

WMST 3700 Perspectives on Women, War and Peace Activism Syllabus for Spring 2003

Instructor: Dr. Anne Marie Pois

Location and Time: MUEN E 131, Tuesdays and Thursdays 9:30-10:45AM

Office Hours: Tuesdays, 2:15-5:00PM, & by appointment

Office Location: Room 208 in the Hazel Gates Woodruff Cottage, located just north of the Economics Bldg.

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I. Introduction and Course Objectives.

As we enter the 21st century the age old challenge of building a peaceful, just world and ending war and varieties of violent conflict still confronts us. One path to creating a culture of peace is through learning about the nature of war and violence, peace and justice and the interrelationships among these. This course contributes to such a path for peace by dealing with perspectives on women and their connections to peace work, war and militarism. In addition, we will focus upon historical and contemporary examples of the impact of war upon women and of women's peace activism in a global context. We will explore such questions as: How have feminists, peace activists and/or scholars defined and analyzed issues of peace and war, violence and justice in relation to women? How have the categories of gender, race, and class as well as culture and nationality shaped their thinking? What were women's experiences during some of the wars and conflicts of the twentieth century? How have women worked and organized for peace during the twentieth century? In what ways have they created a peace culture? How have women envisioned a peaceful future?

We will read analytical articles, fiction and first person accounts and share our views through class discussion or a combination of lecture/discussion. In addition to writing short essays based on the reading, students will also have the opportunity to focus more deeply on a topic of interest to them through research and participation in a group presentation OR researching and writing an individual paper. Students may also opt to do service learning for a couple of hours per week by volunteering at organizations/agencies that build a culture of peace in Boulder. In these ways students will learn about diverse women's gendered understandings of the interrelationships among violence, war and injustice and of peace work as they search for a nonviolent and just world. Hopefully, together we can create a supportive and cooperative learning community which will encourage students to develop their ideas through active engagement in reading, discussion, and written work.

II. Course Requirements:

1. READING: Students should complete the readings as assigned below in the schedule. Since this is a seminar and class discussion is one of our vital ways of learning, it is necessary for students to be prepared for discussions through thoughtful consideration of the reading.

The reading is from books assigned for the course and also selected articles on reserve. You can access the reserve reading in three ways. These are: 1) **On webCT which is an internet program available to students at CU** (please see below for instructions) 2) at the CIRCULATION DESK OF NORLIN LIBRARY and 3) in the Women's Studies Cottage Reading Room. (you may read materials in the Reading Room, you may not check out or copy materials. Hours usually are 8-Noon and 1:00-5:00PM.)

There are four books for the course. These may be purchased at Word Is Out Bookstore located at 1731 15th St. Boulder, phone 449-1415. The hours are 10AM-6PM, Monday-Saturday, 12-5PM Sundays.

(It is on 15th St. between Arapahoe and Canyon Blvd. Liquor Mart is just across the Street)

1. Le Ly Hayslip with Jay Wurts, When Heaven and Earth Changed Places : a Vietnamese Woman's Journey from War to Peace, 1989. (A memoir)
2. Nora Okja Keller, Comfort Woman, 1997. (a novel)
3. Lois Ann Lorentzen and Jennifer Turpin, editors, The Women and War Reader (1998). (Articles)
4. Helen Zenna Smith, Not So Quiet . . . (a novel, first published 1930, reprinted 1989)

2. CLASS PARTICIPATION: Students are expected to attend class regularly and actively participate in class discussions. In order to create a learning community of active learners, we all must come prepared to discuss the topic and assigned reading. We all have the responsibility to encourage and facilitate the discussions and together we will devise the means to do so. Usually you will have short assignments or exercises related to the reading which will be done either before class meetings or during class and which will be handed in for credit.

Students should contribute to their participation grade by reporting to the class on either TWO news items relating to the topics of the course and/or on any relevant lectures, workshops or films they attend. (For instance, any talks during International Women's Week, etc.). Students may also write up a one-two page description and response paper for extra credit.

When students are absent they should be in touch with the instructor about what they have missed and any make-up work. **Since class discussion is such a vital part of your grade, more than two absences will lower your grade.** I encourage you to be in contact with me if emergencies/problems arise.

3. ESSAYS:

Students will write **three** essays of 5-6 typewritten pages (1500+ words, longer essays accepted) during the semester. You will develop an argument or interpretation in your essay based upon an aspect or theme developed in the readings or on a choice of topics provided by the instructor. See the GUIDELINES handout for a few of the particulars. **Essay due dates: First essay due Thursday, February 20, second essay due Thursday, April 3, and third essay due Monday, May 5.**

4. GROUP PRESENTATIONS OR INDIVIDUAL RESEARCH PAPER:

Group Presentation: Building societies based upon a culture of peace involves creating and using processes of cooperation, mutual responsibility and nonviolent conflict resolution. In an effort to explore and create such processes in our own learning community, students will work together in groups on presentations which they will give during the last two weeks of class. The groups will consist of approximately two to four people who will develop a theme related to women and war or peace topics/issues which will expand upon or deepen a topic dealt with in the course. After handing in your individual ideas, I will place you into groups which seem to share a common theme or interest. The group will meet outside of class and with the instructor to decide upon each individual's contribution, the research that needs to be done, the format of the presentation, etc. See the GUIDELINES handout for the particulars.
OR...

Individual Research Paper: Some students may opt to do an individual research paper due Tuesday, April 29th. This major essay is based upon a topic of the student's choosing which relates to themes of the course based on the thinking/experiences/activism of women during war and/or their peace work. Students will read at least two books and any articles as the basis for their research and write an eight to twelve page essay. Students are encouraged to pursue projects which might build on their strengths, interests, and/or experiences. I have a bibliography in progress of works at Norlin relating to women's peace thinking and activism prepared which I can share with students. See the GUIDELINES handout for the particulars.

**5. TWO Optional Ways of Completing the Course and Grading:
STUDENTS CAN OPT FOR Choices A OR B, below :**

Option A. Students choosing option A will do all the required work listed in the syllabus; they will write the three essays, do the reading and participate in discussions, etc. and do the group presentation or the individual research paper.

Option A grading is based upon the following criteria and percentages:

25% Class Participation

50% Three Essays (approximately 16.5% each)

25% Group Presentation or Individual Research Paper

Option B. An Opportunity for SERVICE LEARNING! Students who do the service learning will in addition to their service learning write **two** essays—one **MUST** be the final essay—and do all other required work. Students may opt to do two hours of volunteer work/service learning at an organization or agency which relates to our theme of women's peace activism. **Look at handout for suggestions.** The student would do **TWO** hours of work each week for 12 weeks for a total of 24 hours. The student is responsible for finding an agency and starting volunteering by the third week of the semester. During one class period at the end of the semester students will report very briefly to the rest of the class about their experiences and hand in a short paper (2-3 pages) which focuses on how the service learning related to the themes of the class and peace activism in general. Your supervisor, your short paper, your presentation, and your attendance will determine your grade for the service learning component. **Students who are interested should see me after the first class! A handout with guidelines AND the necessary forms are available.**

Option B grading is based upon the following criteria and percentages:

25% Class Participation

18% Service Learning

32% TWO Essays (16% each)

25% Group Presentation or Individual Research Paper

IV. Course Policies:

1. **Students with disabilities** must speak to the instructor within the first two weeks of class in order to plan for ways to provide for an effective learning experience in this course.
2. **Attendance and class participation:** Attendance will be taken. More than two absences will lower your grade. Please be in contact with the instructor about any missing work, make-up work, getting the absence excused or any other concerns.

3. **Re-Writing Papers:** Students who turn their first two essays in on time will have the opportunity to re-write their essays for a higher grade. Students must see me first and then turn in the re-write within two weeks time. Re-writing involves substantial changes. You are encouraged as well to see me before their essays are due if you'd like to bounce ideas around, work on a focus, your writing, etc.

4. **Late Assignments:** Grades will be lowered when assignments are handed in late. If you face an emergency/problem call me BEFOREHAND and perhaps an extension can be arranged.

5. **Pass/Fail students.** All students are required to do the assigned work. If there is missing work it will count as a minus of one to five points. In addition, pass/fail students who opt for the group presentation should put in full effort in consideration of the other students in the group. **This is not an ideal class for pass/fail given the requirements of the course.**

5. **Women's Studies majors** should save their essays, etc. for use in the capstone class.

V. Using WebCT

We have a WebCT site for our course. “**Web ‘course tools’** is an on-line software program that facilitates the creation of sophisticated web-based educational environments. It can be used to create entire on-line courses, or to simply publish materials that supplement existing courses.” I will be using the program to provide the course materials on line so that you can read them there or print them out. To start, you should find the course syllabus and other relevant handouts posted under COURSE MATERIALS for your viewing pleasure and/or to print out. Hopefully, we will be using other features of this software as well.

Procedure for logging into the course:

Go To: <http://webct.colorado.edu/>. **There is lots of information and support for students that you can access from this web page. You may want to familiarize yourself with all the aspects of WebCT before you go into our course.**

When you do want to login, the URL for the Login page is:

<http://webct.colorado.edu/webct/public/home.pl>

You will then be prompted to enter your **user name and password.**

You may want to “bookmark” at this time, for quick access.

The login name is your user id and your initial password is the last FIVE numbers of your student number, NO DASHES, NO SPACES. It is highly recommended that you change your password immediately--perhaps use the password for your email. One way to find out your user id is to call the Help Desk at 735-HELP. The folks at the help desk can help with most of your questions. You may also email them at help@spot.colorado.edu.

Once you have typed in your user id and password, you will see WMST 3700 and the title of our course, Perspectives on Women, War and Peace Activism listed under your name. Click on the course and then a page will open with a couple of icons. Click on “**Course Materials or Content**” icon and you will be able to choose from the materials listed there, including the syllabus, handouts, guidelines, the readings packets, etc. which I have posted.

VI. Schedule of Topics, Readings, Papers, etc.

Jan 14 & 16

Introductions and student definitions of conflict, violence, war, and injustice and feminism, nonviolence, justice, and peace activism and how these are interconnected.

* **For Thursday the 16th --Assignment #1--**Bring a 2-3 page typed essay in which you discuss your definitions of war & violence, peace, and feminism, and examples from your own experiences and/or observations from reading, the news, etc. We will share these and then discuss them. See Assignment #1 handout.

Jan 21 & Jan 23

Feminist and Peace Perspectives on the Meanings of War & Militarism, Violence, and Injustice and the Connections among them

Reading: Lorentzen & Turpin, *Women and War Reader*, 1) Jennifer Turpin, "Many Faces: Women Confronting War," pages 3-18

ON WebCT or RESERVE: Packet #1--You can read on WebCT or Norlin Library or the Women's Studies Reading Room. Ask for Packet #1 at the Reserve desk of Norlin.

1. Johan Galtung, "Cultural Violence," from *Violence and Its Alternatives*, eds. Manfred Steger and Nancy S. Lind (NY: St. Martin's Press, 1999): 39-53.

2. Carol Cohn, "'Clean Bombs' and Clean Language," in *Women, Militarism and War*, edited by Jean Elshtain & Sheila Tobias, Savage, MD: Rowman & Littlefield, 1990. (This article is a shortened version of "Sex and Death in the Rational World of Defense Intellectuals" in the journal, *Signs: Journal of Women in Culture and Society*, 1987).

Optional: The following three articles are from the early 80s or late 70s and are part of a pathbreaking book, *Reweaving the Web of Life: Feminism and Nonviolence*, edited by Pam McAllister, 1982. These articles were written by activists for the most part and represent the growing concerns of the women's anti-nuclear, pacifist and ecofeminist movement of the 1980s. 3. Helen Michalowski, "The Army Will Make a 'Man' Out of You."

4. Donna Warnock, "Patriarchy Is a Killer: What People Concerned About Peace and Justice Should Know."

5. Bruce Kokopeli and George Lakey, "More Power Than We Want: Masculine Sexuality and Violence."

Jan 28 & Jan 30

* DUE Thursday, January 30, Service Learning Contracts

Feminist and Peace/Nonviolence Definitions and Understandings of Peace and Justice and Building a Peace Culture

Reading: 1. Lorentzen & Turpin, *Women and War Reader*, Lynne M. Worhrle, "Silent or Silenced? p. 343-347, Mariana Mora, "Zapatismo: Gender, Power and Social Transformation" pages, 164-176

On WebCT or on Reserve: Packet #2

1. Karen Warren and Duane Cady, "Feminism and Peace: Seeing Connections," in *Bringing Peace Home: Feminism, Violence and Nature*, eds. Karen Warren & Duane Cady (Bloomington: Indiana University Press, 1996): 1-15.

2. Elise Boulding, Selections from *Cultures of Peace*, Syracuse: Syracuse University Press, 2000): 1-7, 89-138.

3. Barbara Omolade, "We Speak for the Planet," from Rocking the Ship of State: Towards a Feminist Peace Politics, eds. Adrienne Harris & Ynestra King, (Boulder: Westview Press, 1989): 171-189.
4. Mohandas K. Gandhi, *Excerpts from The Essential Writings of Mahatma Gandhi*,
5. bell hooks, "Beloved Community: A World Without Racism"
6. Aung San Suu Kyi, "Freedom from Fear." Readings 4-6 From Violence and Its Alternatives, eds. Steger and Lind: 293-301; 308-316.

Feb. 4 & Feb. 6

* DUE—Feb 4, Hand in Topics for Group Presentation or Individual Research Paper

* DUE—Feb 6 Sign up for meeting with Pois

Feminist Perspectives on Peace and War and Peace Activism

Reading: In *Lorentzen & Turpin*: 1) Jodi York, "The Truth About Women and Peace," pages 19-25; 2) Betty Reardon, "Women or Weapons?" p 289-295, 3) April Carter, "Should Women be Soldiers or Pacifists?" pp. 33-37; 4) Gila Svirsky, "The Impact of Women in Black in Israel," pages 329-336 5) Ronit Lentin, "Israeli and Palestinian Women Working for Peace," pages 337-342. 6) Susan R. McKay, "The Psychology of Societal Reconstruction and Peace: A Gendered Perspective," 348-362.

On WebCT or Reserve: Packet #3

1. Lucinda J Peach, "An Alternative to Pacifism? Feminism and Just-War Theory."
2. James P. Sterba, "Feminist Justice and the Pursuit of Peace." These articles can be found in Bringing Peace Home: Feminism, Violence and Nature, eds. Karen Warren & Duane Cady (Bloomington: Indiana University Press, 1996): 192-210, 211-223.

Feb. 11 & Feb. 13

The Gendered Experience of War: British Women's Experiences during World War I

Reading: Not So Quiet . . ., by Helen Zenna Smith.

Optional: *On Reserve only*, Harriet Alonso, Chapter 3 from *Peace As a Women's Issue* & Frances Early, "The Historic Roots of the Women's Peace Movement in North America," 1986, & *Lorentzen & Turpin*, Angela Woollacott, "Women Munitions Makers, War, and Citizenship" p 126.

STUDENT—INSTRUCTOR MEETINGS ON PAPERS AND GROUP PRESENTATIONS THIS WEEK

Feb. 18 & Feb. 20

* DUE, Thursday, Feb. 20, First Essay

Perspectives on Mothers and Peace and War: Images and Realities

Reading: *Lorentzen & Turpin*, Articles in Part V, "Motherhood, Parenting and War," pages 213-286.

On WebCT or Reserve: Packet #4

1. Laura Duhan Kaplan, "Woman as Caretaker: An Archetype That Supports Patriarchal Militarism."
2. Alison Bailey, "Mothering, Diversity, and peace: Comments on Sara Ruddick's "Feminist Maternal Peace Politics," 88-105. Both articles can be found in Bringing Peace Home: Feminism, Violence and Nature, eds. Warren & Cady, pages 165-174, 88-105.

STUDENT—INSTRUCTOR MEETINGS ON PAPERS AND GROUP PRESENTATIONS THIS WEEK

Feb. 25 & Feb. 27

Women's Peace Activism—"Mothers" and other Women's Resistance to Injustice in Latin America

"The Mothers of the Plaza de Mayo," Video

Reading: *Lorentzen and Turpin*, Some Articles in Part V, "Motherhood, Parenting and War," and Diana Mulinari, "Broken Dreams in Nicaragua," pages, 157-163, & Lois Ann Lorentzen, "Women's Prison Resistance: Testimonios from El Salvador," pages 192-202.

**March 4 & March 6—This is International Women's Week!
Debates on Women "Warriors" in the Military**

Reading: *Lorentzen & Turpin*, Part III, "Women in the Military and War Complex" pages 119-154.

On WebCT and Reserve: Packet #5—Selections from "Women and the Military" from Gwen Kirk and Margo Okazawa-Rey, *Women's Lives: Multicultural Perspectives*, 1998.

March 11 & March 13

Perspectives on The Impact of Militarization and War Upon Women

Reading: *Lorentzen and Turpin*, Articles in Part II, "Nationalism, Victimization, and War Culture," pages 41-115; and

On WebCT & Reserve: Packet #6 Larry May and Robert Strikwerda, "Men In Groups: Collective Responsibility For Rape," from Bringing Peace Home: Feminism, Violence, and Nature, eds. Warren and Cady, pages 175-191.

March 18 & 20

The Impact of War Upon Women: An Historical Case—The "Comfort Women" of World War II

Reading: Comfort Woman, by Nora Okja Keller.

ON WebCT or RESERVE—Packet #7

1. Kazuko Watanabe, "Trafficking in Women's Bodies, Then and Now: The Issue of Military 'Comfort Women'" from Peace and Change, A Journal of Peace Research, October, 1995.
2. Chin Sung Chung, "Korean Women Drafted for Military Sexual Slavery by Japan" and then Testimonies by Survivors, Kim Haksun, Kim Tokchin, Oh Omok, and Yi Okpun, all printed in True Stories of the Korean Comfort Women.

Week of MARCH 24--SPRING BREAK ENJOY--PEACEFULLY!

April 1 & April 3

* DUE, Thursday, April 3, Second Essay

Continued Comfort Women and Organizing for Peace and Justice in Asia

Reading: Discussion continued on Reading Packet #7 and In *Lorentzen & Turpin*, Gwyn Kirk and Margo Okazawa-Rey, *Making Connections: Building an East Asia-US Women's Network against U.S. Militarism*, 308-322.

April 8 & April 10**Women's Peace Work in Historical Perspective: Special Focus on the Feminist Anti-Nuclear and Anti-Militarist movement and the Peace Camps of the 1980s.**

Reading on WebCT & Reserve: Packet #8

1. Gwyn Kirk, "Our Greenham Common: Feminism and Nonviolence."
2. Gwyn Kirk, "Our Greenham Common Not Just a Place But a Movement."
3. Rhoda Linton "Seneca Women's Peace Camp: Shapes of Things to Come," all in Rocking the Ship of State, Eds. Harris and King, 1989.

April 15 & April 17**One Woman's Path from "Victim of War" to Activist for Peace and Reconciliation**

Reading: Le Ly Hayslip with Jay Wurts, When Heaven and Earth Changed Places : a Vietnamese Woman's Journey from War to Peace.

April 22 & April 24**Women's Peace Activism Continued*****April 29 & May 1***

- * DUE, Tuesday, April 29, Individual Papers
- * We will have Group Presentations Tuesday and Thursday.

Monday, May 5, 7:30-10AM

- * Final Essay due.
- * We will complete Group Presentations and Service Learning Presentations.
- * Bring the final essay to this our "final" meeting.