

PACS 321/GSJ 331 – Gender in War and Peace

Tues/Thurs 11:30 AM – 12:50 AM

Spring 2024

Instructor: Dr. Kimberly Penner
Location: CGR 1300
Office hours: Immediately after class or by appointment please.
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Territorial Acknowledgement & Commitments to Indigenous Justice

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River. Settler-colonialism and its present-day systems, structures, narratives, and individual embodiments of white supremacy and racism in Canada, are part of the context in which we live and learn. In this course we seek to be contextual (aware of the power dynamics within our own context and classroom), and to name and dismantle oppressive systems by listening to the voices of oppressed peoples.

Course Description

Our experience of any crisis is shaped by gendered power relations (and their intersections) and unequal systems of privilege and disadvantage. Women, men, trans, and non-binary people are impacted differently in conflict and disaster (just as they are times of so-called peace). This course uses gender (and its intersections with other social locations such as: race, class, dis/ability, age, culture) as a critical lens for analyzing experiences of and theory related to war and peace to better understand differential patterns of suffering and violence, and to seek peacebuilding that transforms rather than reinscribes gender inequality, sexism, and binaries. We will use both theoretical literature and case studies to explore how the discourse and enactment of war and peace are influenced by societal constructions of gender, both historically and in the present. Some of the themes covered include the gendered nature of pacifism historically, toxic masculinity and war; the gendered impacts of sexual violence as a tool of war; feminist intersectional peace research/ethics; queer theory, and the gendered impacts of internal displacement and refugees. While there are currently no wars in Canada, the systems of inequality here, including colonial systems built on white supremacy, and intersecting with systems of cisheteropatriarchy (that also value a man/woman gender binary), can give way to justifications and support for war. We seek to engage course content with an awareness of our own context in mind.

Learning Outcomes

By the end of this course students should be able to:

- 1) Understand and apply an intersectional theory of power to relationships, systems, and structures.

- 2) Name and analyze social constructions of gender (and its intersections with other social locations such as race, sexuality, class, ability) with regards to experiences and narratives of war and peace both historically and presently.
- 3) Develop a greater awareness of one's own social location as a gendered person and how that may or may not impact how one engages the gendered experiences of others in understanding war and in working for peace.
- 4) Identify theories and methodologies that complicate the binary of peace and war, and that shape and influence understandings of peace as justice and safety for all peoples of all genders.

Course Assessment

- 15% Attendance & Participation
- 25% Media Survey or Book Review – Due June 11
- 20% Discussion questions (sign up for June 4 or July 23)
- 5 % Research Essay Proposal – Due July 11
- 35% Research Essay - Due July 30

Attendance & Participation

The expectation here is that you attend class and participate meaningfully in small and large group discussions. For the purposes of our class, “to participate meaningfully” means participating with a knowledge of the required readings, as well as with respect for yourself, fellow learners, and instructor as you seek to adopt a posture of curiosity, withholding judgment, and demonstrating compassion towards each other in the classroom.

Assignment Instructions

Detailed instructions are provided below. Assignment rubrics will be available on LEARN.

Assignments must be uploaded to the appropriate Waterloo LEARN dropbox by 9:30 AM on the due date. Late assignments will be assessed an automatic penalty of 3% per calendar day if alternative arrangements have not been made.

Citation of sources must conform to The Chicago Manual of Style. See Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 8th edition (Chicago: University of Chicago Press, 2013), or [Chicago Manual of Style Citation Guide](#).

Media Survey or Book Review

1. Book review 25%

Due: July 11

Write a 1000-word (4-5 ds pages) review of a published book that in some way deals with the issue of gender in war and/or peace. A selection of book options will be posted. 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 10 minute in class report on the book.

OR

2. Media survey 25%

Due: July 11

Survey the media 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 intersectional gender analysis of the story. Please also consider if/how your own social location shapes how you engage this content. Give a 10 minute in class report on what you read, heard, or saw.

Discussion Questions (for everyone) 20 % total

Due: June 4 or July 23

During two 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.

Research Paper (and Proposal) 35% + 5% = 40%

Due: proposal – July 11; final essay – July 30

- 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 with an understanding of gender as performative (socially constructed) and nonbinary. Some possible topics include the following:
 - Critically engage literature on masculinity and militarism
 - History of male conscientious objectors in a particular conflict(s)
 - A profile of a peace organization or movement(s) with attention to gendered relations of power and gendered norms.
 - A survey of an aspect of gendered human rights violations, in a particular region or cultural context that you have a connection to.
 - Discussion of the gendered power relations at play in sexual violence (rape, prostitution, etc) during a particular global conflict/war/genocide, past or present.
 - A study of the gendered causes of a particular conflict, ie. Poverty, toxic masculinity, environmental degradation, cisheteronormativity (relates to the history of colonialism and the gender roles and norms therein)
 - A historic survey of women's military mobilization in a particular war or national setting
 - A biography of a particular peacemaker (or warmaker) with attention to gender

- A study of the experiences of non-binary and/trans refugees of war.
 - A study of LGBTQ+ experiences in a particular military.
- 2) You should use at least 6 sources (books, articles, websites, etc.) aside from course readings.
 - 3) You must submit a paper proposal by July 11 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 4 sources.
 - 4) You must follow proper research essay form and reference your sources with footnotes/endnotes and a bibliography.

Readings

Assigned readings for each class are highlighted in the weekly course outline that follows. All can be accessed electronically.

Required text:

Weekly Course Outline and Readings

- T, May 7** **Introduction to the Course and to Each Other**
Lecture: Intro to Gender and War and Peace – Moving Beyond Essentialist and Binary Notions of Gender
- Th, May 9** **Locating Ourselves and Understanding Social Privilege**
Lecture: The Social Nature of Privilege
Activity: Manga Game
Readings: Johnson, “Privilege, Power, Difference, & Us”; McIntosh, “White Privilege & Male Privilege”; Wildman & Davis, “Making Systems of Privilege Visible”; Smith, “The Problem with Privilege”; “Accomplices not Allies: Abolishing the Ally Industrial Complex”.
- T, May 14** **Complicating Privilege & Doing Intersectional Social Analysis**
Watch: Pride
Discuss in groups: Single stream, then multi-stream
Lecture: History and Theory of Intersectionality
Readings: DiAngelo, “White Fragility”; Solomon, “The Discourse of Denial”; Hill Collins and Bilge, “What is Intersectionality?”; Ramsay, “Intersectionality”
- Th, May 16** **Queering Gender**
Lecture: The social construction of gender, discourses on sexuality and gender performativity. Introduction to queer theory.
Readings: Judith Butler, Eve Sedgwick, Michel Foucault (exact readings TBA)

- T, May 21** **Colonial Politics & Gender (intersecting with race, sexuality, Christianity)**
Lecture: The colonial politics of sexual “decenting” has generated anti-queer understandings and practices that continue to shape our world, including social constructions of gender performed in war, LGBTQ+ experiences of war. We will consider how understanding and engaging these dynamics is a task of peacemaking.
Readings: (TBA – on queer theory and history of colonialism)
- Th, May 23** **Gender, Conflict and Peace (To be confirmed)**
Lecture: Gender and conflict intersect in conflict onset, dynamics, and resolution. How can we be aware of gendered power dynamics in analysing conflict/or even being part of conflict? How do gender roles/power dynamics change?
Guest speaker: Paul Okoye
- T, May 28** **Toxic Masculinity: Part I**
Film: The Masks we Live in
Readings: TBA
- Th, May 30** **Toxic Masculinity: Part II**
Lecture: Exploring the social construction of gender and the connections between toxic masculinity, homophobia, whiteness, and violence as portrayed through the film.
Readings: TBA
- T, June 4** **Discussion groups**
Discussion guided by your discussion questions based on the readings so far.
- Th, June 6** **Women and Peace**
Lecture: We will look at examples from history where femininity is associated with peace in an essentialist way and highlight the problems with this approach. We will also learn about the significance of women peacemakers in history.
Readings: York, “The Truth about Women and Peace,” W&WR, 19-25
Carter, “Should Women Be Soldiers or Pacifists,” W&WR, 33-7
Scheper-Hughes, additional readings TBA
- Men and Peace/Pacifism**
Lecture: Conscientious objectors, draft resisters, and peacekeepers.

Readings: Epp, “Heroes or Yellow-bellies? Masculinity and the Conscientious Objector,” 19-24; Whitworth, “Militarized Masculinities and Blue Berets,” 25-40; “Women and War, Men and Pacifism,” Michael Salla, additional readings TBA

Th, June 11 **LGBTQ+ Peace Activism Past and Present**

Readings: TBA

T, June 13 **Discuss Book Review/Media Analysis Assignments (small groups)**

Book Review/Media Analysis Due

Th, June 13 **Trans Experiences in the Military (Canada/USA)**

Film: Transmilitary

T, June 18 **Trans Experiences in the Military (Canada/USA)**

Discuss film. (Applying intersectional power analysis regarding gender and its Intersections as seen in the film.)

Th, June 20 **A Continuum of Violence (war and systems)**

Lecture: Destabilizing the dichotomy of war and peace and looking at continuums of violence in relation to gendered inequalities and gender-based violence.

Readings: Jelke Boesten, “Sexual Violence in Peacetime Peru,” in *Sexual Violence During War and Peace: Gender, Power, and Post-Conflict Justice in Peru* (2014); Kirthi Jayakumar, “The Women Peace and Security Agenda Through a Queer Theory Lens,” *Journal of Regional Security* (2022) 17:1, 83-110.

T, June 25 **Gender, Sexual Violence, and War**

Readings: TBA

Th, June 27 **LGBTQ+ Experiences in War (Part I)**

Case Study: Ukraine

Readings: TBA

T, July 2 **Case Studies (led by MPACS students based on enrolment)**

Th, July 4 **Case Studies (led by MPACS students based on enrolment)**

T, July 9 **LGBTQ+ Experiences in War (Part II)**

Case Study: Palestine

Readings: Ellen Ionas, “What the UN Report on October 7 sexual violence does and doesn’t say: the UN report gives clarity, not answers,” Vox, March 8, 2024, accessed March 19, 2024, <https://www.vox.com/world-politics/24093631/un-israel-october-7-sexual-violence>; more readings TBA

Watch in class: Aljazeera, [“The Unravelling of the New York Times Hamas Rape Story”](#)

Th, July 11 **Discuss paper proposals (small groups)**
Paper Proposal Due

T, July 16 **Gender and Human Rights**
Lecture: Human rights as an approach to gender and sexuality
Discussion: Pros and Cons

Th, July 18 **Intersectional Visions of Peace & Nonviolence**
Readings: Judith Butler, “Rethinking Vulnerability, Violence, Resistance” in *The Force of Non-violence* (2020); McKay, “The Psychology of Societal Reconstruction and Peace,” W&WR, 348-62;

T, July 23 **Discussion Small Groups**
Discussion guided by your discussion questions from the readings so far.

Th, July 25 **Workshop final papers**

T, July 30 **Last Class: Course Wrap Up**
Research Paper Due

UW Policies on Academic Integrity

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. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student

who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for students with learning differences: The [Access Ability Services](#) office, located on the first floor of Needles Hall extension (1401), 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.

Accommodation for Illness: A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre

Mental Health Support:

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#). Download [UWaterloo and regional mental health resources \(PDF\)](#). Download the [WatSafe app](#) to your phone to quickly access mental health support information.