**DAWSON COLLEGE**

**HUMANITIES 345-101-MQ, Sections 08 & 09 (KNOWLEDGE)**

**COURSE TITLE: Women and War**

**EFFECTIVE DATE:** Fall 2018

**WORKLOAD (per week):** 3-1-3

**INSTRUCTOR'S NAME:** Pat Romano

**TELEPHONE LOCAL:** 931-8731 ext. 4417

**OFFICE NUMBER:** 4D-20

**OFFICE HOURS:**  Tuesday, Thursday 4:00-5:30

**E-MAIL OR OTHER:** [promano@dawsoncollege.qc.ca](mailto:promano@dawsoncollege.qc.ca) *or* by MIO

**RESPONSE TIME:**  Responses to email queries typically within 24-48 hours, except during weekends.

**COURSE DESCRIPTION AND CONTENT:**

Our knowledge about war has been shaped for centuries by men's experiences; in fact, war in most cultures has been seen as the quintessentially male activity. Women's participation and support for war has been largely ignored, and women have long been linked more with peace than war. This course will examine recent research within the field of women’s/gender studies which focuses on women's experiences and questions the construction, use, and validity of these deeply-rooted beliefs that link men to war and women to peace. This study will provide students with a more complete understanding of the problem of war and of the role that women's/gender studies has played in expanding and reshaping our knowledge.

**REQUIRED READINGS:**

A course manual, including most required readings and a number of other useful documents, is available at the bookstore. The readings consist of selected texts from key authors written for both academic and general audiences.

**LEARNING ACTIVITIES AND TEACHING METHODS:**

This course will draw from a variety of disciplines and employ a number of learning activities. While lectures will play a central role, along with readings and films, at least 15 hours of the course will include direct student participation in a variety of activities, including group discussions and small written assignments, designed to develop critical thinking skills.

**COURSE SCHEDULE AND REQUIRED READINGS**

**PART I: Patriarchy, World Wars and the Feminist Challenge (Weeks 1-8)**

*An introduction to critical thinking. Introducing feminist concepts: feminism, gender and patriarchy. The evolution of western patriarchy and the continuing influence of ancient ideas about women’s subordination. The impact of World War 1 and World War II on women’s status. The rise and development of feminism.*

**FILMS:** *The Burning Times* **(Sept 13)**

*The Makers -- Part 1* **(Oct 9)**

*The Makers – Part 3* **(Oct 16)**

**READING (Aug 28)**

* ***Becoming a Critical Thinker* (pp. 1-2)**

**READING (Sept 6)**

* **Bonnie S. Anderson and Judith P. Zinsser. “Traditions Subordinating Women.” *A History of Their Own: Women in Europe from Prehistory to the Present*, *Vol I.* New York: Harper and Row, 1988. 26-51.**

This article examines some of the oldest ideas about women’s inferiority and reveals how deeply embedded these have been in our *his*tory. As you read, consider which of these ideas still resonate in our society today.

**READING (Sept 20)**

* **Sylvie Frigon. “Mapping Scripts and Narratives of Women Who Kill Their Husbands in Canada, 1866-1954: Inscribing the Everyday.” *Killing Women: The Visual Culture of Gender and Violence.* Eds. Annette Burfoot and Susan Lord. Waterloo: Wilfred Laurier University Press, 2006. 3-20.**

In its interesting look at how Canadian law and society viewed the violent woman in the 19th and 20th centuries, this article shows the gendered nature of violence: male violence is normal, while the violent woman is a violation of nature.

**READING (Sept 25)**

* ***Notes on Women in the World Wars* (pp.1-3)**

**READINGS (Sept 27)**

* **Françoise Thébaud. “The Great War and the Triumph of Sexual Division.” *A History of Women, Vol V.* Eds. Georges Duby and Michelle Perrot. Cambridge, MA: Belknap Press, 1994. 34-43, 52-54, 57-61, 66-69.**

With the focus on WWI, these excerpts illustrate some enduring features of women’s experiences in war: the threat posed by women taking on *masculine* roles, the possibilities for greater freedom, feminist calls for peace, and the strength of gender traditions.

* **Nicoletta Gullace. “The ‘White Feather Girls’: Women’s Militarism in the UK.” *Open Democracy 50:50.* Open Democracy Foundation for the Advancement of Global Education. 30 June, 2014. Web. 10 June, 2016.** **(Available online at** [**https://www.opendemocracy.net/5050/nicoletta-f-gullace/white-feather-girls-womens-militarism-in-uk**](https://www.opendemocracy.net/5050/nicoletta-f-gullace/white-feather-girls-womens-militarism-in-uk)**)**

The outbreak of WWI split the feminist movement, but as the author notes, we tend to remember those who opposed the war and prefer to ignore the militancy of many feminists, including the “white feather girls’ who roamed the cities of England shaming men wearing civilian clothes.

**READING (Oct 2)**

* ***Becoming a Critical Thinker* (pp. 3-5)**

**READINGS (Oct 4)**

* **Bonnie S. Anderson and Judith P. Zinsser. *A History of Their Own: Women in Europe from Prehistory to the Present*, *Vol II.* New York: Harper and Row, 1988. 216-222.**

This short excerpt shows how the new field of psychology continued to reinforce ancient views about women’s inferiority and helped ensure that women’s increased opportunities during the two world wars were largely temporary.

* ***Notes on Women in the World Wars* (pp. 3-6)**

**READINGS (Oct 9)**

* **Ruth Roach Pierson. "They're Still Women After All: Wartime Jitters over Femininity." *Women and the Military System*. Ed. Eva Isaksson. New York: Harvester-Wheatsheaf, 1988. 30-46.**

This discussion of the Canadian government’s campaign to mobilize women for war work in World War II shows how little had changed from the First World War period: the women in uniform continued to be perceived as a serious threat and she had to be carefully managed.

* **Leisa D. Meyer. “Creating G.I. Jane: The Regulation of Sexuality and Sexual Behavior in the Women’s Army Corps during World War II.” *Feminist Studies* 18.3 (1992): 581-601.**

This fascinating article examines how women serving in the US military during WWII raised major concerns about women’s sexuality. Examining how the military, general public and female soldiers themselves responded to these fears serves also to remind us of the degree to which male-dominated societies seek to control women’s sexual behavior.

**MIDTERM EXAM: Oct 18**

**Part II: Feminist Theory, War and Peace**

**a) Patriarchy and War**

*The links between patriarchy and war. The myths of men as natural warriors and women as natural peacemakers. The military’s dependence on women’s support. Military culture and “killing the feminine”. Using feminism to sell war. Women as victims of war.*

**FILMS:** *Testament of Youth* **(TBA)**

*I Came to Testify* **(Nov 15)**

**READING (Oct 25)**

* **Carol Cohn. “Wars, Wimps, and Women: Talking Gender and Thinking War.” *Gendering War Talk.* Eds. Miriam Cooke and Angela Woollacott. New Jersey: Princeton University Press, 1993. 227-246.**

In this chapter on the gendered language of war, Carol Cohn convincingly reveals the problems caused by the gendered discourse that shapes our thinking about war and peace.

**READINGS (Oct 30)**

* **Jean Bethke Elshtain, “Men: The Militant Many/The Pacific Few.” *Women and War.* New York: Basic Books, 1987. 194-210. (Notes on this reading will be posted on LEA and are required reading; the original text, which is included in your course pack, is recommended)**

Elshtain’s Women and War is a classic work that thoroughly rejects the essentialist ideas of warring men and peaceful women. In this excerpt, she questions the widely-held view that violence and war come naturally to men through a discussion of three different male voices: the militant many, the compassionate warrior and the pacific few.

* **Sandra Whitworth. “Militarized Masculinity and Post-Traumatic Stress Disorder.” *Rethinking the Man Question: Sex, Gender and Violence in International Relations.* Eds. Jane L. Parpart and Marysia Zalewski, London: Zed Books, 2008. 109-126.**

This provocative article expands on Elshtain’s ideas by examining the means used by militaries to create soldiers. In her focus on recruit training, Sandra Whitworth draws out the attention put on “destroying the feminine” and the implications this has for sexual abuse and soldiers with PTSD.

**READINGS (Nov 8)**

* **Rikke Schubart. “Getting the Story Right: Myth, Meaning and Gendered War Mythology in the Case of Jessica Lynch.” *War Isn’t Hell, It’s Entertainment: Essays on Visual Media and the Representation of Conflict.* Eds. Rikke Schubart, Fabian Virchow, Debra White-Stanley, and Tanja Thomas. Jefferson, NC: McFarland, 2009. 61-76.**

This interesting article reflects on the US military’s attempt to construct a female war hero in a context where, according to the author, men can be war heroes and women simply the victims of war.

* **Katherine Viner. “Feminism as Imperialism.” *One of the Guys: Women as Aggressors and Torturers.* Ed. Tara McKelvey. Emeryville, CA: Seal Press, 2007. 171-174.**

While the previous article examined how the US military manipulated a soldier’s experiences for its own purposes, this short article cautions us that even feminism and women’s rights can be used to sell war and support patriarchy.

**READINGS (Nov 13**

* **Nelia Sancho. “The ‘Comfort Women’ System during World War II: Asian Women as Targets of Mass Rape and Sexual Slavery by Japan.” *Gender and Catastrophe.* Ed. Ronit Lentin. London: Zed Books, 1997. 144-153. (recommended)**

This article discusses the Japanese military’s extensive system of brothels, in which an estimated 200,000 Asian women were forced to provide sex to soldiers during WWII. Despite evidence of this massive war crime, it remained hidden until the late 1980s. For the international community, rape – even on this scale – was simply a normal part of war.

* **Radhika Coomaraswamy. “A Question of Honour: Women, Ethnicity, and Armed Conflict.” *Feminists Under Fire: Exchanges Across War Zones.* Eds. Wenoma Giles, Malathi de Alwis, Edith Klein, and Neluka Silva. Toronto: Between the Lines, 2003. 91-101.**

The author, who served the Special Rapporteur on Violence Against Women to the United Nations Human Rights Commission, analyses the prominence of rape during ethnic conflicts and reflects on the need to break the links between sexuality and honour. Her article, though, also reminds us that women have multiple roles in war, including sometimes as perpetrators.

**READINGS (Nov 15)**

* **Vesna Nikolic-Ristanovic. “War, Nationalism, and Mothers in the Former Yugoslavia.” *The Women and War Reader*. Eds. Lois Ann Lorentzen and Jennifer Turpin. New York: New York University Press, 1998. 234-239.**

This article examines how women’s bodies became “sites of political contention” during the war in the former Yugoslavia as women from all ethnic backgrounds faced mass raping, forced pregnancies and controls on contraception.

* **Carolyn Nordstrom. “Girls Behind the (Front) Lines.” *Cultures of Fear: A Critical Reader.* Eds. Uli Linke and Danielle Taana Smith. London: Pluto Press, 2009. 189-200.**

Anthropologist Carolyn Nordstrom has spent years in the world’s war zones, talking to both perpetrators and victims. In this article, she reflects on the absence of girls on war’s front lines and wonders why.

* **Melanie Cura Daball. “UN Peacekeeping: Blue Banner for Hope, or Red Flag for Abuse?” *Open Democracy 50:50.* Open Democracy Foundation for the Advancement of Global Education. 5 Dec. 2015. Web. 10 June, 2016. (Available online at** [**https://www.opendemocracy.net/5050/melanie-cura-deball/un-peacekeeping-blue-banner-for-hope-or-red-flag-for-abuse**](https://www.opendemocracy.net/5050/melanie-cura-deball/un-peacekeeping-blue-banner-for-hope-or-red-flag-for-abuse)**)**

The author addresses what is perhaps the most silenced of issues in international relations – the sexual exploitation and abuse committed by UN peacekeeping forces. Reports of sexual assault on UN missions have been occurring since the 1990s, and throughout the “UN’s instinctive response” has been to “ignore, deny, [and] cover up.”

**b) Feminism and the Female Soldier**

*The increased acceptance of women in the military. The continued epidemic of sexual assault. Military service and “1st class citizenship”. Would drafting women change the military or will the military change women?*

**FILM:** *The Invisible War* **(Nov 20)**

**READINGS (Nov 20)**

* **Cynthia Enloe. “Danielle: From Basketball Court to Baghdad Rooftop.” *Nimo’s War, Emma’s War: Making Feminist Sense of the Iraq War.* Berkeley: University of California Press, 2010. 150-170.**

Cynthia Enloe’s original scholarship has shaped the study of women and war probably more than anyone else. Here she examines the situation facing women in the military today as she shifts between her focus on one American female soldier and a more general look at such issues as why women are recruited, how “combat” is a flexible concept, and the problem of rape within the military.

* **Setsu Shigematsu with Anuradha Kristina Bhagwati and Eli Paintedcrow. “Women-of-Color Veterans on War, Militarism and Feminism.” *Feminism and War: Confronting U.S. Imperialism.* Ed. Robin L. Riley, Chandra Talpade Mohanty and Minnie Bruce Pratt. London: Zed Books, 2008. 93-102.**

In this provocative article, two female veterans of the US military talk about their experiences in their own words, touching on such issues as race, militarism, Abu Ghraib, US culture, feminism and peace.

**READING (Nov 22)**

* **Susan J Carroll. “Reflections on Gender and Hillary Clinton’s Presidential Campaign: The Good, the Bad, and the Mysogynic.” *Politics and Gender* 5.1 (2009): 1-20.**

Some feminists emphasize that a more peaceful world can be achieved by having more women gain positions of power. This article examines how Hilary Clinton’s campaign confronted the issue of gender, and, most significantly, points to the difficulty a female politician has in opposing war and military spending.

**READING (Nov 27)**

* **Barbara Finlay. “Pawn, Scapegoat, or Collaborator? U.S. Military Women and Detainee Abuse in Iraq.” *One of the Guys: Women as Aggressors and Torturers.* Ed. Tara McKelvey. Emeryville, CA: Seal Press, 2007. 199-212.**

In 2004 photos of American soldiers torturing Iraqi prisoners became public; the most shocking part by far for most Americans was not the torture per se, but the fact that some of those implicated were women. This article recognizes women’s capacity to dehumanize others, but argues that one cannot understand women’s participation in the prisoner abuse without looking at the larger context that confronts women seeking to “fit in” a deeply patriarchal institution.

**c) Feminism and the Struggle for Peace**

*Feminist peace positions: the “moral mother” vs. opposition to patriarchy. The gendered nature of peace and security. Women’s peace activism.*

**READINGS (Nov 29)**

* ***A Partial Chronology of Women’s Peace Activism***
* **Cynthia Cockburn. “Women’s Power to Stop War: Hubris or Hope.” *Open Democracy 50:50*. Open Democracy Foundation for the Advancement of Global Education. 28 April, 2014. Web. 10 June, 2016. (Available online at** [**https://www.opendemocracy.net/5050/cynthia-cockburn/womens-power-to-stop-war-hubris-or-hope**](https://www.opendemocracy.net/5050/cynthia-cockburn/womens-power-to-stop-war-hubris-or-hope)**)**

In this short article written for the 100th anniversary of the Women’s International League for Peace and Freedom, academic and activist Cynthia Cockburn muses on whether women can end war through an exploration of the roots of the women’s peace movement.

* **Cynthia Cockburn. “Getting to Peace.” Open Democracy 50:50. *Open Democracy 50:50.* Open Democracy Foundation for the Advancement of Global Education. 19 April, 2010. Web. 10 June, 2016. (Available online at** [**https://www.opendemocracy.net/5050/cynthia-cockburn/getting-to-peace-what-kind-of-movement**](https://www.opendemocracy.net/5050/cynthia-cockburn/getting-to-peace-what-kind-of-movement) **)**

This article builds on the previous one by examining how a feminist perspective is a necessary element in the struggle to create a more peaceful world as it draws our attention to a fundamental question – why is it that war and violence appear so normal?

**READINGS (Dec 4)**

* **Madeleine Rees. “This is What a Feminist Foreign Policy Looks Like.” *Open Democracy 50:50.* Open Democracy Foundation for the Advancement of Global Education. 23 March, 2015. Web. 10 June, 2016. (Available online at** [**https://www.opendemocracy.net/5050/madeleine-rees/this-is-what-feminist-foreign-policy-looks-like**](https://www.opendemocracy.net/5050/madeleine-rees/this-is-what-feminist-foreign-policy-looks-like) **)**
* **Cynthia Cockburn. “Plotting a Women-Shaped Peace: Syrian and Bosnian Women Confer.” *Open Democracy 50:50*. Open Democracy Foundation for the Advancement of Global Education. 24 Feb. 2014. Web. 10 June, 2016. (Available online at** [**https://www.opendemocracy.net/5050/cynthia-cockburn/plotting-for-woman-shaped-peace-syrian-and-bosnian-women-confer**](https://www.opendemocracy.net/5050/cynthia-cockburn/plotting-for-woman-shaped-peace-syrian-and-bosnian-women-confer)**)**
* **Mairead Maguire. “From Northern Ireland to Korea: The Power of Nonviolence and Love in Action.” *Open Democracy 50:50.* Open Democracy Foundation for the Advancement of Global Education*.* 21 May, 2015. Web. 10 June, 2016. (Available online at** [**https://www.opendemocracy.net/5050/mairead-maguire/from-northern-ireland-to-korea-diplomacy-not-war-is-answer**](https://www.opendemocracy.net/5050/mairead-maguire/from-northern-ireland-to-korea-diplomacy-not-war-is-answer)**)**

To end the course, there are three short articles discussing a recent effort by feminists to bring positive change. The first examines the decision taken in March 2015 by Sweden’s new foreign minister Margot Wallstron to cancel her country’s arms deal with Saudi Arabia as part of a new “feminist foreign policy.” The second brings up the continued struggle by women to gain a voice at peace negotiations, as it recounts an interesting meeting where Bosnian women recount to their Syrian counterparts what happens when women are excluded. The final article is a speech given by Nobel Peace Prize winner Mairead Maguire to inaugurate the launch of a women’s initiative to end the world’s longest un-ended war. You can also find these articles and others on gender and peacemaking at <https://inspire.dawsoncollege.qc.ca/blog/>.

**FINAL EXAM: Dec 6**

**EVALUATION TOOLS/ASSIGNMENTS:**

* 2 exams, 25% each (tentatively scheduled

for week 8 and the last day of classes)\*……….……..………...……….…….…………...…........................................... 50%

* 6 reading responses…………………………………………………………………….……...................................................... 26%
* 2 small assignments, 5% and 4% each

(early October and mid-November)……….….…………………………………………………………………..……………………. 9%

* participation…………………………...................................................................................................................... 10%
* peace activity……………………………………………………………………………………………………………..……………………….. 5%

Additional comments:

* **In this course, regular attendance and completion of the readings are essential for success. You should come to class prepared, having read the required readings in advance. Be sure to bring your course pack to class as we will be consulting it frequently.**
* Both the midterm and final exam will require students to write a comprehensive essay based on readings, lectures and class discussions; guidelines will be distributed two weeks prior to both exams to assist students in their preparation. **Note that no make-ups will be given unless a medical note is provided or arrangements have been made with the teacher in advance.**
* **Students are expected to keep up with the course readings in this course, and are required to submit 6 short written responses over the term. Specific guidelines and due dates for each submission can be found in the appendices of the course pack and on LEA**. **Except for the first response (350-500 words), which is worth 10%, each is worth 2-4%. A late penalty of 5% per day (including weekends) will apply to the first reading response (due in week 3), while the other shorter responses (max 200 words) will be picked up at the beginning of the respective class and no late ones will be accepted. For students who are unable to attend class on a day a response is due, please read the instructions about submitting electronically below. Note, however, that a paper copy must be submitted the following class.**
* **As noted above, at least 15 hours of this course will be devoted to a variety of in-class activities, designed to develop critical thinking skills. The various activities will tend to be closely tied to specific readings or films and will count towards your participation grade. There will also be a specific critical thinking assignment that will count for 5% of your final mark.**
* **Class participation is encouraged and is worth 10% of your grade. This grade will be determined largely by the extent to which students demonstrate that they are completing the course readings and engaged with the course material.** The submission of *all* the reading responses will contribute significantly to your participation mark, as will your work on the in-class assignments and your active and respectful participation in small group and larger class discussions. Your demonstration of familiarity with the course readings in the relevant discussions will be particularly rewarded, while note-taking and attentive listening in class will also be considered. **Students who text or chat during class can expect to receive a major deduction on their participation mark.**
* In recent years, Dawson College has made a commitment to use its voice to promote peace and nonviolence. The peace activity (5%) reflects your contribution to this effort. More guidelines will be provided later, but this could include participation in an activity or event within Dawson College’s *Inspire Solutions’* project or attendance at a *Dawson College Peace Centre* event. You will be required to submit by mid-November a brief document detailing your contribution(s) over the semester. The *Inspire Solutions* website is available at <http://inspire.dawsoncollege.qc.ca>. Your small 4% assignment will also have a focus on peace, and require you to do a brief research assignment on a women’s peace group.
* Note that I am not responsible for assignments left under my door, and students should make duplicates of all assignments not handed to me directly. Also, for your own protection, you should keep a copy of any work submitted and retain your graded assignments until the final course grade is officially issued.

**LATE ASSIGNMENT AND SUBMISSION POLICIES:**

**Paper copies of all assignments are required, but students who are unable to attend class on a due date can submit through the dropbox system in LEA, after which a hard copy must be submitted by the following class. Late points of 5% for the first reading response (including weekends) will be deducted after the due date. The short 2-4% reading responses will be picked up at the beginning of the class in which they are due. No late responses will be accepted, although students may submit an electronic copy of their reading response in the appropriate binder of the LEA dropbox until 6:00 pm on the due date and submit a hard copy by the following class. This policy will also be applied to the small 4% assignment due in mid-November.**

**PASSING GRADE POLICY:**

Students must obtain a total grade of at least 60% in order to pass the course.

**DEPARTMENT LITERACY STANDARD:**

Students enrolled in Humanities courses are expected to have college-level English reading skills and to demonstrate college-level English writing skills.

**COURSE LITERACY POLICY:**

**Students are expected to carefully proofread their work before submission and be aware that there will be penalties for errors in grammar, spelling, and punctuation, as well as poor organization on all assignments, including exams.** Students should note that help on writing difficulties is available at the Dawson Academic Skills Centre.

**ACADEMIC INTEGRITY POLICY:**

According to ISEP, the teacher is required to report to the Sector Dean all cases of cheating and plagiarism affecting a student’s grade (Section V-C). Cheating and plagiarism are serious academic offenses. **According to college rules, it is within a teacher's authority to fail a student for an incident of cheating and/or plagiarism. In this course, any such incident will result in an automatic mark of zero on the test or assignment and, as per college rules, a written notification of the incident(s) will be sent to the sector dean.**

**STUDENT CONDUCT:**

**Everyone has the right to a safe and non-violent environment.** Students are obliged to conduct themselves as stated in the Student Code of Conduct and in the ISEP section on the roles and responsibilities of students (ISEP section II-D). **In this course, students are expected to listen attentively to the teacher and fellow students, participate respectfully and take notes during lectures and class discussions. As note-taking on unfamiliar topics is an often difficult task, do ask questions during class when you are confused. The course pack will also be consulted frequently so students should bring it to every class. You should not hesitate to contact me if you are having any problems. Note also that students are not permitted to use their cellphones, tablets, laptops or any other electronic devices in this course.**

**ATTENDANCE:**

Students should refer to ISEP (Section IV-C) regarding attendance.

**INTENSIVE COURSE CONFLICTS:**

If a student is attending an intensive course, the student must inform their teachers, within the first two (2) weeks of class, of the specific dates of any anticipated absences.

**POLICY ON RELIGIOUS OBSERVANCES:**

Students who intend to observe religious holidays must inform their teachers in writing as prescribed in the ISEP Policy on Religious Observances (ISEP IV-D).

**ISEP:**

The Institutional Student Evaluation Policy (ISEP) is designed to promote equitable and effective evaluation of student learning and is therefore a crucial policy to read and understand. The policy describes the rights and obligations of students, faculty, departments, programs and the College administration with regard to evaluation in all your courses, including grade reviews and resolution of academic grievance. The ISEP is available on the Dawson website.

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| This course will also give you credit for two of Dawson’s special certificates that are accessible to all students regardless of their program of study. The Women’s/Gender Studies Certificate requires students to take 5 women’s/gender studies courses, while the Peace Studies Certificate will be granted to all students who take 3 peace studies courses, attend 1 “Peace 101” workshop and at least 2 Peace Studies Certificate “Community of Practice” discussion groups, and acquire 3 peace activity credits organized by Dawson’s Peace Centre. More information will be sent to you on MIO during the semester, but please do talk to me if you have any questions. You can also check these websites: <https://www.dawsoncollege.qc.ca/womens-gender-studies/> and <https://www.dawsoncollege.qc.ca/peace-centre/> . |