

The University of Western Ontario
WS9524A Feminist and Gender Perspectives on/in Conflict and Post-Conflict Contexts

Tuesdays 1:30-4:30 pm

Instructor: Erica Lawson

This graduate seminar surveys feminist scholarship on gender in civil war, peace, and post-conflict societies as these are debated across disciplines and lived 'on the ground' in everyday ways. The seminar is guided by some of the following exploratory questions: How does feminist scholarship address the social construction of gender in civil war, post-conflict and transitional justice projects? What are the problematics of representing women as 'peacemakers,' who is left out, and how do such representations implicitly reproduce the idea that war is the domain of militarized masculinity? How is disability understood in conflict zones? What is the role of the state and the international community in pursuing post-conflict, human rights and transitional justice goals? How do post-conflict societies undertake peacebuilding, what challenges do they face, what questions do they struggle with in light of limited resources and ruined infrastructure? And how is civil war remembered or forgotten in national/public culture and in settler colonial societies? We will explore these questions largely, but not exclusively, through interdisciplinary feminist and gender scholarship, case studies and select reports.

Course Objectives

By the end of the course, students will be able to:

- Discuss feminist debates in gender, civil war, and post-conflict initiatives.
- Identify and compare multiple theoretical perspectives and opposing views
- Understand the systemic and material factors that shape how and why civil wars occur, how they impact people's lives, and how global/regional actors support war for profit.
- Apply an intersectional approach to gender in civil war and post-reconstruction activities.
- Develop an understanding of how war is contested and remembered.
- Address how communities organize to end war and their activities to sustain peace.

Learning Objectives

Students will develop their written, presentation, and research skills in these ways:

- By participating weekly in class discussions, students will become stronger and more confident speakers.
- By organizing and delivering concise and thoughtful presentations based on readings
- Through the longer written assignments, students will sharpen their skills of exposition, thesis development and defense, critical writing, and consideration of multiple perspectives.
- By developing the confidence to make clear arguments and ask informed questions
- By sharpening research skills

Evaluation

Readings and class discussions

Students are required to conduct a close and critical reading of the articles and must be prepared to participate in discussions. This means being prepared to ask relevant questions and make informed arguments based on the readings.

1. Presentation and Paper - 20% (presentation: 5%; paper 15%). Each student is expected to lead a thoughtful and critical presentation/discussion (not a review) of a selected article for 15- 20 minutes. The objectives of the discussion are to **a)** address the article's conceptual framework and underlying assumptions; **b)** articulate a grasp of its core arguments and how they are developed, and **c)** pose two discussion questions with which to engage the class for approximately 10 minutes. Give careful thought

to your questions and frame them in ways that will encourage deep engagement with the topic. Please hand in a summary of your presentation at the beginning of the class; first 2-3 pages of your paper, including discussion questions. You do not have to hand in the paper at the time of presentation. You have until the next class to do this. The point of handing it in later is to give you an opportunity to improve the paper based on class discussion and feedback, if you feel that this is necessary.

2. Two position papers – 30% (15% x 2)

Choose two readings and respond to any part of the author's argument that is of interest to you. Eight double-spaced pages for each paper. These readings should be different from the one you choose to discuss in class. **Note:** You cannot write on a paper that has already been discussed in class.

Due (position paper #1) October 12th AND Due (position paper #2) November 9th.

3. Final paper (with an optional 250 word abstract) - 50%; Each student is required to write a final paper, 20 pages, doubled spaced, including references. Use at least two readings from the course but all other sources must be external. If you wish, you may write an abstract to be submitted for instructor's review and comments – this is an opportunity to work out your ideas.

The essay topic must address one aspect or some combination of an issue pertaining to feminism and race in historical or contemporary context. Due (Abstract): November 16th by 5pm AND Due (Final paper): December 14th at 5:00pm. Please send abstracts as email attachments so that I can respond quickly; all other assignments must be submitted as hard copies and uploaded to Turnitin.

We have the option of meeting outside of class, for one day, in a conference style setting to present papers for peer feedback and constructive comments. The purpose of this exercise is to learn from and dialogue with each other constructively in a group setting to strengthen the final papers. Typically, each student presents the first 8-10 pages of the final paper. As a group, we can decide if we want to do this exercise. Please note that a paper written for another course cannot be submitted for this course. There is no final examination for this course. And, from time to time, I may show relevant documentaries or clips that reflect and support themes in our readings.

Here are some of the criteria that I use to assess written work:

- Appropriate grammar and sentence structure
- Clear and precise use of language (i.e. clear definitions of terms)
- Concise articulation of the issue or problem that the paper addresses
- Coherent development of arguments
- Arguments supported by clear evidence
- Close attention to referencing APA Style
- An examination and interpretation of arguments in ways that illuminate hidden assumptions, meanings, contradictions, or inconsistency (in other words, an analytic rather than an overly-descriptive assessment of the topic/issue).

Women's Studies Grading Criteria (see WSFR Handbook for details):

- A+ (90 to 100) – Excellent work
- A (80 and up) - Superior work
- B (70 to 79) Good work, meeting all requirements, and eminently satisfactory
- C (60 and up) – Competent work, meeting requirements
- D (50 to 59) – Fair work, minimally acceptable
- F (49 and down) – Assignment does not apply to course; basic requirements are unmet; plagiarism)

List of Readings

- Aggestam, Karin, et. al. (2019). "Theorising Feminist Foreign Policy." *International Relations*, 33(1): 23-39.
- Alison, Miranda. (2003). "Cogs in the wheel? Women in the liberation tigers of Tamil Eelam." *Civil Wars*. " 6:4, 37-54.
- Allen, Kevin. (2011). "The Second Battle of Fort Sumter: The Debate over the Politics of Race and Historical Memory at the Opening of America's Civil War Centennial, 1961." *The Public Historian*, 33(2): 94-109.
- Andreas, Peter. (2004). "The Clandestine Political Economy of War and Peace in Bosnia." *International Studies Quarterly*. 48, 29-51.
- Banwell, Kristin. (2015). Globalisation Masculinities, Empire Building and Forced Prostitution: A Critical Analysis of the Gendered Impact of the Neoliberal Economic Agenda in Post-invasion/occupation Iraq." *Third World Quarterly*. 36(4): 705-722.
- Barker, Adam J. (2018). "Deathscapes of Settler Colonialism: The NecroSettlement of Stoney Creek, Ontario, Canada." *Annals of the American Association of Geographers*, 108(4):1134-1149.
- Bell, C., and O'Rourke, C. (2007). "Does Feminism Need a Theory of Transitional Justice? An Introductory Essay." *The International Journal of Transitional Justice*, 1: 23-44.
- Bell, Christine (2005). "Women Address the Problems of Peace Agreements. Women, Peacemaking and Constitutions. R. Coomaraswamy & D. Fonseka. New Delhi: Women Unlimited, Transitional Justice Institute Research Paper No. 11-03. Available at SSRN: <https://ssrn.com/abstract=1782006>
- Boggs, Colleen G. (2015). "The Civil War's Empty Sleeves and the Cultural Production of Disabled Americans." *The Journal of Nineteenth-Century Americanist*, 3(1): 41-65.
- Buss, Doris E. (2009). "Rethinking Rape as a Weapon of War" in *Feminist Legal Studies* 17:145- 163.
- Campanaro, Jocelyn (2001) "Women, War, and International Law: The Historical Treatment of Gender-Based War Crimes." *Georgetown Law Journal* 89(8): 2557-92.
- Carpenter, Charli R. (2006). "Recognizing Gender-Based Violence Against Men and Boy in Conflict Situations." *Security Dialogue*, 37(1): 83-103.
- Chenoy, Anuradha M. (2004). "Gender and International Politics: The Intersections of Patriarchy and Militarisation," *Indian Journal of Gender Studies* 11(1): 27-42.
- Clark, Janine N. (2016). "Transitional Justice as Recognition: An Analysis of the Women's Court in Sarajevo." *International Journal of Transitional Justice*, 10:67-87.
- Cockburn, Cynthia. (2010). "Gender Relations as Causal in Militarization and War." *International Feminist Journal of Politics*, 12(2):139-157.
- Cohen, Dara Kay (2013). "Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War." *World Politics*, 65(3): 383-415.
- Cohn, Carol (2013). "Women and Wars: Toward a Conceptual Framework" in C. Cohn (ed.) *Women and War*

- Daigle, M., and H. Myrntinen. (2018). "Bringing Diverse Sexual Orientation and Gender Identity (SOGI) into Peacebuilding Policy and Practice." *Gender & Development* 26 (1): 103-120.
- Darda, Joseph (2018). "Military Whiteness." *Critical Inquiry*, 45: 76-96.
- Davis, Angela. (2008). "A Vocabulary for Feminist Praxis: On War and Radical Critique." In Riley, R.L. Mohanty Chandra T., and Minnie B. Pratt, eds. *Feminism and War: Confronting U.S. Imperialism*. New York, NY: pp. 20-26.
- Denov, Myriam and Alexandra Ricard-Guay (2013). "Girl soldiers: towards a gendered understanding of wartime recruitment, participation, and demobilisation." *Gender and Development*, 21(3): 473-488.
- Doughty, Kristin. (2015). "Law and the Architecture of Social Repair: Gacaca Days in Post-Genocide Rwanda." *Journal of the Royal Anthropological Institute*, 21(2): 419-437.
- Dunn, Holly. (2017). "The Transitional Justice Gap: Exploring 'Everyday' Gendered Harms and Customary Justice in South Kivu, DR Congo." *Feminist Legal Studies*, 25(1): 71-97.
- Enloe, Cynthia. (2000). "When Soldiers Rape." In *The International Politics of Militarizing Women's Lives*. Berkley and Los Angeles: University of California Press, pp. 108-152
- Enloe, Cynthia. (2019). "Wounds: Militarized Nursing, Feminist Curiosity and Unending Wars." *International Relations*, 1-20.
- Franklin, Cynthia G and Lyons, Laura (2008). "From Grief to Grievance: Ethics and Politics in the Testimony of Ant-War Mothers." *Life Writing*, 5(2): 237-250
- Hudson, Heidi. (2012). "A Double-Edged Sword of Peace? Reflections on the Tensions between Representation and Protection in Gendering Liberal Peace Building." *International Peacekeeping*, 19(4);443-460.
- Höglund, Kristine (2019). "Testimony Under Threat: Women's Voices and the Pursuit of Justice in Post-War Sri Lanka." *Human Rights Review*, 20:361-382.
- Jaffe, Laura J. (2016). "Disrupting Global Disability Frameworks: Settler Colonialism and the Geopolitics of Disability in Palestine/Israel." *Disability & Society*, 31(1): 116-130.
- Loadenthal, Michael. (2014). "Reproducing a Culture of Martyrdom: The Role of the Palestinian Mother in Discourse Construction, Transmission and Legitimation." In D. Cooper and C. Phelan, eds. *Motherhood and War: International Perspectives*, 181-206.
- Mazurana, Dyan. (2013). "Women, Girls and Non-State Armed Opposition Groups," in *Woman and Wars*, edited by Carol Cohn, Polity 2013, pp. 146-168
- McKay, Susan. (2005). "Girls as 'Weapons of Terror' in Northern Uganda and Sierra Leonean Rebel Fighting Forces." *Studies in Conflict & Terrorism*, 28:385-397.
- McLeod, Laura and O'Reilly, Maria (2019). "Critical Peace and Conflict Studies: Feminist Interventions" *Peacebuilding*, 7(2): 127-145
- Mohanty, Chandra. T., et. al. (2008). "Introduction: Feminism and US Wars – Mapping the Ground." In Riley, R.L. Mohanty, Chandra T., and Minnie B. Pratt, eds. *Feminism and War: Confronting U.S. Imperialism*. New York, NY: pp. 1-16.

Prasch, Allison M. “Maternal Bodies in Militant Protest: Leymah Gbowee and the Rhetorical Agency of African Motherhood.” *Women’s Studies in Communication*, vol. 38, no. 2, 2015, pp. 187–205.

Puar, Jasbi. 2013. “*Rethinking Homonationalism*”. ([here](#))

Raven-Roberts, Angela (2013). “Women and the Political Economy of War,” in *Woman and Wars*, edited by Carol Cohn, Polity. pp. 36-53

Reilly, Niamh. (2007). “Seeking Gender Justice in Post-Conflict Transitions: Towards a Transformative Women’s Human Right Approach.” *International Journal of Law in Context*, 3(2):155-172.

Roche, Sophie (2012). “Gender in Narrative Memory: The Example of Civil War Narratives in Tajikistan.” *Ab Imperio*, 3: 279-307.

Rosser, Emily. (2015). “The Messy Politics of Building Women’s Human Rights: Truth-Telling and Sexual Violence in Guatemala.” *Latin American Policy*, 16(1): 68-88.

Sjoberg, Laura. (2015). “Seeing Sex, Gender and Sexuality in International Security.” *International Journal*, 70(3): 434-453.

Sperling, Carrie. (2006). “Mother of Atrocities: Pauline Nyiramasuhuko’s Role in the Rwandan Genocide.” *Fordham Urban Law Journal*, 33(2): 101–127.

Ticktin, Hillel. (2014). “Towards a Political Economy of War in Capitalism, with Reference to the First World War.” *Critique*, 42(3): 335-351.

True, Jacqui. (2015). “A Tale of Two Feminisms in International Relations? Feminist Political Economy and the Women, Peace and Security Agenda.” *Politics & Gender*, 11(2): 419-424.

Vaha, Emilia V., and Vastapuu, Leena. (2018). “My Heart Was Already Cooked: Girl Soldiers and Situated Moral Agencies.” *Cambridge Review of International Affairs*, 31:2, 223-238.

Zwier, Paul J. (2017). “Human Rights for Women in Liberia (and West Africa): Integrating Formal and Informal Rule of Law Reforms through the Carter Center’s Community Justice Advisor Project.” *Law Dev Rev*, 10(2):187-235.

Weekly Themes & Readings

WK1	Sept 10	Introduction to course themes, expectations, evaluation. Sign up for presentations.
WK2	Sept 17	Gender/ Sexuality in/and War: Towards a Feminist Vocabulary: 1. Cohn, “Women and Wars: Toward a Conceptual Framework” 2. Davis, “A Vocabulary for Feminist Praxis: On War and Radical Critique.” 3. “Mohanty, et. al., “Introduction: Feminism and US Wars – Mapping the Ground.”” 4. Sjoberg, “Seeing Sex, Gender and Sexuality in International Security.” 5. Enloe, “Wounds, sized Nursing, Feminist Curiosity and Unending Wars.” 5. Film, Reticker, Gini. <i>Women, War, and Peace</i> . 54 mins. New York: Fork Films, 2011 (if there is time).
WK3	Sept 24	Political Economy of Gender/War/Peace: 1. Raven-Roberts, “Women and the Political Economy of War”; 2. Kilcullen and Mills, “Colombia: A Political Economy of War to an Inclusive Peace.” 3. Andreas, “The Clandestine Political Economy of War and Peace in Bosnia.” 4. Ticktin, “Towards a Political Economy of War in Capitalism, with Reference to the First World War” 5. True, “A Tale of Two Feminisms in International Relations? Feminist

		Political Economy and the Women, Peace and Security Agenda.”
WK4	Oct 1	Militarization, Gender, and War: 1. Cockburn, “Gender Relations as Causal in Militarization and War: A Feminist Standpoint.” 2. Chenoy, "Gender and International Politics: The Intersections of Patriarchy and Militarisation." 3. Banwell, “Globalisation masculinities, empire building and forced prostitution: a critical analysis of the gendered impact of the neoliberal economic agenda in post-invasion/occupation Iraq.” 4. Harstock, “Masculinity, Citizenship and the Making of War.” 5. Puar, “Re-thinking Homonationalism” (please use online link for article)
WK5	Oct 7	Sexual Violence/Disability: 1. Enloe, “When Soldiers Rape.” 2. Carpenter, “Recognizing Gender-Based Violence Against Civilian Men and Boys in Conflict Situations.”3. Cohen, Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War 4. Boggs, “The Civil War’s Empty Sleeves and the Cultural Production of Disabled Americans.” 4. Jaffe, “Disrupting Global Disability Frameworks: Settler Colonialism and the Geopolitics of Disability in Palestine/Israel.”
WK6	Oct 14	Thanksgiving – No Classes
WK7	Oct 21	Human Rights: 1. Rosser, “The Messy Politics of Building Women’s Human Rights: Truth-Telling and Sexual Violence in Guatemala.”2. Reilly, “Seeking Gender Justice in Post-Conflict Transitions: Towards a Transformative Women’s Human Right Approach.” 3. Campanaro, “Women, War, and International Law: The Historical Treatment of Gender-based War Crimes.” 4. Zwier, “Human Rights for Women in Liberia (and West Africa): Integrating Formal and Informal Rule of Law Reforms through the Carter Center’s Community Justice Advisor Project.”
WK8	Oct 28	Feminism and Transitional Justice: 1. Bell and O’Rourke, Does Feminism Need a Theory of Transitional Justice? An Introductory Essay”; 2. Clark, “Transitional Justice as Recognition: An Analysis of the Women’s Court in Sarajevo.” 3. Dunn, The Transitional Justice Gap: Exploring ‘Everyday’ Gendered Harms and Customary Justice in South Kivu, DR, Congo.” 4. Höglund, “Testimony under Threat: Women’s Voices and the Pursuit of Justice in Post-war Sri Lanka.” 5. Doughty, “Law and the Architecture of Social Repair: Gacaca Days in Post-Genocide Rwanda.”
WK9	Nov 5	Fall Reading Week – 4th – 10th
WK10	Nov 12	Peace Building/Post-conflict Process: 1. Daigle and Myrntinen, “Bringing Diverse Sexual Orientation and Gender Identity (SOGI) into Peacebuilding Policy and Practice.” 2. Bell, Women Address the Problems of Peace Agreements.” https://ssrn.com/abstract=1782006 3. Fuest, Contested Inclusions: Pitfalls of NGO Peace-Building Activities in Liberia.” 4. Hudson, “A Double-Edged Sword of Peace? Reflections on the Tensions between Representation and Protection in Gendering Liberal Peace Building.” 5. Mcleod and O’Reilly, “Critical Peace and Conflict Studies: Feminist Interventions.” 6. Aggestam et. al. “Theorising Feminist Foreign Policy.”
WK11	Nov 19	Ex/Combatant Girls and Women: 1. Vaha and Vestapuu, “My Heart was already Cooked: Girl Soldiers and Situated Moral Agency; 2. Mazurana, “Women, Girls and Non-State Armed Opposition Groups.”3. Alison, “Cogs in the Wheel? Women in the Liberation Tigers of Tamil Eelam.” 4. Denov and Ricard-Guay, “Girl soldiers: towards a gendered understanding of wartime recruitment, participation, and demobilisation.” 5. McKay, “Girls as “Weapons of Terror” in Northern Uganda and Sierra Leonean Rebel Fighting Forces.” 6. Virtual Discussion on Gender, Disarmament, Demobilization and Reintegration.” https://www.peacewomen.org/sites/default/files/wps_onlinedisussions_instraw_2010_0.pdf
WK12	Nov 26	Mothers, War and Protest: 1. Sperling, “Mother of Atrocities: Pauline Nyiramasuhuko’s Role in the Rwandan Genocide.” 2. Prashch, “Maternal Bodies in Militant Protest: Leymah Gbowee and the Rhetorical Agency of African Motherhood.”3. Loadenthal, “Reproducing a Culture of Martyrdom: The Role of the Palestinian Mother in Discourse Construction, Transmission and

		Legitimation.” 4. Franklin and Lyons, “From Grief to Grievance: Ethics and Politics in the Testimony of Anti-War Mothers”
WK13	Dec 3	Race, Gender, War, Memory: 1. Roche, “Gender in Narrative Memory: The Example of Civil War Narratives in Tajikistan.” 2. Allen, “The Second Battle of Fort Sumter: The Debate over the Politics of Race and Historical Memory at the Opening of America’s Civil War Centennial, 1961.” 3. Barker, “Deathscapes of Settler Colonialism: The NecroSettlement of Stoney Creek, Ontario, Canada.” 4. Darda, “Military Whiteness.” Wrap up and Review.

COURSE POLICIES

Submitting Assignments: Please hand in hard copies of all written assignments in WS 9458A; you are also required to submit electronic copies of all written assignments to Turnitin.com through the course Owl Sakai links. Here’s the statement on use of Turnitin from the University:

"All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under licence to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licencing agreement currently between the University and Turnitin.com (<http://www.turnitin.com>"); (<http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf>)

Deadlines are registered as the date/time these assignments are due to Turnitin, and late penalties are assessed based on the submission time to the turnitin site – so please don’t forget to load your paper to Turnitin on time! Again, I also need hard copies to mark, so assignments not handed in during class must be deposited in the WS essay drop box, located outside the WSFR Main Office doors, Lawson Hall 3260.

Essays not submitted to Turnitin will receive grades converted to 0.

You cannot submit assignments in WS 9458A submitted or prepared for another course, at Western or elsewhere, unless you have explicit permission in writing in advance from both professors to do so.

Late & Missed Assignments:

Regarding the University’s medical policy, UWO Senate requires that “Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. For UWO Policy on Accommodation for Medical Illness see:

<http://www.westerncalendar.uwo.ca/2011/pg117.html> and

(<https://studentservices.uwo.ca/secure/index.cfm>).”

(See also http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

and the Student Medical Certificate (SMC) at

<http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>)

Please note that where medical/compassionate accommodation does not apply, we will deduct the standard penalty of 2% per day for work submitted late, unless you have made arrangements with your instructor *in person* prior to the deadline.

Attendance in classes:

As UWO Senate requires, “Students whose absences from classes and/or tutorials are deemed excessive by the instructor can be debarred from writing the final exam in the course, according to the procedures established under “Examinations/Attendance” in the 2009 *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/operations/proofing/academiccalendar2011.pdf>).”

Support Services:

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Scholastic Offences:

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2009/pg113.html>.”

And re: Plagiarism, especially:

“Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see the ‘Scholastic Offense Policy’ in the *Western Academic Calendar*). Plagiarism checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.”

--- U.W.O. Senate statement on plagiarism.

Owl Sakai:

Use of Owl Sakai is necessary for successful completion of this course. This includes accessing readings as required in the course outline, downloading instructions and guidelines for assignments, receiving course announcements and submitting assignments to Turnitin.com.

Contact Info:

My email address is: elawso3@uwo.ca. Please note that I often receive an overwhelming volume of email daily and so may require a few days to respond. Please use your UWO email accounts (rather than hotmail or others), with “WS 9851” in the subject header. I am likely not able to answer substantive requests electronically.

You may also contact me by phone as indicated on page 1 of the syllabus. The WSFR department’s phone number is 519-661-3759.