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**FLA II: Women and War
Winter 2006**

Professor: Dr. Kim Miller
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 Office: Mitchell Fine Arts, room 212
 Office Hours: 11 – 3 Mondays; 11 – 1 Wednesdays, and by appointment

Class meets: Tu/Th 3:00 – 4:15

Required Texts:

Jenny Matthews, *Women and War*, University of Michigan Press
 Lois Ann Lorentzen, *Women and War Reader*, NYU Press
 Mary Ann Tetreault, *Women and Revolution in Africa, Asia, and the New World*, University of South Carolina Press
 Riverbend, *Baghdad Burning: Girl Blog from Iraq*, The Feminist Press
 Victor, Barbara. *Army of Roses: Inside the World of Palestinian Women Suicide Bombers*, Rodale Books

Course Description:

What difference does war make in women's lives? This class will work to describe and analyze the varied experiences of women in conflict and post-war situations. What happens to women in the aftermath of war? What rights do women lose and gain in wartime? Are gender relations transformed during the process of post war reconstruction? What are the effects of war on women's health? What economic, political, or social gains and losses do women experience during war? How do women's responsibilities change during and following conflict? What is the role of the state in sanctioning and using violence against women during war? In considering these questions, we will read and discuss case studies of women's involvement in a broad range of conflict situations, including South Africa, Rwanda, Northern Ireland, Japan, Serbia, Kosovo, Israel, Palestine, and the United States. The scope of our inquiry will include a range of genres, including memoir, historical accounts, testimony at post-war tribunals, critical essays, documentary photography, and film.

In their research papers, students will be asked to focus on a specific conflict situation, and may engage with a wide range of topics, including (but not limited to) the impact of war on women's employment; married life in the military; the recruitment of women into the military; women as perpetrators of violence; the experiences of refugee women; the role of women as peacemakers; women POWs; the role that women's testimony plays in post-war tribunals; and the ability of women to find justice for wartime violations.

Course Requirements and Evaluation:

Topic Analysis: 5%
 Annotated Bibliography: 10%
 Proposal: 10%
 Presentation: 15%
 Research Paper: 20%
 Participation: 20%
 Informal writing: 20%

The Course Policies will cover these areas in more detail, but here are some key factors:

Reading: One of this course's most important goals is to teach and encourage students to read carefully, giving all of the readings and film viewings a great deal of attention and thought. Students' performance in discussions and in written work always depends on their having carefully read the course materials. To be successful in this class, and (as important as being successful) to enjoy this class and the work we will be studying, it is imperative that you complete each assigned reading on time.

Regular attendance: Because our discussions of texts are crucial to the class, and to our understanding and enjoyment of the texts, attendance at every class is required. Missing more than three classes may result in a failing grade. If you know you will have to miss a class, please contact me ahead of time. If you have conflicts that make regular attendance difficult, such as athletic or other extra curricular events, please see me immediately.

Frequent and thoughtful class participation: Classroom discussions depend on students having carefully and thoughtfully read for class. Good participation requires your ongoing engagement with the class materials. Good participation also means listening to and respecting the opinions of others. Your thoughtful contributions will always be welcome. Classroom discussions depend on you to further our understanding of the material by asking questions, raising issues you find interesting, weighing in on suggested interpretations, and suggesting alternative interpretations of the work than those we have already discussed.

Writing: Writing in this class will consist of informal and formal papers.

Informal Writing: Students should spend approximately 30 minutes on informal assignments, which will not be formally revised. Individual informal writings will not receive letter grades.

Formal Writing: Students will be responsible for turning in all steps of the writing process when handing in formal papers. Formal Writing Assignments require that complete drafts be turned in for rewrite conferences with groups and/or me.

All writings, both informal and formal, will be collected in a portfolio and turned in at the end of the term.

No late informal or formal papers will be accepted unless arrangements have been made with me before the due date.

On Academic Integrity:

Academic integrity is central to the mission of this institution. Without honest effort, a leaning community has no substance or validity. All students are expected to maintain the highest standards of academic honesty. No excuses will be accepted for plagiarism, cheating, or any other act that suggests that you have not fulfilled your academic responsibilities in this course.

**Week One: Introductions: Presentation of Participants: Course Structure and Goals
(Writing Goal for Weeks 1 – 3: Develop Topic and write Topic Analysis)**

Tuesday, January 10 – Introduction to the course topic and writing issues

Assignment: Read "Women of Al Qaeda" by Christopher Dickey, *Newsweek Magazine* (handout);
Read pages 1 – 83 in Matthews and select one image (and its accompanying caption) from
Matthews and write an informal about your selection.

Thursday, January 12 – Watch *Women and War*

Assignment: Write informal about the film; start reading *Army of Roses: Inside the World of
Palestinian Women Suicide Bombers*

Week Two: Women's Roles During and After Conflict

Tuesday, January 17 – Discussion of Assignments and Visit by Former FLA Student

View *Footprints of Sorrow* (10 minute film) and *Land of Widows* (11 minute film).

Assignment: Finish reading *Army of Roses: Inside the World of Palestinian Women Suicide Bombers*, write informal.

Thursday, January 19 – Library Visit (class meets at Library). Hand out Topic Analysis assignment

Assignment: Work on topic development. Read Matthews, pages 84 – 135. Select an image of a woman combatant from pages 116 – 135 to research, write about, and discuss in class.

Week Three: Women as Participants in War

Tuesday, January 24 – **List of 5 possible topics due**

Assignment: Readings from *Women and Revolution in Africa, Asia, and the New World*

Thursday, January 26 – Watch *Women in the Combat Zone* (22 minutes). Discuss film and readings.

Assignment: Readings from *Women and Revolution in Africa, Asia, and the New World*

Week Four: Violence Against Women

(Writing Goal for Weeks 4 – 6 Conduct Research and write Annotated Bibliography)

Tuesday, January 31 – Watch *Calling the Ghosts: A Story about Rape, War, and Women*

Assignment: Finish Topic Analysis

Thursday, February 2 – **Topic Analysis Due**

Discuss film. Discuss selected topics. Hand out Annotated Bibliography Assignment.

Assignment: TBA

Week Five: Women Write about War

Tuesday, February 7 – Library Research Workshop

Assignment: Reading from *Women and War Reader*

Thursday, February 9 – Discuss reading

Assignment: Reading from *Women and War Reader*

Week Six: Resistance to War and Forms of Protest

Tuesday, February 14 – Discuss readings. Watch *Rising Above: Women of Vietnam*

Thursday, February 16 – **Annotated Bibliography Due**

*** Required out of class event: Guest speakers, Dr. Timothy Tyson and Anne Braden: “Negroes with Guns: Violence, Nonviolence, and the Future of the United States” Time and location TBA**

Week Seven: Individual and Communal Healing

(Writing Goal for Weeks 7 – 9: Develop and Write Proposal)

Tuesday, February 21 – Discuss Tyson/Braden event

Assignment: Reading TBA

Thursday, February 23 (CAA) – Watch *Gacaca: Living Together Again in Rwanda*

Assignment: Read pages 136 – 185 in Matthews.

Week Eight: Contemporary Perspectives

Tuesday, February 28 – Gary Deaton's “Presentation on Presentations”

12:30 – 1:20 Coleman Recital Hall

4:00 – 4:50 Coleman Recital Hall

Students must attend one presentation

Assignment: Start reading *Baghdad Burning: Girl Blog from Iraq*

Thursday, March 2: Discuss Reading

Assignment: Finish reading *Baghdad Burning: Girl Blog from Iraq*

Week Nine: Contemporary Perspectives

Tuesday, March 7 – Discuss Reading

Thursday, March 9 – Powerpoint Workshop, led by Ms. Sharon DeBrocco, **Proposal Due**

Week Ten – Spring Break

Week Eleven: Presentation of Conference Papers

For the final weeks of class, each student will present a Conference Paper, which will comprise an 18 – 20 minute formal presentation of her research. Three papers will be presented per class period. With each paper, 3-4 students will be assigned to write an informal commentary evaluating the content of the paper, making suggestions for improvement. Students are required to meet with the instructor (outside of class) at least one class period prior to their paper presentation.

Tuesday, March 21 – Three student presentations

Thursday, March 23 – Writing workshop on revision

Week Twelve

Tuesday, March 28 – Three student presentations

Thursday, March 30 – Three student presentations

Week Thirteen

Tuesday, April 4 – Three student presentations

Thursday, April 6 – Three student presentations

Week Fourteen

Tuesday, April 11 – Three student presentations

Thursday, April 13 – Course conclusion and evaluations. Selection of class representatives for FLA conference.

Monday, May 1: Sixth Annual FLA Conference