

Instructor: Dr. Anne Marie Pois, PhD**Location and Time: Education 138, Wednesdays 3PM-5:30PM****Office Hours: Mondays 1PM-4PM, & by appointment****Office Location: Room 208 in the Hazel Gates Woodruff Cottage, located just north of the Economics Bldg.****Phone: Office: 303.492-0845, Home: 303.449-1041****E Mail: <pois@colorado.edu>**

I. Introduction and Course Objectives.

As we enter the twenty-first century the age old challenge of building a peaceful, just world and ending war and varieties of violent conflict still confronts us. One path to creating a culture of peace is through learning about the nature of war and violence, peace and justice and the interrelationships among these. This course contributes to such a path to building peace by dealing with feminist and pacifist perspectives on women and their connections to peace work, war, and militarism. In addition, we will focus upon historical and contemporary examples of the impact of war upon women and of women's peace activism in a global context. We will explore such questions as: How have feminists, peace activists and/or scholars defined and analyzed issues of peace and war, violence and justice in relation to women? How have the categories of gender, race, and class as well as culture and nationality shaped their thinking? What were women's experiences during some of the wars and conflicts of the twentieth century? How have women worked and organized for peace during the twentieth century? In what ways have they created a peace culture? How have women envisioned a peaceful future?

We will read analytical articles, fiction and first person accounts and share our views through class discussion or a combination of lecture/discussion. In addition to writing short essays based on the reading, students will also have the opportunity to focus more deeply on a topic of interest to them through research and participation in a group presentation and by researching and writing a major research paper. Students may also opt to do service learning for a couple of hours per week by volunteering at an organization/agency that builds a culture of peace and justice and promotes nonviolent solutions to conflict in Boulder. In these ways students will learn about diverse women's gendered understandings of the interrelationships among violence, war and injustice and peace work as they search for a nonviolent and just world. Hopefully, together we can create a supportive and cooperative learning community which will encourage students to develop their ideas through active engagement in reading, discussion, and written work, and for some, by community peace activism.

II. Course Requirements:

1. READING: Students should complete the readings as assigned below in the schedule (and on the assignment sheets which will be distributed). Since this is a seminar and class discussion is one of our principal ways of learning, it is necessary for students **to be prepared for discussions through thoughtful consideration of the reading.**

The reading is from books assigned for the course and also selected articles. You can access the selected articles in two ways: 1) **On webCT which is an internet program available to students at CU** (please see below for instructions) and 2) in the Women's Studies Cottage Reading Room. (you may read materials and the books in the Reading Room, you may not check out or copy materials. The materials are on the "Reserve" Shelf (so-labelled); hours usually are 8-Noon and 1:00-5:00PM.)

There are four books for the course. **These may be purchased at Word is Out Bookstore located at 2015 10th St., Boulder, phone 449-1415.** The hours are 10AM-7PM, Monday-Saturday, 12-5PM, Sunday. (SEE MAP! The store is located on 10th St. just a few doors north of Pearl St [west end of the Pearl St. Mall]).

1. Le Ly Hayslip with Jay Wurts, When Heaven and Earth Changed Places : a Vietnamese Woman's Journey from War to Peace, 1989. (A memoir)
2. Nora Okja Keller, Comfort Woman, 1997. (a novel)
3. Lois Ann Lorentzen and Jennifer Turpin, editors, The Women and War Reader (1998). (Collection of Articles)
4. Helen Zenna Smith, Not So Quiet . . . Stepdaughters of War (a novel, first published 1930, reprinted 1989)

2. CLASS PARTICIPATION: Students are expected to be on time and to attend class regularly and actively participate in class discussions. In order to create a community of active learners, we all must come prepared to discuss the topic and assigned reading. We all have the responsibility to encourage and facilitate the discussions and together we will devise the means to do so. Usually you will have short assignments or exercises related to the reading which will be done either before class meetings or during class and which will be handed in for credit.

Students should contribute to their participation grade by reporting to the class on either **TWO news items relating to the topics of the course and/or on any relevant lectures, workshops or films they attend**. Students may also write up a one-two page description and response paper for extra credit.

Group Presentation: As part of your class participation, students will give group presentations during the semester. Building societies based upon a culture of peace involves creating and using processes of cooperation, mutual responsibility and nonviolent conflict resolution. In an effort to explore and create such processes in our own learning community, students will work together in groups on presentations which they will give on various classes during the semester. The groups will consist of four-five people who will develop more deeply a topic/theme related to the topic of that day's class. Students will sign up for groups the second week of class. The groups will meet outside of class and with the instructor to decide upon each individual's contribution, the research that needs to be done, the format of the presentation, etc. See the GUIDELINES handout for the particulars.

When students are absent they should be in touch with the instructor about what they have missed and any make-up work. **Since class discussion is such a important part of your grade, more than two absences will lower your grade.** I encourage you to be in contact with me if emergencies/problems arise.

3. SHORT ESSAYS:

Students will write FOUR 3 page essays during the semester. You will develop an argument or interpretation in your essay based upon an aspect or theme developed in the readings or on a choice from questions provided by the instructor. See the GUIDELINES handout for a few of the particulars.

4. RESEARCH PAPER:

Research Paper: Students will research and write a 9-12 page paper based upon a topic which relates to themes of the course. Students will read at least two books (or the equivalent in articles, other kinds of materials) and any articles as the basis for their research and then write a nine to twelve page essay that is fully referenced. Students are encouraged to pursue projects which might build on their strengths, interests, and/or experiences. I have compiled a bibliography of books at Norlin Library relating to women's peace thinking and activism and involvement in war and international relations which students can find posted on WebCt. The research paper is due **Friday, December 10th at 7:30AM** during our "Final" class. See the GUIDELINES handout for a complete description of requirements.

5. TWO Optional Ways of Completing the Course and Grading: STUDENTS CAN OPT FOR Choices A OR B, below :

Option A. Students choosing option A will do all the required work listed in the syllabus; i.e. they will write the four essays, do the reading and participate in discussions, and do the group presentation and the individual research paper.

Option A grading is based upon the following criteria and percentages:

25% Class Participation (of which the group presentation counts 15%)

40% Four Short Essays

35% Research Paper

Option B. An Opportunity for SERVICE LEARNING! Students who do the service learning will in addition to their service learning write **two** essays and do all other required work. Students may opt to do two hours of volunteer work/service learning at an organization or agency which relates to our themes of women's peace activism and/or anti-violence. **Look at handout for suggestions.** The student would do TWO hours of work each week for 12 weeks for a total of 24 hours. The student is responsible for finding an agency and starting volunteering by the third week of the semester. During one class period at the end of the semester students will report very briefly to the rest of the class about their experiences and hand in a short paper (2-3 pages) which focuses on how the service learning related to the themes of the class and peace activism in general. Your supervisor, your short paper, your presentation, and your attendance will determine your grade for the service learning component. **Students who are interested should see me after the first class! A handout with guidelines AND the necessary forms are available.**

Option B grading is based upon the following criteria and percentages:

25% Class Participation (of which the group presentation is 15%)

20% Service Learning

20% TWO Essays (10% each)

35% Research Paper

IV. Course Policies:

1. **Students with Disabilities:** I encourage students with disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury and attention deficit/hyperactive disorder, psychiatric disabilities, to see me within the first two weeks of class so that necessary accommodations can be made to facilitate the learning experience. See me either after class or during my office hours. If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services (DS) early in the semester so that your needs may be addressed. DS determines accommodations based on documented disabilities (303-492-8671, Willard 322, <http://www.colorado.edu/sacs/disabilityservices>).
2. **Attendance and class participation:** Attendance will be taken. More than two absences will lower your grade. Please be in contact with the instructor about any missing work, make-up work, getting the absence excused or any other concerns.
3. **Re-Writing Papers:** Students who turn their essays in on time and receive a grade of “B” or lower will have the opportunity to re-write their essays for a higher grade. Students must see me first and then turn in the re-write within two weeks time. Re-writing involves substantial changes. You are encouraged as well to see me before the essays are due if you’d like to bounce ideas around, work on a focus, your writing, etc.
4. **Late Assignments:** Grades will be lowered when assignments are handed in late. If you face an emergency/problem call me BEFOREHAND and perhaps an extension can be arranged.
5. **Pass/Fail students.** All students are required to do **ALL the assigned work**. If there is missing work it will count as a minus of one to five points. In addition, pass/fail students should put full effort into the group presentation in consideration of the other students in the group. **This is not an ideal class for pass/fail given the requirements of the course.**

V. Using WebCT

We have a WebCT site for our course. “**Web ‘course tools’** is an on-line software program that facilitates the creation of sophisticated web-based educational environments. It can be used to create entire on-line courses, or to simply publish materials that supplement existing courses.” I will be using the program to provide the course materials on line so that you can read them there or print them out. To start, you should find the course syllabus and other relevant handouts posted under COURSE MATERIALS for your viewing pleasure and/or to print out. Hopefully, we will be using other features of this software as well.

Procedure for logging onto the course:

Go To: <http://webct.colorado.edu/>. **There is lots of information and support for students that you can access from this web page. You may want to familiarize yourself with all the aspects of WebCT before you go into our course.**

To get into the course click on “log-on.” You will then be prompted to enter your name and password. **You need to use your identikey login and password.** If you do not know this information go back to the initial WebCT page and click on the information button for logging on—it is quite explicit. One way to find out your identikey is to call the Help Desk at **735-HELP**. The folks at the help desk can help with most of your questions.

Once you have typed in your identikey log-in and password, you will see WMST 3700 and the title of our course, “Perspectives on Women, War and Peace Activism” listed under your name. Click on the course and then a page will open with a series of icons. Click on “**Course Materials**” **backpack icon** and you will be able to choose from the materials listed there, including the syllabus, handouts, guidelines, exercises, the readings packets, etc. which I have posted. There is also a discussion board which I hope to use with the class.

VI. Schedule of Topics, Readings, Papers, etc.

(The readings may change somewhat—I’ll keep you posted!)

Wed, August 25

Introduction to the course, teacher and student introductions, and considerations on the impact of war on women and about women’s concerns for peace issues, war and violence.

Wed, Sept. 1

Student definitions of conflict, violence, war, and injustice and feminism, nonviolence, justice, and peace activism and how these are interconnected. Further discussion on the Impact of War on Women.

We will view the video, “Regret to Inform” which is an example of the impact of war upon women—in this case the US-Vietnam War.

Students sign up for group presentation—meet your co-presenters

Reading: *Lorentzen & Turpin (Women and War Reader)* Jennifer Turpin, "Many Faces: Women Confronting War," p 3-18.

Due: Assignment #1--Bring a 2-3 page typed essay in which you discuss your definitions of war & violence, peace, and feminism, the interconnections among them and examples from your own experiences and/or observations from reading, the news, etc. We will discuss your ideas! See Assignment #1 handout.

Wed, Sept 8

Feminist and Peace Perspectives on the Meanings of War & Militarism, Violence, and Injustice and the Connections among them.

Reading: **Reading Packet #1 on WebCT and on Reserve in Women's Studies Reading Room 1. Johan Galtung**, "Cultural Violence," from *Violence and Its Alternatives*, eds. Manfred Steger and Nancy S. Lind (NY: St. Martin's Press, 1999): 39-53. **2. Barbara Omolade**, "We Speak for the Planet," from *Rocking the Ship of State: Towards a Feminist Peace Politics*, eds. Adrienne Harris & Ynestra King, (Boulder: Westview Press, 1989): 171-189. **3.**

Lucinda J Peach, "An Alternative to Pacifism? Feminism and Just-War Theory," *Bringing Peace Home: Feminism, Violence and Nature*, eds. Karen Warren & Duane Cady (Bloomington: Indiana University Press, 1996): 192-210. And probably one more!

Wed, Sept 15

Feminist Perspectives on "Warrior" or Militarized Masculinity

Reading: Packet #2 On WebCT & Reserve: 1. Carol Cohn, "'Clean Bombs' and Clean Language," in *Women, Militarism and War*, edited by Jean Elshtain & Sheila Tobias, Savage, MD: Rowman & Littlefield, 1990. (This article is a shortened version of "Sex and Death in the Rational World of Defense Intellectuals" in the journal, *Signs: Journal of Women in Culture and Society*, 1987).

The following three articles are from the early 80s or late 70s and are part of a pathbreaking book, *Reweaving the Web of Life: Feminism and Nonviolence*, edited by Pam McAllister, 1982. These articles were written by activists for the most part and represent the growing concerns of the women's anti-nuclear, pacifist and ecofeminist movement of the 1980s. **2. Helen Michalowski**, "The Army Will Make a 'Man' Out of You." **3. Donna Warnock**, "Patriarchy Is a Killer: What People Concerned About Peace and Justice Should Know." **4. Bruce Kokopeli and George Lakey**, "More Power Than We Want: Masculine Sexuality and Violence."

5. Larry May and Robert Strikwerda, "Men In Groups: Collective Responsibility For Rape," from *Bringing Peace Home: Feminism, Violence, and Nature*, eds. Warren and Cady, pages 175-191.

DUE: ALL STUDENTS HAND IN Short Essay #1 on Wed the 15th or no later than 4:30PM Friday, Sept. 17th in Pois' mailbox at WMST Cottage

Wed, Sept 22

During week of Sept. 22 Student-Instructor Meetings on Research Paper

Feminist and Peace/Nonviolence Definitions and Understandings of Peace and Justice and Building a Peace Culture

Reading: 1. Lorentzen & Turpin, Lynne M. Worhrle, "Silent or Silenced?" p. 343-347,

On WebCT & Reserve: Packet #3--2. Karen Warren and Duane Cady, "Feminism and Peace: Seeing Connections," in *Bringing Peace Home*: 1-15; **3. Elise Boulding**, Selections from *Cultures of Peace*, Syracuse: Syracuse University Press, 2000): 1-7, 89-138 **4. Mohandas K. Gandhi**, *Excerpts from The Essential Writings of Mahatma Gandhi*, **5. bell hooks**, "Beloved Community: A World Without Racism" **6. Aung San Suu Kyi**, "Freedom from Fear." Readings 4-6 From *Violence and Its Alternatives*, eds. Steger and Lind: 293-301; 308-316.

Wed, Sept 29

More Student-Instructor Meetings on Research Paper

Feminist Perspectives on Peace and War and Peace Activism continued

Reading: In Lorentzen & Turpin: 1) Jodi York, "The Truth About Women and Peace," pages 19-25; **2)** Betty Reardon, "Women or Weapons?" p 289-295, **3)** April Carter, "Should Women be Soldiers or Pacifists?" pp. 33-37; **4)** Susan R. McKay, "The Psychology of Societal Reconstruction and Peace: A Gendered Perspective," 348-362.

Case Studies: 5) Mariana Mora, "Zapatismo: Gender, Power and Social Transformation" pages, 164-176

6) Gila Svirsky, "The Impact of Women in Black in Israel," pages 329-336 **7)** Ronit Lentin, "Israeli and Palestinian Women Working for Peace," pages 337-342.

On WebCT or Reserve: Packet #4 8. James P. Sterba, “Feminist Justice and the Pursuit of Peace,” in Bringing Peace Home: 211-223.

Due: Short Essay #2 on Wed the 29th or no later than Friday, Oct. 1 at 4:30 in Pois’ mailbox at WMST Cottage.

Wed, Oct 6

The Gendered Experience of War: British Women’s Experiences during World War I

Reading: Not So Quiet . . ., by Helen Zenna Smith. (at Word is Out or on Reserve at Norlin or WMST reading room.

Optional: **On Reserve only**, Harriet Alonso, Chapter 3 from *Peace As a Women’s Issue* & Frances Early, “The Historic Roots of the Women’s Peace Movement in North America,” 1986, &

Lorentzen & Turpin, Angela Woollacott, “Women Munitions Makers, War, and Citizenship” p 126.

Due: Short Essay #3 on Wed the 6th or no later than Fri, Oct. 8 at 4:30PM in Pois’ mailbox at WMST Cottage.

Wed, Oct 13

Perspectives on Mothers and Peace and War: Images and Realities

Reading: *Lorentzen & Turpin*, Articles in Part V, “Motherhood, Parenting and War,” pages 213-286.

On WebCT or Reserve: Packet #5 1. Laura Duhan Kaplan, “Woman as Caretaker: An Archetype That Supports Patriarchal Militarism. 2. Alison Bailey, “Mothering, Diversity, and peace: Comments on Sara Ruddick’s “Feminist Maternal Peace Politics,” 88-105. Both articles in Bringing Peace Home: 165-174, 88-105.

Wed, Oct 20

Women’s Peace Activism—“Mothers” and other Women’s Resistance to Injustice in Latin America

“The Mothers of the Plaza de Mayo,” Video

Reading: *Lorentzen and Turpin*, Some Articles in Part V, “Motherhood, Parenting and War,” and Diana Mulinari, “Broken Dreams in Nicaragua,” pages, 157-163, & Lois Ann Lorentzen, “Women’s Prison Resistance: Testimonios from El Salvador,” pages 192-202.

Due: Short Essay #4 on Wed the 20th or no later than Fri, Oct 22 at 4:30PM in Pois’ mailbox at WMST Cottage.

Wed, Oct 27

Perspectives on The Impact of Militarization and War Upon Women

Reading: *Lorentzen and Turpin*, Articles in Part II, “Nationalism, Victimization, and War Culture,” pages 41-115.

Wed, Nov 3

The Impact of War Upon Women: An Historical Case—The “Comfort Women” of World War II

Reading: Comfort Woman, by Nora Okja Keller. Video “Silence Broken”

ON WebCT and RESERVE—Packet #6 1. Kazuko Watanabe, “Trafficking in Women’s Bodies, Then and Now: The Issue of Military ‘Comfort Women’” from Peace and Change, A Journal of Peace Research, October, 1995. 2.

Chin Sung Chung, “Korean Women Drafted for Military Sexual Slavery by Japan” and then Testimonies by Survivors, Kim Haksun, Kim Tokchin, Oh Omok, and Yi Okpun, all printed in True Stories of the Korean Comfort Women.

3. In *Lorentzen & Turpin*, Gwyn Kirk and Margo Okazawa-Rey, Making Connections: Building an East Asia-US Women’s Network against U.S. Militarism, 308-322

Due Short Essay #5 on Wed the 3rd or no later than Fri, Nov 5 at 4:30PM in Pois’ mailbox at WMST Cottage.

Wed, Nov 10

Debates on Women “Warriors” in the Military

Reading: *Lorentzen & Turpin*, Part III, “Women in the Military and War Complex” pages 119-154.

On WebCT and Reserve: Packet #7—Selections from “Women and the Military” from Gwen Kirk and Margo Okazawa-Rey, *Women’s Lives: Multicultural Perspectives*, 1998.

Wed, Nov 17

One Woman’s Path from “Victim of War” to Activist for Peace and Reconciliation

Reading: Le Ly Hayslip with Jay Wurts, When Heaven and Earth Changed Places : a Vietnamese Woman's Journey from War to Peace.

Due Short Essay #6 on Wed the 17th or no later than Fri, Nov 19 at 4:30PM in Pois’ mailbox at WMST Cottage.

Wed, Nov 24 No Class—Thanksgiving Break!

Wed, Dec 1

Women's Peace Work in Historical Perspective: Special Focus on the Feminist Anti-Nuclear and Anti-Militarist movement and the Peace Camps of the 1980s.

Reading on WebCT & Reserve: Packet #8 1. Gwyn Kirk, "Our Greenham Common: Feminism and Nonviolence," 2. Gwyn Kirk, "Our Greenham Common Not Just a Place But a Movement," 3. Rhoda Linton "Seneca Women's Peace Camp: Shapes of Things to Come," all in Rocking the Ship of State, Eds. Harris and King, 1989.

Optional: Students may hand in a first draft of major research paper for instructor evaluation.

Wed, Dec 8

Women's Peace & Justice Activism Today

(Possible: Service Learning Presentations)

Friday, Dec, 10 from 7:30AM-10AM "Final Class"

Students will report on their major research essays and give service learning presentations. Students will hand in their major research essays at this final meeting.