reading through it, let me mention a few of the larger points, not looking at the minor ones for now.

1- The one thing that goes through the whole chapter is shifts in the private and public. It was invoked many times, but it is not clear what you are trying to say.

2- The issue of the use of borders and boundaries: it remains floating in the air. What you are trying to say? At times it ties in with women, and men and the house, but what it says specifically about the public/private is not clear. The tricky thing here is that there is a large literature about this and you need to take a stance on it.

3- Diasporas, transnationalism migration and return: they are used in different ways at different points in the chapter. It is exciting to look at migration in the context of the literature on transnationalism. The diaspora and transnationalism literature is of use; but the links between that

literature and the labor and labor migrations is not clear and needs to be made clearer. Links can be rethought and accentuated. There is shifting between the language of labor migration and transnationalism.

4- The issue of return is dealt with in a very general way and discussed in different ways in the paper- because of trying to bring the projects come together. It is interesting to do it, but requires a lot of work. You need to be clearer about the differences of migrant domestic labor returning versus the Palestinians returning, and to draw out the political implications of the differences in these terms. Do not collapse them.

5- The discussion about migration and refugees also floats in the piece. At certain moments, it is all under dislocations and streams of people and at other moments it is treated differently. It is difficult to get a hold on this. There is something more to be said there. The reader would like to see more. I wonder where the term exile would come in. Rosemary Sayigh uses the term exile instead.

Zeina Zaatari: I agree with the points that Annelies made.

- 4- Where you lay out the historical background is where you can address conceptual issues. For example, where you lay out the historical background of population flows is where you can lay out the differences in terms such as diasporas, migrations, etc. You can explain why you chose the last three decades.
- 5- In terms of the three ideas you chose to focus on (kinship expansion, division of labor, coping strategies), you may need more justification of why these are the tools you chose. What are the problematic issues within all of these in terms of the literature? You explore those later in terms of telling us what you are going to do. If you want to move away from focus on what you are going to do in your projects, you can expand these three and how they are handled in the literature and in other sites.
- 6- Do you want to combine talking about all the different research sites or not in the introduction?

Annelies Moors: You mention some literature in some places but you do not say anything about those literatures, such as gender studies, Arab family studies... Can you develop this?

Ray Jureidini: It is because different people coming from different paradigms, and who wrote what, so the disjuncture simply comes from different people. There needs to be some agreement about where we are coming from to do six different projects. I do not think it is possible, unless one individual writes this from one point of view. Some of these theoretical orientations are not compatible with each other.

Zeina Zaatari: I do not know if PD was successful in this. One thing about picking sites like media and law is that the discourses/literature around that can be explored. Maybe you can add other themes other than the three. I think you have to have one dominant author to have a dominant voice and others can more easily insert their own part.

Suad Joseph: What about this idea that is being proposed in terms of looking at the three foci that you have chosen, and analyzing the conceptual issues around that. You can look at how they are envisioned in other regions, reference the sites you will be working in without talking about what you will be doing in the on the ground research

Ray Jureidini: Initially, the problem was different writing styles.

Ibrahim ElNur: It may look like the introduction, which we wrote sentence by sentence. If this is not working then we should quit.

Zeina Zaatari: It does present the themes and concepts.

Eileen Kuttab: If we think that it is worth continuing the project, we would be looking at the conceptual issues and not make each piece an independent enterprise. It can never be an independent piece. We could take these key concepts– boundaries, displacement, diaspora, territories, transnationalism, population flows, kinship- and develop them conceptually and abolish the independent projects sections. We would expand the introduction and that would be the project. We would leave out the sites, because they are problematic.

Martina Rieker: You can figure out your key concepts and the ones that do not reside well with each other (transnationalism and population flows do not reside with each other). This would be a way to think about which of these debates are more useful.

Suad Joseph: How does that sound to the BC group?

Ibrahim ElNur: Yes, it sounds good.

Martina Rieker: What might be useful for your group, because you come from different approaches, is looking at “Prehistories of Globalization” by Seteney Shami is in 2000 in Public Culture. It has a Middle East perspective. It was tremendously successful article, but it got pushed out of our field.

Suad Joseph: May I suggest that BC meet and strategize on the side. But let us talk about a timetable. How about July 30th?

Ibrahim ElNur: If we do not do it by then, then we will not do it.

Suad Joseph: It would be absolutely FINAL. It means you have to have all your references in there, everything, all chapters, and endnotes. July 30 All chapter must be submitted in FINAL FORM, including final endnotes, bios, bibs. We can move to PD now.

B- Public Discourse Chapter

Martina Rieker: I have read this chapter as a passive reader many times. I feel it took a tremendous amount of work. It is well grounded in the literature.

10- However, while it is extremely rich, it lacks a thesis, a topic, each section is a jewel in the subthemes, but the overall does not move anywhere as a whole chapter. By the end we do not move anywhere. I think it is quite serious. It is not a matter of gluing in an intro or conclusion. Why are we writing this? The Eickelman approach of summarizing knowledge may not be what we would like, but the summaries of the literature are not standing together to move in a direction. It is not that we need to do more research. One solution is that the individual pieces diverge and focus on where are we going. It is way too long.

- 11- Maybe the different sections do not need to be further polished, but the real question is to ask where are these sections going, what do we want to do with it. Maybe this is my own limitation.
- 12- Three territorial projects and the transnational project need integration
- 13- The naming of western versus ME or West versus Arab is not helpful because we are taking this apart. Evoking these territorial imaginaries as if they were uncontested is problematic. We want to be really careful with that. This happens especially in the first section, and in the second section as well.
- 14- On p.7 part of legal section: "It is too much to claim that the nation state invents the family"... misses the point, because we are looking at the modernity projects. There is the colonial mediated project that gets inserted into the modern nation state and its practices. In the field of history, to create absolute moments of colonial and nation-state as distinct and historically separate has been challenged. There are no absolute breaks because the colonial project is inserted into the modern nation state, but modernity can be looked at as the category that links.
- 15- Palestine section: on p.9 the idea of Palestinian democracy– democracy is presented as something troublesome. We have to be careful about how we use language- what can the reader read into this, democracy as opposed to citizenship. But look at the way citizen is used in the Palestinian case. P 11 in Palestine section- Rosemary Sayigh argument about mothers and daughters– this is an important and strategic point for the project, but it was not clear how it was linked to the project and what is the point in the section that the reference wants to make.
- 16- They are beautifully crafted and researched pieces. But there are issues with the Habermas section around print media, and the need to include mother and women in the crafting of the nation. Najmabadi talks about orality and print media around women in Iran.
- 17- Cinema section and media genre areas are underdeveloped areas in our part of the world. This section does not shine as much after the previous sections. I did not know where it was going. What arguments are we making? If this is a general issue for this chapter, we need to think of why we are doing this and where are we going with the section on media. People make references to the Internet and family, so it might be worthwhile to more actively gesture towards that. We might make a gesture to the Border Crossings issues because we are making holistic engagements.
- 18- The conclusion is useful but not powerful enough to get me out of this quandary of thinking about direction and argument.

Suad Joseph: We had exactly the same problem, which is that we outlined this chapter as a justification for our project. We may need to drop some sections, like "why youth" as they were justifications for our research project. I suggest that we focus on family in public discourse. It is a theoretically crowded chapter. We would be dropping youth, but bringing youth in through the sites of law, education and media. We do not need a why youth section. Annelies was trying to make us move to that direction. We can take some time to reconceptualize the key conceptual issues.

Barbara Ibrahim: Maybe we need to go back to why we were excited to become the public discourse group? I think we got one practical suggestion, that youth is a site for work to come. We can allude to it as a site where new enters culture, but not focus on youth.

Annelies Moors: Did you have any suggestions about directions?

Martina Rieker: One of the things is that there should be a number of separate chapters. This allows us to think of introductory and conclusion pages, as well as somehow have a preface with an anatomy of how one gets at family and family relations and talk about this as an anatomy and that we are grappling with ways of approaching the family. I think it is an extremely valuable piece, but how does one exhibit and display this kind of work? The preface could be useful for the reader to explain this eclectic collection- very powerful, one page. I mean anatomy as a guide to read the body. A reader's guide is useful but we have to push it further than that. In my opinion, BC has the opposite problem. It would be nice to be consistent throughout the book, so that each section has a preface. So there is a preface to section on PD, which focuses on the anatomy of how one gets to family. Families can be used as a way to talk about war and desire and other things in the region. The preface is only 1-2 pages, the anatomy: a guide to reading the sections that come later. The sections that follow are not each about the family, but are ways of understanding the family- public discourse, law, education, and media. The preface will make the case for the chapters, in each case. For the reader, these prefaces will be guides within the section on PD, then the section on public discourse, then either three sections on the three sites (law, education, media), or collapse different sections here.

Ibrahim ElNur: I want to speak in a less diplomatic language. BC needs to engage more with the literature?

Martina Rieker: I would think that pages 1-6 is one section. Law and public policy would be second. Section three: education. Section four would be the rest.

Suad Joseph: We drop the youth section and each section alludes to it.

Barbara Ibrahim: I think it would be strange to single out youth.

Annelies Moors: I have a practical comment: one of central things is that somebody coordinate, because we cannot leave this up to Zeina.

Penny Johnson: Annelies is a very good critical reader.

Annelies Moors: It would be impossible for me.

Penny Johnson: I also have major traveling next month.

Barbara Ibrahim: Let us be clear each author will have to have an intro and conclusion. If each person does that, I will coordinate. Now we think of it as a stand-alone piece, which requires more coherence. We can work on similar structure. Education can use more theoretical work.

Suad Joseph: That is work I have done. I can read it and add to it.

Annelies Moors: I think the preface is rather crucial. I have the sense that you, Martina, that you have an idea about what this preface would look like.

Martina Rieker: I can write it in the next week and circulate it by June 1. I think that the prefaces will be so essential in all sections that we should take those seriously.

Suad Joseph: Penny would be willing to do the literature review preface. Nadine will do the BC.

Reorganization of PD Chapter and Individual Tasks

Section 1 of PD chapter is 1-6 in PD current chapter

Section 2 Law and Public Policy

Section 3 Education

Section 4 Media

We drop the youth section as a section and allude to it in each section or allude to different generations.

- Individual authors need to give introductions to each section, development and conclusion to each section. Each section will stand alone, so there needs to be coherence.
- Barbara volunteers to put sections together if each section authors puts works on their piece.
- Martina to send preface to PD by June 1.
- Penny and Zeina to do preface to literature reviews by July 1.
- Nadine and Ray to do the preface to the BC by June 1.
- Suad and Barbara to conference call on Policy Implications in July.
- Suad can add theoretical part to Education section.

Third Session

Human Subject Protocols

General Orientation and Tips- Barbara Ibrahim

Barbara Ibrahim: Step one is to take the course to get your certification. You would go to the site (the NIH website: <http://cme.nci.nih.gov>) when you have an hour and a half to take the course. You can print each page, and be sure to print your certification. You can then send Suad your certification number. The next step would be to work back from any date you wish to enter the field- first contact with research subjects, work back at least two months, and that would be when you get your papers in to Suad. You have to be sure when the deadline is.

Suad and I are still not clear if we will have a big submission, but probably each project will submit this. You must demonstrate the benefit of the research, to the community. You must state the objectives and methodology of your study, then focus on protecting the confidentiality and consent- showing you plan on giving them a chance to decline. In most IRB review procedures, there would be either a signature or a witness required. Sometimes anthropological fieldwork is exempted.

Confidentiality: This is ensured in terms of where the material with names on it being kept, care in terms of sending material to translation, perhaps the only thing that circulates is a number not the name, or a pseudonym.

It is important to leave behind a phone or number so that participants can call back. Paying respondents is discouraged.

Issues that we have faced have to do with getting names and signatures. Using a witness is a compromise. Sometimes we go to an informant, and you do not tell them you are coming back, IRB might not approve you for a second visit. So if you plan repeated contacts over time, be sure you mention this, make sure it is part of the information you give to informants and build it into your protocols for IRB. Under the legal age of majority (18 in Egypt, except if she marries), we will need permission from parent or teacher or guardian.

Questions from AFWG Core Group about Human Subjects Protocols

Annelies Moors: For me this discussion is very problematic. The bureaucratic system is designed to protect institutions, but protecting institutions and protecting individuals are two different issues.

Suad Joseph: Qualitative researchers have been challenging the IRB on this at California. None of the human subjects protocols were written with anthropological research in mind.

Ray Jureidini: I think we discussed this at BC. What happens if you come across something that is illegal? The committee asked me if I would reveal that to the police. I said no I am a researcher. Permission for the research was denied.

Suad Joseph: I would prefer if we get it approved as a whole project.

Barbara Ibrahim: You may work at an institution that would require you to do it, even if you are doing it for AFWG. In our next meeting, we can put ethical considerations on the agenda, like domestic abuse, illegal activities, etc.

Suad Joseph: I understand that they have accepted taped consent, but we have to get them approved.

Ray Jureidini: Tape-recorded acceptance is legitimate. I agree we should keep these documents, unless we are asked for them- such as a random audit.

Barbara Ibrahim: We undertake to train our RA to protect confidentiality.

Suad Joseph: Let us say we have a sub-committee that vets the questions. Its members will be Barbara, Suad and Annelies.

Summary of Procedures, Considerations, Tasks Regarding Human Subjects

Procedures for Researchers

1. Researchers abide by University of California guidelines on Human Subjects.
2. Researchers and research assistants have to get certified through the NIH course
3. We undertake to train our RA to protect confidentiality.
4. Send Suad your certification numbers and those of your RAs.
5. Back up from the date from first contact research subjects, at least two months, that is the point you need to have materials to Suad for IRB review at UCD.

6. Demonstrate: Do no Harm, but also show what are the benefits to the communities.
7. Describe the project and its methods then do two things:
describe how you will protect anonymity of subjects
describe how you will get informed consent and inform subjects of the right to decline participation.
8. Set up procedures to convince the IRB that no one has been recruited into the study that does not know there is a study, and did not give consent. Leave a phone number so if they feel uncomfortable, they can call you.
9. Must include signature of the subject or the signature of a witness to the informed consent.
10. If you have people's names on transcripts you have to take them off the transcripts and put only a code on the interview so that the only thing that circulates is the number/code. Or you can have pseudo names on the interviews.
11. Under the legal age of majority, you need parental informed consent. This is 18 in Egypt, Lebanon and maybe in Palestine. In Egypt, once a girl marries, you no longer need her parents' permissions or husband's permissions.
12. Tape recording consent may be acceptable. We have to submit it to IRB. We cannot get people to sign consent in Egypt, Lebanon or Palestine because of the police conditions. We would ask to have the tape recording consent. Then you can have someone transcribe this as a witness that consent has been given.
13. The researchers should keep the record, not Suad. If they are sent to Suad with the names on it; that in itself is a violation of the anonymity of the subject. Every research should keep a copy of the consent forms.
14. The letter of consent is coming from the principal researcher on site. The principal researchers are the Core Group members only.

Guidelines and Considerations

1. We need to do the institutional requirements practically, but we need an ethical discussion among ourselves about protecting the subjects of our study.
2. We will not pay informants.
3. We have to think about where we draw our samples and that we do not give our lists to NGOs or others.
4. Marriage records are public domain as are court records.
5. Anything that has Arab or Muslim on it is being monitored. We agree to not do any research where the information might be used against the subjects by agencies in region or outside the region.
6. An American university with links to the American government may impose this on us. We need to be careful what kind of proposals we do and we submit and agree to do. The concern is that universities are part of the institutions of the state. The universities have been under obligation to produce materials on foreigners.

Tasks

- 1-Developing a template that is a cover letter for the whole project for the IRB and submitting all the protocols for all the projects together. Barbara and Suad will do this.
- 2- Suad to check when the IRB boards meet, whether they meet in the summer, ...etc.

3- Suad and Barbara will decide whether we make one submission for the project or many different submissions to the project.

4- We should find out who is sitting on UCD IRB board and ask their advice on what to look for and how to submit the protocols.

IRB Boards must include community ethicists. They think of themselves as advocates of the subjects.

Other Forms of Engagement with Stakeholder

Suad Joseph: This could be in the form of discussions with media. Do we want to think of other forms at this point or wait to see what February teaches us?

Barbara Ibrahim: Media is the group to go to at a later stage, when we have findings and they are very carefully articulated.

Other Forms of Dissemination: MESA 2005

Martina Rieker: Might we suggest that we actually see who would send abstracts, then that would determine what we would do?

Annelies Moors: We can do thematic conversation over three years.

Suad Joseph: This does not preclude having a panel.

Martina Rieker: I will remind people.

Suad Joseph: We want to focus our resources on panels, not thematic conversations.

Let us plan for a panel and the deadline for that is late February. Martina will coordinate an application for Thematic Conversation But also plan a panel. We will prioritize the panel for those who have to get their way paid. Martina will remind us of deadline to send in abstracts

Let us see who send abstracts by Feb 1 and then we decide how many panels we do. In the future, we may want to present at the American Anthro Association, not just at MESA.

AFWG Protocols

Things we have decided but have not introduced into protocols:

1. Creating a Category of AFWG Affiliate
2. Ownership of AFWG paid research belongs to AFWG and not to paid researchers.
3. To remain part of AFWG Core Group the member has to have produced a product within a two-year period. Product can be a paper, a workshop, contributing to reading and reviewing work of others in the group.

AFWG Office

We have put together a package for the office. We are considering the possibility of a laptop. If we get a scanner, we need to have someone who aggressively scans materials in the library and sends the materials to the Core Group members.

VI.
Minutes of AFWG Meeting San Francisco, CA B
November 22, 2004

Arab Families Working Group

Minutes of the November 2004 Meeting

Harbor Court Hotel
San Francisco, CA
November 22, 2004

In Attendance: Suad Joseph, Hoda Elsadda, Omnia El Shakry, Nadine Naber, Martina Rieker, Zeina Zaatari

AFWG Staff: Fawn Scheer

MINUTES

Suad provided a brief update on current issues affecting AFWG, and outlined discussion points for the meeting.

Suad and Zeina gave an update on Volume I, including the Table of Contents format and order of chapter sections, the bibliography editing work and future expansion efforts, and the status of the draft manuscript for the text.

Research Projects

Nadine: The initial goal of focusing the Border Crossings chapter on the subject of public/private seems to have fallen by the wayside. There now seems to be some discontinuity, or a disconnection of themes.

Suad: Can common themes be named between the chapters? Maybe the authors can have some help bringing the themes up to the front. Martina, Barbara, Suad, Zeina and Nadine can help read chapters more thoroughly.

Martina: The RA could compile theoretical articles and arguments that help to map the project. Three or four articles could be compiled for colleagues to read as background material on each subject.

Suad: The RA cannot do that, but could read through the Volume I manuscript and summarize what an outsider understands from it.

Hoda: My research project will focus on literature from the 1990s (especially Egypt). It will look at: how are gender relations worked out and how is literature from this period different from previous periods; I will develop thematic links with the other research topics (especially Palestine), and offer comparative perspectives on Egypt, Lebanon and Palestine. The core focus of the project seeks to answer the question of desire.

Zeina: If we [the Core Group] are not doing comparative analyses or discussions, should we get outside help to do it?

Suad: That would be ok, but it's best to keep work within AFWG as much as possible.

Omnia: My project is flexible, and I am interested in helping out with the historical components of other project themes, for instance youth, desire, etc. I can't do all 3 sites on my own; I will need some help, and may need to hire an RA. I plan to focus on the period from the turn of the century to about the Nassar period (1970's or so), discussing regional transformations and issues of consumption and production. I need to find out who the historians are, and who are working with the primary sources.

Zeina: Hanan Haidar, our RA in Beirut, has been researching newspaper representations of Arabic families – she can help Omnia with this aspect of the research. We also have an extensive bibliography on Lebanese Youth.

Bibliography

Suad: All authors should continue to submit resources for inclusion in the bibliography until Volume I goes to print.

Martina: One way to keep on top of newly released material is to subscribe to Global Books in Print online, which will send you an email telling you when new books are released (it can filter by subject, so you can select only books related to “women” or “Egypt” for instance). Many journals have this feature, too. Barnes and Noble is another good resource for getting information from the Table of Contents for books.

Suad: For the Volume I bibliography, it is best not to categorize citations by subject matter [group present agrees]. Citations should be categorized by language, alternative sources (websites, non-print, etc.) and dissertations.

Webpage

Martina: Almost everyone has submitted their brief (one sentence) project description for the webpage, but it looks rather sparse. I would suggest we get more information from research groups, to make a better presentation of our work. We should try to have a full paragraph describing projects – this can evolve over time – and the paragraph descriptions would be used on the introduction page for each of the projects. Most of the projects are not comparative, they either focus on Egypt, Lebanon or Palestine. I would also suggest that for the February meeting, we discuss how to develop a thematic connection between the separate projects.

Suad: Our website should be ready for public viewing by February. It is important to get it up soon, so our funders can see some tangible results; it is a critical component for our funding.

[There is some group discussion of how to address the posting of website for group to see. There is consensus that it is not quite ready for the world to see.]

Martina: I would like to post the material I have now. I can give the group notice that it will be posted, everyone can have a week to view it, and if there are complaints about content, I will disable it until it is ready for its official unveiling.

Suad: What else can go on the website? Some ideas that have come up are: a searchable bibliography; links to other websites – groups, institutions, issues, conferences etc.; books that become available for download or online viewing; news on Arabic Families (this would require an RA to compile and update information). ESCWA and GLIB have good resources on their websites, we can also link to their websites.

Hoda: Should there be an Arabic version of the Bibliography on the website?

[Group indicates agreement – it is a good idea.]

Human Subject Protocols

Suad: I still have not received everyone's certificates of completion for the Human subjects tutorial. These are needed in order to complete the renewal of our research protocol, which is overdue right now.

Suad: We need to create a consent form in Arabic, and will need to submit a waiver for instances when no signed consent form can be obtained. Consent forms will be kept in Davis in case of an audit.

Grants/Subcontracts

Suad: With regards to fund disbursement, Core Group members can be considered individual P.I.'s at their institutions for the purpose of getting their funds transferred from Suad to their individual institutions.

Hoda: We need to complete a working draft of a report on our research that we will submit to our funders. The deadline for the working draft is September 2005.

Suad: Yes, I must submit an official report by December 2005.

Hoda: Maybe by Fall 2006, a second volume will be finished.

Suad: Our grants formally expire in the Summer of 2006 (the money has to be spent by then); our granting agencies should agree to a no-cost extension, but that is not a guarantee. We need to be sure we deliver what we have promised, in addition to the research. This includes: a public webpage and facilitation of stakeholder meetings.

Suad: I will check to see if the Core Group can use their own discretion for allocating funds (e.g., for buy-out, summer salary, research, etc.).

February Meeting Planning

Suad: The Core Group meeting is planned for February 3 & 4 (all day), and Feb. 5 (afternoon); The Stakeholder meeting will take place the morning of Feb 5. The meeting will be held in Cairo. The Cairo RA will help with the logistical arrangements for the meetings.

[The Group discusses stakeholder meeting details: We need to reach out to NGOs and scholars; one purpose is to disseminate AFWG research themes and to get feedback on the relevance of our research to the stakeholders; our presentation will be relatively formal with pre-meeting material provided and a discussion following the presentations. We shouldn't invite more than 15 stakeholders (the numbers of AFWG and stakeholders present at the meeting should be about equal).

Hoda: I will need help preparing the materials to provide stakeholders at meeting. We need to inform them why they are being invited to the meeting and why they should come.

Suad: We could go back to our proposals to clarify why we think stakeholders should be involved.

Zeina: We want them to come to the meeting to provide us with feedback on our research, but what can they give to us?

Suad: Suad and Hoda can write up a one-page document listing the expectations AFWG has of the stakeholders.

Hoda: The Stakeholders should be given time to present their issues to AFWG for feedback.

Suad: The different sections of the meeting should be arranged so that AFWG research and issues are presented, followed by the presentation(s) of Stakeholder issues, and finally a discussion amongst AFWG and the stakeholders.

Hoda: Suad should write a brief letter to invite stakeholders, circulate to the Core Group for comments, then give to Hoda for translation and distribution. ***This should be finished by Dec. 10*** Invitations will be mailed at the end of December.

Suad: Prior to the February meeting, the researchers need to have their project ideas finalized, and a complete a written description about the project thesis, details, issues, etc.

Suad: For the Feb. meeting agenda, add: discussion of RA expectations/guidelines (including: how to use them/where they fit in, issues of authorship, different models across disciplines (Pop'n Council vs. a university system)). The protocols for RAs should be put in writing for future reference and to communicate to the RAs. The Group needs to have collective agreement about these issues.

Volume I Translation

Hoda: I would like to recommend Hela Kamel for the Volume I translation. Women and Memory cannot do the distribution. If we find a printer that will also do the distribution, we should go with that.

Zeina: El-Adab can publish, distribute and contract the translation; or we could contract Hela for the translation.

Suad: We need to decide this and begin to make the arrangements.

Hoda: Hela is happy to translate, but she wants to see a sample pf the text to know what it is like before she commits.

Zeina: The money is an issue, too. It may cost too much to do a separate translation.

Hoda: I will find out what Hela would charge.

Suad: We have about 300 pages of text, not including the bibliography. How much would Hela charge for translating 300 pages?

Hoda: We could recommend that el-Adab contract Hela as the translator.

VII.
AFWG Human Subjects Review 2005 B Final
Submitted Documents

- a. Expedited Review Form
- b. Sample Interview Questions
- c. Participant Letter of Information
- d. Public Discourse Project (Ford) Modification Request Approval

Office of Human Research Protection

OFFICE OF RESEARCH, University of California, Davis



Over/mailed this form to: Ambulatory Care Center, Suite 3870, 4860 Y Street,
University of California-Davis, Medical Center, Sacramento, CA 95817

http://research.ucdavis.edu/HumanSubjects

Administrative Review Checklist for Full Committee and Expedited Reviews (New and Renewals)

Principal Investigator/Study Coordinator _____ (signature), I attest that a thorough review of the application, prior to submission to the OHRP, has been conducted regarding the following critical elements. A check mark next to each element indicates that this submission includes the pertinent information/documents. If this is a **Renewal** submission, I understand that failure to complete this administrative review prior to the administrative due date on the Renewal Form could result in delay of the renewal and likely expiration of the study. I further understand that this submission will be returned to me if I do not comply and submit the critical elements stipulated below.

All research personnel have completed the IRB approved **education on-line tutorial** and the **certification** and **attestation** forms for each individual have been submitted.

All appropriate **signatures** have been obtained on this form and the IRB application forms.

Attached to the "original" are the appropriate number of **copies** (see application form for number of copies).

Attached are the completed:

- Description of Study**
- Bill of Rights** (noted as page 1 of the consent form document)
- Letter to Research Participants** (noted as page 2 of the consent form document)
- Consent Form(s)** (begins as page 3)
- Assent Form** (with signature block) and/or **Letter of Information for Minors** (without signature block), if applicable.

- The following supplemental forms, if applicable, are attached as required:
 - This is a request for **Renewal** and the all supplemental forms are already on file with the IRB.
 - Federal Sponsor** – copies of the federal grant application.
 - Investigational Drug** – copies of the sponsor's company protocol, Investigator's Brochure, and the completed Investigational Drug Form.
 - Investigational Device** – copies of the completed Investigational Device Form.
 - School approval letter** - If study is conducted at an elementary or high school.
 - Surveys, questionnaires, instruments, etc.**
 - Recruitment materials** - advertisements, press releases, flyers, etc..
 - International IRB approval.**
 - Radiation Use** Committee approval.
 - Cancer Center Scientific Review** Committee approval.
- All requisite questions on **HIPAA** have been addressed.

Renewal Submission - all 20 questions that make up the Progress Report are re-stated and addressed.

Enclosed are the required documents stipulated in the 20 points. (Note: "see attached" is not acceptable.)

Below is a list of frequently observed problems. These problems will delay processing and approval of your research study.

Description of Study	Consent Form Document	Other
Number of subjects does not coincide with numbers stated in the consent form.	Language too technical – not in layman's terms. Over use of acronyms.	Study expired prior to IRB re-approval – Violation
Number of subjects not addressed in the Subject Selection section	Compensation does not match the amount stated in the description of study	Adverse Event table missing from Renewal submission
Resources section not addressed	Section headings, standard language, initial lines, and page numbers missing	Tissue consent form for future research purposes not included
Names of Investigators don't match names under "Research Personnel" and "Who Obtains Informed Consent"	Names and telephone numbers of Investigators missing on page 1 and in the "Questions" section of the consent form	Font size too small or inconsistent formatting
Information on the Description of Study does not match information on the consent form	Drug and Device studies – FDA standard language missing	"Marked" and "Clean" revised copies missing
Typographical and grammatical errors	Typographical and grammatical errors	Hard to understand schemas/tables
Compensation not stated on flyers, etc. or the amount of the compensation is in bold and/or underlined.	Number of visits/tests unclear as well as length of each visit/test. Total time commitment not stated.	Consent forms not updated with new safety information at time of submission of a serious adverse event report
Subject Selection - how and where subjects are recruited from not adequately addressed	Injury language conflicts with contract language and exculpatory language included	Copies of IRB approved modifications missing from renewal submission
Conflict of Interest not addressed	IRB contact information missing. 24 hr contact number missing.	Outdated forms are used

EXPEDITED REVIEW BY THE IRB

Protocol _____

#: _____

RESEARCH INVOLVING HUMAN SUBJECTS

Expedited Reviewer: _____

OHRP Web Site: research.ucdavis.edu/humansubjects
OHRP, Ambulatory Care Center, Suite 3870, UCDMC

Date to Reviewer: _____

Dept. ID # _____

Did not qualify for Expedited Review - scheduled study for full committee

review on: _____ Reviewers: _____ IRB
Action _____

Principal Investigator:

Employee ID #:

University Position:

Suad Joseph

748297462

Professor

Department
Anthropology

Telephone #:
(530) 752-1593

Fax #:
(530) 752-8885

Principal Investigator's E-Mail Address:

sjoseph@ucdavis.edu

Protocol Contact Person (name, telephone number and e-mail):

Suad Joseph, (530) 752-1593, sjoseph@ucdavis.edu

Title of the Research:

Arab Families Working Group – Public Discourse and Border Crossings Project

External, Sponsor Name: **International Development
Research Centre (IDRC) & The Ford Foundation**

Duration of the Study: **August 2009**

Department Funding (Investigator Initiated)

Location of the Study: **Egypt, Lebanon, Palestine, and US**

Other, UC Source:

HIPAA:

Yes No Will health information be obtained from the covered entity (a health care provider who bills health insurers, e.g., UCDHS)?

Yes No Will the study involve the provision of healthcare in a covered entity, such as UCD Health System or Cowell Student Health Center?

Yes No If the study involves the provision of healthcare, will a health insurer or billing agency be contacted for billing or eligibility?

If you answered "NO" to all three questions, you are not subject to HIPAA and do not need to address HIPAA in the Description of Study nor Page 4 of this form. If you answered "YES" to any of the questions above, you are subject to HIPAA and must address recruitment in the Subject Selection category (see Description of Study instructions) AND address Page 4 of this form.

Expedited Review Category: Identify the expedited review category which you feel this research activity may qualify under as authorized by 45 CFR 46.110 and 21.CFR 56.110 : 2a 2b 3 4 5 6 7 8a 8b 8c 9 .

Should your study fail to qualify for expedited review, it will be submitted for full committee review. You will be contacted to submit the necessary copies.

SIGNATURES

Principal Investigator _____ Date _____

I certify that I have the appropriate credentials and privileges to conduct this study and that the facilities are adequate.

Faculty Advisor _____ Date _____

for student investigators

Required

Department Chair _____ Date _____

I certify that the investigator has the appropriate credentials and privileges to conduct this study and that the facilities are adequate.

Dean of School _____ Date _____

Not required for A&ES or L&S studies

OHRP Use Only: IRB Review and Approval

IRB Chair/ Designee _____ Approval Date _____

VC Research _____

Expedited Review Category # _____ Expiration Date _____ Minimal Risk: yes no

HIPAA: Waiver of Authorization (Form W) Recruitment Authorization (Form R)

Research Personnel

Please list **ALL** research personnel involved in the conduct of this study. All personnel must complete the IRB approved educational program on the protection of human subjects, and provide to the OHRP Office the certification and attestation forms verifying completion of the courses. **The IRB will not review a study without such forms on file for all research personnel.** The employee ID number is required. This number is **not** the employee's social security number. Please see your Department Manager for assistance.

Please see Attachment #3: Human Subjects Tutorial Certificates of Completion and Attestation Forms

Name	Employee ID #	Title	Department
Suad Joseph	748297462	Professor	UCD Anthropology
Omnia El Shakry	126470848	Assistant Professor	UCD History
Zeina Zaatari	416336717	Associate Fellow	UCD Anthropology
Nadine Naber		Assistant Professor	University of Michigan – Anthropology
Ibrahim Elnur		Professor	American University of Cairo - Economics
Martina Rieker		Assistant Professor	American University of Cairo - History
Hoda Elsadda		Professor	Cairo University - Literature
Ray Jureidini		Associate Professor	American University of Beirut - Sociology
Jihad Makhoul		Assistant Professor	American University of Beirut - Public Health
Mona Khalaf		Professor	Lebanese American University - Economics
Penny Johnson		Independent Scholar	Birzeit University - Writer
Eileen Kuttab		Professor	Birzeit University - Sociology
Barbara Ibrahim		Director	The Population Council, Cairo
Annelies Moors		Professor	University of Amsterdam - Anthropology
Lamis Abu Nahleh		Associate Professor	Birzeit University - Linguistics

Who Obtains Informed Consent

I, _____ do hereby attest that the following research personnel have read the protocol,
Principal Investigator's Name

understand the study, and are fully knowledgeable of ALL details of the protocol and are able to answer ALL questions from research subjects such as risks and alternative treatments and therapies. Such personnel may obtain informed consent from research subjects along with the Principal Investigator.

Name	Title	Department	Signature (required)
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PLEASE SEE “WAIVER OF INFORMED CONSENT” SECTION, and ATTACHMENT #2: Letter of Information to Participants. Principal Investigator’s Attestation:

Signature of Principal Investigator

Date

INFORMED CONSENT OF SUBJECTS:

EXPERIMENTAL SUBJECT’S BILL OF RIGHTS (Bill of Rights): the Bill of Rights must be given to subjects **prior** to consent. Investigators are required to secure the subject’s signature and the date signed. The signed copy, along with their signed copy of the consent form, must be provided to each subject. Investigators are required to incorporate the Bill of Rights as page one of the consent form. Review the Model for medical studies and the Model for social and behavioral studies and select as appropriate for your study.

LETTER TO RESEARCH SUBJECTS - WEB SITE FOR PROSPECTIVE AND CURRENTLY ENROLLED SUBJECTS: the letter, developed by the OHRP, must be provided to all subjects along with the Bill of Rights and the Consent Form. Investigators are required to incorporate the Letter as page two of the consent form.

INFORMED CONSENT: review the Model Consent Forms and select and develop as appropriate for your study. See the following Models: Standard Model Consent Form, Venipuncture Model Consent Form, and Social and Behavioral Model Consent Form.

III. SPECIAL REQUIREMENTS:

Check if applicable and submit 4 copies (except where noted differently) with your protocol submission:

- Federally Sponsored Studies - submit 2 complete copies of the federal proposal/grant.
- Interviews (phone or in person) - attach script. – *Please see Attachment #1: Framing Questions and Sample General Research Questions*
- Surveys/questionnaires - attach surveys and questionnaires.
- Studies involving minors in school settings - attach approval letter from the School Principal or approval from the School District Office.
- Advertisements, press releases, in-class announcements, or bulletin board announcements - attach proposed notice.
- Incomplete disclosure - include justification.
- International Research – provide written evidence of IRB approval. If the foreign institution does not have a fully constituted IRB, the international institution may elect to cite the Declaration of Helsinki as their statement of ethical principles for the protection of human subjects in research.

We are not doing this research in university settings; the research will be conducted in neighborhood settings. The neighborhoods are primarily working class and do not have neighborhood associations or other formal representative organizations. They do not have IRB boards, so there is no agency in the neighborhood to provide IRB approval.

NUMBER OF SUBJECTS: check all that apply (a subject may fit into more than one of the categories below)

_____ Experimental Subjects _____ Control Subjects ____X__ Minors (18 and under)
 ____X__ Normal Adult Volunteers ____X__ Students ____X__ First language not English
 __1,500__ TOTAL NUMBER OF SUBJECTS

TOTAL NUMBER OF COPIES REQUIRED FOR SUBMISSION TO THE OHRP:

Original plus 3 copies

Submit to: Office of Human Research Protection, Ambulatory Care Center, Suite 3870, UCDCMC

DESCRIPTION OF STUDY

(Please address each section carefully and in detail using as much space as required. Please do not refer to attached documents within the answers, except where requested. If a specific question does not apply to your study, please indicate “N/A”.)

Purpose and Procedures:

1. Describe the study format and whether it is single or multi-center; industry-sponsored or investigator initiated; and the funding source.

This study will be conducted in several locations in Egypt, Lebanon, Palestine, and one site in the US. It will consist of several formats, including literary and historical research; analysis of existing statistical data; and sociological/anthropological assessments of Arab families and family members. Some of these assessments will include interviews with family members, including youth, and those working with families, such as educators and community figures. This study has been initiated by the Principal Investigator, Suad Joseph, Professor of Anthropology at UC Davis, and has received funding from the International Development Research Centre (IDRC), and the Ford Foundation.

2. Briefly describe the specific aims of the study, research methods and procedures.

This study aims to undertake a comparative, interdisciplinary study of the crises of Arab families and youth as they are understood by family members and those who work with them, and as they are represented and affected by public opinion outlets. The research methods will include: interviews with family members, as well as individuals working with families; observations in social settings (social gatherings and rituals) and analyses of public products and outlets (newspapers, television, and other media); analyses of existing surveys and statistical data relating to population, social activities, economics; and research of historical, archival, and literary texts. Interviews with families will include youth aged 13-18 and adult family members, as well as individuals working in the home or with the family (domestic workers, etc.). Community leaders will also be interviewed, including teachers, public opinion leaders (journalists, television producers or writers), and religious leaders. Researchers will send quarterly reports to the Principal Investigator who will disseminate these to the full team. The full team will meet twice a year during the data gathering and analysis phase to assess the research as it progresses, so that the research aims of the comparative and interdisciplinary research project will be met.

3. Address if therapeutically removed tissue will be collected, what types, and for what purposes.

N/A

4. Specify the nature, frequency and duration of tests, if any.

N/A

5. If blood samples will be collected, identify in what manner and the maximum amount that will be collected over any 6 week period (if subjects are co-enrolled in other research studies, the volume of blood from the other study should also be included):

venipuncture venous catheter arterial puncture arterial catheter cutaneous

N/A

6. Any additional procedures (noninvasive) involved in this study activity must be described.

N/A

7. If this activity will be utilizing existing data, specify the source and how the data will be retrieved, reviewed, coded and stored.

This study will use several sources of existing data, including historical archives, literary texts, newspapers, television and radio broadcasts, public laws, educational curricula, and population statistics (census, economic/labor force, and other data). The information will be retrieved from libraries, clearinghouses, public or government holdings, broadcast transcripts, academic curricula, and other sources. All of this data will be in the public domain. We will do content analyses and code the data. We will develop codes for the content analyses which are relevant to the ways in which the crises of Arab families are perceived by family members, those who work with them, public media and other sites of public discourse. The data will be stored with the Arab Families Working Group research team member who collects them and available to the Principal Investigator upon request.

8. Address the location and duration of the study including follow-up period.

This study will take place in several sites in Egypt, Lebanon, Palestine and one site in the U.S., and will extend through August 2009. This includes follow up activities.

9. Clarify how you plan to monitor data to ensure subject safety.

Subjects will not be exposed to any risk during this study. Strict confidentiality of research subjects will be maintained through a system of coding interviews. Researchers will conduct interviews and disclose the terms and conditions of the research to the participants orally and through a letter of information, translated into colloquial Arabic. Permission to tape record interviews will be requested orally, when tape recording is used. To monitor these protocols and the collected data, all researchers will be required to send reports to the Principal Investigator once per quarter. The Principal Investigator will maintain all research records for the project.

10. Address whether you have the appropriate resources (study personnel and facilities) to conduct this study.

All researchers (except one) have PhD degrees, and are trained and experienced researchers in their respective disciplines(sociology, anthropology, economics, literature, history, linguistics, political science).

11. Describe the role of each key member of your study personnel.

The study is comprised of two large key research projects: 1) Youth and public discourse; and 2) Families under conditions of migration, forced migration, war and war aftermath. The study personnel will work in teams to carry out the data collection, interviews, and archival research. Each of the 15 AFWG Core Group members will be involved in data collection and analysis. Since this is a comparative project, the researchers will be in constant contact with each other and with the Principal Investigator to assess their work and keep their work in tandem with each other. We will meet, as a full research team, during the data collection and analysis phase of the research, twice a year for such evaluations.

Subject Selection:

1. Identify the subject population.

The subjects of this study will include Arab families, youth, and key individuals who work with them in Egypt, Lebanon, Palestine, and one site in the U.S. (San Francisco). The youth will be aged 13-18.

2. Address how subjects will be recruited: X direct person to person solicitation, ___ by telephone, ___ letter, ___ advertisement, ___ press release, ___ notices, ___ other. Provide the text.

Subjects will be recruited through direct person to person solicitation. Researchers will approach potential subjects through known networks, and provide them with a Letter of Information, written in colloquial Arabic, describing the research project; their rights, risks and benefits related to participating in the study; and their options for participating or declining to participate.

3. State from where subjects will be recruited, when and how many.

For this research, subjects will be recruited from neighborhoods where project researchers have contacts, as well as from educational institutions. All the researchers have extensive research experience in these sites and have existing networks to connect to potential research subjects. In this part of the world, such networks are critical for undertaking research.

Recruitment of subjects will be ongoing throughout the empirical portion of the project. The number of subjects will not exceed a total of 1,500 for the entire project, but will typically be 30-50 people, per site (there will be several sites in Egypt, Lebanon and Palestine).

4. Specify the age of the research subjects.

Subjects studied will range in age from 13 years to approximately 80 years.

5. List all criteria for including and excluding subjects.

The criteria for selection will be immediate family members and key community people working with families in the chosen neighborhoods. These families will represent a range of Arab family forms in Egypt, Lebanon, Palestine, and the US (San Francisco), including men, women, and youth above the age of 13.

6. If women and minorities are excluded, provide rationale for such exclusion.

N/A

7. Attach the translated documents for subjects whose primary language is not English.

The attached documents (including the Attachment #1: Framing Questions and Sample General Research Questions and Attachment #2: Letter of Information to Participants) will be translated to Arabic and submitted, at a later date as a project modification, pending IRB approval of this project.

HIPAA, if Applicable:

If you are using protected health information to recruit subjects, address:

1. How you plan to protect the identifiers used to identify potential subjects.

N/A

2. How and when you plan to destroy these identifiers.

N/A

3. If you are requesting waiver of informed consent, HIPAA requires that you address the five points outlined in the HIPAA Worksheet of the IRB application forms.

N/A

Investigators are reminded that no identifiers, used for recruitment purposes, shall be disclosed to a third party except as required by law or for authorized oversight of the research project. Please confirm your acknowledgement of this point.

We acknowledge that no researchers involved in this study will disclose any identifiers used for recruitment purposes to any third party, except as required by law.

Special/Vulnerable Population, if Applicable:

Surrogate consent for participation in a research study should be employed only to the extent that it is consistent with the intent of the Common Rule (45 CFR 46, Subpart A) and all other federal and state laws and regulations pertaining to protecting human subjects participating in research. Carefully review the IRB Policy on *Surrogate Consent For Research* for compliance with all applicable laws, regulations, and conditions of this policy. Investigators are reminded that use of surrogate consent shall apply on a case-by-case basis within the protocol.

- 1. Identify the vulnerable population: X children, ___ mentally handicapped, ___ pregnant women, ___ fetuses, ___ prisoners, ___ cognitive impairment, ___ life-threatening disease, or ___ social or ___ economically disadvantaged. Address what additional safeguards you will put into place to protect the rights and welfare of this population.**

Project researchers will gain oral consent from the guardians of all minors involved in the study, will provide all potential subjects with a letter of information, and will also orally inform the potential subjects of the intent of the research, as well as the risks, benefits, and options to participate or withdraw. Identities of all subjects will be held in confidence with the research team; a process of coding interviews will be used to protect subject's identities.

- 2. If you are seeking IRB approval for use of surrogate consent, justify the appropriateness of such use and describe your specific plan for the assessment of the decision-making capacity of the subject(s).**

This research project will include minors (ages 13-18) as subjects, and it is anticipated that these minors will be of normal capacity. Therefore, approval for use of surrogate consent is not being sought.

Risks:

- 1. Address whether there is a possibility of physical, psychological, social or legal injury from participation in this study and assess the likelihood and seriousness of those risks.**

There is no perceived possibility of risk to the research subjects, as the research procedures only involve asking questions and conducting interviews related to: publicly discussed family issues, current events, education and training, household relations and arrangements, household decision-making, and self-image and identity. There is a vast discourse on all these topics in public media. Researchers will not be discussing risk-related topics with the subjects.

- 2. If the methods of research create potential risks, describe other methods, if any, that were considered and why they will not be used.**

N/A

3. Identify your plan for protecting subject privacy and confidentiality.

All interviewed subjects will be assigned a coded number, and only the researchers involved in this study will have access to this code. Interviewee names and identities will not be included in the interview transcripts or tapes.

4. Explain your plan for reporting adverse and serious adverse events to the IRB.

N/A

5. If the study involves the use of placebo, justify why this is appropriate.

N/A

Benefits:

1. Address if there is a benefit to individual subjects or to the particular group or class.

Through this study, we hope to learn more about the ideals of Arab families, the crises family members experience when they are not able to achieve the social ideal, family dynamics, problems facing Arab youth, and issues related to Arab families in migration or refugee situations. The aim is to produce research results which are of use to policy-makers, NGOs, scholars and others working to help these families.

2. Address if there is no direct benefit to the subject.

The results of this study may not directly benefit the specific research subjects in the short run. We hope in the long run the research results will positively impact policy making and planning, especially as it affects Arab families and youth.

Risk-Benefit Ratio:

1. Address whether the risks to subjects are reasonable in relation to the benefits (note: do not state that the benefits outweigh the risks. Rather, construct a summary assessment of the relative risks (physical, psychological, economical, and legal) to participants versus the potential benefits to participants and society).

There are no foreseeable risks to the study population.

Costs/Compensation to Subjects:

1. If the study involves the possibility of added expenses to the subject or to a third party, such as an insurer (e.g., longer hospitalization, extra laboratory tests, travel) address the magnitude of those expenses and how this is justified.

No subjects or third parties will incur expenses by participating in this research.

2. Describe the amount and type of compensation that will be paid to subjects and how that compensation will be staged/pro-rated.

Compensation will not be offered to any subjects involved in this study as such an offer would be culturally inappropriate in Arab societies.

Disclosure of Personal and Financial Interest:

1. Disclose any personal and financial interest in the research as well as the extent of personal and financial interest in the sponsor.

The Principal Investigator has no personal or financial interest in this study or its results. The sponsors of this research have no financial interest in this study or its results. The extent of the sponsors' personal interest in this study lies in the dissemination of the product of this research (books, articles, websites, etc.) for public and educational benefit. Any accruing royalties from research products will be reinvested in further research.

Waiver of Informed Consent, if Applicable:

If you are requesting waiver or alteration of informed consent, you are required by federal regulations to justify the following four points, for review by the IRB:

In order for this research to be thorough, practical, and provide useful results, a full waiver of informed consent is being sought. For the reasons justified below, there is no perceived risk to the subjects since the only capacity in which subjects will be involved in this research is through interviews and observation. In these Arab countries, comprising the three international study locations, people associate a written form or request for signature with repressive government tactics. In addition, many of the subjects, especially women, who are the core of this project, are illiterate. As a result, it would be prohibitive to conduct this research (especially through interviews) if subjects were required to sign a written document. This simply is not done by researchers in these countries.

A Letter of Information (see Attachment #2) has been prepared citing all the primary disclosures found in the model informed consent forms. By presenting the subjects with this letter (which will have been translated into colloquial Arabic), the researchers will thoroughly inform the research subjects about the aims, risks and benefits of the research. Research subjects will also be informed of their option to accept or decline to participate based on the information they receive orally as well as in the letter of information. This allows them to bypass signing documents, which could generate suspicion of the researchers' motives and intents.

Please see Attachment #2: Letter of Information to Participants (Please note: researcher name and contact information have not been included in this Letter of Information template; this is because different researchers will be conducting interviews, and the researcher name and contact information used in the letter will coincide with the actual researcher presenting the Letter of Information to potential subjects.)

1. The research involves no more than minimal risk to the subjects.

Much of the research that will be conducted for this study will be archival in nature or come from public sources (historical/literary reviews, current events/media, law, educational curricula, etc.). The human subject content is strictly related to interviews of individuals or groups on publicly discussed family issues and observations of events or public interactions. There will be no medical testing or gathering of medical information. The research involves no more than minimal risks to the subjects.

2. The waiver or alteration will not adversely affect the rights and welfare of the subjects.

The waiver being requested will not adversely affect the rights or welfare of the subjects because the subject's interaction with the researchers will only occur in an interview for which oral consent has been obtained. The subject's identity will be held in confidence with the researchers. Interviewees will be identified using a coding system known only to the researchers. The subjects will be informed of their rights and will have the right to accept or decline participation at any point in the research project.

3. The research could not practicably be carried out without the waiver or alteration.

This waiver is being sought because local researchers almost never obtain written consent in these countries. To attempt written consent would make research impossible. The reason for this is that the majority of people in these countries see their governments as repressive. Formal documents are usually associated with government activities and government surveillance. Since governments are usually feared in these countries, a written consent form may be seen as a government effort to gain information to be used against the subjects. In addition, many of the research subjects are illiterate. This would further enhance their skepticism and fear of a written document that they are being asked to sign. Egypt has a 44% illiteracy rate among adults (56% illiteracy among women), Lebanon's adult illiteracy rate is approximately 15% (27% illiteracy among women), and in Palestine, at least 10% of the adult population is illiterate (approximately 30% illiteracy among women).

4. Whenever appropriate, the subjects will be provided with additional pertinent information after participation.

Results of this research will be published, and efforts are being made to raise funds for Arabic translation and local dissemination of the publications. Grant funds have already been procured to translate into Arabic and disseminate Volume I of our edited book series. Volume I presents the theoretical formulations of the project.

EXPEDITED REVIEW CATEGORIES

Federal regulations allow Institutional Review Boards to expedite the review of categories of research as described in 45 CFR 46.110 and 21 CFR 56.110. This expedited review list is shared by the U.S. Department of Health and Human Services and the Food and Drug Administration. The IRB Chair or one or more experienced reviewers designated by the Chair from among the members of the IRB, reviews the research and may either approve it, require modification in, or refer it to the full IRB for discussion. **With the exception of expedited review category number (1),** the UC Davis IRB may review research categories 2-9 below through the expedited review procedure.

Applicability

(A) Research activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the following categories, may be reviewed by the IRB through the expedited review procedure authorized by 45 CFR 46.110 and 21 CFR 56.110. The activities listed should not be deemed to be of minimal risk simply because they are included on this list. Inclusion on this list merely means that the activity is eligible for review through the expedited review procedure when the specific circumstances of the proposed research involve no more than minimal risk to human subjects.

(B) The categories in this list apply regardless of the age of subjects, except as noted.

(C) The expedited review procedure may **not** be used where identification of the subjects and/or their responses would reasonably place them at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, insurability, reputation, or be stigmatizing, unless reasonable and appropriate protections will be implemented so that risks related to invasion of privacy and breach of confidentiality are no greater than minimal.

(D) The expedited review procedure may **not** be used for classified research involving human subjects.

(E) **The requirements for informed consent (or its waiver, alteration, or exception) and assent of minors apply regardless of the type of review--expedited or convened--utilized by the IRB.**

(F) Categories one (1) through seven (7) pertain to both initial and continuing IRB review.

Research Categories:

(1) Clinical studies of drugs and medical devices - **THE UC DAVIS IRB WILL NOT EXPEDITE CLINICAL STUDIES OF DRUGS AND DEVICES. FULL COMMITTEE REVIEW IS REQUIRED. SEE FORM 710A "PROTOCOL FORM FOR RESEARCH INVOLVING HUMAN SUBJECTS" FOR SUBMISSION REQUIREMENTS TO THE FULL IRB.**

(2) Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows:

(a) from healthy, nonpregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or

(b) from other adults and children, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.

(3) Prospective collection of biological specimens for research purposes by noninvasive means.

Examples: (a) hair and nail clippings in a nondisfiguring manner; (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction; (c) permanent teeth if routine patient care indicates a need for extraction; (d) excreta and external secretions (including sweat); (e) uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue; (f) placenta removed at delivery; (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques; (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; (j) sputum collected after saline mist nebulization.

(4) Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.)

Examples: (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy; (b) weighing or testing sensory acuity; (c) magnetic resonance imaging; (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography; (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.

(5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis). (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.110 (b) (4). This listing refers only to research that is not exempt.)

(6) Collection of data from voice, video, digital, or image recordings made for research purposes.

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.110 (b) (2) and (b)(3). This listing refers only to research that is not exempt.)

(8) Continuing review of research previously approved by the convened IRB as follows:

(a) where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or

(b) where no subjects have been enrolled and no additional risks have been identified; or

(c) where the remaining research activities are limited to data analysis.

(9) Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.

Attachment # 1
Framing Questions and Sample General Research Questions

Arab Families Working Group

Framing Questions and Sample General Research Questions

Data Gathering: Public Discourse Group

A. Framing Questions: How is the youth debate represented in public discourse?

1. How is the ideal family or youth understood by young family members?
2. What is the ideal family as represented in the nation-state building policies, and what effects does this ideal have on youth?
3. How are the ideal family and youth represented in media, law, and curricula?
4. Who is blamed or credited for the conditions of youth, and what is to be done?

B. Sample General Research Questions: Are Youth a Lost Generation?

1. In what ways do youth envision the ideal family, or the ways it is achieved?

- a. Are youth responsible for the “crises” of society? What results from the criminality/violence of youth? Is there a moral laxity of youth?
- b. How have youth been affected by families’ loss of labor and support/care for youth?
- c. Do youth exhibit a lack of direction/goals/orientation/ambitions? Have youth experienced a loss of identity?
- d. What are the views of youth on these issues?

2. How are nation-state building policies affecting families and youth?

- a. Who gives youth hope: families? religious groups? nation? schools? NGO’s?
- b. How do youth struggle against or perpetuate the ‘ideal family’ of nation-state policies?

3. Are youth the solution to social/national problems?

- a. What are the drawbacks/benefits to youth acting as strugglers for national liberation?
- b. How are youth changing the future as innovators of technology and change?
- c. What is expected of youth as providers of income/support for families?
- d. How are youth affected by the media, its representations of “popular” culture, the ideal family, expectations for or perceptions of youth? How do they respond?

4. Who is at fault for the “crisis” of youth?

- a. Do families have control over youth? Are parents acting responsibly toward youth or giving up responsibility? How do parents view their responsibility towards their youth? How do youth view their responsibilities?
- b. Is the state taking or giving up responsibility?
- c. Are non-state / non-familial institutions failing or helping youth?
- d. Are youth being corrupted by forces beyond family and state such as militias; gangs; youth peer groups; charismatic religious groups; global culture; mass culture; drugs; political groups other than militias? How?
- e. What are the outside causes for the changes among youth: war/occupation? violence? globalization – structural adjustment? immigration, and migration? corrupt "others" (sex workers or sexual tourism; foreign domestic workers)?

Framing Questions and Sample General Research Questions

Data Gathering: Border Crossings Group

A. Framing Questions

1. How does migration (transnational, internal) affect family structure and dynamics by the change in what is considered public and what is private?
2. How does the division of labor in the family change after migration?
3. What survival strategies do families use to maintain the family under conditions of migration, forced migration, war and the aftermath of war, including marriage strategies, use of fictive kinship terms, changes in identities, etc.?
4. How is “home/homeland” imagined/described, and how does the vision, wish/expectation of return to homeland affect family division of labor, roles/authority within the family and what family members are allowed to do within/outside the family?

B. Sample General Research Questions: The Family Crossing Borders

1. How does impact of migration change public/private boundaries?

- a. How have changes in minimal age for work, for schooling, for marriage affected roles/authority in the family when the family migrated?
- b. How has migration changed what women and youth (boys/girls) are allowed to do? How has the role/authority of family elders (men/elder women) changed?
- d. How has women’s work/authority changed when their husbands migrated?

2. How have household division of labor/space been affected by migration?

- a. How have the roles/authorities/divisions of labor within the family changed as women took jobs outside the family, applied new skills within the family (by education and other means), or received financial and material income from extra-familial sources?
- b. How have public agencies (schools, religious institutions, non-governmental service organizations) affected the roles/authorities/divisions of labor within the family?
- c. How have foreign domestic workers within the family affected male/female roles, the upbringing of children, the division of labor, the authority structure, use of kinship terms, and the notions of the ideal family?
- d. How has the division of space within the household changed with migration?

3. What coping strategies are used by families and family members?

- a. How do family members use fictive family terms to in new settings? Is there an increase or decrease in the use of kinship idioms or change in who uses those terms?
- b. How has marriage (other marriages, marriage ideal) changed with migration?
- c. How have the identities of family members changed with migration? Do men, women and youth see themselves differently within or outside of the family?

4. How do migrants view “homeland” and what are their visions of return?

- a. How do migrants remain connected to their families of origin?
- b. Do family members wish to return to their homelands? How does that wish affect the roles of elders/youth, men/women in the family?

Attachment # 2
Letter of Information for Participants

Arab Families Working Group
Suad Joseph, PI

Attachment # 2 Arab Families Working Group
Letter of Information for Participants

Suad Joseph, PI

<Date>

Dear :

My name is . I teach at (University). I am doing a study of families, family members like yourself and people who try to help families. I am working with a small team of researchers who want to understand families and youth so we can try to help solve some of the problems you face. I am giving you this letter to ask you if you would talk with me about yourself and your family (or the families you work with). Let me tell you what I would like to talk about and why.

I would like to talk with you about things like:

- What is your ideal concept of what family life should be? What is your ideal concept of what youth should be?
- What are the problems you face in meeting your ideals?
- How have the problems changed from the time you were young or when your parents were young to now?
- What do you need to solve the problems you face?

To learn about the problems you and other families and youth like you face, we will be talking with many families, youth, teachers, and other people who work with youth and families. If you agree, I will ask you some questions about yourself and your family (or the families you work with). You don't have to answer all of the questions.

I would like you to know that:

- There is no risk to you or to your family.
- You may not have any direct benefits from our conversation. We hope that once our research is complete, it will help policy makers and planners to create better support and service programs for families and youth like you.
- Your answers to the questions will remain confidential. We will use a coding system to keep your confidentiality.

Your participation will allow us to learn more about families like yours, your ideals, problems, needs and experiences. If you have any questions or concerns, you can contact me at _____ . Thank you for talking with me about this.

Sincerely,

Name
Title
Institution

UNIVERSITY OF CALIFORNIA, DAVIS
OFFICE OF THE VICE CHANCELLOR FOR RESEARCH
HUMAN SUBJECTS REVIEW COMMITTEES

REQUEST FOR MODIFICATION/AMENDMENT

SECTIONS I AND II TO BE COMPLETED BY THE PRINCIPAL INVESTIGATOR

Section I

PI Name: Suad Joseph

Department: Anthropology

Telephone: 530-752-1593

Fax No. 530-752-8885

Protocol No.: 200311828-1

Sponsor: Ford Foundation / International Development
Research Center

Title of the Study: Arab Families Working Group, Public Discourse Project

Section II

Please summarize your request for modification/amendment below ("see attached" is not acceptable). You must also attach all supporting documentation, i.e., revised consent form, revised description of study, sponsor's revised protocol, etc. Attach additional page if more space is needed.

1. I write to request an extension of the current Exempt Protocol for this project (see attached original document). I would like this to be extended to the year 2010, as this is a long term project.
2. I would like to inform the IRB that the Ford Foundation grant remains in place and that I have received additional funding for this project from the International Development Research Center.
3. I would like to clarify that we will not do the youth survey under this protocol. I will submit a separate (expedited) protocol for that section of the project. I understand that exemption is not permitted for surveying youth under category 2.

SECTION III TO BE COMPLETED BY THE HSRC OFFICE

Section III

Modification/Amendment Approval

The signature below acknowledges review and approval by the Human Subjects Review Committee for the modification/amendment indicated above. Supporting documents are attached.

Signature of Approval

Date of approval

Required Copies: original plus one copy of this form plus two copies of all supporting documentation. Please highlight or use bold font to indicate where changes/additions occur .

Submit to: Human Subjects Review Committees, Ambulatory Care Center, Suite 3870, UCDCM

VIII.

Beirut Stakeholder Meeting Planning

Minutes from January 12, 2005 Meeting
Mona Khalaf, Ray Jureidini, and Jihad Makhoul

During this meeting the following was agreed upon:

- A tentative date for the Beirut Stakeholders Meeting subject to the AFWG's approval: LAU premises where we plan to hold the meeting are available on Friday April 22, 2005
- The meeting will be a half-day meeting
- The framework to be adopted will be similar to the one suggested for the stakeholders' meeting in Cairo (i.e.):
 - Present a brief summary of the AFWG project
 - Presentations given by the AFWG members, of the Lebanese-based projects
 - Have a brainstorming session in which will participate NGOs, academicians and representatives of the public sector as well as international organizations

The tentative list of participants would include:

- At the NGO level:
 - "Al-Lijneh el dawlieh lil Usrah" (The International Family Committee)
 - Mouvement Social
 - Caritas
 - Family Planning Association
 - AFEL
 - Auxilia
 - Restart
 - YWCA
- At the Academic Level:
 - Dr. Abdo el Qaii, Professor at the Lebanese University
 - Dr. Nayla Hannas Koussa, Professor at Balamand University
 - Mrs. May Hazzaz, Director of "L'Ecole Sociale" at the "Universite Saint Joseph"
 - Dr. Hassan Hammoud, Associate Professor of Sociology at the Lebanese American University
 - Dr. Huda Zurayk, Dean of the Faculty of Health Sciences, at the American University of Beirut
- At the Public Sector Level and International Organizations:
 - Representatives from the various social centers at the Ministry of Social Affairs
 - Representatives of UNICEF, ESCWA, ILO, and UNFPA

IX.

AFWG Research Budgets

- a. From IDRC Grant Proposal – Section IV B Budget
- b. AFWG Core Group Research Fund Allocations Table

**Arab Families Working Group
IDRC Grant – Budget Detail**

IV. BUDGET FOR AFWG RESEARCH PROGRAM January 2004 August 2006

A. International Development Research Center Budget (US \$)

(Item numbers refer to next page, combined Ford, IDRC III budget)

1. Salaries (item #9)	\$ 12,000
2. Consultant/honoraria (item #5)	5,000
3. Equipment (item #2)	10,250
4. Research Expenses (items #1,3, 4, 6, 7, 8, 10, 11, 12)	298,000
5. Indirect costs 13% of all costs, except item#2 [13%% of \$315,000]	40,950
Total	\$ 366,200

Exchange rate 1 CAD = 0.732 US

Transfers of funds: In US \$

	Year 1	Year 2	Year 3	Total
Personnel AFWG Coordinator	12,000	0	0	12,000
Consultants/honoraria	5,000	0	0	5,000
Equipment/computers	10,250	0	0	10,250
Research Expenses	195,695	86,020	16,285	298,000
Sub-total	222,945	86,020	16,285	325,250
Indirect cost rate 13%	27,650	11,183	2,117	40,950
Total (RAP/PAB)				
In reporting currency US\$	250,595	97,203	18,402	366,200

**Arab Families Working Group
IDRC Grant – Budget Detail**

B. Combined International Development Research Center and Ford Foundation (US \$)

Item	Ford	IDRC III	Total
1. Travel, food, accommodations research, meetings, workshops	45,000	30,000	\$75,000
2. Equipment computers, printers, scanners, etc	10,000	10,250	20,250
3. Supplies, photocopying	2,000	5,000	7,000
4. Purchasing documents (& photocopying--IDRC)	4,000	6,000	10,000
5. Consultants/honoraria	4,000	5,000	9,000
6. Communications Phone, fax, mail,	0	3,000	3,000
7. Subsidize Arabic Publications	0	10,000	10,000
8. Release time/Leave& Summer salary AFWG members or research assistants	55,000	205,000	260,000
9. Release time/Leave or Summer salary AFWG Coordinator	12,000	12,000	24,000
10. Research Assistant for AFWG Coordinator	12,000	20,000	32,000
11. AFWG Staff in Cairo	6,000	9,000	15,000
12. Facilities Use American University in Cairo		10,000	10,000
13. Subtotal Costs	150,000	325,250	475,250
14. UC Davis Overhead 13% of all costs, exclude #2	0	40,950	40,950
Totals US\$	\$150,000	\$366,200	\$516,200

We request funding the grant to the University of California, Davis. Suad Joseph, AFWG Coordinator, is a Professor at UC Davis. UC Davis provides resources for grant management which are difficult to arrange at universities in the region. The Dean of the Division of Social Sciences has provided Suad Joseph with an office and a server dedicated to her research projects of which AFWG is a leading project.

**Arab Families Working Group
IDRC Grant – Budget Detail**

IV. BUDGET FOR AFWG RESEARCH PROGRAM January 2004 August 2006

A. International Development Research Center Budget (US \$)

(Item numbers refer to next page, combined Ford, IDRC III budget)

1. Salaries (item #9)	\$ 12,000
2. Consultant/honoraria (item #5)	5,000
3. Equipment (item #2)	10,250
4. Research Expenses (items #1,3, 4, 6, 7, 8, 10, 11, 12)	298,000
5. Indirect costs 13% of all costs, except item#2 [13%% of \$315,000]	40,950
Total	\$ 366,200

Exchange rate 1 CAD = 0.732 US

Transfers of funds: In US \$

	Year 1	Year 2	Year 3	
			Total	
Personnel AFWG Coordinator	12,000	0	0	12,000
Consultants/honoraria	5,000	0	0	5,000
Equipment/computers	10,250	0	0	10,250
Research Expenses	195,695	86,020	16,285	298,000
Sub-total	222,945	86,020	16,285	325,250
Indirect cost rate 13%	27,650	11,183	2,117	
			40,950	
Total (RAP/PAB)				
In reporting currency US\$	250,595	97,203	18,402	366,200

**Arab Families Working Group
IDRC Grant – Budget Detail**

IV. AFWG FORD GRANT BUDGET: OCTOBER 1, 2003-DECEMBER 31, 2005

AFWG Public Discourse Project, Ford Foundation Funded Activities

A. Research travel, food, accommodations	\$	25,000
B. Equipment (computers, scanners, printers)		10,000
C. Core & RPG Meetings, food, travel, accommodations		20,000
D. Photocopying and supplies		2,000
E. Purchasing documents/informant fees		4,000
F. Release time or Research Assistant wages for Project Members		55,000
G. Consultant for digital archive		2,000
H. Honoraria for specialists		2,000
I. Buy out for Coordinator (one course)		12,000
J. Assistant to Coordinator (including any student fees)		12,000
K. AFWG Staff		6,000
Total	\$	150,000

[See Section IV of the Proposal for the Full AFWG Budget]

**Arab Families Working Group
IDRC Grant – Budget Detail**

Allocations for AFWG Core Group Members From Ford and IDRC Grants (2005)

PI: Suad Joseph

2/18/2005

Name and Contact Information	Project	IDRC	Ford	Total Allocation	Receiving Institution Name	Receiving Institution Coordinates	Receiving Institution Contact Person/Info	Account Name	Account Number	Routing Number
Joseph, Suad sjoseph@ucdavis.edu Anthropology Dept. University of CA Davis 1 Shields Ave. Davis, CA 95616 Tel: +530-752-1593 Fax: +530-752-8885	PD	\$11,000	\$7,000	\$18,000	Dept. of Anthropology, University of California, Davis		Candy Clark			
Abu Nahleh, Lamis lamis@birzeit.edu Institute of Women-s Studies, Birzeit University P.O. Box 14 West Bank, Palestine Tel: +970-2-298-2959 Fax: +970-2-298-2958	PD	\$11,000	\$7,000	\$18,000	Arab Bank plc	New York Branch 520 Madison Avenue New York,NY 10022	+212-715-9700	Birzeit University - Institute for Women-s Studies	7001- 600007- 0551	
Elnur, Ibrahim lelnur@aucegypt.edu Dept. of Political Science, American University in Cairo 113 Kasr El-Aini Street, P.O. Box 2511, Cairo 11511 Egypt Tel : +20-2-797-6757 Fax: +20-2-795-7565	BC	\$18,000	\$0	\$18,000	Commercial International Bank	Hoda Shaarawy Branch, 16 Hoda Shaarawy At., Down Town Branch, P.O.Box 2430, Cairo, Egypt	Tel: 202-393-5684 Fax: 202-393-6467	Ibrahim Elnur Ibrahim - Current Account	5009303 75	CIBEEG CX005

**Arab Families Working Group
IDRC Grant – Budget Detail**

Allocations for AFWG Core Group Members From Ford and IDRC Grants (2005)

PI: Suad Joseph

2/18/2005

Name and Contact Information	Project	IDRC	Ford	Total Allocation	Receiving Institution Name	Receiving Institution Coordinates	Receiving Institution Contact Person/Info	Account Name	Account Number	Routing Number
Elsadda, Hoda hodaelsada@hotmail.com Cairo University 2 Abdel-Kawi Shamseldin Str., Dokki, Cairo B Egypt Tel: +20-2-336-1872 (H) Fax: +20-2-335-7130	PD	\$11,000	\$7,000	\$18,000	Egyptian American Bank, Shooting Club Branch		Tel: 202-335-6554 Fax 202-761-0789	Hoda Abdel Moneim Elsadda (ID# 06821301)	12-181-9361	EAMBE GCX
Ibrahim, Barbara¹ bibrahim@pccairo.org 3318 Reservoir Rd. Washington, DC NW 20007	PD	\$11,000	\$125	\$18,000						
Johnson, Penny pjohnson@birzeit.edu Institute of Women-s Studies Birzeit University P.O. Box 14 Birzeit, West Bank, Palestine Tel: +970-2-298-2959 +970-2-295-1080 (H) Fax: +970-02-298-2959	PD	\$11,000	\$7,000	\$18,000	Arab Bank PLC	New York Branch 520 Madison Avenue New York, NY 10022	+212-715-9700	Birzeit University - Institute for Women-s Studies	7001-600007-0551	

**Arab Families Working Group
IDRC Grant – Budget Detail**

Allocations for AFWG Core Group Members From Ford and IDRC Grants (2005)

PI: Suad Joseph

2/18/2005

Name and Contact Information	Project	IDRC	Ford	Total Allocation	Receiving Institution Name	Receiving Institution Coordinates	Receiving Institution Contact Person/Info	Account Name	Account Number	Routing Number
Jureidini, Ray rj05@aub.edu.lb Social & Behavioral Sciences, American University of Beirut P.O. Box 11-0236/SBS Riad El-Solh 1107 2020 Beirut, Lebanon Tel: +961-1-374444, Ext. 4372 Fax : +961-1-739973	BC	\$18,000	\$0	\$18,000						
Khalaf, Mona mkhalaf@lau.edu.lb Institute for Women-s Studies in the Arab World, Lebanese American University P.O. Box 13-5053 Beirut, Lebanon Tel: +961-1-791-645 Mob: +961-3-680192 Fax: +961-867-098	BC	\$18,000	\$0	\$18,000	HSBC Bank Middle East	Ras Beirut Branch Rbeiz Building, Abdul Aziz Street, Beirut	Tel: +961 1 742832 Fax: +961 1 353484		003-402989-095	BBME LBBX
Kuttab, Eileen ekuttab@birzeit.edu Institute of Women Studies, Birzeit University P.O. Box 14 West Bank Tel: +972-2-298-2013 Fax: +972-2-298-2958	BC	\$18,000	\$0	\$18,000	Arab Bank plc	New York Branch 520 Madison Avenue New York, NY 10022	+212-715-9700	Birzeit University - Institute for Women-s Studies	7001-600007-0551	

**Arab Families Working Group
IDRC Grant – Budget Detail**

Allocations for AFWG Core Group Members From Ford and IDRC Grants (2005)

PI: Suad Joseph

2/18/2005

Name and Contact Information	Project	IDRC	Ford	Total Allocation	Receiving Institution Name	Receiving Institution Coordinates	Receiving Institution Contact Person/Info	Account Name	Account Number	Routing Number
Makhoul, Jihad jm04@aub.edu.lb Dept. of Health Behavior & Health Education, American University of Beirut P.O. Box 11-0236 Riad el-Solh 1107 2020 Beirut, Lebanon Tel: +961-1-340460 / 374374, ext. 4660 Fax : +961-1-744470	BC	\$18,000	\$0	\$18,000						
Moors, Annelies a.c.a.e.moors@uva.nl ASSR/Department of Anthropology O.Z. Achterburgwal 185 1012 DK Amsterdam The Netherlands Tel: + 31-20-525-2625 + 31-20-525-2614 Fax: +31-20-525-3010	PD	\$11,000	\$7,000	\$18,000						
Naber, Nadine ncnaber@umich.edu Program of American Culture and Dept. of Women's Studies, University of Michigan 3700 Haven Hall Ann Arbor, MI 48109 Tel: + 734 - 647-0878 Fax: + 734- 936-1967	BC	\$18,000	\$0	\$18,000	TCF Bank	401 East Liberty Street Ann Arbor, MI 48104	(734) 213-2265	Nadine Naber	9883432198	598313500

**Arab Families Working Group
IDRC Grant – Budget Detail**

Allocations for AFWG Core Group Members From Ford and IDRC Grants (2005)

PI: Suad Joseph

2/18/2005

Name and Contact Information	Project	IDRC	Ford	Total Allocation	Receiving Institution Name	Receiving Institution Coordinates	Receiving Institution Contact Person/Info	Account Name	Account Number	Routing Number
Rieker, Martina Dept. of History American University in Cairo 113 Sh. Qasr Al-Aini, POB 2511, 11511 Cairo, Egypt Tel: +20-2-797-6114 +20-2-792-1809 (H) Fax: +20-2-795-7565	PD	\$11,000	\$7,000	\$18,000	Commercial International Bank	Hoda Shaarawy Branch, 16 Hoda Shaarawy At., Down Town Branch, P.O.Box 2430, Cairo, Egypt	Tel: 202-393-5684 Fax: 202-393-6467	Martina Rieker	0500915590	CIBEEG CX005
El Shakry, Omnia oselshakry@ucdavis.edu History Dept., University of CA Davis 1 Shields Ave. Davis, CA 95616 Tel: +530-752-9980 +510-839-7802 (H) Fax: +530-752-5301	PD	\$11,000	\$7,000	\$18,000	Dept. of History, University of California, Davis		Eteica Spencer, Dept. MSO, egspencer@ucdavis.edu	Omnia El Shakry		
Zaatari, Zeina zmzaatari@ucdavis.edu Anthropology Dept University of CA Davis 1 Shields Ave. Davis, CA 95616 Tel: +415 666 3536 (H) Cell +530-220-3040 Fax: +530-752-8885	PD	\$11,000	\$7,000		Dept. of Anthropology, University of California, Davis		Candy Clark			
TOTAL		\$207,000	\$56,125							

1 - Barbara has already received \$6,875 from the Ford grant

X.

Research Assistant Protocols

Arab Families Working Group

Proposal for AFWG Research Assistants Protocols.

VII. AFWG is a collaborative research project. It is committed to the idea that the work we produce emerges from our collective discussions, mutual exchange and shared ideas. We work towards joint research, writing and publishing. Therefore we agree that ALL work done under AFWG auspices and paid for by AFWG, belongs to AFWG, not the person carrying out the work.

We apply this principle to Research Assistants as well as to Core Group members. We agree that work done for and paid for by AFWG cannot be published by anyone as "their" work, without going through the AFWG review process and with AFWG consent. We agree that a critical criteria is the funding of the research - if research is paid for by AFWG, informed by AFWG discussions, and done through AFWG auspices, it belongs to AFWG. This includes ideas developed through our various workshops and collective discussions.

VIII. To implement our collaborative vision, we agree that materials for publication and distribution carried out under AFWG auspices and paid for by AFWG will be submitted to the AFWG review process prior to submission for publication/distribution. While there is no guarantee of publication, within AFWG or when AFWG submits its work to presses, journals and other venues, AFWG will work hard to publish and distribute all work that it deems appropriate for publication and distribution carried out under AFWG auspices.

IX. To remain consistent in our collaborative research efforts, we agree that Core Group members will develop parameters of work responsibilities for Research Assistants at the beginning of the assistants' contracts. AFWG premise is that the work that research assistants do is background and support work to the Core Group members and does not entitle the RA to authorship. If a different arrangement is desired by Core Group members with their specific research assistants, we agree that those Core Group members will develop an agreement with their research assistants at the beginning of the project, in writing and submit this to the AFWG Coordinator for Core Group for authorization. If different arrangements are developed during projects, all such arrangements should be put into writing, submitted to the AFWG Coordinator for Core Group approval. The Core Group member will inform the AFWG Coordinator of such arrangements.

X. AFWG will need to have a staff and an occasional research assistant who works for the Core Group, but is hired by and supervised by the AFWG Coordinator. The AFWG Core Group Staff and Research Assistant reports to the AFWG Coordinator and is responsible to the Coordinator. All work done by the AFWG Staff and RA must be channeled through the AFWG Coordinator. If the AFWG Staff RA works with one of the Research Projects, that work will be separate from the AFWG RA work, paid for separately and delineated through the Research Project. The AFWG Coordinator will be informed and consulted on these arrangements.

XI.
Research Project Timetables B from IDRC
Grant Proposal (Section V B Timetable)

V. Time Table for Research and Products

A. Stages of Phase I 2000- 2004

1. Develop theoretical framework over the course of 4 Core Group meetings and six Research Project meetings
2. Develop web page for Core Group, American University in Cairo and UC Davis
3. Establish office at American University in Cairo
4. Prepare Volume I of the AFWG edited series
5. Translation of Volume I into Arabic

B. Products of Phase I

1. Web page for public use
2. Volume I of the AFWG edited series to be submitted for publication Spring 2004
3. Translation of Volume I into Arabic
4. Extended bibliography on Arab Families to be published and put on web.
5. Capacity building – trained more than 5 local researchers, all of whom plan to continue graduate education in fields related to Arab families, gender, women, children
6. Develop networks of scholars, policy makers, planners working on Arab families for consultation and future work

C. Stages of Phase II: Data collection

1. Spring 2004 Core Group meeting in Cairo to plan data collection phase
2. Fall 2004 Workshop, selected policy makers/planners to evaluate research plan
3. Fall 2004/Fall 2005 Data collection
4. Fall 2005 Workshop, selected policy maker/planners to evaluate research progress
5. Fall 2005/Winter 2006 Complete data collection and begin data analysis
6. Spring/Summer 2006 Volume II prepared for submission.
7. Interviews/workshops with key media (newspaper, magazines, TV, radio)

D. Products of Phase II :

1. Fall 2004 AFWG Workshop with Selected NGO's working on family
2. Fall 2005 AFWG Workshop with Selected policy makers/planners
3. Develop archived resources for the AFWG web page for public use
4. Fall 2006: Second Edited Volume submitted for university press review
5. Capacity building of young regional scholars to carry on research on Arab families
6. Develop networks of scholars, policy makers, planners working on Arab families for consultation and future work
7. On going dialogue with key media to share research outcomes

XII.
AFWG Webpage
(Trial Version Jan. 15, 2005)

AFWG Arab Families Working Group

{ Home }

Core Group Members

Research Groups

Publications

Resources

Contact Us

Members Only

The Arab Families Working Group (AFWG) is a collective of fifteen scholars from universities, NGO's and research foundations whose work focuses on Palestine, Lebanon and Egypt. AFWG is committed to advancing the state of empirical and theoretical knowledge on Arab families. All AFWG projects include comparative, transnational, interdisciplinary, collaborative work on the three countries, with comparative work on diasporic Arab families in the United States. AFWG acts as a bridge bringing together scholars, policy makers and activists to improve understanding of and advocacy for families.

The rationale for focusing on Palestine, Lebanon and Egypt is the critical mass of ethnographic and historical studies available on these countries. Each has a long history of institution building around women's studies and family studies. Finally, each of these sites represents different historical developments and regional challenges. Palestine is a state in formation, having endured a half century of dislocation, national liberation movement, occupation, war and violence. Lebanon endured seventeen years of civil war and is rebuilding its state and society. Egypt is a stable state, slowly transforming under pressure for structural adjustment and political reform. Comparisons of these data-rich countries and their diasporas provides a critical basis for future research in other Arab countries.

AFWG is co-hosted in Cairo (Egypt) and Davis, California (USA). Its [15 core members](#) represent diverse disciplines and organizations. An institutional network supports the work of AFWG, including the American University in Cairo (Social Research Center and Institute of Gender and Women's Studies); the MEAwards program of the Population Council, Cairo; Lebanese American University, Beirut (Institute for Women's Studies in the Arab World); Birzeit University, West Bank (Institute of Women's Studies); and University of California, Davis (Anthropology, Women and Gender Studies, and Middle East/South Asia Studies). The AFWG Core Group is organized into three smaller [Research Project Groups](#): Public Discourse, Border Crossings, War and Displacement and Producing Families Through Data. AFWG is founded and coordinated by [Dr. Suad Joseph](#).

[AFWG Future Plans](#) } [AFWG Funding and Sponsors](#) } [Core Group Members](#)

AFWG Arab Families Working Group

AFWG Future Plans

1. Additional volumes in the AFWG edited series
2. Development of the public pages of the AFWG web site with resources and materials of use to scholars, policy makers and planners dealing with Arab families
3. Workshops with local stakeholders in Palestine, Lebanon and Egypt, including policy makers, planners and activists from NGO's and government agencies
4. Capacity building of young regional scholars to carry on research
5. Development of critical networks for developing and evaluating research, policies and planning for Arab families

[Return to AFWG Home Page](#)

AFWG Arab Families Working Group

AFWG Funding and Sponsors

AFWG has been funded through grants from the International Development Research Center (Ottawa and Cairo), the Ford Foundation (Cairo), the Population Council (Cairo), UNICEF (Cairo), the Social Research Center (American University in Cairo). Additional grants and support have come from the University of California, Davis and the American University in Cairo where AFWG is co-housed.

[Return to AFWG Home Page](#)

{ Core Group Members }

Please click on Research Associate's name to view background and project description

Home

{ Core Group Members }

Research Groups

Publications

Resources

Contact Us

Members Only

Lamis AbuNahleh, Institute for Women's Studies, Birzeit University. Email: lamis@p-ol.com >> Web: www.birzeit.edu/centers/iws
Research Project: Weddings and War Project (Lamis Abu Nahleh, Penny Johnson, and Annelies Moors)

Ibrahim Elnur, Associate Professor of Political Science & Director, Office of African Studies, American University in Cairo. Email: ielnur@aucegypt.edu >> Web: <http://home.birzeit.edu/wsi> and www.aucegypt.edu/academic/oas
Research Project: War, Diasporas and Reproduction of Middle Class and Educated Elites

Hoda Elsadda, Professor of English and Comparative Literature, Cairo University.
Email: helsadda@wmf.org.eg
Research Project: Representations of gendered relations in the literature of the 1990s in Egypt

Omnia El Shakry, Assistant Professor, Department of History, University of California, Davis
Email: oselshakry@ucdavis.edu
Research Project: A Genealogy of 'Youth': Emerging Categories in Egyptian Public Discourse

Barbara Ibrahim, Regional Director for West Asia and North Africa, Population Council.
Email: bibrahim@pccairo.org >> Web: <http://www.popcouncil.org/>
Research Project: Techno-Dreams: Computer Training Institutes and Social Mobility in Urban Cairo

Penny Johnson, Associate Researcher at the Institute of Women's Studies at Birzeit University, and the Director of the Palestine Office of the Palestinian-American Research Center, Birzeit University. Email: PJOHNSON@birzeit.edu
Research Project: Weddings and War Project (Penny Johnson, Annelies Moors, and Lamis Abu Nahleh)

Suad Joseph, Professor of Anthropology and Women and Gender Studies, Director of Middle East/South Asia Studies, University of California, Davis, CA 95616. Email: sjoseph@ucdavis.edu >> Web: <http://sjoseph.ucdavis.edu>
Research Project: Lebanese Youth: Public Media, Learning Desire and the Making of Young Citizens (Suad Joseph and Zeina Zaatari)

Ray Jureidini, Associate Professor, Department of Social and Behavioral Sciences, American University of Beirut. Email: rj05@aub.edu.lb
Research Project: A Documentation and Analysis of Domestic Workers in Lebanese Families, 1950-2004

Mona Chemali Khalaf, Director, Institute for Women's Studies in the Arab World, Lebanese American University. Email: mkhalaf@lau.edu.lb >> Web: www.lau.edu.lb/centers-institutes/iwsaw/index.html
Research Project: Male Migration and Feminization of the Lebanese Family

Eileen Kuttab, Assistant Professor of Sociology and Director of Institute of Women Studies in Birzeit University, Palestine. Email: EKUTTAB@birzeit.edu >> Web: <http://home.birzeit.edu/wsi>
Research Project: Internal Displacement and its impact on Palestinian Families: Gender Perspective through the eyes of the

youth

Jihad Makhoul, Assistant Professor, Faculty of Health Sciences, American University of Beirut
Email: jm04@aub.edu.lb
Research Project: Displaced Arab Families: Coping and Changes in Post-War Beirut

Annelies Moors, ISIM Chair at the University of Amsterdam, ASSR/Department of Anthropology and Sociology. Email: a.c.a.e.moors@uva.nl >> Web: www.isim.nl
Research Project: Weddings and War Project (Annelies Moors, Lamis Abu Nahleh, and Penny Johnson)

Nadine Naber, Program in American Culture and the Department of Women's Studies, University of Michigan at Ann Arbor
Email: ncnaber@umich.edu
Research Project: Contradictory Patriarchies and the Refashioning of Arab Families in the U.S.

Martina Rieker, Assistant Professor, Department of History & Acting Director, Institute for Gender and Women's Studies, American University in Cairo. Email: mrieker@geographies.net >> Web: <http://www.shehr.org/> (Shehr Network); <http://www.shehr.org/> (RWCMEA Working Group); <http://www.shehr.org/> (Institute for Gender & Women Studies)
Research Project: Consumption and Desire Among Young Working Women in Rural and Peri-Urban Egypt

Zeina M.B. Zaatari, Program Officer for Middle East and North Africa at Global Fund for Women in San Francisco. Email: zaatari@sbcglobal.net; Web: www.globalfundforwomen.org/
Research Project: Lebanese Youth: Public Media, Learning Desire and the Making of Young Citizens (Zeina Zaatari and Suad Joseph)

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There are two main research groups composed of the following members.

Public Discourse

[Lamis AbuNahleh](#), [Hoda Elsadda](#), [Omnia El Shakry](#), [Barbara Ibrahim](#), [Penny Johnson](#),
[Suad Joseph](#), [Annelies Moors](#), [Martina Rieker](#), [Zeina Zaatari](#)

Border Crossings, War and Displacement: This project investigates how multiple forms of "border crossings" (both within and beyond the nation-state) impact upon Arab families. Focusing on the reshaping and restructuring of Arab families in various diasporic or translocal sites, it highlights its implications for the construction of notions of the private and the public and the ways in which these relate to each other and are gendered. The project includes five comparative studies. Two will take place in Lebanon. One of these will explore the introduction of foreign domestic maids into Arab families and the second will research families who have faced development induced displacement. The third and fourth will take place in Palestine and Egypt focusing on refugees displaced by war. The fifth study takes place in the United States, highlighting public/private shifts in the context of labor induced migration and displacement caused by political turmoil and war. These research sites will provide rich ethnographic material for exposing the dynamics of how family boundaries shift in relation to the movement of people across place, in relation to multiple, diverse publics. Moreover, family is often defined in relation to nation building projects. By exploring Arab family formations in relation to border crossings within and beyond different nation building projects (Egypt, Lebanon, Palestine, and the U.S.), our objective is to extend the viewpoint that the "private" is always "public" or "political" to diasporic sites. Each research project will thus address the ways in which the "private" is not an isolated, separate sphere but is constantly shaped and reshaped by the changing socio-political realities of displacement and diaspora. The key shifts in the gendering of public/private boundaries that we will explore are those related to: 1) the division of labor; 2) the deployment of kinship idioms; and 3) survival and coping strategies. Fundamental to the location of migrant and displaced families is the issue of return, whether in the imagination or in reality. This will be explored at a range of levels throughout the project.

[Ibrahim Elnur](#), [Mona Khalaf](#), [Eileen Kuttab](#), [Ray Jureidini](#), [Jihad Makhoul](#), [Nadine Naber](#)

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Displaced Arab Families: Coping and Changes in Post-War Beirut (Jihad Makhoul)

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A Documentation and Analysis of Domestic Workers in Lebanese Families, 1950-2004 (Ray Jureidini)

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Male Migration and Feminization of the Lebanese Family (Mona Chemali Khalaf)

[Producing Families Through Data](#) (Barbara Ibrahim, Penny Johnson, Ray Jureidini, Annelies Moors, Martina Rieker)

Representations of gendered relations in the literature of the 1990s in Egypt (Hoda Elsadda)

Techno-Dreams: Computer Training Institutes and Social Mobility in Urban Cairo (Barbara Ibrahim)

War, Diasporas and Reproduction of Middle Class and Educated Elites (Ibrahim Elnur)

Weddings and War Project (Lamis Abu Nahleh, Penny Johnson, and Annelies Moors)

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For future information about AFWG, please contact [AFWG Coordinator](#):

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Web: <http://sjoseph.ucdavis.edu/>

XIII.
Reimbursement Form

Reimbursements and Receipt Form
AFWG Core Group Meeting Cairo, Egypt
February 3-5, 2004

ALL original receipts MUST be included for reimbursements.

Name: _____

Full Address: _____

Email Address: _____

University Affiliation: _____

Social Security #: _____

Phone #: _____ Fax #: _____

****Please provide: Full coordinates for where your reimbursement should be sent.****

Purpose of Meeting: AFWG Core Group Meeting

Dates of Meeting: February 3rd - 5th, 2005

PLEASE ATTACH ORIGINALS:
 (check all items attached)

**AMOUNT OF REIMBURSEMENT
 REQUESTED**

<input type="checkbox"/> AIRLINE TICKET & ITINERARY	\$ _____
<input type="checkbox"/> ALL MOTEL/HOTEL RECEIPTS	\$ _____
<input type="checkbox"/> RECEIPTS FOR LIMO, TAXI, SUBWAY, ETC	\$ _____
<input type="checkbox"/> MEAL TOTAL	\$ _____
TOTAL REIMBURSEMENT REQUESTED	\$ _____

Traveler Signature _____ Date _____

P.I. Signature _____ Date _____

Grant: **IDRC: AFWG**

Mail to: **Suad Joseph, Anthropology, One Shields Ave., Davis, CA 95616**