

*This is a tentative course description only, so some changes are likely.*

**Contemporary Issues in Feminism:  
Gender Studies of Women, Peace and Conflict in Global Settings  
Women's Studies, WOST 4001  
Mount Allison University, 2009**

**Dr. Marie Hammond Callaghan**

**Day / Time / Location:** THURS. 2:30-5:20 pm, DUNN 104  
**Office Location:** Room 201, History Department, Hart Hall.  
**Office Phone / E-mail:** 364-2414 / mhammond@mta.ca  
**Office Hours:** Tues / Thurs. 1:30- 2:30 pm; Mon. / Wed. 2:30-3:30pm;  
**OR By Appointment**

Course Overview:

This course will explore contemporary international feminist scholarship on gender, violence, war and militarism with a special focus on women's global peace activism – both within NGOs and at the United Nations. In particular, it will investigate women's experiences and roles in a variety of conflict settings – especially in relation to social constructs of femininity and masculinity. A key focus of this course is to review critical debates on women's relations to peace and violence and examine relevant theoretical frameworks in feminist literature including analyses of: gendered discourses on war and peace-making; feminist and nationalist perspectives; and gendered continuums of violence. Within these contexts, this course will draw upon select case studies (eg. Northern Ireland) to examine issues around women's 'agency' and 'experience' in conflict settings - as soldiers, militants, suicide bombers, military wives, peace-makers, mothers and civilians.

By investigating women's diverse experiences and responses to conflict, this course will provide an important 'forum' for debating feminist issues and perspectives on war and peace. Some fundamental questions may include:

- What is women's relation to peace - in theory as well as in historical and contemporary practice?
- In what ways does feminist theory address women's peace activism or militarism?
- Should feminism support women's participation in militarism?
- Are 'patriarchy' and 'militarism' inextricably linked?
- What might feminist theorists, as well as peace studies and international relations scholars have to say about the role of 'imperialism' in militarism?
- How do revolutionary, nationalist / ethnic struggles for justice and self-determination challenge feminist pacifism?
- What role(s) should feminism play in transforming the social, economic and political landscapes shaping conflict?
- How do critical social factors such as class, race, ethnicity, culture, national identity and sexuality shape women's experiences and responses in conflict settings?
- To what extent have women's peace and social movements challenged dominant global economic, political and military systems (including the military industrial complex) in contemporary societies?

These questions and more will be pursued through a combination of lectures, videos and seminar discussions.

Prereq: Preference will be given to students completing a minor in Women's Studies (those who have completed WOST 2001 and WOST 3001), as well as students who have third year standing with 6 credits from at least one or two of the following courses: HIST 3380, POLS/ INLR 2301, POLS 3031, and INLR 3001.

**Required Texts:**

Cockburn, Cynthia. *From where we stand: War, Women's Activism & Feminist Analysis*, London: Zed Books, 2007.

Enloe, Cynthia. *The Curious Feminist: Searching for Women in a New Age of Empire*, University of California Press, 2004.

Giles, Wenona and Jennifer Hyndman (eds) *Sites of Violence: Gender and Conflict Zones*, Berkeley CA: University of California Press, 2004.

Rostami-Povey, Elaheh. *Afghan Women: Identity and Invasion*, London: Zed Books, 2007.

**Reserve Readings:**

- Required and optional texts may be placed on reserve in the Library.
- Some selected readings will be placed on reserve from the further suggested readings.

**Course Evaluation:**

- Seminar Attendance / General Participation – 20 %
- Three short oral presentations / Leading seminar – 25 % - Individual due dates
- Short Critical Assignment / Book Critique – 25 % Due Feb 19
- Research Essay - Gender, Peace & Human Rights Issues - 30 % - Due 26 March

**Further Suggested Texts:**

Braig, Marianne and Sonia Wolte (eds) *Common Ground or Mutual Exclusion? Women's Movements & International Relations*, London/ New York: Zed Books, 2002.

Cooke, Miriam and Angela Woollacott (eds). *Gendering War Talk*, NJ: Princeton Un. 1993.

Enloe, Cynthia. *Globalization and Militarism: Feminists Make the Link*, Rowman and Littlefield Publishers, Inc., 2007.

Jacobs, S., R. Jacobson and J. Marchbank (eds). *States of Conflict: Gender, Violence and Resistance*, London: Zed Books, 2000.

Franklin, Ursula. *The Ursula Franklin Reader: Pacifism as a Map*, Toronto: Between the Lines publishing, 2006.

Henderson, Sarah L. and Alana S. Jeydel. *Participation and Protest: Women and Politics in a Global World*. NY: Oxford University Press, 2007.

Lorentzen, Lois Ann & Jennifer Turpin (eds). *The Women and War Reader*, NY: New York University Press, 1998.

Joseph, Ammu and Kalpana Sharma (eds) *Terror, Counter-terror: Women Speak Out*, London: Zed Books, 2003.

Moser, Caroline O.N. and Fiona C. Clark (eds) *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*. London and NY: Zed Books, 2001.

Parpart, Jane & Marysia Zalewski (eds) *Rethinking the Man Question: Sex, Gender and Violence in International Relations*, London: Zed Books, 2008.

Riley, Robin, Chandra Talpade Mohanty and MB Pratt (eds). *Feminism and War: Confronting U.S. Imperialism*, London: Zed Books, 2008.

Sadig Al-Ali. *Iraqi Women: Untold Stories from 1948 to Present*, London: Zed Books 2008.

Shepherd, Laura J. *Gender, Violence and Security*. London: Zed Books 2008.

Sjoberg Laura & Caron E. Gentry. *Mothers, Monsters, Whores: Women's Violence in Global Politics*, London: Zed Books 2008.

Sjolander, Claire Turenne, Heather Smith and Deborah Stienstra (eds) *Feminist Perspectives on Canadian Foreign Policy*, TO: Oxford University Press, 2003.

Waller, Marguerite R., and Jennifer Rycenga (eds) *Frontline Feminisms: Women War and Resistance*, NY and London: Garland Publishing, 2000.

## **Seminar Format and Requirements**

This seminar shall consist of weekly in-depth discussions of the central issues in the readings, in which we will analyze and critique them. All readings are to be done by class time on the day they are due. In addition to our discussion of assigned readings, this course will also include examination of relevant audio-visual material and student presentations. Note: Because this is a small senior seminar, it is imperative that students adequately prepare, attend, and participate. Only medical notes may be acceptable where illness prevents attendance / participation.

### **General Preparation and Participation (20%):**

This course is based on extensive reading and discussion of a wide variety of material. (Students may be expected to read up to approx. 80-100 pages per week) It is imperative that students come to class prepared to discuss and analyze the material assigned for that week. This means you should have read all of the materials, taken notes on them (including noting areas where you have questions or would like clarification), and devised your own questions to stimulate group discussion. Your notes should enable you to discuss each author (by name), her/his central points, and specific examples you want to mention from her/his work. If you are making a presentation, you should have an organized plan, a sense of timing, and any appropriate handouts.

Asking Questions: Part of your preparation/participation grade will be tied to your role in leading discussion into areas that interest you. Thus, each class period, you must bring to class a written question relating to the reading material for that day. You will bring two printed copies of your question (with your name on it) to share with the class including me. Part of class time will be spent asking and discussing questions that students provide. The goals of this activity are these: 1) to involve each of you in discussion; 2) to force you to critically interact with the material; 3) to personally invest each of you in the content of the course. You will turn in your questions at the end of each period, and you will also get credit for your level of participation in class discussion. Students will be assessed on how their comments and questions reflect careful reading, comprehension of the material, thoughtful critique, and original analysis. (Simply talking in class does not necessarily constitute informed participation). You will also be expected to guide conversations toward your issues so that we can cover everyone's ideas.

### **Oral presentation(s) / Leading Seminar (25%)**

There may be up to three short (approx. 10-15 minute) presentations per student – providing brief summaries of an article within the readings or presenting original research. A schedule of individual due dates will be compiled once classes have commenced.

**Short Critical Assignment on Elaheh Rostami-Povey, *Afghan Women: Identity and Invasion*, London: Zed Books, 2007 - Due 19 Feb**

Students will complete a critique of this book– engaging relevant course themes, perspectives and sources - following guidelines provided.

This paper should *draw upon any required or suggested readings in the course syllabus* relevant to discussing key themes and issues arising from the assigned book. Students are also encouraged to consult relevant materials outside this course – especially recent journal articles.

Overall, students should draw upon *at least 4 sources* (besides this text) to furnish a context for their critique of this book.

Length/ format: *6 pages (double-spaced) / 11-12 font*. This is a suggested length guideline – not including title page and works cited list.

### Assignment Guidelines

A ‘critique’ of a book is not primarily a summary. Rather, it **analyses, comments on and evaluates** the work. In this course assignment, you should situate the work in the light of specific issues and theoretical concerns being discussed in the course.

Your review should show that you can recognize **arguments** and engage in **critical thinking** about the course content. Keep questions like these in mind as you read, make notes, and then write the review or critique:

1. What is the specific **topic** of the book or article? What overall **purpose** does it seem to have? For what **readership** is it written? (Look in the preface, acknowledgements, reference list and index for clues about where and how the piece was originally published, and about the author's background and position.)
2. Does the author state an explicit **thesis**? Does he or she noticeably have an axe to grind? What are the **theoretical assumptions**? Are they discussed explicitly? (Again, look for statements in the preface, etc. and follow them up in the rest of the work.)
3. What exactly does the work **contribute** to the overall topic of your course? What general problems and concepts in your discipline and course does it engage with?
4. What **kinds of material** does the work present (e.g. primary documents or secondary material, personal observations, literary analysis, quantitative data, biographical or historical accounts)?
5. **How** is this material used to demonstrate and argue the thesis? (As well as indicating the overall argumentative structure of the work, your review could quote or summarize specific passages to describe the author's presentation, including writing style and tone.)

6. Are there **alternative ways** of arguing from the same material? Does the author show awareness of them? In what respects does the author agree or disagree with them?
7. What theoretical issues and topics for **further discussion** does the work raise?
8. What are **your own reactions and considered opinions** regarding the work?
  - Browse in published scholarly book reviews to get a sense of the ways reviews function in intellectual discourse. Look at journals in your discipline or general publications such as *University of Toronto Quarterly*, *London Review of Books*, or *New York Review of Books* (online at <[www.nybooks.com/nyrev/archives.html](http://www.nybooks.com/nyrev/archives.html)>).
  - Some book reviews summarize the book's content briefly and then evaluate it; others integrate these functions, commenting on the book and using summary only to give examples. Choose the method that seems most suitable according to your professor's directions.
  - To keep your focus, remind yourself that your assignment is primarily to discuss the book's treatment of its topic, not the topic itself. Your key sentences should therefore say "This book shows...the author argues" rather than "This happened...this is the case."

*Prepared Fall 1999 by Dr. Margaret Procter, University of Toronto Coordinator of Writing Support  
Over 60 other files giving advice about university writing are available at <<http://www.utoronto.ca/writing>>*

**Research Essay on Gender, Conflict, Human Rights and Security Issues - Due 26 March**  
**(Student Presentations on Projects – 2 April) Value: 30 %**

This assignment includes a 10-12 page essay (not including title page) and a brief class presentation summarizing your research / analysis and argument.

Your paper should display an understanding of the relevant discussions and lectures provided on those issues and questions that apply to your topic. To this end, it should draw upon relevant course materials, but also reflect original research by providing at least 6-8 relevant sources independently - outside the course including at least 4 recent scholarly journals. You are particularly encouraged to consult recent journals in Women's Studies, Feminist Theory and Feminist Perspectives in International Relations / Politics. (Please See a List of such journals below, Syllabus, pp.19-21).

Students are required to examine gender issues on any of the following topics in relation to specific global conflict settings (eg. Sudan, Post-Yugoslav States, Afghanistan etc)

An important part of this assignment, involves student analysis of key problems, debates, perspectives and strategies in the context of relevant feminist theories.

Project #1 – Gender, Armed Conflict / Post-War Reconstruction and Refugees

Project # 2 – Gendered Violence and Women's Rights as Human Rights in War & Armed Conflict

Project # 3 – Sex Trafficking, Prostitution / Sex Work and Militarization.

Project # 4 – Feminist Critiques on Gender and Canadian Foreign Policy: National Security or Human Security?

Project # 5 – Peacekeeping and Gender Issues

Project # 6 – Gender, Militarism, and Nationalism(s)

Project # 7 – Female Soldiers / Militarization of Women in Conflict

Project #8 – Feminist / Gender Perspectives on The Global Trade in Arms (including Canada's role) and Gender Impacts

Project # 9 – Women's Peace Organizing: Motivations and Strategies

Possible Organizations:

The Canadian Voice of Women for Peace

Women in Black (Israel / Palestine OR Former Yugoslavia)

Greenham Common (Britain)

Women's International League for Peace and Freedom (WILPF)

Code Pink

[Any further further details to be provided in class.]

### **Miscellaneous (but really important) items re: Evaluation**

- This type of course requires that all participants be respectful of others' perspectives and opinions. Students who are unwilling to expand their own understandings or challenge traditional research assumptions should not take this course.
- Students are expected to attend all seminar sessions and to have completed the reading and written assignments before the class meeting.
- All written work should be either typed or word processed. Pages should be numbered and stapled together.
- Correct citation and bibliographic information should be provided any time you use the words or thoughts of another, regardless of the formality of the writing assignment. Plagiarism of any sort will result in an automatic "0" for the assignment and, possibly, for the course.
- Students are expected to purchase or find a means to use the texts, and to keep up on the readings. Students who continually fail to do the readings should drop the course.
- Students must complete all the components of the course in order to pass the course; and students must complete all term work by the beginning of the exam period.
- Students who miss assignments/components must provide medical documentation.
- No work will be marked after the grades are submitted. Arrangements must be made with the Registrar for consideration.
- It is the student's responsibility to keep track of 'where we are at' on the schedule. Use the group email list I've set up to find out, to share information, to discuss...
- Work may be penalized 2 marks/day/late up to the total possible value of the grade for that component (also, an assignment may not be accepted after 5 days late if no medical note is forthcoming).

**Please Note Well:** If illness or compassionate reasons have prevented a student from submitting / completing any course work by the last day of classes, it is the student's responsibility (not the instructor's) for: initiating communication about the situation, for submitting medical documentation; and for making arrangements with the Registrar, in conjunction with the instructor, to complete course work or settle on a final grade. In the absence of timely and adequate communication and documentation, the instructor is not required to accommodate the student. After the examination period, a grade – based on completed work will be assigned – and the student will need to take up the matter with the Registrar. (See Academic Regulations Under Section 6 - for student responsibilities in these and related matters).



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**Contemporary Issues in Feminism:  
Gender Studies of Women, Peace and Conflict  
Women's Studies, WOST 4001 Course Syllabus**

**PART I - INTRODUCTION TO COURSE**

**8 Jan - Course Overview & Introductions**

**15 Jan – An Orientation to Critical Feminist Perspectives on Gender, Violence, Security, Foreign Policy and International Relations [Students present one article (est. 10-15 min) each]**

Required Reading(s):

Enloe, Cynthia. “Introduction: Being Curious About Our Lack of Feminist Curiosity” and “Becoming a Feminist: Cynthia Enloe in Conversation with Three British International Relations Scholars” in Cynthia Enloe, *The Curious Feminist: Searching for Women in a New Age of Empire*, University of California Press, 2004: pp1-13 & 155-192.

Articles for Individual Presentations:

Eric M. Blanchard. ‘Gender, International Relations, and the Development of Feminist Security Theory,’ *Signs: Journal of Women in Culture and Society*, Vol. 28, No. 4, 2003: 1289-1312. (On WebCT)

Iris Marion Young, ‘The Logic of Masculinist Protection: Reflections on the Current Security State,’ *Signs: Journal of Women in Culture and Society*, Vol 29, Number 1, Autumn 2003: 1-25. (On WebCT)

Cynthia Enloe, ‘Gender Makes the World Go Round,’ *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, Berkeley and Los Angeles: University of California Press, 1989: 1-18. (Book in Library)

Carol Cohn, ‘Sex and Death in the Rational World of Defence Intellectuals,’ *Signs: Journal of Women in Culture and Society*, Volume 12, no. 4, Within and Without, Women, Gender and Theory, (Summer 1987) pp. 687-718. (On WebCT)

Stienstra et al, ‘Taking Up and Throwing Down the Gauntlet: Feminists, Gender and Canadian Foreign Policy,’ in Sjolander, Claire Turenne, Heather Smith and Deborah Stienstra (eds) *Feminist Perspectives on Canadian Foreign Policy*, TO: Oxford University Press, 2003: 1-11. (Book in Library)

Cynthia Cockburn, ‘The Continuum of Violence,’ in Giles, Wenona and Jennifer Hyndman (eds) *Sites of Violence: Gender and Conflict Zones*, Berkeley CA: University of California Press, 2004: 3-44. (Course Text / Book in Library)

## **22 Jan – Feminist Perspectives on Gender, Power and Conflict**

### Required Reading(s):

Enloe, Cynthia. “The Surprised Feminist” and “Margins, Silences and Bottom Rungs: How to Overcome the Underestimation of Power in the Study of International Relations ” *The Curious Feminist*, pp13-42.

Cockburn, Cynthia. “Introduction” and “Chapter 9: Gender, Violence and War: What Feminism says to War Studies,” *From where we stand: War, Women's Activism & Feminist Analysis*, London: Zed Books, 2007: 1-12 and 231-259.

W. Giles and J. Hyndman, ‘Introduction: Gender and Conflict in a Global Context’ in Giles, Wenona and Jennifer Hyndman (eds) *Sites of Violence: Gender and Conflict Zones*, Berkeley CA: University of California Press, 2004: 3-20.

## **PART II - WOMEN, CONFLICT AND MILITARISM: STRUCTURAL AND CULTURAL DIMENSIONS OF VIOLENCE**

## **29 Jan – Global, Economic and Gendered Dimensions of Violence: The Military Industrial Complex, ‘Militarized Commerce’ and ‘National Security’ [Why We Fight, DVD]**

### Required Reading(s):

Enloe, Cynthia. “The Globetrotting Sneaker” and “Daughters and Generals in the Politics of the Globalized Sneaker” *The Curious Feminist*, pp. 43-68.

Enloe, Cynthia. ‘Chapter 1: How do they Militarise a Can of Soup?’ in *Maneuvers: The International Politics of Militarising Women’s Lives*, 2000, 1-34.

Audrey Macklin, ‘Like Oil and Water with a Match: Militarized Commerce, Armed Conflict and Human Security in Sudan,’ in Giles, Wenona and Jennifer Hyndman (eds) *Sites of Violence: Gender and Conflict Zones*, Berkeley CA: University of California Press, 2004: 75-107.

## **5 Feb – Gendered Impacts of War and Militarized Conflict: Sexual Violence, Refugees, and Post-Traumatic Stress Disorder**

### Required Reading(s):

Enloe, Cynthia. “Whom Do You Take Seriously?” and “Feminist Theorizing from *Bananas* to *Maneuvers*: A Conversation between Cynthia Enloe and Marysia Zalewski ” *The Curious Feminist*, pp. 69-98.

Liz Kelly, ‘Wars Against Women: Sexual Violence, Sexual Politics and the Militarised State’ in Jacobs, S., R. Jacobson and J. Marchbank (eds). *States of Conflict: Gender, Violence and Resistance*, 45-65.

Articles for Individual Presentations:

Sandra Whitworth, "Militarized Masculinity and Post-Traumatic Stress Disorder," in Parpart, Jane & Marysia Zalewski (eds) *Rethinking the Man Question: Sex, Gender and Violence in International Relations*, London: Zed Books, 2008: 109-126.

Asha Hans, 'Escaping Conflict: Afghan Women in Transit,' in Giles, Wenona and Jennifer Hyndman (eds) *Sites of Violence: Gender and Conflict Zones*, Berkeley CA: University of California Press, 2004: 232-248.

Jennifer Hyndman, 'Refugee Camps as Conflict Zones: The Politics of Gender,' in Giles, Wenona and Jennifer Hyndman (eds) *Sites of Violence: Gender and Conflict Zones*, Berkeley CA: University of California Press, 2004: 193-212.

Dubravka Zarkov, "The Body of Another Man: Sexual Violence and the Construction of Masculinity, Sexuality and Ethnicity in the Croatian Media" in Caroline O.N. Moser and Fiona C. Clarke (eds), *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*, London: Zed Books, 2001: 69-82.

Cynthia Enloe, 'When Soldiers Rape' in *Maneuvers: The International Politics of Militarising Women's Lives*, pp108-152.

**12 Feb - Gender Construction(s) in Discourses of Militarism, Imperialism and Nationalism**  
Required Reading(s):

Special Guest Visitor: Mary Condren (PhD. Harvard) Research Associate in Centre for Gender and Women's Studies, Trinity College Dublin, and Director of the Institute for Feminism and Religion, Ireland

Condren, Mary. 'Sacrifice and Political Legitimation: The Production of a Gendered Social Order,' *Journal of Women's History*, Vol 6., No. 4 / Vol. 7, No. 1 (Winter / Spring) 1995: 160-189. (ON WebCT)

Condren, Mary. "War, Religion, Gender and Psyche: An Irish Perspective," in *Holy War and Gender: 'Gotteskrieg' und Geschlecht*" eds. Christina von Braun, Ulrike Brunotte, Gabriele Dietze, Daniela Hrzan, Gabriele Jähnert, Dagmar Pruin, Centre for Transdisciplinary Gender Studies, Humboldt University, Berlin, (New Brunswick, NJ, London: Transaction Publishers, 2006), pp. 143-177. (ON WebCT)

Condren, Mary. "Gender, Religion, and War," in *Religion and the Politics of Peace and Conflict* eds. Linda Hogan and Dylan Lee Lehrke, Princeton Theological Monograph Series (OR. Eugene: Pickwick Publications, Wipf and Stock, 2009), pp. 125-158. (ON WebCT)

Enloe, Cynthia. Part Two: Wars Are Never 'Over There' - "All the Men are in the Militias, All the Women Are Victims: The Politics of Masculinity and Femininity in Nationalist Wars"; "Spoils of War"; "Masculinity as a Foreign Policy Issue"; "What if they Gave a War?..."; "Sneak Attack: The Militarization of US Culture"; "War Planners Rely on Women..."; "Feminists Keep their Eyes on Militarized Masculinity..." *The Curious Feminist*, pp.99-151.

Optional Reading:

Sjoberg, Laura (2007) 'Agency, Militarized Femininity and Enemy Others: Observations From The War In Iraq', *International Feminist Journal of Politics*, 9:1, 82 – 101 (ON WebCT)

**PART III - WOMEN, MILITARISM AND NON-VIOLENCE: GENDERED RESPONSES / FEMINIST ACTIVISM**

**19 Feb – 'Situating Women' in Conflict: A Case Study of Class, Ethnicity and Geo-Political Location(s) in the North of Ireland**

**VIDEO: Titanic Town**

Required Reading(s):

Simona Sharoni, "Rethinking Women's Struggles in Israel-Palestine and in the North of Ireland" in Caroline O.N. Moser and Fiona C. Clarke (eds), *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*, London: Zed Books, 2001: 85-98.

Marie Hammond Callaghan, 'Surveying Politics of Peace, Gender, Conflict and Identity in Northern Ireland: The Case of the Derry Peace Women in 1972', in *Women's Studies International Forum*, Vol. 25, No 1, 2002: 33-49.

Shahnaz Khan, "Afghan Women: The Limits of Colonial Rescue," in Riley, Mohanty and Pratt (eds). *Feminism and War: Confronting U.S. Imperialism*, London: Zed Books, 2008.

**26 Feb - WINTER BREAK**

**5 March – The Nuclear Threat, Vietnam, and Other Global Conflicts: A Case Study of the Canadian Voice of Women for Peace (VOW)**

**VIDEO: VOW: The First Thirty Years**

Required Reading(s):

Barbara Roberts, 'Women and Peace Activism in Canada' in *Beyond the Vote: Canadian Women and Politics*, eds L.Kealey and J. Sangster, University of Toronto Press, 1989, pp276-308.

Cockburn, Cynthia. "Chapter 8: Choosing to be Women: What war says to feminism," *From where we stand: War, Women's Activism & Feminist Analysis*, London: Zed Books, 2007: 206-230.

Ann Denholm Crosby, 'Myths of Canada's Human Security Pursuits: Tales of Tool Boxes, Toy Chests, and Tickle Trunks,' in Sjolander, Claire Turenne, Heather Smith and Deborah Stienstra (eds) *Feminist Perspectives on Canadian Foreign Policy*, TO: Oxford University Press, 2003:

## **12 March - Women's Anti-militarist / Resistance Movements – Part 1**

### Required Reading(s):

Cockburn, Cynthia. "Chapter 1: Different Wars, women's responses" and "Chapter 3: Against Imperialist Wars: Three Transnational Networks," *From where we stand: War, Women's Activism & Feminist Analysis*, London: Zed Books, 2007: 13-77.

Cockburn, Cynthia. "Chapter 7: Towards Coherence: pacifism, nationalism and racism" *From where we stand: War, Women's Activism & Feminist Analysis*, London: Zed Books, 2007: 181-205.

### Articles for Student Presentations

Margaret L. Laware, Circling the Missiles and Staining Them Red: Feminist Rhetorical Invention and Strategies of Resistance at the Women's Peace Camp at Greenham Common, *NWSA Journal*, Vol. 16 No. 3 (Fall), 2004.

Rachel V. Kutz-Flamenbaum, (2007) Pink Ladies and Raging Grannies: Feminist Performance Activism in the Contemporary Anti-War Movement. *National Women's Studies Association Journal* 19(1):89-105.

Shadami, Erella. "Between Resistance and Compliance, Feminism and Nationalism: Women in Black in Israel" *Women's Studies International Forum*, Vol. 23, No1, 2000: 23-34.

Deborah Stienstra, 'Gendered Dissonance: Feminists, FAFIA, and Canadian Foreign Policy,' in Sjolander, Claire Turenne, Heather Smith and Deborah Stienstra (eds) *Feminist Perspectives on Canadian Foreign Policy*, TO: Oxford University Press, 2003: 198-215.

Cockburn, Cynthia. "Chapter 4: A Refusal of Othering: Palestinian and Israeli Women," *From where we stand: War, Women's Activism & Feminist Analysis*, London: Zed Books, 2007: 106-131.

## **19 March – Women's Anti-militarist / Resistance Movements – Part 2**

### Required Reading(s):

Cockburn, Cynthia. "Chapter 6: Methodology of Women's Protest" *From where we stand: War, Women's Activism & Feminist Analysis*, London: Zed Books, 2007: 156-180.

Sara Ruddick, "'Woman of Peace': A Feminist Construction" in *The Women & War Reader*, pp213-226.

**26 March – UN Resolution 1325 – Feminist Activism for Peace, Non-Violence, Democracy and Social Justice (Research Essays Due)**

Required Reading(s):

Cockburn, Cynthia. “Chapter 5: Achievements and Contradictions: WILPF and the UN,” *From where we stand: War, Women's Activism & Feminist Analysis*, London: Zed Books, 2007: 132-155.

United Nations Resolution 1325 (31 October, 2000) Class Handout

Carol Cohn, “Feminist Peacemaking” *The Women’s Review of Books*, Vol 21, no. 5, Feb. 2004, pp. 8-9. (Online)

Website connection for Women’s International League for Peace and Freedom  
<http://www.peacewomen.org/un/UN1325>

**2 April – Exploring Gender, Peace and Post-war Reconstruction (Brief Student Presentations on Research Essays - Gender, Conflict, Human Rights & Security)**

Required Reading(s):

Enloe, Cynthia. Part 3: Feminists After Wars...: “Women After Wars ”; “Demilitarization... ”; A feminist Map of the Blocks on the Road to Institutional Accountability”; “When Feminists look at Masculinity and the Men who Wage War...” ; and “ Updating the Gendered Empire: Where are the Women in Occupied Afghanistan and Iraq”, *The Curious Feminist*, pp.193-268.

Wenona Giles and Jennifer Hyndman, ‘New Directions for Feminist Research and Politics,’ in Giles, Wenona and Jennifer Hyndman (eds) *Sites of Violence: Gender and Conflict Zones*, Berkeley CA: University of California Press, 2004: 301-315.

**9 April - Course Review and Conclusion**

## **Journals – Special Issues on Women, Gender, Peace and Conflict**

Special Issue: Feminism & Peace, *Hypatia*, v.9, n2, Spring 1994.

Special Issue: *Peace and Change*, v. 20, n.1, 1995.

Special Issue: Rethinking Women's Peace Studies, *Women's Studies Quarterly*, v23, Nos 3&4, 1995.

Special Issue: Women in Conflict Zones, *Canadian Women's Studies*, v19, n4, Winter 2000.

Special Issue: Women and Peace-Building, *Canadian Women's Studies*, v22, n2, Winter 2003.

Special Issue: Gender and Conflict in Post-Conflict Societies, *International Feminist Journal of Politics*

Special Issue: Gender, International Relations and Feminist Security Theory, *Signs: Journal of Women in Culture and Society*, vol 28, no.4, 2003.

Special Issue: Gender and Peace, *Peace and Conflict: Journal of Peace Psychology*, Vol. 8, no.2, 2002.

### **Relevant Journals for this Course include:**

*Alternatives: Social Transformation and Humane Government*

*Canadian Journal of Sociology*

*Comparative Political Studies*

*European Journal of International Relations*

*Feminist Studies*

*Foreign Policy*

*Gender and History*

*Gender and Society*

*Human Rights Quarterly*

*Hypatia*

*International Feminist Journal of Politics*

*International Studies Perspectives*

*International Studies Quarterly*

*International Studies Review*

*Journal of Conflict Resolution*

*Journal of Peace Research*



*Journal of Women's History*

*Media, War and Conflict*

*Millennium: Journal of International Politics*

*Mobilization: The International Quarterly Review of Social Movement Research*

*Peace and Change*

*Peace Research*

*Peace Review*

*Political Science Quarterly*

*Political Studies*

*Race and Class*

*Review of International Studies*

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