Course Syllabus

Peace & Conflict Studies (PACS) 321
Women’s Studies (WS) 331
“Gender in War & Peace”

Winter 2014

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
(call me Prof. Epp, Dr. Epp, or Marlene)
Office Hours: (#2124 at CGUC): Tuesdays, Wednesdays, & Thursdays, 1:00-2:00 p.m.
Or by appointment

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 caregiver/peacemaker. 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. War and violence impact women and men in different ways. Similarly, peacebuilding and violence reduction also has gendered meaning.

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 topics that illustrate the interconnection of gender, war/conflict and peace. Theoretical literature and international and local 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.

Course Objectives:

- To understand the importance of gender to human identity and behavior.
- To understand the range of ways in which men and women function as both victims and perpetrators of violence.
- To develop theoretical and practical solutions to gender-based conflict.
- To develop skills of reading and analyzing the rhetoric of war and peace.
- To practice and develop the skills of conversation and debate, and research and writing.
- To deepen knowledge about current events as they relate to issues of the course.
Textbook (available at UW bookstore):
   Women & Wars. Edited by Carol Cohn. Polity Press, 2013. This is a new textbook so you will not find it in the used bookstore. There will be one copy on reserve in the Conrad Grebel library (known as the Milton Good library).
   Other readings are required as indicated week by week below. They will be available in Desire2Learn or as otherwise indicated.

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Course Schedule:

Week 1  Jan. 7: Introduction to Gender in War & Peace
         Jan.9: Theories and Realities, Nature or Nurture

Week 2  The Gendered Nature of War
         Jan. 14: Lecture
         Jan. 16: Discussion on W&W chapter 1

Readings:
Women & Wars, Chapter 1, pages 1-35

Week 3  War’s Impact on Men and Women
         Jan. 21: Lecture
         Jan. 23: Guest, Fauzia Mazhar, Kitchener Downtown Community Health Centre

Readings:
Women & Wars, Chapter 2, pages 36-53
Carol Cohn, “Wars, Wimps, and Women: Talking Gender and Thinking War.” Link in Learn.

DUE January 21: sign-up for assignment option A or B or C

Week 4  Gender-based Violence in War
         Jan. 28: Discussion #1 on W&W questions in Chapters 2 and 3
         Jan. 30: Film, The Greatest Silence: Rape in the Congo

Readings:
Women & Wars, Chapter 3, pages 54-79

DUE January 28: Discussion #1 response
Week 5  Refugees in War  
Feb. 4: Lecture  
Feb. 6: Dr. Idrisa Pandit, Director of Studies in Islam, Renison U College  

Readings:  
Women & Wars, Chapter 4, pages 80-101

Week 6  Women’s Peace Activism  
Feb. 11: Discussion on W&W questions in Chapters 4, 5, 8  
Feb. 13: Film, Pray the Devil Back to Hell  

Readings:  
Women & Wars, Chapter 5, pages 102-23  
Women & Wars, Chapter 8, pages 169-193

DUE February 11: Discussion #2 response

DUE February 13:  
Option A: Research paper proposal  
Option B: Book Review or Media Survey  
Option C: Proposal for Alternate Assignment

READING WEEK, Feb. 17-21

Week 7  Gender and Militarization  
Feb. 25: Film, View from a grain of sand: Three women, Three wars  
Feb. 27: Guest Speaker, Ellaha Saroosh, on women in Afghanistan  

Readings:  
Women & Wars, Chapter 6, pages 124-45

Week 8  Gender and Militarization cont.d  
March 4: Lecture  
March 6: Discussion on W&W questions in Chapters 6 and 7  

Readings:  
Women & Wars, Chapter 7, pages 146-68

DUE March 6: Discussion #3 response
Week 9  Men and Peace  
March 11: Film, *Tough Guise 2: Violence, Manhood, and American Culture*  
March 13: Lecture  

*Readings:*  
Robert W. Connell, “Arms and the man: using the new research on masculinity to understand violence and promote peace in the contemporary world.” Link in Learn  

Week 10  Postwar Solutions  
March 18: Discussion on W&W questions in Chapters 9 and 10  
March 20: Guests TBA  

*Readings:*  
*Women & Wars*, Chapter 9, pages 194-214  
*Women & Wars*, Chapter 10, pages 215-41  

*DUE March 18: Discussion #4 response*  

Week 11  Local conflicts: Aboriginal Women and violence  
March 25: Lecture  
March 27: Film: *Finding Dawn*  

*Readings:*  
*TBA*  

Week 12  Summary & Presentations  
April 1:  
April 3:  

April 3:  
*DUE: Option A: Research paper*  
*DUE: Option B: Media survey or Book Review*  
*DUE: Option C: Results of Alternate Assignment*  

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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 doing the following: attending classes; listening attentively to lectures, films, and discussions; participating actively in conversation and debate; and doing the assigned readings. Attendance is required and is a graded component of the course.

2. **Electronic devices**: The use of laptops or other electronic note-taking gadgets for the purpose of taking notes in class is acceptable. If other activity such as facebook-ing, texting, etc. becomes distracting to other students or to me or a guest speaker, students will be asked to cease such activity, or their devices might be requisitioned for the duration of the class. **All phones must be put away and muted during class.**

3. **LEARN**: This course will have a Desire2Learn (LEARN) page. It is your responsibility to check LEARN regularly for announcements, and other course-related material.

4. **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?’

5. **Assignments**: Understand course requirements and please ask questions if these are not clear. Complete assignments on time. I will do my best to grade and return them in a timely manner. **Assignments must be submitted to the Dropbox in Learn by 11:30 p.m. on the relevant date, unless indicated otherwise. Discussion responses are to be submitted in hard copy in class.** I will not accept assignments by email, unless by prior special arrangement. 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.** All agreements about extensions or other special circumstances must be confirmed by email (that is, please don’t just ask me after class and expect me to remember!).

6. **Academic Integrity**: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. **Discipline**: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or
the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70. In addition, consult http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes for the Faculty of Arts’ grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72.

Academic Integrity website (Arts):
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academic-integrity/

7. Accommodation for Students with Disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, 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 AS Office at the beginning of each academic term.

8. Communication: If you wish to talk with me about any course related or other matters, you may do so after class briefly, during my office hours, by appointment, or through email. I will do my best to respond to your emails within 48 hours. Before you make an inquiry about assignments etc., please do check the syllabus first to confirm whether the information you need is there. All requests for assignment extensions or other special arrangements must be confirmed with me by email, so that we have an agreement in writing (and so that I do not forget!).

9. Cross-listed course: Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.
Course Requirements:

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 ahead of time with a reasonable explanation 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.

Assignments: (you must sign up for Option A, B or C by January 21)

Option A:

Research proposal plus 3000 essay 5% + 35% = 40%

Due: proposal – February 13; final essay – April 3

Both proposal and final essay should be submitted to a Dropbox in Learn by 11:30 pm on the due date.

1. Research and write a 3000 word (approx. 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:
   - Linkages between 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
   - Etc….

2. You should use at least 10 sources (books, articles, websites, etc.) aside from the textbook and other course readings. Your bibliography should include a range of source types and must include both print and online sources.

3. You must submit a paper proposal by February 13 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 formatted in an accepted citation style (Chicago, MLA, APA).
4. You must follow proper research essay form and cite your sources and provide a bibliography using an accepted citation style (Chicago, MLA, APA). See attached Guidelines for Essay-Writing.

5. Your submitted paper must have the following: a title page with the essay title, your name and ID, the course number, and the date; must be double-spaced with page numbers; must be in 12-pitch font.

Option B:
Two short written assignments – book review & media survey: 2 x 20%
(you must do a 5-7-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: February 13 or April 3.
Must be submitted to the Dropbox in Learn by 11:30 pm on the due date.

Write a 1250-word (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 in Learn; you may propose an alternate book but it must be approved by me. The book review should accomplish the following: summarize the main idea and content of the book; analyse what the book reveals about gender; evaluate the book’s merit in your opinion (that is, what impact did this book have on you). 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.

Your submitted paper must have the following: a title page with the essay title, your name and ID, the course number, and the date; must be double-spaced with page numbers; must be in 12-pitch font. You must follow proper research essay form and cite your sources and provide a bibliography using an accepted citation style (Chicago, MLA, APA).

2. Media survey 20%
Due: February 13 or April 3
Must be submitted to the Dropbox in Learn by 11:30 pm on the due date.

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 1250-word (5 ds pages) 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.

Your submitted paper must have the following: a title page with the essay title, your name and ID, the course number, and the date; must be double-spaced with page numbers; must be in 12-pitch font. You must follow proper research essay form and cite your sources and provide a bibliography using an accepted citation style (Chicago, MLA, APA).

OPTION C:
I am open to considering an Alternate Assignment that you propose to me and that will be worth 40% of your final grade. This could be an individual or a group project (no more than 3 people in a group). Alternate assignments must be related to the themes of the course and might include:
-- a digital project based on research you have done on a topic related to the course
-- a creative project (artwork, theatre, music) that arises from research related to themes of the course
-- a ‘service-learning’ project related to themes of the course, ie. a public education initiative; or volunteering for a local NGO; or running a fundraiser for an NGO (I have a specific list of options)

If you are interested in an Alternate Assignment, make an appointment with me to talk about it. You must submit a short written proposal and description of your Alternative Assignment on February 13. The final project will be due April 3.

Discussion question responses (for everyone) 20% total (4 x 5%)
Due dates: January 28, February 11, March 6, March 18

During four of the classes in the semester, we will have small group discussions that focus on the readings from the designated weeks.
At the end of each chapter (except chapter 1) in your textbook, Women & War, there is a list of ‘Questions for Discussion.’ For each discussion, you will choose ONE of the questions in the list from the assigned chapter, and write a response of approximately 250-300 words. The purpose of these discussions is to develop your skills in critical thinking and articulation of ideas. Your response can be in the first-person and draw on your personal opinion, as well as the material in the readings. Your response should refer directly to the readings but also be constructed so as to take the specifics of the reading into a broader, more general context for discussion. Your response must be typed out, double-spaced, must be in hand for the class discussion, and should be submitted on paper at the end of the class.

- Your name and ID, the class title and number, the discussion number, and the date must be on your submission.
- Attendance at class and participation in the small group discussions are part of the mark for this assignment. Non-attendance at these discussions will result in a grade deduction on your submission, unless you contact me prior to the class with an acceptable reason for missing class. There will be no make-up marks for this assignment.
Some Guidelines for Essay-Writing

1. 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.

2. The organization of an essay is a key to making the ideas comprehensible to the reader. Creating a simple outline before you start 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 does not introduce new themes or information. 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. Subheadings are not mandatory but may help you organize your material more clearly.

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. 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.

6. Direct quotations from another source should be used to illustrate or supplement your own words only. Avoid using long quotations to provide basic information, i.e., who, what, where.

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. You must include a Bibliography or List of References used. Other citation styles, such as APA and MLA style, are acceptable, as long as you are familiar with and use them 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.
9. 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. See more detail under course requirements in syllabus.

10. Please proofread your papers and edit to eliminate typos and spelling or grammatical 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. Your 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.

11. For more guidelines and help on writing essays, there are numerous links on the UW library website.

My general rubric for marking written assignments:

An “A” (80-100) paper is original and creative. It has a clear introductory statement and conclusion and exhibits a strong research effort. It is well-written and well-organized, appropriately footnoted/referenced (making correct use of a citation style), and thoroughly proofread and edited. This paper has gone beyond the basic requirements of the assignment, in terms of excellent writing style, originality in choice of topic, creativity in search of sources (including use of extra sources), and thoughtfulness of analysis and reflection.

A “B” (70-79) paper demonstrates wide reading, understanding and thought. It is clear and understandable. The research will be thorough, and the paper will be appropriately footnoted/referenced. This paper has met the basic requirements of the assignment.

A “C” (60-69) paper is an acceptable paper. It might be difficult to read. It will have met the research requirements, but barely. It demonstrates adequate understanding. It meets the basic requirements of the assignment overall, but falls short in one or more areas, such as: inadequate sources or heavy reliance on marginal sources (ie. wikipedia); poor writing style; incorrect citations; limited analysis, for instance.

A “D” (50-59) paper is badly organized, poorly written, or inadequately researched. The paper has not met the requirements of the assignment, whether in terms of research, writing, clarity, or referencing.

An “F” (below 50) paper has not followed instructions and has not fulfilled the assignment.

In short you will be graded on: originality, research, organization, writing, and proper documentation.
Resources for research:

**Doing research in Peace & Conflict Studies (PACS) and Women’s Studies (WS)**

There are uWaterloo library subject guides for both PACS and WS that could be helpful starting points for doing research on topics related to the course:

PACS: [http://subjectguides.uwaterloo.ca/pacs?hs=a](http://subjectguides.uwaterloo.ca/pacs?hs=a)

WS: [http://subjectguides.uwaterloo.ca/womensstudies?hs=a](http://subjectguides.uwaterloo.ca/womensstudies?hs=a)

In addition to the library resources on the Tri-U campuses (U Waterloo, U Guelph, and Wilfrid Laurier), the following Centres could also be useful for research on women and gender.

**GLOW - The Queer and Questioning Community Centre**

Location: Student Life Centre, Rm. 2101

Library Information: Approximately 500 titles, books and movies related to queer and trans sexualities, genders and cultures. Magazine subscriptions to: OUT, The Advocate, Curve, Outlooks.

Themes: Gay, Lesbian, Bisexuality, Trans, Queer, Sexual Health, HIV/AIDS, General Sexuality, General Gender

**Women's Centre**

Location: Student Life Centre, Rm. 2102

Library Information: Approximately 800 titles, books, zines, magazines and journal articles on women's issues and cultures, feminism, and gender.

Themes: Canadian Feminism, International Feminism, Fiction, Women's Health, Culture.