

*****TENTATIVE SYLLABUS IN DEVELOPMENT*****

**McMaster University
PEACE ST 3Z03/WOMEN'S ST 3Z03:
Men & Women in War & Peace
Fall/Winter Term 1 (Sept 06 – Dec 03 2007)
DRAFT Course Syllabus**

Instructor: Julie Marie Hyde (jhyde@mcmaster.ca)
Office Hours: TBA (TSH 725) or by appointment
Course Time/Location: Thursdays 08:30 – 11:20 (KTH B103)

COURSE DESCRIPTION: An examination of how gender and other differences shape our experiences of war and struggles for a more peaceful world.

**Full course description is in development.*

OBJECTIVES: Throughout this course learners will have the opportunity to develop the following capacities, knowledge and skills while critically appraising values. Note: these are not set in stone; learners are encouraged to discuss their own learning needs/objectives with the instructor.

Capacities – learners should come to demonstrate development of the following key capacities:

- Peace literacy (integrated knowledge of core concepts)
- Feminist literacy and a gender perspective
- Self-awareness
- Constructive engagement with a learning community
- Personal agency, autonomy and responsibility
- Holistic/transdisciplinary critical thinking

Knowledge – learners should come to demonstrate an understanding of:

- Basic concepts and ideas that have informed the literature of this course
- The production/reproduction of discourses related to gender, war and peace
- Realities that challenge hegemonic discourses related to gender, war and peace
- Current processes of militarization and “Empire” (particularly as it manifests within a North American context)
- Frameworks and strategies for effectively challenging militarization and working towards peace
- Micro-macro (local-global) connections
- The role of ideology and values in justifying war/violence and cultivating peace

Skills – learners should come to demonstrate the acquisition of the following skills:

- Dialogue, perspective taking, and active listening
- Communicating clearly and coherently in oral and written form
- Critical self-reflection
- Self-directed and collaborative learning
- Systems thinking, critical analysis and synthesis of various perspectives
- Application of theories and concepts to practical case studies/scenarios
- Research design and implementation

Values – to be discussed in class during the first session.

PEDAGOGY: This course will utilize various pedagogical forms (methodologies and strategies) of both peace education and critical feminist pedagogy. It will foster “co-intentional education” wherein all

learners (including the instructor) engage in a continual process of individual and collective action, reflection and dialogue – a process termed “dialogical praxis.”

This learning process will be guided by the following values: the importance of active participation from all learners; respect for the different knowledge of all learners/multiple perspectives; reduction of status hierarchies; the potential creativity of dialogue and group processes; the learning potential of self-reflection; and responsibility to a group for cooperative learning.

The course will utilize a seminar format in which all learners will be responsible for critical engagement with course material and for contributing to the construction of knowledge within the class setting. This form of learning requires an open and cooperative learning environment grounded upon mutual respect. Specific classroom practices and guidelines will be determined collectively during the first session.

TEXTS – Required:

For purchase from the bookstore:

- Courseware for Peace Studies 3Z03
- Additional supplementary text TBD

Additional required and recommended readings may be found on-line.

This course will utilize WebCT as a learning tool on a regular basis. Learners may connect to it at: <http://www.ltrc.mcmaster.ca/webct/index.shtml>

ASSIGNMENTS & EVALUATION: Learners will be evaluated based upon the following:

Short Plenary Presentations (5% x 2)	10%
Critical Response Paper	20%
Final Research Paper	30%
Final Research Paper Presentation	10%
Class Participation	10%
Final Exam	20%

****Specific assignment requirements are in development.**

Specific marking criteria for each assignment will be provided to learners as the course progresses. It is highly recommended that you utilize the marking rubrics and checklists provided to you on WebCT (under “Assignments”).

All submitted work MUST include a TITLE PAGE with the following information: student name, number and email; course code; instructor’s name; and the date submitted. Work submitted without a title page will not be graded.

COURSE POLICIES:

Timeliness with submitted material:

Learners must submit their assignments by due dates. Submissions **will be penalized by 3% of their value per day (including weekends)** unless an extension has been granted by the instructor. Extension requests **must** be placed at least two days before the due date. No assignments will be

marked after the end of term. Late assignments will receive a grade, but no additional comments. Assignments must be submitted in tutorial at the beginning of class. Electronic/email copies of assignments will not be accepted.

The instructor is not responsible for any misplaced assignments – always keep an extra copy of your work. Assignments not submitted in class may be dropped off in the box outside of TSH 726 (the Interdisciplinary Studies Office). **Do not** slip assignments under the instructor’s door – these will not be accepted.

Statement on Academic Integrity:

McMaster Senate requires the following statement to be included in every course outline: Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. **It is your responsibility to understand what constitutes academic dishonesty.** For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.htm.

The following illustrates only four forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations
- Not giving appropriate references in reports or presentations to previous work by other people.

All assignments will be evaluated to ensure academic integrity. Academic dishonesty will be treated as a very serious matter in this course and all cases of academic dishonesty will be reported to the Office of Academic Integrity. Please do not hesitate to ask if you are unsure of how/when to site your sources or if you have ANY questions or require assistance.

Course Email Policy:

The course instructor will **only** accept/open emails sent from McMaster email addresses (either the MUSS or UNIVMAIL servers). Emails sent from any other email provider (e.g. Hotmail, Gmail, Yahoo) will not be opened and **will be deleted immediately.**

On-Line Materials:

All course materials (assignment marking rubrics, links to required and recommended readings, etc.) will be made available on WebCT. Please ensure that you have WebCT access. If you do not have access to this course on WebCT, please email the course instructor your MacID.

Addressing Learning Needs:

Do not hesitate to ask for what you need in order to engage fully with this course. The course instructor is here to support, facilitate and guide your learning. In addition, the Centre for Student Development is always available to help students with different learning needs (MUSC B-107; Ext 24711; <http://csd.mcmaster.ca/>). Any learner who requires special arrangements should talk to the course instructor as soon as possible so that the necessary arrangements can made/appropriate services can be provided.

COURSE TIMELINE/READINGS

**Readings schedule is to be modified.*

**Specific assignment due dates are to be determined.*

PART 1: INTRODUCTION:

Session 1: Pedagogies of Transformation

Readings: None

PART 2: DISCOURSES ON GENDER, PEACE & WAR

Session 2: Subjects, Subjectivity & Stories: Women & Men/War & Peace

Readings:

Cooke: "Subvert the Dominant Paradigm"

Butler: "Explanations & Exoneration, or What We Can Hear"

Bethke Elstain: "Thinking about Women and International Violence"

Pierson: "Did Your Mother Wear Army Boots?" Feminist Theory and Women's Relation to War, Peace and Revolution"

Session 3: Processes of Militarization: Personal, Political, Local & Global

Readings:

Enloe: "How Do They Militarize a Can of Soup?"

Tickner: "Gendered Dimensions of War, Peace & Security"

Young: "Feminist Reactions to the Contemporary Security Regime"

Niva: "Tough and Tender: New World Order Masculinity and the Gulf War"

Session 4: Gender on the Global Stage: Empire & Imperialism

Readings

Bederman: "Remaking Manhood Through Race and Civilization"

McClintock: "The Lay of the Land: Genealogies of Imperialism"

Farmanfarmaian: "Did You Measure Up? The Role of Race and Sexuality in the Gulf War"

PART 3: PROBLEMATIZING DISCOURSES

Session 5: Transgressing Borders & Boundaries

Readings:

Sharma: "White Nationalism, Illegality and Imperialism: Border Controls as Ideology"

Randol: "Homeland Security and the Co-Optation of Feminist Discourse"

Agathangelous & Ling: "Power, Borders, Security, Wealth: Lessons of Violence and Desire from September 11th"

Zine: "Between Orientalism and Fundamentalism: Muslim Women and Feminist Engagement"

Session 6: "Just" Warriors I

Readings:

Whitworth: "Militarized Masculinities and the Politics of Peacekeeping: The Canadian Case"

Razack: "Those Who 'Witness the Evil': Peacekeeping as Trauma"

Session 7: “Just” Warriors II

Readings:

Enloe: “The Right to Fight: A Feminist Catch-22”

D’Amico: “Feminist Perspectives on Women Warriors”

Cohn: “Gays in the Military: Texts and Subtexts”

Butler: “Contagious Word: Paranoia and ‘Homosexuality’ in the Military”

Session 8: Sexualized Violences

Readings:

Moon: “Military Prostitutes and the Hypersexualization of Militarized Women”

Kelly: “Wars Against Women: Sexual Violence, Sexual Politics and the Militarized State”

Session 9: Gendered Technologies/The Technology of Gender

Readings:

Cohn: “Emasculating America’s Linguistic Deterrent”

Boose: “Techno-Muscularity and the ‘Boy Eternal’: From the Quagmire to the Gulf”

Masters: “Gendered Defenses, Gendered Offences: What is At State in the Politics of Missile Defense?”

ACTING FOR PEACE: DEVELOPING NEW STORIES & STRATEGIES

Session 10: Examining, Critiquing and Building Frameworks

Readings:

Omolade: “We Speak for the Planet”

Forcey: “Feminist Perspectives on Mothering and Peace”

Ruddick: “The Rationality of Care”

Sylvester: “Some Dangers of Merging Feminist and Peace Projects”

Session 11: Actions for Peace: Case Studies

Readings: TBA

**Research Paper Presentations I*

Session 12: Actions for Peace: Case Studies

Readings: None

**Research Paper Presentations II*

Session 13: Conclusions & Continuations

Readings: None