***Department of Leadership, Higher and Adult Education***

***Ontario Institute for Studies in Education***

***University of Toronto***

**WOMEN, WAR, AND LEARNING**

**LHA 1146**

**Winter Session 2018**

**Dr. Shahrzad Mojab**

**Tuesdays, 2:00-5:00**

**Room 5-160**

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**COURSE DESCRIPTION AND OBJECTIVE**

Most regions of the world are engulfed in war and conflict. While it is easy to draw the borders of the ‘zones of conflict’ or ‘war zones’, it is rather difficult to discern how these borders divide, save, protect or destroy new communities, identities, nations, and ethnicities. Even more difficult is the tracing of people’s displacement, dispossession, and dispersal as a result of war. For example, in Canada, in the last three decades most of the refugees and immigrants have come from the war zones of Asia, Africa and Latin America. This massive displacement from the three continents and the emergence of new diasporas pose a serious challenge to social institutions including the educational system. For instance, war-zone immigrants and refugees require social services from language training to workforce integration, to access to higher education, which may bridge their lived experiences in ruptured times and spaces. To understand this complexity, we need theoretical positions, which can explain the conflictual, gendered, classed, and racilized nature of this process, and its interconnectedness to the global structures of capitalism, imperialism and colonialism. This course will, thus, draw on theoretical positions such as Marxism and feminism, anti-racist transnational feminism, and critical pedagogies to address how, where, what women learn under the condition of war, occupation, colonization, and violence.

*War* has an expansive definition in this course. It is not limited to nation/state to nation/state militarized conflicts. The historical and structural forms of poverty, settler colonialism, fascism, patriarchy, ‘war-on-terror’ and ‘war-on-women’ constitute forms of war and violence which will be addressed in the course.

The course will cover such general topics as war and violence, women’s participation and role in war and militarism, feminism and peace, neo-liberal ideologies of ‘post-war’ reconstruction and ‘democracy,’ the role of women’s NGOs in re-building shattered lives of women in the aftermath of war, but also perpetuating the ‘imperialist/colonialist feminist’ relations. We will also discuss the women anti-war resistance and activism, and women, violence and learning. More specifically, the course focuses on the impact of war-based violence on women’s learning, and the factors which enhance or impede women’s learning. While there is a vast literature on learning, we are just beginning to inquire about learning under conditions of war, displacement and re-rooting.

Accounting for the impact of war on women’s learning demands a focus on the role of ‘experience’ in the process of learning. Adult learning theories consider ‘experience’ as the critical element for learning. It has been argued that learning from an experience occurs when it personally affects the learner, either by resulting in an expansion of skills and abilities, sense of self and life perspective, or by precipitating a transformation that involves the whole person, and is also subjectively valued by the learner. This relationship between experience and violence has not yet been adequately theorized in the literature on learning. Although there is some literature that inter-relates women to learning-war-diaspora, we try in this course to take a step beyond the fragmented theoretical domain, and engage in analysis that draws on theoretical insights of (adult) education, Marxism, women’s studies, and diaspora studies. The approach will, therefore, be interdisciplinary.

There is unequal regional representation in the course readings. Simply, it is impossible to cover the globe which is burdened with many war and violence related issues. While the covering of war zones is selective, the course takes a theoretically integrated approach by linking the ubiquity of war and displacement with capitalism, imperialism, racism, and patriarchy, and the requirements of these interconnected systems to produce and reproduce globally.

Familiarity with critical feminist theories, adult education learning theories, diaspora theories, critique of resettlement and integration processes in Canada, and the political economy of war, capitalism, and imperialism are an asset for those who take the course. Extra reading and help will be provided for students who need it.

**COURSE POLICIES & GUIDELINES**

*Respecting Our Learning Community*

In teaching/learning settings, I see my role primarily as an analytical and reflective practitioner, planner and facilitator. We all will be involved in a participatory learning effort; your experience and input are as significant as the accumulated knowledge on the topic. This course, like all courses, has its own politics. We will discuss and we will disagree. It is of the utmost importance that we disagree respectfully and engage in productive, generative conversation. The expectation of this course is that students conduct themselves in a collegial and respectful manner in class, out of class, and within on-line formats. Class sessions will operate as seminars. In collaborative learning we depend on one another to make the experience rich and useful. Therefore, I expect you to attend all class sessions and to actively participate in discussions. In order to enrich your participation, you are expected to devote sufficient time to reading, engage deeply with theoretical debates, and accomplishing learning activities prior to class sessions.

*Contacting the Instructor*

Please feel free to contact me via university email (see above for address). Please use your university provided account to communicate with me. Emails will be returned in a timely manner, but not necessarily immediately☺. In lieu of office hours, please contact me to make an appointment if you have a question.

*Extensions & Late Assignments*

10% will be deducted from the assignment for each day the assignment is late. Assignments will be accepted late without penalty if accompanied by a doctor’s note indicating a medically valid reason for an inability to complete the assignment on time. Requests for extensions made with less than 24 hours will not be considered and the assignment will be considered late, with points deducted accordingly.

*Academic Integrity & Student Conduct*

It is expected that all students will adhere to university policies on academic integrity and student conduct in the classroom. All assignments will be written in a standardized and accepted stylistic form (APA). For more information on how not to cheat in this class, please see: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

**LEARNING ACTIVITIES & ASSAIGNEMENTS**

The primary objective of the learning activities is to enhance your skills in theoretical analysis and engaged/critical reading and writing of texts. In assessing your learning, I will focus attention on the following factors:

1. An active level of participation.

2. Evidence of your ability to integrate new knowledge and to effectively communicate your understanding in writing.

3. Evidence of your ability to critically analyse and engage with alternative perspectives.

4. Quality, clarity and focus in writing.

*Participation & Preparation* (15%)

Attendance is extremely important for full engagement in this course. Your presence and active engagement are expected. I strongly encourage students to discuss with me any circumstances that may affect their participation in class. It is expected that all students will come to class having completed the assigned readings. Class time will be discussion heavy and students should be prepared to discuss readings in both small and large group formats. Participation points will be allocated based on active engagement with course content and peers.

*Reading Reflections* (25%)

Each student will prepare ‘reading reflections’ on one of the weekly readings in order to facilitate discussion of the readings for one week of class. This learning activity could also be done in a group of 3-4 students. You are encouraged to be creative in your plans for discussion of the readings. You are expected to summarize the readings and provide points for discussion related to course themes.

In reviewing each reading, think about the following questions:

* What is the author’s main argument?
* How does the author support her/his argument?
* How does the author define key concepts?
* What are the political, personal, and intellectual implications of the author’s arguments?
* What is your critique of the author’s argument, assumptions, evidence?
* What questions do this reading raise for you?
* What did you learn from this reading?

*A theme-based paper* (20%)

Each student will be assigned a theme based on the course readings. You will be expected to write an analytical review paper based on the theme. Reviews should be no more than 1000 words and should analyze the text for its discussion of course themes. Reviews are due on

**February 27, 2018.**

*Final Paper* (40%)

Each student will complete a major course paper (maximum 3000 words) on the subject of their choosing related to course themes. Final papers are due by **April 3 or April 10, 2018.**

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| ***Please keep a copy of all your assignments and put your phone number and email address on the covering page***. ***Electronic version of assignments, that is, email or attachments will NOT be accepted. Assignments should be formatted in standard 12-point font, 1-inch margins, double-spaced.***  ***The use of electronic devices is NOT permitted in class except with the instructor’s permission.*** |

**GREENING OUR CLASSROOM**

In support of the Department’s Environmental Policy, I encourage you to hand in your assignments on used paper, non-bleached recycled paper, and print double sided. Furthermore, please refrain from bringing disposable cups, dishes, cutleries into the classroom.

**COURSE MATERIALS**

Reading assignments include book chapters and a number of articles from diverse sources. Other readings may be assigned during the conduct of this course. We may also cover topics other than the ones listed for each week. In planning the seminar readings, I have made arrangements for the use of additional resources including video, film, or documentary presentations or guest speakers.

Weekly readings for this course are available on-line through University of Toronto libraries and through our course site on Portal. You must have an active UTORid to access online journals. The reading load in this course is intentionally constructed to demand your careful attention; please come to class prepared to participate.

**SEMINAR TOPICS AND READINGS**

**January 9 & 16 The Condition of War**

*Selected Topics*: How modern wars are linked to capitalism, colonialism, imperialism, militarism, and patriarchy? What analytical tools do we need to understand the nature of this interconnectedness? How to explain the relationship between war, economy, and the expansion of the ‘culture of rights’ and reconstruction industry? Is identifying ‘neo-liberalism’ as the ideological foundation for the condition of war adequate?

1. Frantz Fanon (1999, re-print). “Excerpt from ‘Concerning Violence’: *The Wretched of the Earth*,” in Steger, Manfred and Nancy Lind (eds.). *Violence and its Alternatives: An Interdisciplinary Reader*. New York: St. Martin’s Press: 157-168.
2. Frantz Fanon (1965). “Algeria Unveiled,” *A Dying Colonialism* [translated from French by Haakon Chevalier with an Introduction by Adolfo Gilly]. New York: Cover Press: 35-67.
3. Himani Bannerji (2016). “Politics and Ideology,” *Socialist Studies/Études socialistes*,11(1) Winter.
4. Andrea Smith (2007). “Introduction,” in INCITE! Women of Color Against Violence (ed.). *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*. Cambridge, MA: South End Press: 1-18.

**January 23**  **War as a Capitalist, Colonialist & Imperialist Project**

*Selected Topics*: The condition of war since September 11, 2001; colonial legacy of war, war as an imperialist project; war and capitalism; and the military-industrial complex; war, violence, and the ideology of capitalism/imperialism.

1. Angela Davis (2008). “A vocabulary for feminist praxis: on war and radical critique,” in Robin L. Riley, Chandra Talpade Mohanty, and Minnie Bruce Pratt (eds.). *Feminism and War: Confronting U.S. Imperialism*. London: Zed Books: 19-26.
2. David Harvey (2006). “Neo-liberalism as creative destruction,” *Geografiska Annaler: Series B, Human Geography*, 88 (2): 145-158.
3. Daniel Volman (1998). “The militarization of Africa,” in Meredeth Turshen and Clotilde Twagiramariya (eds.). *What Women Do in Wartime*. London: Zed Books: 150-162.
4. Shahrzad Mojab (2015). “Gender and violence,” in Immanuel Ness and Saer Maty Ba (eds.). *Encyclopedia of Imperialism and Anti-Imperialism*. New York: Palgrave: 1236-1247.

**January 30 The War on Women**

*Selected Topics*: What does ‘cultural war’ mean? How the rise of religious fundamentalisms and nationalism is linked to the increase of violence against women? How the ‘culture of terror’ and ‘security culture’ is affecting women? Understanding and thinking through the missing and murdered Aboriginal women; why so much violence?

1. Himani Bannerji, Shahrzad Mojab, and Judith Whitehead (2010). “Of property and propriety: The role of gender and class in imperialism and nationalism: A decade later,” *Comparative Studies of South Asia, Africa, and the Middle East*, 30 (2): 262-271.
2. Sheila Meintjes, Anu Pillay and Meredeth Turshen (2001). “There is no aftermath for women,” in Sheila Meintjes, Anu Pillay and Meredeth Turshen (eds.) *The Aftermath: Women in Post-War Transformation*. London: Zed Books: 3-18.
3. Patricia Hynes (2004). “On the battlefield of women’s bodies: An overview of the harm of war to women,” *Women’s Studies International Forum*, 27: 431-445.
4. Tina Sideris (2003). “War, gender and culture: Mozambican women refugees,” *Social Science and Medicine*, 56 (4): 713-724.
5. Rangira Bea Gallimore (2008). “Militarism, ethnicity, and sexual violence in the Rwandan genocide,” *Feminist Africa*, issue 10 on Militarism, Conflict and Women’s Activism: 9-29.

**February 6 & 13 Missing and Murdered of Aboriginal Women**

1. TRC [reports](http://nctr.ca/reports.php)
2. Readings on theMissing and Murdered Indigenous Women.

**February 20 Harm of War to Women**

*Selected Topics* Women as displaced, refugees, or immigrants; women as political prisoners, detainees, or sex workers; poor women, widows, depressed, addicts, or slaves. Women as ‘freedom fighters,’ resisters, story tellers, witnesses, survivors, activists, and artists.

1. Helen Scanlon (2008). “Militarization, gender and transitional justice in Africa,” *Feminist Africa*, issue 10 on Militarism, Conflict and Women’s Activism: 31-48.
2. Hagar Kotef (2010). “Objects of security: Gendered violence and securitized humanitarianism in occupied Gaza,” *Comparative Studies of South Asia, Africa, and the Middle East*, 30 (2): 179-191.
3. Alison Crosby and M. Brinton Lykes (2011). “Mayan women survivors speak: The gendered relations of truth telling in postwar Guatemala,”*The International Journal of Transnational Justice*, Vol. 5: 456-476.
4. Laura Shepherd (2015) (ed.). *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. New York: Routledge: Cynthia Cockburn, “Militarism”, pp. 110-119; Krista Hunt, “The ‘war on terrorism’,” pp. 131-140; and Donna Pankhurst, “Sexual violence in war,” pp. 159-170.

**February 27 Feminisms & Colonialism, Orientalism, Imperialism, and Fascism**

*Selected Topics*: What are the theoretical roots of ‘colonial feminism’ and ‘imperialist feminism’? What has been feminist responses to fundamentalism, terrorism, militarism and the US global ‘women’s emancipation’ agenda? How fundamentalisms and terrorism are linked to orientalism, colonialism, and capitalism?

1. Liz Fekete (2012). “Anti-fascism or anti-extremism?” *Race & Class*, Vol. 55(4): 29–39.
2. Valerie Amos and Pratibha Parmar (2005). “Challenging imperial feminism,” *Feminist Review*, No. 80: 44-63.
3. Sedef Arat-Koc (2005). “The disciplinary boundaries of Canadian identity after September 11: Civilizational identity, multiculturalism, and the challenge of anti-imperialist feminism,” *Social Justice*, 32 (4): 32-49.

**March 6 Women’s NGOs and the Neo-liberal Ideology of ‘Democracy’ and ‘Reconstruction’**

*Selected Topics*: Reading NGOization in the context of foreign policy. How do women participate in peace negotiation, reconstruction, and rights-based politics? How do NGOs capitalize on women’s experience and knowledge as ‘native informants’ ‘experts,’ or ‘skilled labour’ for reconstruction, humanitarian projects, and re-building nation-states? Feminist transnational activism and rights-based activism.

1. Rema Hammami (2000). “Palestinian NGOs since Oslo: From NGO politics to social movements?” *Middle East Report*, No. 214: pp. 16-19 & 27 & 48.
2. Shahrzad Mojab (2009). “‘Post-war Reconstruction’, imperialism and Kurdish women’s NGOs,” in Nadje Al-Ali and Nicola Pratt (eds.). *Women and War in the Middle East*. London: Zed Books: 99-128.
3. Mariz Tadros (2010). “Between the elusive and the illusionary: Donor’s empowerment agendas in the Middle East in perspective.” *Comparative Studies of South Asia, Africa and the Middle East*, 30(2): 224-237.
4. Valentine M. Moghadam (2015). “Transnational activism,” in Laura Shepherd (ed.). *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. New York: Routledge, pp. 331-345.

**MARCH 13: MARCH BREAK**

**March 20 & 27 Women, War, Violence and Learning**

*Selected Topics*: How war and violence affect women’s learning? How learning theories explain women’s experience of war, displacement, resettlement, and diaspora? How to understand, assess, measure, or evaluate learning? What is the significance of alternative learning models such as ‘art-based’ or ‘in-formal’ methods for women? What about learning for emancipation or liberation? How about revolution and national liberation as sites of learning? How do women re-root themselves in diaspora? Diaspora and ‘hostland’ as new texts and sites of learning? How to theorize the emerging women’s organization from war zones in the diaspora and their transnational feminism?

1. Shahrzad Mojab (2010). *Women, War, Violence and Learning*. New York: Routledge.

🡪 Available for short-term loan at OISE Library Course Reserves   
(call number 374.1822 W872).

1. Catherine Hall (2008). “Making colonial subjects: Education in the age of empire,” *History of Education*, 37(6): 773-787.
2. Himani Bannerji (1999). “A question of silence: Reflections on violence against women in communities of colour,” in Enakshi Dua and Angela Robertson (eds), *Scratching the Surface: Canadian anti-racist Feminist Thought*. Toronto: Canadian Scholars’ Press and Women’s Press:
3. Veronica Schild (2015). “Emancipation as moral regulation: Latin American feminisms and Neoliberalism,” *Hypatia* 30 (3): 547-563.

**April 3 Back to Gender, Violence, Colonization, and Imperialism: Reflection and Moving forward**