

Women, War, and Peace
ENG 100, Section 9
Spring 2007
University of Maine
at Farmington
Lee Sharkey, Instructor

Women, War and Peace
Description

How do war and militarism affect women and their dependent children? Are women less violent than men? Do women have a role to play as women in the peacemaking process? Drawing on mythology, literature, visual imagery, case studies, and scholarly analysis across a range of disciplines, this seminar will examine the many faces of women confronting war: its impact and their response. We will conclude by exploring women's growing international presence as war resisters.

Like other first-year seminars and composition seminars, Women, War, and Peace is designed to acclimate first-year UMF students to academic life. You may have heard it said that when you come to college you join an intellectual community. What does that mean, exactly? Here's one way of seeing it: Underlying a liberal arts education is a quest to find out what you need to know to make sense of the world you live in, and to make your way as a citizen of that world. A college education can't map the quest for you, but it can equip you with resources to enter ongoing cultural conversations about what's fundamentally important to you and others with whom you share the planet. The complementary activities of writing and reading are at the heart of this process. Used well, they will help you discover what you think and extend your thinking through dialogue with classmates, instructors, and published authors. Thus, the intellectual community.

The faculty who designed the first-year seminars have developed the following goals so that students will make a successful academic transition to college and will begin to develop habits of life-long learning:

1. Students will be able to think critically, read thoroughly, write effectively, and participate collaboratively in intellectual community.
2. Students will be able to articulate connections they've made across disciplines and into the broader world.
3. Students will demonstrate self-awareness of the skills and abilities needed to successfully move forward in college studies, and be able to think and talk about their own scholarship and learning processes in relation to values, intellectual growth, and life-goals.

In this course, we will move toward these goals within an evolving conversation about the core course questions and the learning process itself.

Nuts and Bolts

The class meets Tuesdays and Thursdays from 8:00-9:30 a.m. in Ricker 116 (Mabel Hastie Lounge).

The email address for the class list-serv is ENG100-009-spring@umf.maine.edu.

My office is Room 202 of the Women's Studies Center, the yellow house at 149 Quebec St., across from the Health and Fitness Center. Office hours are Wednesday 1-5 and Friday 10-11. Please schedule conferences ahead of time by calling x7370 or emailing me at sharkey@maine.edu.

In addition to the regular class time, a few course activities may be scheduled during the common time on Tuesday between 11:30 and 1:00. Individual writing conferences will also be scheduled outside of class time.

This is a writing-intensive course. Expect to put in 8-10 hours a week doing course-related work outside of class.

Laurie MacWhinnie (macwhinn@maine.edu, x7219), the Head of Reference Services at Mantor Library, will assist us with research throughout the semester. Don't hesitate to call on her for help with your projects. We are also fortunate to have in the seminar a third-year student, Siobhann Patrie (siobhann.patrie@maine.edu), who will participate fully in the class and act as an academic mentor. I suspect you will learn at least as much from her as from me.

Women, War, and Peace Course Requirements

Texts

The Bedford Handbook, Seventh Edition, Diana Hacker

Aristophanes' Lysistrata, trans. Jeffrey Henderson (Be sure to get the Henderson translation.)

The Women and War Reader, ed. Lois Ann Lorentzen and Jennifer Turpin

Revolutionizing Motherhood: The Mothers of the Plaza de Mayo, Marguerite Guzman

A collegiate-level dictionary

Other readings on the web and in your course pack

Reader's journal

In this course we will treat writing as a tool for learning rather than a measurement of what you already know. The heart of this enterprise will be your reader/writer's journal. In it you will respond to assigned readings, ask questions, develop your own perspectives, and engage in dialogues of ideas with your classmates. Your formal essays will grow out of your journal entries

In general, a journal entry will be due with each reading assignment; the point is to have you actively engage with texts so you can clearly articulate their arguments and your response to them. If you apply consistent effort to journal writing assignments, you will grow more comfortable and competent as a critical thinker and writer in the course of the semester.

Resource searches to supplement readings

You have entered college at a time when a world of information is at your fingertips. Wonderful as this is, finding, evaluating, and acknowledging sources requires a complex set of skills that few students come to college with. A sequence of searches for resources that supplement our reading, a session with the reference librarians in Mantor Library's Mills Electronic Classroom, and a research project that you design will help you develop these skills. Laurie MacWhinnie, Head of References Services at Mantor Library, is also available to work with you on an individual basis.

Documented essays

Formal papers will derive from journal responses to assigned readings and supplemental research; they are designed to give you room to explore your own ideas and interests:

Essay 1: Analyze what one of the texts we have discussed in the unit "Myths and Counter-myths of Women and War" implies about the relationship of women and war. Working draft due February 1, global revision due February 13, final draft due February 27.

Essay 2: Synthesizing ideas from at least two texts from the unit "Women in the Economy of War," develop and reflect on a question bearing on women's roles in that economy. Working draft due March 8, global revision due March 20, final draft due March 27.

Essay 3: The third essay will grow out of research you undertake about one historical or present-day women's peace initiative. What did it arise in response to? How was/is it constituted? What

can we learn from it? Working draft due April 10, global revision due April 24, final draft due May 1.

Presentation

Your research on the women's peace initiative will also culminate in a 10-minute classroom presentation in which pairs of you teach the class the salient points of what you have learned from that research.

At least five writing/reading conferences with the instructor

You are responsible for preparing for these conferences by figuring out what would be most helpful for us to talk about and for arriving with the relevant material (readings, writing-in-progress, and the like).

Going Public—*Letters to Baghdad*

Since we are studying women's organized efforts to bring peace to a world beset by war, it seems appropriate, if not obligatory, for you to apply what you are learning to the world outside the classroom. This semester, we have the opportunity to contribute to a production of *Letters to Baghdad*, a collaboratively written play about the war in Iraq that premiered last summer in Portland, Maine. On March 23, the play's producer and director, Caitlin Shetterly, will give a one-woman performance of the play in UMF's Alumni Theater. In addition to helping with some aspect of the production (publicity, set making, ticket taking, and so on) you will research and write a short article that's designed to educate the campus about a related issue; we'll hand copies of these articles out at the performance.

Attendance at two or more co-curricular events that offer artistic and/or intellectual nourishment

I will keep you informed of events at UMF and in the Farmington area as I learn of them. Please do the same. If a wonderful event is occurring outside of town we'll do our best to organize a field trip. To get credit for attending an event, you must write a thoughtful paragraph-long response to it and post it to the class list-serv.

Final Reflection

At the end of the semester, you will reflect back in writing on the questions we began the course with and bring to bear what you have learned on your understanding of those questions.

Women, War, and Peace Resources

Let me know when you find good resources to add to this page.

MANTOR LIBRARY

WEB RESOURCES

[Companion website for *Bedford Handbook*](#)

Myths and Counter-myths of Women and War

Boston Phoenix, "[Angel and Whore](#)"

Toronto Star, "[The Real 'Saving of Private Lynch'](#)"

Women in the economy of war

Air Force Times, "[Deployed troops continue to report sexual assaults](#)"

Amnesty International USA, "[Rape as a Tool of War](#)"

BBC News, "[Jihad' Magazine for Women on Web](#)"

["Bringing the Battle Back Home: Linking War and Domestic Violence"](#)

["Chechnya's Deadly Black Widows"](#)

["Death and the Maidens: The Rise of the Female Terrorist"](#)

BBC News, [Terry Boulata audio commentary](#)

["Twilight Zone: Partition Plan"](#) (update on Terry Boulata)

BBC News, [Congo Rape Victims Seek Solace](#)

Cap'n Barb, "[Women in Combat: Why Not?](#)"

Amira Hass, "[Gandhi's Grandson to Kick Off Unarmed Palestinian Campaign](#)"

Haaretz.com, "[Twilight Zone: Partition Plan](#)"

Human Rights Watch: [Women and Armed Conflict](#), [Children's Rights](#)

Institute for Women's Policy Research—"Why Gender Matters in Understanding September 11:

[Women, Militarism, and Violence](#)," by Amy Caiazza

Muneeza Naqvi, "[All-Female Peacekeeper Squad to Deploy](#)"

National Geographic News, "[Female Suicide Bombers: Dying to Kill](#)"

New Statesman, "[Chechnya's Deadly 'Black Widows'](#)"

The Nation, "[Silence = Rape](#)"

["Sex Traffickers Target Women in War-Torn Iraq"](#)

Cythia Gorney, "[A Mothers' War](#)"

Cindy Sheehan, "[An Open Letter to President George Bush](#)"

["Sex traffickers target women in war-torn Iraq"](#)

[Women's Review of Books](#)—see [February, 2004: Women, War, and Peace](#) (valuable articles on a variety of subjects)

Women disrupting the war economy

Lucy Burns, "[Sex Strikes through the Ages: The Legacy of *Lysistrata*](#)"

BBC News: [Colombian Gangsters Face Sex Ban](#)

[Lysistrata Project](#)

[Baring Witness](#)

[Black Sash](#)

[Coalition of Women for Peace \(Israel\)](#)

[Code Pink \(USA\)](#)
[Global Women's Strike](#)
[Greenham Common Peace Camps Songbooks](#)
[Greenham Common: The Women's Peace Camp 1981-2000](#)
[International Women's Day](#)
[Madre: Demanding Human Rights for Women and Families Around the World](#)
[Organizations Concerned with Women's Involvement in Peace Building Efforts](#)
[Organizacion Feminina Popular](#)
[Peace Encampment Herstory Project \(Seneca Falls\)](#)
[Revolutionary Association of Women of Afghanistan \(RAWA\)](#)
[Mano River Women's Peace Network](#)
[Rochester's Raging Grannies](#)
[Sierra Leone: Women, Civil Society and the Rebuilding of Peace](#)
[Soldier's Mothers of St. Petersburg](#)
[Union of the Committees of Soldiers' Mothers of Russia](#)
[Star Network: Women's Economic and Political Leadership](#)
[Umoja: How an African Village is Banning Violence Against Women](#)
[V-Day](#)
[Women in Black: For Justice. Against War](#)
[Women in Black, Belgrade](#)
[Gila Svirsky, Address to the Security Council of the United Nations](#)
[Women's International League for Peace and Freedom \(WILPF\); see Peace Women](#)
[Women Waging Peace](#)—information about women's peace-building organizations worldwide
[Women's Encampment for a Future of Peace and Justice \(Seneca, NY\)](#)

International Reports and Covenants

[Seville Statement on Violence](#)
UNICEF: [Convention on the Rights of the Child](#)
[Unifem: A Portal on Women, Peace, and Security](#)
United Nations Population Fund—[film on war and women's health](#)
United Nations [Security Council Resolution 1325 on Women, Peace, and Security](#)
United Nations, [State of the World's Children 2006](#)
United Nations: [Women, Peace, and Security](#), report by Secretary General Kofi Annan

BOOKS ON RESERVE AT MANTOR LIBRARY

Daniela Gioseffi, *Women on War: An International Anthology of Writings from Antiquity to the Present*
Joshua S. Goldstein, *War and Gender*
Meredith Turshen and Clotilde Twagiramariya, eds., *What Women Do in Wartime: Gender and Conflict in Africa*
Eileen MacDonald, *Shoot the Women First*
Jo Fisher, *Mothers of the Disappeared*
Alice Cook and Gwyn Kirk, *Greenham Women Everywhere: Dreams, Ideas and Actions from the Women's Peace Movement*
Barbara Harford and Sarah Hopkins, eds., *Greenham Common: Women at the Wire*
Jill Liddington, *The Road to Greenham Common: Feminism and Anti-Militarism in Britain since*

1820

Melody Ermachild Chavis, *Meena: Heroine of Afghanistan*