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-conflicts 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


**Weekly Themes & Readings**

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<th>WK1</th>
<th>Sept 10</th>
<th>Introduction to course themes, expectations, evaluation. Sign up for presentations.</th>
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<td>WK6</td>
<td>Oct 14</td>
<td><strong>Thanksgiving – No Classes</strong></td>
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<td>WK9</td>
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<td><strong>Fall Reading Week – 4th – 10th</strong></td>
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**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](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.