

Course Syllabus

Peace & Conflict Studies (PACS) 321 **“Gender in War & Peace”**

Winter 2007

When: Tuesdays and Thursdays, 10:00-11:20 a.m.

Where: Conrad Grebel University College, Room 1300

Who: Instructor, Prof. Marlene Epp, mgepp@uwaterloo.ca, 885-0220 x 24257

Office Hours: CGUC # 2124, Tues. & Thurs. 1:00 - 3:00 p.m.

Course Description:

One of the most prominent social constructions of gender is that which sets up a dichotomy between the male provider/warrior and the female peacemaker/caregiver. The waging of war and the making of peace has historically depended on the maintenance of these concepts of gender. Furthermore, the inequalities and power imbalances that lead to situations of conflict, at macro and micro levels, both reflect and reinforce the fundamental inequality between men and women that has existed for most of time. Given that gender is so foundational to human behaviour, it is important for students interested in peace and conflict studies to understand how notions of sexual difference, whether viewed as essential to human nature or constructed according to social and environmental factors, are utilized in the rhetoric and strategy of warfare as well as to further peace efforts.

This course will examine various themes in the history of peace and war using gender as a central category of analysis. Theoretical literature and international case studies will be used to explore how the discourse and enactment of war and peace are influenced by societal constructions of gender, both historically and in the present.

Textbooks (available at UW bookstore):

The Women & War Reader, eds. Lois Ann Lorentzen and Jennifer Turpin. New York University Press, 1998.

PACS 321 Course Reader



Course Schedule:

Week 1 Jan. 4: **Introduction to Gender in War & Peace**

Week 2 **Nature or Nurture? Femininity & Pacifism**

Jan. 9: Women and Peace

Jan. 11: Film – *Anybody's Son Will Do* (NFB, 1983)

Readings:

Turpin, "Many Faces: Women Confront War," W&WR, 3-18

York, "The Truth about Women and Peace," W&WR, 19-25

Carter, "Should Women Be Soldiers or Pacifists," W&WR, 33-7

Scheper-Hughes, "Maternal Thinking and the Politics of War," W&WR, 227-33

Week 3 **Nature or Nurture? Masculinity & Militarism**

Jan. 16: Men and War

Jan. 18: Discussion (Week 2 & 3 Readings)

Readings:

Enloe, "All the Men are in the Militias, All the Women are Victims ...," W&WR, 50-62

Moon, "Gender, Militarization, and Universal Male Conscription in South Korea,"
W&WR, 90-100

Cohn, "Wars, Wimps, and Women: Talking Gender and Thinking War," in *Reader*, 1-11

Klein, "The Military and Masculinities in Israeli Society," in *Reader*, 13-18

DUE: sign-up for written assignment option A or B

Week 4 **Issues of Peace/Pacifism**

Jan. 23: Women's Peace Activism, Past and Present

Jan. 25: Film – *Peace by Peace: Women on the Frontlines* (2003)

Readings:

Alonso, "Dissension in the Ranks ...," W&WR, 296-302

Rupp, "Solidarity and Wartime Violence against Women," W&WR, 303-7

Lentin, "Israeli and Palestinian Women Working for Peace," W&WR, 337-42

Svirsky, "The Impact of Women in Black in Israel," W&WR, 329-36

Week 5 **Issues of Peace/Pacifism**

Jan. 30: Conscientious Objectors, Draft Resisters, and Peacekeepers

Feb. 1: Discussion (Week 4 & 5 Readings)

Readings:

Mazali, "Parenting Troops: The Summons to Acquiescence," W&WR, 272-86

Beilstein, "The Expanding Role of Women in United Nations Peacekeeping," in W&WR, 140-7

Epp, "Heroes or Yellow-bellies? Masculinity and the Conscientious Objector," in *Reader*, 19-24

Whitworth, "Militarized Masculinities and Blue Berets," in *Reader*, 25-40

Week 6 Issues of War/Militarism
Feb. 6: Women and Militarism
Feb. 8: Film – *Rosies of the North* (NFB, 1999)

Readings:

D’Amico, “Feminist Perspectives on Women Warriors,” W&WR, 119-25
Woollacott, “Women Munitions Makers, War, and Citizenship,” W&WR, 126-31
Feinman, “Women Warriors/Women Peacemakers: ...,” W&WR, 132-9
Kovitz, “The Enemy Within: Female Soldiers in the Canadian Forces,” in *Reader*, 42-6
Ehrenreich, “What Abu Ghraib Taught Me,” in *Alternet*, <http://www.alternet.org/story/18740/>

DUE: Option A: Research paper proposal

Week 7 Issues of War/Militarism
Feb. 13: Rape as a War Crime
Feb. 15: Film – *Rape: A Crime of War* (NFB 1996)

Readings:

Rejali, “After Feminist Analyses of Bosnian Violence,” W&WR, 26-32
Copelon, “Surfacing Gender ...,” W&WR, 63-79
Seifert, “War and Rape: A Preliminary Analysis,” in *Reader*, 47-56
Stephanie Nolen, “Not Women Anymore ...”
http://www.stephanienolen.com/dispatches/drc_women.htm

DUE: Option B: Book Review

Week 8 Reading Week – no class

Week 9 Issues of War/Militarism
Feb. 27: War and Civilian Populations
Mar. 1: Discussion (Week 6, 7 & 9 readings)

Readings:

Nordstrom, “Girls Behind the (Front) Lines,” W&WR, 80-9
Reardon, “Women or Weapons?” W&WR, 289-95
Harrison, “Violence in the Military Community,” in *Reader*, 57-67

Week 10 Human Rights and Gender
Mar. 6: Film – *Crimes of Honour* (1998)
Mar. 8: Women & Human Rights

Readings:

Collett, “Afghan Women in the Peace Process,” W&WR, 323-28
Benjamin, “Afghanistan: Women Survivors of War under the Taliban,” in *Reader*, 69-78
Bunch, “Transforming Human Rights from a Feminist Perspective,” in *Reader*, 79-82
Jaising, “Violence Against Women: The Indian Perspective,” in *Reader*, 83-6

Week 11 Nationalism and Gender

Mar. 13: Nationalism and Gender

Mar. 15: Discussion (Week 10 & 11 readings)

Readings:

Peterson, "Gendered Nationalism ...," W&WR, 41-9

Nikolic-Ristanovic, "War, Nationalism, and Mothers ...," W&WR, 234-39

Week 12 Gender Conflict at the Micro Level

Mar. 20: Film – *Gender Wars* (1994)

Mar. 22: Connections between the big picture and personal lives

Readings:

McKay, "The Psychology of Societal Reconstruction and Peace," W&WR, 348-62

Week 13 Summary

Mar. 27: Discussion (summary)

Mar. 29: Take home exam distributed

DUE: Option A: Research paper

DUE: Option B: Media survey report

Course Requirements, Expectations, and other Academic info:

1. *Attendance and Participation:* The main requirement of this course is that you engage as fully as possible with the course material by attending classes; listening attentively to lectures, films, and discussions; participating actively in conversation and debate; and doing the assigned readings.
2. *Assignments:* Understand course requirements and please ask questions if these are not clear. Complete assignments on time. I will do my best to hand them back in a timely manner. Assignments must be handed in to me in class or at the main office at Conrad Grebel by 4:30 on the due date. I will not accept assignments by email. Please plan your academic work carefully, keeping in mind the deadlines for assignments in all your courses. I am generally amenable to requests for extensions in situations of illness, emergencies, or family/personal crises. I do request that you consult me about an extension BEFORE the assignment is due. Assignments that are handed in past the due date without any prior consultation with me will be subject to a grading penalty of 2% per day.
3. *Missed classes:* If you miss a class, it is your responsibility to catch up on missed material. Ask to borrow a classmate's notes, find out where you can view a film, etc. Do not ask me or guests for lecture notes; these will likely not be of much help. Don't come to me and say 'I wasn't in class last week. Did I miss anything?'
4. *Other readings:* Occasionally I will make suggestions about other resources to enhance

your understanding on a particular topic – websites, films, news articles, community events. I will indicate if these are *required* viewing/reading. In many cases, these will be *suggested* resources, that are not requirements of the course but, if you do incorporate your learning from these in assignments and tests, you will get extra marks.

5. *Academic offenses:* Be aware of UW's guidelines on academic offenses, particularly cheating, plagiarism and borrowing. If you do not cite the sources used in your research, you are guilty of plagiarism. Plagiarism is an academic offense at University of Waterloo (policy #71) that can result in disciplinary action towards a student. When I receive an assignment in which plagiarism can be clearly identified, I assign a mark of 0%. For more information about plagiarism and how to avoid it, please see the following document on the Arts Faculty website:
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
6. *ACE:* This course will have a website on ACE. I will use it mainly for posting announcements, sending group or individual emails, and offering web-links for both required and suggested viewing.
7. *Students with disabilities:* The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 11432, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Grade weighting:

Attendance: 15 %

Attendance at all classes is expected. You can expect to receive full marks for attendance if you miss no more than 2 classes. Anything more than that will result in a reduction of marks unless you give me notice for your absence. An attendance sheet will be passed at each class. It is your responsibility to ensure you have signed in.

Final take-home exam: 25 %

There will be no mid-term test. The final exam will be a take-home exam. You will be given a set of essay-style questions in the last week of class, which you will return on a to-be-determined date before the end of the formal final exam period.

Written Assignments: (you must sign up for Option A or B by Jan. 18)

Option A:

Research proposal plus 3000 word (approx) essay **5% + 35% = 40%**

Due: proposal – Feb. 8; final essay – March 29

1. Research and write a 2500-3000 word (approx 10-12 ds pages) formal academic essay on a topic of your choice related to gender in war and peace. Some possible topics include the following:

Survey of literature on masculinity and militarism

History of male conscientious objectors in a particular conflict(s)

A profile of a women's or men's peace organization or movement(s)

A survey of an aspect of gendered human rights violations, in a particular region or cultural context

Discussion of sexual violence (rape, prostitution, etc) during a particular global conflict, past or present

A study of the gender-based causes of a particular conflict, ie. poverty

A historic survey of women's military mobilization in a particular war or national setting

A biography of a particular male or female peacemaker (or warmaker) with attention to gender

2. You should use at least 10 sources (books, articles, websites, etc.) aside from the textbooks. Your bibliography must include at least two of each type of source.
3. You must submit a paper proposal by February 8 that includes: a tentative working title; a paragraph describing the proposed topic, being specific about the parameters of your study, and a preliminary bibliography of at least 5 sources.
4. You must follow proper research essay form and reference your sources with footnotes/endnotes and a bibliography. See attached Guidelines for Essay-Writing.

Option B: (you must do a five-minute class presentation on either assignment 1 or 2)

You can choose to reverse the order of the assignments, if you wish. That is, do the media survey first, then the book review.

1. Book review 20%

Due: Feb. 15 or March 29

Write a 1000-word (4-5 ds pages) review of a published book that in some way deals with the issue of maleness and femaleness in war and/or peace (pretty wide-ranging!). A selection of book options will be posted on ACE; you may propose an alternate book but it must be approved by me. The book review should accomplish the following: summarize the thesis and content of the book; analyse what the book reveals about gender; evaluate the book's merit. Give a 5-

minute in class report on the book. A sign-up for presentations will be circulated. **You will do a class presentation on either 1 or 2.**

2. Media survey 20%

Due: Feb. 15 or March 29

Survey the media throughout the semester for a story or analysis of gender in war/peace. This can be a daily newspaper (from anywhere in the world), a popular magazine, an internet news website, or a TV or radio news report. Drawing on at least two different media sources, analyse the story for what it reveals about gender, according to themes and concepts that have been explored in the course. Write a 1000 word (approx 4 page) essay that summarizes the media piece and offers your gender analysis of the story. Give a 5-minute in class report on what you read, heard, or saw. A sign-up for presentations will be circulated. **You will do a class presentation on either 1 or 2.**

Discussion Questions (for everyone) 20 % total

During five of the classes in the semester, we will have small group discussions that focus on the readings for several preceding weeks. For each discussion, you will submit a set of three questions that have the purpose of stimulating conversation about the ideas and themes raised in the readings for the particular weeks in question. These questions must be typed out and must be in hand for the class discussion (ie can not be handed in at the end of the day, unless you have contacted me otherwise).

Some Guidelines for Essay-Writing

1. The organization of an essay is a key to making the ideas comprehensible to the reader. Creating a simple outline before you starting writing will assist you in making your essay flow smoothly and make sense. Good organization includes an introductory paragraph – stating your intended topic for the essay and your main thesis – and a concluding paragraph that sums up the argument of your paper but doesn't introduce new themes or information.
2. Give one main point per paragraph and try to ensure that paragraphs flow smoothly one to the next. Make sure that the flow of ideas is logical, that is, the ideas of each sentence and paragraph flow naturally from the ideas in the previous sentence and paragraph.
3. Generally speaking, clarity of writing is enhanced with shorter sentences and simple words. Avoid run-on sentences or wordiness. Rather than impressing the reader with big words, your writing should put complex ideas into simple, but not simplistic, terms.
4. Maintain consistency of tenses. For the most part, past and present tense shouldn't appear in the same sentence. Particularly when discussing historical events, use the past tense.

5. Number all pages and include a title page. Double-space your papers and leave adequate margins, at least one inch, on all sides of the page.
6. Use non-sexist inclusive. If you are referring to human beings, use words like humanity, people, persons, rather than man or men. The meanings of words change over time, and many people no longer feel that words like man or men refer to all persons.
7. An academic paper must credit sources that you have used in your paper, using a recognized citation style. I use foot or endnotes with bibliography using University of Chicago style. A foot/endnote is used to provide the source for a direct quotation or when you are referring directly, even in your own words, to an idea taken from another source. Footnotes appear at the bottom of the page while endnotes are listed on a separate page at the end of the paper.
8. Other citation styles, such as APA and MLA style, are acceptable, as long as you are familiar with and use it correctly. Several citation and style guides are available online through the UW Library's Online Reference Shelf. Another good and easy to understand source for citation styles is at the University of Guelph's Learning Commons, especially their fastfacts tip sheets, available here:
[Http://www.learningcommons.uoguelph.ca/ByFormat/OnlineResources/Fastfacts/WritingFastfacts/index.html](http://www.learningcommons.uoguelph.ca/ByFormat/OnlineResources/Fastfacts/WritingFastfacts/index.html)
9. Direct quotations from another source should be used to illustrate or supplement your own words only. Avoid using long quotations to provide basic information, ie who what where.
10. If you do not cite the sources used in your research, you are guilty of plagiarism. Plagiarism is an academic offense at UW (Policy #71) that can result in disciplinary action towards a student. For more information about plagiarism and how to avoid it, please read the following document: "Avoiding Academic Offences":
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
11. Please proofread your papers. It is amazing how many people don't read their essays and thus hand in numerous typos and spelling errors. A spell-check alone doesn't catch everything. I realize that a typing error does not affect the content, but a paper that is sloppy visually and stylistically suggests ideas that are also sloppy. If you are unsure about your writing style, have someone else read your essay to assess its readability. You may know what you are trying to say but does it make sense to someone else. If necessary, edit your paper several times to improve the clarity of your ideas.
12. For more guidelines and help on writing essays, there are numerous links on the UW library website.