

*Department of Adult Education & Counselling Psychology
Ontario Institute for Studies in Education
University of Toronto*

**WOMEN, WAR, AND LEARNING
AEC 1146
Winter Session 2011**

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COURSE DESCRIPTION AND OBJECTIVE

There is no region of the world not engulfed in war and conflict. While it is easy to draw the borders of the ‘zones of conflict’ or ‘war zones’, it is rather difficult to discern how these borders divide, save, protect or destroy new communities, identities, nations, and ethnicities. Even more difficult is the tracing of people’s displacement and dispersal as a result of war. For example, in Canada, in the last three decades most of the refugees and immigrants have come from the war zones of Asia, Africa and Latin America. This massive displacement from the three continents and the emergence of new diasporas pose a serious challenge to social institutions including the educational system. For instance, war-zone immigrants and refugees require social services from ESL to workforce integration, to access to higher education, which may bridge their lived experiences in ruptured times and spaces. To understand this complexity, we need theoretical positions, which can explain the conflictual, gendered, and racialized nature of this process, and its interconnectedness to the global structures of capitalism, imperialism and colonialism. This course will, thus, draw on theoretical positions such as Marxism, critical, anti-racist transnational feminism, and critical pedagogies to address how, where, what women learn under the condition of war, occupation and violence.

The course will cover such general topics as war and violence, women’s participation and role in war and militarism, feminism and peace, neo-liberal ideologies of ‘post-war’ reconstruction and ‘democracy,’ the role of women’s NGOs in re-building shattered lives of women in the aftermath of war, women anti-war resistance and activism, and women, violence and learning. More specifically, the course focuses on the impact of war-based violence on women’s learning, and the factors which enhance or impede women’s learning. While there is a vast literature on learning, we are just beginning to inquire about learning under conditions of war, displacement and re-rooting.

Accounting for the impact of war on women’s learning demands a focus on the role of

‘experience’ in the process of learning. Adult learning theories consider ‘experience’ as the critical element for learning. It has been argued that learning from an experience occurs when it personally affects the learner, either by resulting in an expansion of skills and abilities, sense of self and life perspective, or by precipitating a transformation that involves the whole person, and is also subjectively valued by the learner. This relationship between experience and violence has not yet been adequately theorized in the literature on learning. Although there is no literature that inter-relates women to learning-war-diaspora, we try in this course to take a step beyond the fragmented theoretical domain, and engage in analysis that draws on theoretical insights of (adult) education, women’s studies, and diaspora studies. The approach will, therefore, be interdisciplinary.

There is unequal regional representation. Simply, it is impossible to cover the globe which is burdened with many war related issues. While the covering of war zones is selective, the course takes a theoretically integrated approach by linking the ubiquity of war and displacement with capitalism, imperialism, and patriarchy, and the requirements of these interconnected systems to produce and reproduce globally.

Familiarity with critical feminist theories, adult education learning theories, diaspora theories, critique of resettlement and integration processes in Canada, and the political economy of war, capitalism, and imperialism are an asset for those who take the course. Extra reading and help will be provided for students who need it.

APPROACH TO TEACHING AND LEARNING

In teaching/learning settings, I see my role primarily as an analytical and reflective practitioner, planner and facilitator. We all will be involved in a participatory learning effort; your experience and input are as significant as the accumulated knowledge on the topic. You are, therefore, expected to actively contribute to the learning process. Your learning needs and agenda will be incorporated in the course as well.

CLASS FORMAT

Class sessions will operate as seminars. In collaborative learning, we depend on one another to make the experience rich and useful. Therefore, I expect you to attend all class sessions and to actively participate in discussions. In order to enrich your participation, you are expected to devote sufficient time to reading and accomplishing learning activities prior to class session.

GREENING OUR CLASSROOM

In support of the Department’s Environmental Policy, I encourage you to hand in your assignments on used paper, non-bleached recycled paper, and print double sided. Furthermore, please refrain from bringing disposable cups, dishes, cutleries into the classroom.

UNIVERSITY OF TORONTO'S POLICIES ON PLAGIARISM

From the Code of Behaviour on Academic Matters:

It shall be an offence for a student knowingly: (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

LEARNING ACTIVITIES

Besides class participation, two other learning activities are considered: Review essay and a major book review essay.

Learning Evaluation

Class Participation	10%
Review Essay	30% (for two essays)
Book Review Essay	60%
Total	100%

Class Participation: The aim is to encourage more collaborative and active involvement in the process of learning. It will give you an opportunity to critically analyse and discuss some of the readings related to a topic of the course. The feedback from the class will, in turn, help you in shaping your ideas and thoughts on this course. Class participation constitutes 10% of the total grade.

Review Essay: It will give you an opportunity to read and record your reflections on the assigned readings and class discussions. This engaged and close reading of the literature will assist you in formulating your thoughts and articulating your theoretical approaches to the topic of this course. You are expected to complete **two (2)** review essays.

<u>Length</u>	Each essay 1000 words
<u>Grade</u>	30% of the total grade (each essay 15%)
<u>Due Dates</u>	February 3 and March 24

Book Review Essay: This learning activity will indicate your grasp of topics covered in this course, and your ability to critique and apply theoretical knowledge. In addition to an adequate knowledge of theory, your paper should demonstrate good writing and research skills. Five books are selected to be reviewed. You are expected to make a short class presentation on the content of the book. You are also expected to write an individual reflective paper where you draw on some of the theoretical debates covered in the weekly reading lists.

Length 3000 words
Grade 60%
Due Dates **March 29**

The recommended books are listed below. These books are available at the UT library system.

1. Cynthia Cockburn (2007). *From Where We Stand: War, Women's Activism and Feminist Analysis*. London: Zed Books.
2. Karen Kampwirth (2002). *Women and Guerrilla Movements: Nicaragua, El Salvador, Chiapas, Cuba*. University Park, PA: The Pennsylvania State University Press.
3. Sangtin Writers and Richa Nagar (2006). *Playing With Fire: Feminist Thought and Activism through Seven Lives in India*. Minneapolis: University of Minnesota Press.
4. Haifa Zangana (2007). *City of Widows: An Iraqi Women's Account of War and Resistance*. New York: Seven Stories Press.

Please keep a copy of all your assignments and put your phone number and email address on the covering page. Electronic version of assignments, that is, fax, email messages, or attachments will NOT be accepted.

SEMINAR TOPICS AND READINGS

Reading assignments include book chapters and articles from diverse sources. Other readings may be assigned during the conduct of this course. You are encouraged to bring other readings to the course. The readings are arranged under specific topics; however, all the topics are interconnected and they should be read as such. We may also cover topics other than the ones listed for each week. In planning the seminar readings, I have made arrangements for the use of additional resources including video, film, or documentary presentations or guest speakers.

January 6 & 13 The Condition of War

Selected Topics: How modern wars are linked with capitalism, colonialism, imperialism, militarism, and patriarchy? What analytical tools do we need to understand the nature of this interconnectedness? How to explain the relationship between war, economy, and the expansion of the 'culture of rights' and reconstruction industry? Is identifying 'neo-liberalism' as the ideological foundation for the condition of war adequate?

“You get what you pay for,” Women’s International League for Peace and Freedom (www.wilpfinternational.org).

United Nations Research Institute for Social Development (2005). *Gender Equality: Striving for Justice in an Unequal World*. Geneva, Switzerland: UNRISD, Chapter 13, “Gender, armed conflict and the search for peace,” 209-231.

Frantz Fanon (1999, re-print). “Excerpt from ‘Concerning Violence’: *The Wretched of the Earth*,” in Steger, Manfred and Nancy Lind (eds.). *Violence and its Alternatives: An Interdisciplinary Reader*. New York: St. Martin’s Press: 157-168.

Frantz Fanon (1965). “Algeria Unveiled,” *A Dying Colonialism* [translated from French by Haakon Chevalier with an Introduction by Adolfo Gilly]. New York: Cover Press: 35-67.

Andrea Smith (2007). “Introduction,” in INCITE! Women of Color Against Violence (ed.). *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*. Cambridge, MA: South End Press: 1-18.

Cynthia Cockburn (2010). “Gender relations as causal in militarization and war,” *International Feminist Journal of Politics*, 12 (2): 139-157.

David Harvey (2006). “Neo-liberalism as creative destruction,” *Swedish Society for Anthropology and Geography*, 88B (2): 145-158.

Spike Peterson (2008). “‘New wars’ and gendered economics,” *Feminist Review*, 88: 7-20.

January 20 War as a Capitalist, Colonialist & Imperialist Project

Selected Topics: The condition of war since September 11, 2001; colonial legacy of war, war as an imperialist project; war and capitalism; and the military-industrial complex

Angela Davis (2008). “A vocabulary for feminist praxis: on war and radical critique,” in Robin L. Riley, Chandra Talpade Mohanty, and Minnie Bruce Pratt (eds.). *Feminism and War: Confronting U.S. Imperialism*. London: Zed Books: 19-26.

William Robinson (2005). “Global capitalism: The new transnationalism and the folly of conventional thinking,” *Science and Society*, 69 (3): 316-328.

Laura J. Shepherd (2006). “Veiled references: Constructions of gender in the Bush administration discourse on the attacks on Afghanistan post 9/11,” *International Feminist Journal of Politics*, 8 (1): 19-41.

Sherene Razack (2005). "Geopolitics, culture clash, and gender after September 11," *Social Justice*, 32 (4): 11-31.

Daniel Volman (1998). "The militarization of Africa," in Meredith Turshen and Clotilde Twagiramariya (eds.). *What Women Do in Wartime*. London: Zed Books: 150-162.

January 27

The War on Women

Selected Topics: What does 'cultural war' mean? How the rise of religious fundamentalisms and nationalism is linked to the increase of violence against women? How the 'culture of terror' and 'security culture' are affecting women?

Cynthia Enloe (2004). "Being curious about our lack of feminist curiosity," in Cynthia Enloe, *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press: 1-9.

Shahrazad Mojab (2010). "Gender and Empire," *Comparative Studies of South Asia, Africa, and the Middle East*, 30 (2): 220-223.

Himani Bannerji, Shahrazad Mojab, and Judith Whitehead (2010). "Of property and propriety: The role of gender and class in imperialism and nationalism: A decade later," *Comparative Studies of South Asia, Africa, and the Middle East*, 30 (2): 262-271.

Sheila Meintjes, Anu Pillay and Meredith Turshen (2001). "There is no aftermath for women," in Sheila Meintjes, Anu Pillay and Meredith Turshen (eds.) *The Aftermath: Women in Post-Conflict Transformation*. London: Zed Books: 3-18.

Laura Sjoberg (2007). "Agency, militarized femininity and enemy others" Observation from the war in Iraq," *International Feminist Journal of Politics*, 9 (1): 82-101.

Radhika Coomaraswamy (2003) "A question of honour: Women, ethnicity, and armed conflict," in Giles, W., Malathi de Alwis, Edith Klein, Neluka Silva (eds.). *Feminists Under Fire: Exchanges Across War Zones*. Toronto: Between the Lines: 91-101.

Deniz Kandiyoti (2007). "Old dilemmas or new challenges? The politics of gender and reconstruction in Afghanistan," *Development and Change*, 38 (2): 169-199.

Skjelsbæk, Inger (2001). "Sexual violence and war: Mapping out a complex relationship," *European Journal of international Relations*, 7 (2): 211-237.

February 3

Harm of War to Women

Selected Topics: Women as displaced, refugees, or immigrants; women as political prisoners, detainees, or sex workers; poor women, widows, depressed, addicts, or slaves. Women as 'freedom fighters,' resisters, story tellers, witnesses, survivors, activists, and artists.

First Essay Review is due

Patricia Hynes (2004). "On the battlefield of women's bodies: An overview of the harm of war to women," *Women's Studies International Forum*, 27: 431-445.

Tina Sideris (2003). "War, gender and culture: Mozambican women refugees," *Social Science and Medicine*, 56: 713-724.

Marvić-Petrović and Ivana Stevanović (1995). "Life in refugee: Changes in socioeconomic and familial status," in Vesna Nikolić-Ristanović (ed.) *Women, Violence and War: Wartime Victimization of Refugees in the Balkans*. Budapest: Central European University Press: 151-169.

Hagar Kotef (2010). "Objects of security: Gendered violence and securitized humanitarianism in occupied Gaza," *Comparative Studies of South Asia, Africa, and the Middle East*, 30 (2): 179-191.

Rangira Bea Gallimore (2008). "Militarism, ethnicity, and sexual violence in the Rwandan genocide," *Feminist Africa*, issue 10 on Militarism, Conflict and Women's Activism: 9-29.

Helen Scanlon (2008). "Militarization, gender and transitional justice in Africa," *Feminist Africa*, issue 10 on Militarism, Conflict and Women's Activism: 31-48.

Sokari Ekine (2008). "Women's responses to state violence in the Niger Delta," *Feminist Africa*, issue 10 on Militarism, Conflict and Women's Activism: 67-83.

February 10

Colonial, Oriental, and Imperial Feminisms

Selected Topics: What are the theoretical roots of 'colonial feminism' and 'imperialist feminism'? What has been feminist responses to fundamentalism, terrorism, militarism and the US global 'women's emancipation' agenda? How fundamentalisms and terrorism are linked to orientalism, colonialism, and capitalism?

Clare Midgely (1998) "Anti-slavery and the roots of 'imperial feminism,'" in Clare Midgely (ed.) *Gender and Imperialism*. Manchester: Manchester University Press: 161-179.

Amos, Valerie and Pratibha Parmar (2005) "Challenging imperial feminism," *Feminist Review*, No. 80: 44-63.

Ann Russo (2006). "The Feminist Majority Foundation's campaign to stop gender apartheid," *International Feminist Journal of Politics*, 8 (4): 557-580.

Lila Abu-Lughod (2003) "Saving Muslim women or standing with them? On images, ethics, and war in our times," *INSANIYAAT*, 1 (3): 13 pages.

Sunaina Maria (2009). "'Good' and 'bad' Muslim citizens: Feminist, terrorist, and U.S. orientalisms," *Feminist Studies*, 35 (3): 631-664.

Carol Stabile and Deepa Kumar (2005) "Unveiling imperialism: Media, gender and the war on Afghanistan," *Media, Culture and Society*, 27 (5): 765-782.

Deniz Kandiyoti (2007). "Between the hammer and the anvil: Post-conflict reconstruction, Islam and women's rights," *Third World Quarterly*, 28 (3): 503-517.

Hubin Amelia Chew (2008). "What's left? After 'imperial feminist' hijackings," in Robin L. Riley, Chandra Talpade Mohanty, and Minnie Bruce Pratt (eds.). *Feminism and War: Confronting U.S. Imperialism*. London: Zed Books: 75-90.

February 17 Women's NGOs and the Neo-liberal Ideology of 'Democracy' and 'Reconstruction'

Selected Topics: Reading NGOization in the context of foreign policy. How do women participate in peace negotiation, reconstruction, and rights-based politics? How do NGOs capitalize on women's experience and knowledge as 'native informants' 'experts,' or 'skilled labour' for reconstruction, humanitarian projects, and re-building nation-states?

Sonia Alvarez (1999) "Advocating feminism: The Latin American feminist NGO 'Boom'," *International Feminist Journal of Politics*, 1 (2): 181-209.

Rema Hammami (2000) "Palestinian NGOs since Oslo: From NGO politics to social movements?" *Middle East Report*, No. 214: pp. 16-19 & 27 & 48.

Sultan Barakat and Gareth Wardell (2000) "Exploited by whom? An alternative perspective on humanitarian assistance to Afghan women," *Third World Quarterly*, 23 (5): 909-930.

Shahrazad Mojab (2009). "'Post-war Reconstruction', imperialism and Kurdish women's NGOs," in Nadje Al-Ali and Nicola Pratt (eds.). *Women and War in the Middle East*. London: Zed Books: 99-128.

Nadje Al-Ali (2005). "Reconstructing gender: Iraqi women between dictatorship, war, sanctions and occupation," *Third World Quarterly*, 26 (4-5): 739-758.

February 24 & March 3 Women, War, Violence and Learning

Selected Topics: How war and violence affect women's learning? How learning theories explain women's experience of war, displacement, resettlement, and diaspora? How to understand, assess, measure, or evaluate learning? What is the significance of alternative learning models such as 'art-based' or 'in-formal' methods for women? What about learning for emancipation or liberation? How about revolution and national liberation as sites of learning? How do women re-root themselves in diaspora? Diaspora and 'hostland' as new texts and sites of learning? How to theorize the emerging women's organization from war zones in the diaspora and their transnational feminism?

Shahrzad Mojab (2010). *Women, War, Violence and Learning*. New York: Routledge. The following chapters:

1. Haifa Zangana, "Women and learning in the Iraqi war zone," pages 37-52.
2. Nadera Shalhoub-Kevorkian, "The gendered nature of education under siege: A Palestinian feminist perspective," pages 53-74.
3. Eglá Martínez Salazar, "State terror and violence as a process of lifelong teaching-learning: The case of Guatemala," pages 75-90.
4. Pat Durish, "War, trauma, and learning: Staying present in the classroom," pages 133-148.

March 3: Peace, Resistance and Survival Learning

Haleh Afshar (2003). "Women and wars: Some trajectories towards a feminist peace," *Development in Practice*, 13 (2&3), May: 178-188.

Miriam Cooke (1995). "Arab women Arab wars," *Cultural Critique*, Winter 1994-95: 5-20.

Jean Said Makdisi (2008). "Open space, war and peace: Reflection of a feminist," *Feminist Review*, 88: 99-110.

Steven Best, Peter McLaren and Anthony J. Nocella (2007). "Revolutionary peacemaking: using a critical pedagogy approach for peacemaking with "Terrorists"," *Journal of Critical Education Policy Studies*, 5 (2).

March 10 & 24

Back to Gender, Empire and Imperialism

Zillah Eisenstein (2207) *Sexual Decoys: Gender, Race and War in Imperial Democracy*. London: Zed books.

March 17, No Class, Happy Spring

March 31

Reflection, Closure, Party!

Book Essay Review is due