

PEAC 259
Feminist Interrogations of Peace Studies

<p>Dr. Catia C. Confortini Office Hours: Monday/Thursday 4 -5 pm and by appointment Email: cconfort@wellesley.edu</p>	<p>Tuesday/Friday 9:50 am-11:00 am PNW 212 Office Location: Billings Hall 209 Office Phone: 781-283-3474</p>
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Course Description

This is an intermediate level course designed to familiarize students with feminist contributions and challenges to peace studies. From Virginia Woolf to Betty Reardon to Cynthia Enloe, feminists have started social analysis from the lives of women. They have challenged traditional definitions of such central concepts in peace studies as violence, peace, security, and power. This course will put feminist analysis at the center of the study of violence and peace. It will be divided into three parts: in the first part we will learn concepts and develop tools to look at the world through “gender lenses”, a primary task of feminist scholarship and activism. We will look at power and some of the assumptions on which much of peace studies is built and question whether a feminist peace project is possible or desirable. In the second part we will look at women’s experiences of and roles in violence and peace and, through these, start developing ideas about what a feminist peace project should look like. In the third and final part we will explore how feminists have transformed and reconceptualized peace. Ultimately we will see how attention to women compels us to pay attention to all silences and marginalizations, hence to make peace studies a more inclusive and diverse enterprise.

Objectives

- 1) Familiarize yourself with some of the main theorists and theories relevant to feminist peace studies
- 2) Develop and refine “gender lenses” as conceptual tools to analyze issues and topics relevant to peace and justice studies
- 3) Further your research and writing skills to present arguments in a clear and concise fashion.

We will have an in-class anonymous mid-term evaluation to help me assess how well we are working towards these objectives together.

Reaching Me

You are always welcome to call me or come to my office to see me, to discuss issues that concern you, ask questions, complain (though I hope there won’t be much to complain about), or just chat. I will do everything within my power to always be available during my office hours, although sometimes important meetings are scheduled at that time without my consent. I will let you know in advance if that is the case. If my office hours conflict with some of your engagements, feel free to set up an appointment with

me. You can do so by phone or email. Please know that you most likely won't get an immediate response to an email, so try to plan in advance. As a faculty member with other teaching responsibilities who is trying to do research and be a good citizen, I am juggling many responsibilities. At times, I may be able to talk with you in my office at the spur of the moment outside of office hours. Often I cannot. Please ask if this is a good time and do not take it personally if I am busy.

A note about attendance and participation

I became a teacher because I enjoy being a lifelong learner. As such I believe classes offer many learning opportunities for me and I hope the same will be for you. In order for this to be so, however, you need to take responsibility for your own learning, as I commit to my teaching responsibilities. Remember that your committed participation is important to create a learning environment for the entire group (including your instructor!).

Contributing to class discussions, actively listening, posting questions and comments on Sakai and being engaged are part of your participation in this course. I welcome the use of computers during the class for taking notes or if questions come up that require an internet connection and a Google search. However, I trust that you will not use your computer for chatting, emailing, surfing, or doing other classes (or even our class) homework. I also wish to give you a gentle reminder to silence your cell phones before entering class. Finally, since your absence diminishes the quality of resources available for your classmates, attendance is required. Attendance will be taken regularly and excessive unexcused absences (3+) will significantly affect your final course grade. A note from your Dean or doctor is considered a legitimate excuse. An email telling me you will be absent is not.

Religious Holidays

The College recognizes that there are religious days of observance that affect the ability of College community members to participate in work, classes and activities because of specific restrictions associated with those days. Please let me know within the first two weeks of the semester if your class participation will be affected during this semester so that I can work out an appropriate plan with you. Please remember that it is your responsibility to inform me about religious obligations that might interfere with class work.

Students With Special Needs

Students needing disability accommodations should contact Jim Wice, Director of Disability Services, at 781-283-2434, jwice@wellesley.edu, room 316 Clapp Library, to present documentation of a disability and to make requests for accommodations. He will notify me of what accommodations are appropriate. I will be happy to talk with you about your needs but accommodation requests need to start in Disability Services.

Assignments

You are required to attend all classes and come prepared, having done all the readings. For each class, I ask that you post two-three questions and/or reflections inspired by the

readings on the **Sakai Forum** under each week's heading. Your questions will form the basis for our class sessions, therefore it is important that you do the readings in advance and post the questions by the day **prior** to class.

There are five written assignments for this class, two afternoon/evening lectures, and a poster presentation. First, you will choose one of two assigned books (Gwinn's biography of Emily Greene Balch or Knight's biography of Jane Addams) and write a **short review** about it. Your aim is to write a quality review that could be published by a scholarly, peer-reviewed journal. I encourage you to seek publication of the review and will assist you in the process if you are interested in doing so during the semester.

Dr. Gwinn and Ms. Knight will visit Wellesley and give talks on campus on February 15 (Gwinn) and April 12 (Knight). You are required to attend both lectures as part of this course (see times and location below in Course Calendar). The lectures will be *in lieu of* class. Please make sure you reserve those times aside for the lectures and try to reschedule other commitments you might have, including work study. If there are compelling reasons that prevent you from attending either lecture, please come talk to me in advance: you will be given a make-up assignment. Your second written assignment is to write a **response/reflection paper** (600-900 words) on one of these two lectures (**not** the same as your book review).

Third, you will write **two movie reviews** (600-900 words each): lists of suggested movies are below the readings on March 4, but you can choose any two movies that are relevant to our subject, provided that you discuss your choices with me ahead of time.

The final project is divided in two part: a **research paper** (3000-3600 words) on a topic of your choice related to the class and a **poster presentation** of the paper in front of the class. Guidelines for all written assignments will be handed out separately. Please note that there are deadlines for two different stages of your paper writing. This is to assist you in not procrastinating until the last moment to start working on and researching your paper. I cannot give you feedback and help you if you don't do your part on this. I won't accept topic choices or outlines if turned in late, therefore it is in your best interest to respect these deadlines. Your grade on the final project is likely to be affected by how diligently you have pursued your research.

Assessment

- Book Review 15%
- Movie Reviews 20% (10% each)
- Lecture Response/Reflection 10%
- Poster Presentation 20%
- Final Paper 25%
- Participation (including Sakai) 10%

For help with writing and formatting:

Indiana University – <http://www.indiana.edu/~wts/pamphlets.shtml>

Purdue Online Writing Lab - <http://owl.english.purdue.edu/owl/resource/557/01/>

Questions about what constitutes plagiarism? -

http://college.hmco.com/english/plagiarism_prevention.html

Important Dates

Unless otherwise noted all assignments are due by midnight on Sakai or by email

- February 18: Book Review or Lecture Response/Reflection
- March 1: First Movie Review
- March 11: In-class evaluation
- March 15: Choice of Research Topic (one paragraph description)
Second Movie Review
No class
- March 17-27: Spring Break
- March 29: Outline of Research Paper and Poster Presentation
- April 15: Book Review or Lecture Response/Reflection
- April 18: **Boston Marathon!**
- April 19: No Class, Monday schedule
- April 26: Poster Presentations
- April 29: Poster Presentations
- May 3: Poster Presentations
- May 16: Final Paper

* Assignments will lose 1/3 of a full letter grade for each day that they are late (from an A to an A- for example; or an A- to a B+), unless I get a written note from your Dean explaining your valid reason for the delay.

Required Texts

- Kristen E. Gwinn. 2010. *Emily Greene Balch: The Long Road to Internationalism*. Urbana: University of Illinois Press.
- Louise W. Knight. 2010. *Jane Addams: Spirit in Action*. New York: W.W. Norton.
- Cynthia H. Enloe. 2007. *Globalization and Militarism: Feminists Make the Link*. Lanham: Rowman & Littlefield.

All books are available at the College Bookstore, various sellers online, and on reserve at the library. All other class readings are available on Sakai and marked with an asterisk. Additional resources, class communications and assignments will also be posted on Sakai, so please consult the class website regularly at <http://www.sakai.wellesley.edu>.

Disclaimer

I reserve the right to make changes in the syllabus where appropriate. All changes will be announced on Sakai or in class.

Course Calendar

1. January 25

Syllabus Review, Introductions, and Expectations

I) Gender, Feminism, Power, Peace

2. January 28: Clarifying the Terms: Gender, Feminism, Gender Lenses

*Sjoberg, "Feminist IR 101"

*Peterson and Runyan, "Introduction: The Gender of World Politics"

3. February 1: Feminism, Peace, Power

*Carroll, "Peace Research: The Cult of Power"

*Allen, "A Feminist Conception of Power"

4. February 4: Dismantling Dichotomies

*Elshtain, selections from *Women and War*

*Hooper, "Masculinities and Masculinism"

5. February 8: Why Should Feminism Care About Peace Studies?

*Sylvester, "Some Dangers"

*Confortini, "Galtung, Peace, and Gender"

II) Women's Experiences in Peace and Violence

6. February 11: Women's Peace Movements

*Kirk, "Our Greenham Common"

*Cockburn, "Against Imperialist Wars"

7. February 15: Gwinn's Lecture at Multifaith Center, 6:00 – 7:30 pm

Gwinn, *Emily Greene Balch* (read as much as you can of it. Your goal is to finish it by next class session)

8. February 18: Emily Greene Balch

Gwinn, *Emily Greene Balch*

✂ Book Review or Lecture Response/Reflection Due (February 18)

9. February 22: Women and Violence I

*Enloe, "The Laundress, the Soldier, and the State"

*Yuval-Davis, "Symbol and Citizen"

10. February 25: Women and Violence II

- *Sjoberg and Gentry, "Reduced to Bad Sex"
- *Naaman, "Brides of Palestine"

9. March 1: Women and Violence III

- *Kelly, "Sexual Violence During War"
- *Karam, "Women in War"

✂ First Movie Review Due (March 1)

12. March 4: Women and Violence IV

- *hooks, "Violence in Intimate Relationships"
- *Crenshaw, "Mapping the Margins"
- *Lobasz, "Beyond Border Security"

Suggested Films:

- *Calling the Ghosts*
- *Silence Broken*
- *Senso Daughters*
- *Dreamworlds II*
- *Defending our Lives*
- *Sacrifice*
- *Trading Women*
- *City of Dreams*
- *Chain of Love*
- *The Vagina Monologues*
- *Maids and Madams*
- *Yes Ma'am*
- *Company Jasmine*
- *The Life and Times of Rosie the Riveter*
- *Lioness* (request this movie on NExpress in advance)
- *Pray the Devil Back to Hell* (request this movie on NExpress in advance)
- *Las Madres*
- *Beyond Beijing*

III) Transformations: Reading Violence and Peace Through Feminist Lenses

13. March 8: Masculinities and Violence

- *Kaufman, "The Construction of Masculinity"
- *Connell, "Masculinities, the Reduction of Violence"

14. March 11: Gender, Race, Imperialism

- *Woolf, selections from *Three Guineas*
- *Sinha, "Introduction"
- *McIntosh, "White Privilege"

✧ Mid-term Class Evaluations (March 11)

March 15 NO CLASS: PROF. AWAY AT CONFERENCE

✧ Choice of Topic for Poster Presentation Due (March 15)

✧ Second Movie Review Due (March 15)

March 17-27 SPRING BREAK

15. March 29: Feminism and the Environment

- *Detraz, "Environmental Security and Gender"
- *Shiva, selections from *Earth Democracy*

✧ Outline of Research Paper and Poster Presentation Due (March 29)

16. April 1: Feminism, Militarism, Globalization I

Enloe, *Globalization and Militarism*, chs. 1-4

17. April 5: Feminism, Militarism, Globalization II

Enloe, *Globalization and Militarism*, finish reading

18. April 8: Gender, Peace, Human Security

- *Reardon, "Women and Human Security"
- *Enloe, "What If The Gave a War..."
- *Cohn and Ruddick, "A Feminist Ethical Perspective"

19. April 12: Knight's Lecture at the Multifaith Center, 4:15 – 5: 45 pm

Knight, *Jane Addams* (read as much as you can of it. Your goal is to finish it by next class session)

20. April 15: Jane Addams

Knight, *Jane Addams*

✧ Book Review or Lecture Response/Reflection Due (April 15)

April 19: NO CLASS, MONDAY SCHEDULE

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21. April 22: Feminist Peace Education

*Brock-Utne, "A Gender Perspective"

*Lazarus, "Meeting on the Margins"

*Boulding, "New Partnerships: Children and Adults"

22. April 26: Poster Presentations

23. April 29: Poster Presentations

24. May 3: Poster Presentations

25. May 6: Wrap-up + Celebrations