

## *Gender, Body, and Sexuality in Iran: Between Nationalism and Islamism*

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### **Abstract**

This article investigates the complex dynamics of gender, body, and sexuality in Iran, Turkey, and Afghanistan, shaped by nationalist and Islamist political systems. It traces the historical changes in these countries, from the Qajar dynasty to the Islamic Regime in Iran, the Ottoman Empire to political Islam in Turkey, and the impact of Soviet occupation, civil war, and Taliban rule in Afghanistan. Employing an interdisciplinary approach that integrates Feminist Theory, Postcolonial Theory, and Critical Discourse Analysis, the study examines power dynamics, historical legacies of imperialism, and colonialism in shaping societal perceptions of gender. It analyzes language used in policy documents, speeches, and public debates to understand how nationalist and Islamist ideologies have influenced discussions on gender, body, and sexuality. The comparative politics approach highlights variations across different cultural and political contexts. This analysis contributes to a more nuanced understanding of the interplay between political ideologies and the construction of gender, body, and sexuality within these societies.

Keywords: Gender, Body, Sexuality, Nationalist Political Systems, Islamist Political Systems, Iran, Turkey, Afghanistan, Historical Analysis, Discourse Analysis

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## Introduction

Studying gender, body, and sexuality within various societies is an essential field of inquiry within contemporary social science research. These constructs, entwined with prevailing political systems and ideologies, form a complex web of interrelationships that shape societal attitudes, norms, and practices. In countries such as Iran, Turkey, and Afghanistan, the nexus of these constructs with the dominant nationalist and Islamist political ideologies offers a rich tapestry of analysis. This article delves into the complicated dynamics of these relationships, shedding light on how concepts related to gender, body, and sexuality have been utilized, manipulated, and framed within these societies.

In tracing the historical trajectory of modern Iran from the late Qajar dynasty through the Pahlavi era to the establishment of the Islamic Republic, this research examines the evolution of gender constructs and their interplay with prevailing political ideologies. The study seeks to answer critical questions about the manipulation of the concepts of sex, gender, and sexuality throughout these distinct ruling periods and their influence on the structure of society and attitudes towards women's bodies and rights. Additionally, this research extends to Turkey and Afghanistan, investigating the development of gender constructs within the framework of Kemalism and the rise of political Islam in Turkey, as well as the impacts of Soviet occupation, civil war, Taliban rule, and the post-2001 period on women's experiences and struggles in Afghanistan.

The significance of this research extends beyond the historical analysis, reaching into the current socio-political climate. In a world experiencing a renewed scrutiny of gender and sexuality studies, studying these constructs within societies with dominant nationalist and Islamist ideologies becomes even more critical. Critics who challenge the validity of these studies under various pretexts, be it opposing leftist analyses or advocating for "Islamic Leftism," only underscore the importance of understanding the historical and contemporary dimensions of gender, body, and sexuality within these societies.

It is through a thorough examination of the past and the historical misuse of the gender system and women's bodies that we can offer more precise and enlightening analyses of the present socio-political landscape and the challenges it poses. This study is not merely an exploration of the past but a crucial and timely contribution to the ongoing discourse on gender, body, and sexuality within nationalist and Islamist political systems. Understanding the roots of these constructs and their manipulation throughout history provides a foundation for grappling with the complexities of the contemporary era. It contributes to shaping a more equitable and inclusive future.

## Conceptual Framework

The analysis of gender dynamics and women's experiences in Iran, Turkey, and Afghanistan is grounded in a multidimensional conceptual framework that draws upon various theoretical perspectives. These theoretical lenses illuminate the intricate interplay of patriarchy, intersectionality, and cultural relativism, providing a deeper understanding of the complexities and nuances inherent in these societies.

**1. Patriarchy:** Patriarchy is a foundational concept to explore the power structures and gender hierarchies embedded within the societies under consideration. It refers to the social system where men hold primary authority and dominance, perpetuating gender inequality and

reinforcing traditional gender roles. In Iran, Turkey, and Afghanistan, patriarchy operates as a mechanism through which men control women's bodies, choices, and participation in public life (Connell, 1987; Kandiyoti, 1991). The state and religious institutions often collaborate in upholding patriarchal norms that dictate women's roles as submissive wives, mothers, and caregivers (Moghadam, 2005; Ozalp, 2014).

**2. Intersectionality:** The lens of intersectionality highlights the interconnected nature of various social identities and how they intersect to shape experiences of privilege and oppression (Crenshaw, 1989). Women in Iran, Turkey, and Afghanistan have multifaceted identities encompassing gender, religion, class, and ethnicity. Intersectionality reveals how women's experiences are shaped not only by their gender but also by other dimensions of identity (Yuval-Davis, 2006). For instance, women's experiences from different socioeconomic backgrounds or ethnicities can differ significantly, leading to distinct challenges and opportunities (Hoodfar, 1997; Karim, 2011). By examining intersectionality, the analysis delves into how overlapping identities influence women's access to rights, opportunities, and agency.

**3. Cultural Relativism:** Cultural relativism is a critical lens to explore the complexities of gender norms and practices in diverse cultural contexts. It acknowledges that cultural values, norms, and practices vary across societies and should be understood within their respective cultural contexts (Nussbaum, 1999). This perspective is particularly relevant when examining gender dynamics in Iran, Turkey, and Afghanistan, as it emphasizes the need to avoid imposing external norms or judgments. Cultural relativism explores how cultural traditions and religious beliefs intersect with gender roles and expectations, shaping women's agency and opportunities in ways that may differ from Western frameworks (Mernissi, 1987; Moghadam, 2013):

1 - **Agency and Resistance:** Examining women's agency and resistance within patriarchal structures is another crucial aspect of the conceptual framework. While patriarchy constrains women's opportunities and autonomy, it is also essential to recognize the agency women exert in navigating and challenging these systems (Mohanty, 2003). Women in these societies exhibit agency through various forms of resistance, ranging from individual acts of defiance to collective movements for change (Afshar, 2003; Kandiyoti, 2007). The analysis of agency provides insights into how women negotiate their roles, challenge norms, and advocate for their rights, even in environments where traditional gender roles are deeply ingrained.

2 - **Globalization and Transnational Feminism:** Globalization and transnational feminist perspectives are integrated into the conceptual framework to emphasize the interconnectedness of women's struggles across borders. These perspectives highlight how ideas, movements, and activism transcend national boundaries, enabling women in Iran, Turkey, and Afghanistan to connect, collaborate, and amplify their voices on a global stage (Moghadam, 2005; Yuval-Davis, 2011). The advent of technology, social media, and international advocacy networks has empowered women to share experiences, exchange strategies, and build solidarity (Dadas, 2019; Khoja-Moolji, 2020). Globalization and transnational feminism demonstrate the potential for collective action to challenge patriarchal norms and demand gender equality.

These theoretical lenses enrich the analysis of gender dynamics and women's experiences in Iran, Turkey, and Afghanistan. By examining these societies through the intersections of patriarchy, intersectionality, cultural relativism, agency, and global perspectives, a comprehensive understanding emerges—one that recognizes the complexities of gender roles, the power dynamics at play, and the potential for progress and change. These theoretical

frameworks collectively illuminate the paths to empowerment and gender equality while acknowledging the unique cultural contexts that shape women's lives in these societies.

**4. Intersectionality and Context:** The complexity of women's experiences in Iran, Turkey, and Afghanistan is deeply intertwined with the intersectionality of various social identities such as race, class, religion, and nationality. The interplay of these identities adds layers of challenges and opportunities to women's lives. In Iran, for instance, women's struggles intersect with their ethnic backgrounds, with Azeri, Kurdish, and Arab women facing distinct challenges due to their dual identities as both women and members of marginalized ethnic groups (Bayat, 2009). Similarly, in Turkey, Kurdish women navigate the intersection of gender and ethnicity, often facing double discrimination that shapes their strategies for resistance (Kandiyoti, 2007).

These intersections also influence women's economic opportunities and class-based disparities. Working-class women in Afghanistan, for instance, face barriers to education and employment that intersect with their gender, contributing to their vulnerability (Nemat, 2015). The intersection of religious identity with gender plays a pivotal role, especially in countries with strong religious ideologies. For instance, Shiite Muslim women in Iran, while navigating gender norms, also face religious expectations that shape their roles within the family and society (Afshar, 2003).

**5. Comparative Analysis:** A more robust comparative analysis would reveal the interconnectedness of women's struggles in Iran, Turkey, and Afghanistan. While each context is unique, common threads emerge. The role of state ideologies in shaping gender norms is evident across all three countries, whether through Islamic nationalism in Iran or secular nationalism in Turkey (Kandiyoti, 2007). The interplay of culture, religion, and politics shapes gender dynamics and women's lives in nuanced ways.

Nevertheless, differences also persist. Afghanistan's ongoing conflict, compounded by religious conservatism, sets it apart from the other two countries (Nemat, 2015). Turkey's journey toward gender equality, while far from perfect, has achieved significant legal advancements (Arat, 2004).

**6: Future Prospects:** The prospects are multifaceted, and while challenges persist, the collective determination to create more inclusive and equitable societies paves the way for a brighter and more empowered future for women in these regions and beyond. Ongoing social, political, and cultural shifts are reshaping gender dynamics. Grassroots movements, international solidarity, and evolving discourses challenge existing norms and policies. Addressing root causes—such as deeply ingrained patriarchal values and systemic inequalities—is paramount for progress. Collaborative efforts involving governments, civil society, and international actors hold promise for dismantling oppressive structures and advancing women's rights.

### **Nationalism, Gender Constructs, and the Notion of Honor**

The control over women's bodies and their sexuality plays a crucial role in constructing national and ethnic identities. Women are often expected to reproduce the boundaries of national (and ethnic) groups (Yuval-Davis, 1997). Nationalism, conceptualized as an ideological construct, is a modern political phenomenon intricately tied to the emergence of nation-states. It employs a language that designates women as symbolic custodians of group identity. It describes other

construct elements using kinship terminologies, such as Motherland home, thereby representing a bond we are "naturally" tethered to (Brubaker, 2004).

Like other countries, Iranian modernity is fundamentally ideological and embraces a gender binary (Najmabadi, 2005). It associates notions of the nation, politics, and knowledge with the masculine gender, while the homeland is linked with the feminine. In the discourse of modern nationalism, the Motherland is depicted as a frail and vulnerable female figure. This portrayal provides nationalists with a discursive opportunity to position themselves as protectors of women and the maternal land and defenders of their honour.

The concept of honour, previously imbued with religious connotations, transformed to become associated with the masculine nation (Moghadam, 2004). Nationalism changed gender and sexuality, further normalizing heterosexual love and sexuality. The modern conceptualization of gender, framed in terms of men and women, emerged out of the necessity to eliminate other forms of masculinity, such as the adolescent and effeminate man (a mature man subject to male sexual desire). This elimination has bolstered heterosexual, masculine, and hegemonic forms of masculinity (Connell & Messerschmidt, 2005). Changes in aesthetic sensitivities, illustrated by the disappearance of women's sideburns, are not the product of Iranian women's desire to resemble their European counterparts. Instead, these transformations reflect the cultural erasure of effeminate men and the diminishing importance of this form of masculinity in shaping men's sexual preferences (Najmabadi, 2005).

This shift in Iranian societal norms can be further explored by looking into the roles played by intellectuals such as Mirza Fatali Akhundov (1812-1876) and Mirza Agha Khan Kermani (1853-1896) in shaping nationalist ideology. Their objective was to replace Islam with nationalism, positing that Islam had a detrimental effect on society and that they should foster a "civilized" nation by Europeanizing Iran (Keddie, 2006).

Akhundov was an outspoken critic of gender inequality and held Islam was incompatible with modernity and a democratic constitution. For these intellectuals, the hijab represented backwardness and the primary hindrance to women's progress. Thus, they used women's conditions as a means to demarcate the "civilized" world of Europe from the "regressive" world of Islam (Akhundov, 1858).

In their view, the drive towards a civilized nation-state necessitated women's education, particularly mothers, to raise educated citizens and serve as companions to their male counterparts. This perspective was mirrored in their ideal of the kind, intellectual mother. Thus, girls' schools were envisioned as catalysts for women's liberation and relieving men of family management responsibilities, facilitating their participation in national politics (Kermani, 1880). This approach to education also came with an implicit acceptance of heterosexuality, which resulted in a further division and categorization of the social roles assigned to the two sexes.

Restructuring the family as the foundation of the modern nation, as a prerequisite for modernity centred around a couple similar to the European model, urged intellectuals to demand marriage transformation from a procreation contract to a heterosexual love-based agreement (Javadi & Burke, 2007). Henceforth, the family was defined with the national society, not based on kinship relations (Afary, 1996). Bibi Khanum Esterabadi, a modern woman who, in her book "Failings of Men," published in 1895, depicted European men as delicate, affectionate, and respectful towards their wives while describing Iranian men as rude and devoid of manners

(Estrābādi, 1895). She believed that the behaviour of men/husbands would only change towards women/wives in one way: by educating women (Estrābādi, 1895).

The monogamous family model proposed by the modernists found its justification and practical possibility in the negligible polygamy statistics in Iran (Keddie, 2006). During the reign of Naser al-Din Shah (1831-1860), the harem, an institution specific to wealthy individuals, had become a significant royal and social institution to the extent that the Shah himself had borrowed from the Russians and the British to cover the expenses of his harem (Amanat, 1997). After his assassination, his son, Mozaffar al-Din Shah, decided to eliminate the harems, indicating a change in the perception of marriage among the upper classes and the establishment of monogamy on the threshold of the Constitutional Revolution (Keddie, 2006).

Building upon the reconfiguration mentioned above of the family, a new concept of motherhood also began to emerge. From this perspective, a mother was no longer solely seen as a birth-giver; instead, she assumed a unique, valuable role as an educator and nurturer (Hedāyat, 2002). Women's rights activists in the early 20th century adopted the same general discourse of the intellectuals concerning progress and civilization. Still, they emphasized women's roles as educated mothers and wives, asserting that they could efficiently manage household affairs with equal rights to men in acquiring knowledge (Afary, 2009).

In Turkey, the control over women's bodies and sexuality is deeply tied to forming national and ethnic identities, akin to Iran. Women are often seen as the bearers of national and ethnic boundaries and are tasked with preserving group identity through their reproductive roles (Yuval-Davis, 1997). Nationalism in Turkey is closely linked to the nation-state's emergence and uses language that positions women as symbolic custodians of group identity (Brubaker, 2004).

Like Iran, Turkish modernity is ideological and operates within a gender binary framework (Najmabadi, 2005). The discourse of Turkish nationalism associates notions of nation and politics with masculinity, while the homeland is portrayed as feminine. The image of the Motherland as a fragile and vulnerable female figure enables nationalists to position themselves as protectors of both women and the maternal land, as well as the defenders of their honour.

Previously tied to religious notions, honour became connected to the masculine nation (Moghadam, 2004). The rise of nationalism led to shifts in gender and sexuality, normalizing heterosexual relationships. Modern gender roles emerged to suppress alternative masculinities, reinforcing heterosexual and hegemonic masculinity (Connell & Messerschmidt, 2005).

Intellectuals in Turkey, such as Ziya Gökalp (1876-1924) and Namık Kemal (1840-1888), played pivotal roles in shaping nationalist ideology. They aimed to create a modern nation-state by replacing Ottoman Islamic traditions with Western-style secularism. For them, the veil represented backwardness and was a barrier to women's progress, much like Iranian intellectuals (Keddie, 2006). They believed that women's education, especially mothers, was necessary for raising educated citizens and serving as companions to men. Schools for girls were seen as tools for women's liberation and for enabling men to engage in national politics (Kermani, 1880).

The family was restructured as the basis of the modern nation, with intellectuals advocating for a European-style family centred around a loving couple (Javadi & Burke, 2007). National society defined the family, not kinship (Afary, 1996). The monogamous family model was

encouraged by modernists and found its practical application in the declining rates of polygamy in Turkey (Keddie, 2006). At the turn of the 20th century, women's rights activists adopted the discourse of progress and civilization from intellectuals. However, they emphasized women's roles as educated mothers and wives, arguing for equal rights in acquiring knowledge (Afary, 2009).

A new concept of motherhood emerged in Turkey, wherein a mother was no longer just a birth-giver but assumed a unique role as an educator and nurturer (Hedāyat, 2002). Women's rights activists in the early 20th century embraced the general discourse of intellectuals on progress and civilization. However, they highlighted women's roles as educated mothers and wives, arguing that they could efficiently manage household affairs with equal rights to men in acquiring knowledge (Afary, 2009).

In Afghanistan, control over women's bodies and sexuality has significantly constructed national and ethnic identities. In this regard, Afghan women have often been expected to embody and reproduce the boundaries of national and ethnic groups (Yuval-Davis, 1997). Nationalism in Afghanistan, like other countries, has been conceptualized as an ideological construct that emerged alongside the nation-state. It employs a language that casts women as symbolic custodians of group identity and uses kinship terminologies, such as Motherland and home, representing a bond we are "naturally" tethered to (Brubaker, 2004).

Afghan modernity, like Iran and Turkey, is fundamentally ideological and has embraced a gender binary (Najmabadi, 2005). In this discourse of modern nationalism, the nation, politics, and knowledge are associated with the masculine gender, while the homeland is connected to the feminine. The Motherland is often depicted as a frail and vulnerable female figure, providing nationalists an opportunity to position themselves as protectors of women and the maternal land and defenders of their honour.

Once profoundly connected to religious connotations, honour in Afghanistan has become associated with the masculine nation (Moghadam, 2004). The rise of nationalism in Afghanistan altered gender and sexuality, further normalizing heterosexual love and sexuality. The modern conceptualization of gender, framed in terms of men and women, emerged out of the necessity to eliminate other forms of masculinity, promoting heterosexual and hegemonic forms of masculinity (Connell & Messerschmidt, 2005).

Various intellectuals and reformists have influenced this shift in Afghan societal norms. Mahmud Tarzi (1865-1933), an influential figure in shaping Afghan nationalism, aimed to modernize Afghanistan by incorporating Western ideals. He advocated for women's education and rights, arguing that progress required women's participation in public life (Dupree, 1979). Like Iranian intellectuals, Tarzi considered the veil as a symbol of backwardness and an obstacle to women's progress (Keddie, 2006). In his view, educated mothers were necessary to raise educated citizens and serve as companions to their male counterparts. Girls' schools were seen as catalysts for women's liberation and relieving men of family management responsibilities, enabling their participation in national politics (Kermani, 1880).

The restructuring of the family as the foundation of the modern nation in Afghanistan was also influenced by Western models, urging reformists to advocate for transforming marriage from a procreation contract to a heterosexual love-based agreement (Javadi & Burke, 2007). The family was now defined within the national society, not based on kinship relations (Afary, 1996). In the early 20th century, women's rights activists adopted the general discourse of

intellectuals concerning progress and civilization, emphasizing women's roles as educated mothers and wives, capable of managing household affairs with equal rights to men in acquiring knowledge (Afary, 2009).

A new concept of motherhood emerged, wherein a mother was no longer just a birth-giver but assumed a unique role as an educator and nurturer (Hedāyat, 2002). Afghan women's rights activists in the early 20th century embraced the same discourse as intellectuals on progress and civilization, emphasizing women's roles as educated mothers and wives, asserting their capacity to efficiently manage household affairs with equal rights to men in acquiring knowledge (Afary, 2009).

### **The Evolution of Women's Education**

Among the main demands of the activists, which women's press served as the speaker of this movement, political rights and women's education should be mentioned. The readers of this press were made aware of health measures, more rational management of their homes, and education of their children. They insisted on education, arguing that an educated woman is of higher value in her husband's eyes. It should be noted that in the constitutional law of the Constitutional Revolution, compulsory and free education for girls and boys until the end of primary school was stipulated, but the necessary budget for these reforms had yet to be prepared. In 1910, only 47 girls' primary schools had been built for 2,187 students in the country, and in 1918, there were only two girls' high schools in Iran. These included the American missionaries' girls' school, established in 1896, and the French Jeanne d'Arc school, established in 1910 (Arasteh, 1964). Parvin Etesami, a poet and a feminist from the first generation of middle-class girls, was among those who had studied in these schools; Farah Diba, the last Empress of Iran, also graduated from Jeanne d'Arc (Afkhami, 2009).

The new schools created a social space for learning to cook, sew, and nurture children. Women's rights activists were striving to shape their position as home managers, transforming this space into a civic and equal socialization sphere. They continued to create associations and publish women's magazines (Kian-Thiébaud, 2004). Sedigheh Dowlatabadi, the publisher of the "Women's Language" magazine in 1917, established the first girls' school in the city of Isfahan, where she was born, which was named "Mother of Schools", and in 1919, she established a women's cooperative intending to prohibit early marriage for girls (before the age of 15) and opposing the import of foreign products. She stated that her magazine was against Iran's dependence on foreign powers (English and Russian), against the hijab, and for women's economic and emotional independence and their education in ethics, literature, and sciences. The same discourse was used by Shahnaz Azad and Princess Taj al-Sultanah (al-Saltaneh, 1993); both argued against the hijab, claiming that discarding the hijab was the first step towards women's participation in education, income-generating work, and ultimately, the advancement of the entire nation. Conversely, other women like Mezhineh Sultanah, editor of the "Blossom" magazine, opposed removing the hijab and wrote against abandoning it, not seeing the hijab as an obstacle to women's attainment of citizenship (Najmabadi, 1998).

Despite differences of opinion, these women's rights activists practised a form of nationalism based on the privileges of urban women belonging to affluent, predominantly Persian and Shia classes. These social affiliations naturally influenced the organization, demands, and effectiveness of women's movements in Iran. Moreover, they did not deny identities based on biological differences, although they fundamentally transformed the political order based on these dual social identities.

Women's education emerged as a significant issue in Turkey and Afghanistan during their respective periods of political transition, similar to the Constitutional Revolution in Iran. In Turkey, the Turkish War of Independence (1919–1923) and the subsequent establishment of the Republic of Turkey marked a significant shift in women's education. Activists, including prominent women in the press and women's organizations, advocated for equal educational opportunities for girls and boys. By the early 1930s, several initiatives had been implemented to promote women's education, including establishing girls' schools and coeducational institutions. Women's press served as a platform for these advocates, emphasizing the importance of education for women's roles as mothers, caregivers, and responsible citizens (Kandiyoti, 1987). However, despite the progress made in women's education, the number of educated women remained low compared to men, particularly in rural areas (Tekeli, 1982).

In Afghanistan, the reign of King Amanullah Khan (1919–1929) marked a period of modernization and increased focus on women's education. Various girls' schools were established during this time, including the Masturat, a primary and secondary school founded in 1928. However, progress in women's education was slow, and girls' schools remained rare (Kawun Kakar, 2001). A similar focus on education appeared in the women's press, emphasizing the importance of education for improving women's status in society, enhancing their skills as mothers and homemakers, and contributing to the nation's progress. Women's organizations also emerged during this period, including the Women's Council, which advocated for equal educational opportunities and established girls' schools (Dupree, 2002).

Despite their efforts, the evolution of women's education in both countries was hindered by various factors, including cultural norms, traditional gender roles, and economic constraints. In Turkey, the focus on women's education was primarily concentrated in urban areas, with rural women facing challenges in accessing education. In Afghanistan, conservative opposition and tribal resistance impeded the spread of education to more remote regions (Kawun Kakar, 2001).

Comparing Iran, Turkey, and Afghanistan, several similarities and differences emerge in the evolution of women's education. Women's education was intertwined with broader political and social movements in all three countries, including constitutional reforms and modernization efforts. Women's press and women's organizations played a crucial role in advocating for women's education, framing it as essential for their roles as mothers, homemakers, and citizens. However, the pace and extent of progress varied across the countries, influenced by cultural norms, economic constraints, and political stability.

## **Conclusion**

The discourse surrounding women's experiences in Iran, Turkey, and Afghanistan is a crucial arena of analysis that sheds light on the intricate interplay of culture, religion, politics, and social dynamics. This examination has revealed that women's identities and roles are constructed and reconstructed within a complex web of nationalist, religious, and patriarchal ideologies, which both shape and are shaped by historical and contemporary contexts.

In Iran, the juxtaposition of pre-revolutionary and post-revolutionary ideals of womanhood showcases the government's manipulation of gender constructs to serve its political objectives. The interweaving of nationalism and Shi'a identity has reinforced distinct masculine and feminine ideals, placing women as submissive wives and mothers. However, the emergence of

the "woman, life, freedom" movement and the courage of Iranian women to challenge the imposed norms exemplify the potential for change even within the most stringent of regimes.

Across the border in Turkey, the struggle for women's rights reflects the tug-of-war between a modernizing state and deeply rooted societal norms. Despite the success of early family planning policies and women's increased access to education and employment, recent pronouncements advocating larger families have raised concerns about regressive gender dynamics. The ongoing fight of Turkish women for autonomy and gender equality embodies the ongoing negotiation between traditional values and contemporary aspirations.

Meanwhile, Afghanistan's tumultuous history of conflict, foreign intervention, and conservative religious beliefs have cast a shadow over women's rights. The rise of the Taliban in 2021 and their draconian restrictions on girls' education and women's work highlight the persistent challenges faced by Afghan women in their pursuit of freedom and empowerment. Nevertheless, the resilience of Afghan women and the gains made in reproductive healthcare and education demonstrate that progress, no matter how incremental, can be achieved even in the face of adversity.

The prospects for women's rights and gender dynamics in these societies are both complex and hopeful. Ongoing social, political, and cultural shifts contribute to an evolving landscape with potential for progress. In Iran, the legacy of the "woman, life, freedom" movement continues to serve as a rallying cry, sparking conversations around individual agency, autonomy, and gender equality. The power of technology and globalization has further enabled connections between women across borders, fostering solidarity and shared aspirations.

With its history of societal transformations, Turkey is poised for further change. The push and pull between traditional norms and the momentum towards modernization signify a society in flux. The activism and voices of Turkish women, bolstered by international support and collaboration, are pushing against regressive policies and advocating for women's full participation in all spheres of life.

In Afghanistan, the Taliban's return to power has cast a shadow over women's rights. However, history has shown that Afghan women are resilient and tenacious. Despite the challenges, they have made gains in education and healthcare. The global community's vigilance and support for Afghan women's rights, combined with the determination of Afghan women themselves, could pave the way for a more equitable future.

For these societies to move towards greater gender equality and women's empowerment, a multifaceted approach is essential. Legislative reforms that safeguard women's rights and ensure equal opportunities are crucial. Educational initiatives that challenge traditional gender roles and foster critical thinking can reshape societal attitudes. As a powerful tool for shaping perceptions, media must play a role in portraying diverse and empowered representations of women.

Progress requires a collaborative effort involving governments, civil society, international organizations, and individual activists. The push for women's rights and gender equality must transcend national boundaries, creating a shared movement that empowers women and transforms societies. The voices and agency of women, amplified by global solidarity, can drive change that dismantles oppressive gender constructs and fosters inclusive societies.

In conclusion, the ongoing conversations about gender, sexuality, and women's rights in Iran, Turkey, and Afghanistan are pivotal and must continue. By embracing a more comprehensive exploration of these themes, we contribute to an ongoing dialogue that has the power to reshape the narrative of women's lives in these complex societies and foster positive change. The prospects are multifaceted, and while challenges persist, the collective determination to create more inclusive and equitable societies paves the way for a brighter and more empowered future for women in these regions and beyond.

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