Gender, Peace and Power: Feminist Perspectives on International Peacebuilding

Term: Winter 2017
Instructor: Ms. Mayme Lefurgey
Email: mleforge@lakeheadu.ca

Virtual Office Hours:
Mondays from 9-11 or by appointment

Course Description:

This course explores international peacebuilding and how it is understood and represented globally. Exploring feminists’ growing concerns in the field of Peace Studies, this course engages with dominant narratives within the ‘peace industry,’ including, though not limited to, global inequalities born from privilege, consumer culture and colonialism. Looking at themes such as humanitarian efforts, international peacekeeping, terrorism, peace activism, capitalism and education, as well as constructs of masculinity and femininity, this course explores critical questions of identity, representation and difference. With examples and reflections from conflict zones and post-conflict regions of the globe, this course discusses the gendered nature of peace and explores women’s various roles in times of peace and war. Through an enhanced understanding of the intersections of various identity categories, complex global relations and the historical legacies of colonization, this course provides a broad intervention and introduction. Gender, Peace and Power: Feminist Perspectives on International Peacebuilding bridges theoretical work with engaging media examples – aiming to generate a critical dialogue that is relevant to contemporary global concerns.

By the end of this course, students will develop an aptitude for analytical thinking as they examine the shortcomings of ‘good intentions’ and will be able to identify the complexities and limitations of peace when applied to an ‘industry.’ Students will be able to define and articulate the complex and tangled paradigm of peace and will develop an intersectional feminist lens. Students will be able to conceptually connect macro-level peace narratives and initiatives to individual understandings of peace and peacebuilding. Students in this course will also critically engage with what peace means to them, personally, and will develop reflection skills through exercises asking them to consider the ways in which they are situated in relation to the historical, current and future status of international peace. This introspective component allows students to develop new ways of
engaging with peace while envisioning varied pathways as students, citizens, future academics, practitioners and peace advocates.

<table>
<thead>
<tr>
<th>Student Evaluation:</th>
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<tr>
<td>1. Discussion Posts</td>
<td>25%</td>
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<tr>
<td>2. Media Analysis Project</td>
<td>25%</td>
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<tr>
<td>4. Essay Proposal/Annotated Bibliography</td>
<td>10%</td>
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<tr>
<td>5. Final Essay</td>
<td>40%</td>
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**Required Texts:** All course materials will be posted in PDF format on the course website on myCourseLink and will be organized by authors last name. Links to video clips and supplementary material to class readings will be posted in Announcements on myCourseLink on a weekly basis.

1. **Discussion Posts: 25%**
   Students will be graded on their participation in the virtual classroom via the submission of online discussion posts. Each week there will be prompt questions that will guide the discussion. Weekly posts are graded out of 5 and a rubric will be issued and explained in Week 1. *There will be no post due in Weeks 1, 5, 7, 10 or 13 but there will be for all remaining weeks of the course for a total of 8 posts.* Students may create their own post or submit a response to the post of a peer. All posts should be between **200 and 300 words**. Students are required to demonstrate their preparedness and engagement with the weekly readings and other materials including news articles, blog posts and audio/visual material such as films and YouTube videos.

2. **Media Analysis Project: 25%**
   The Media Analysis Project requires that students choose a relevant example in the media related to the intersection of international peace and gender and present it to their peers during **Week 5** (February 10) on the online forum. This can be done through the submission of a short video response (filmed or created by the student), blog post, mock news article or TV segment, webinar or art piece. Presentations are between **5 and 8 minutes**, or **roughly 500 words** and will be publically shared with all students in the course. Students are asked to be mindful of the ways in which their media examples reflect the course themes and reading materials, explaining to the class why this issue is of feminist concern. All media examples are to be accompanied by the submission of a brief reflection response paper of 1-3 pages (double-spaced). This portion of the assignment should be submitted directly to the course instructor via myCourseLink under ‘Assignments.’ Reflection papers should include personal perspective and connect to course themes and readings when relevant.

4. **Essay Proposal/Annotated Bibliography: 10%**
   Prior to submitting the final course essay, students will write a concise and thorough proposal for their essay topic. This proposal will include an essay proposal of **1-2 pages** (double spaced) and an annotated biography with a minimum of **3 sources** that are not
from the course syllabus. Book chapters or journal articles from outside the course syllabus are acceptable scholarly sources. Students should follow a consistent style formatting of MLA, Chicago or APA. Essay proposals and annotations are due in **Week 10** (March 17).

5. **Final Essay: 40%**

Final essays of 12-15 double-spaced pages will be submitted on the last day of the class. Students are free to choose their topics and are asked to consult course materials in this decision-making. Students should draw from the feedback on their Essay Proposal/Annotated Bibliography assignments and should not stray from their proposed topic without instructor permission. Papers should provide a feminist analysis and relate to peace in ways that are clear and concise. Students are asked to cite 2-3 readings from the course in their final papers and are welcome to also incorporate references from additional mediums in the course such as videos or news articles. Moreover, students are required to incorporate at least one of their three annotated bibliography citations in addition to other scholarly sources. Final essays are due in **Week 13**, on the final day of class (April 7).

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<tr>
<th>Week</th>
<th>Reminders/Deadlines</th>
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<tr>
<td>Week 1</td>
<td>January 9-13: First week of class; no online post this week other than introductions</td>
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<tr>
<td>Week 2</td>
<td>January 16-20: Friday the 20th is the last day to register (add), online post #1</td>
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<tr>
<td>Week 3</td>
<td>January 23-27: online post #2</td>
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<td>Week 4</td>
<td>January 30-February 3: online post #3</td>
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<td>Week 5</td>
<td>February 6-10: Media projects due February 10; no online post due this week</td>
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<td>Week 6</td>
<td>February 13-17: online post #4</td>
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<td>Week 7</td>
<td>February 20-24: FEBRUARY BREAK, no online post due this week, REST 😊</td>
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<tr>
<td>Week 8</td>
<td>February 27-March 3: online post #5</td>
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<td>Week 9</td>
<td>March 6-10: March 10th is the last day for withdrawal (drop), online post #6</td>
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<td>Week 10</td>
<td>March 13-17: Essay Proposal/Annotated Bibliography due March 17; no online post this week</td>
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<tr>
<td>Week 11</td>
<td>March 20-24: online post #7</td>
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<td>Week 12</td>
<td>March 27-31: online post #8</td>
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<tr>
<td>Week 13</td>
<td>April 3-7: Final papers due April 7; no online post this week</td>
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## Reading Schedule:

### Week 1: *What is Peace? An Introduction to the Course*

Week 1 provides an overview of the course syllabus, explanation of assignments and introduction to course aims and themes. This week students can ask any questions about the course via the online discussion platform as well as introduce themselves to their peers, detailing their interests, background and motivations for enrolling in the course.

### Week 2: *Building the Foundations: Feminism and Peacebuilding in an Insecure World*

**Required Readings:**
- Cynthia Enloe – “‘Gender’ is Not Enough: The Need for a Feminist Consciousness” (95-97)
- Cynthia Cockburn – “When is peace? Women's Post-Accord Experiences in Three Countries” (143-159)

**Media Clips:**
- Jody Williams – “A Realistic Vision for World Peace” (TED Talk)

### Week 3: *Situating the ‘I’ in the Global: Identity, Representation and a Decolonizing Lens*

**Required Readings:**
- Chandra T. Mohanty – “‘Under Western Eyes Revisited’: Feminist Solidarity through Anticapitalist Struggles” (499-535)

**Media Clips:**
- Stephanie Nyombayire – “Fighting Poverty, Wars, and Famines” (TED Talk)
- Taylor Swift – “Wildest Dreams” (Music Video)

### Week 4: *Constructing the ‘Other’: Understanding Difference and Marginalized Subjectivities*

**Required Readings:**
- Medina Haeri and Nadine Puechguirbal – “From Helplessness to Agency: Examining the Plurality of Women's Experiences in Armed Conflict” (103-122)
- Mariana Ortega – “Being Lovingly, Knowingly Ignorant: White Feminism and Women of Color” (56-74)

**Media Clips:**
- Oxfam: Ireland – “Ending Poverty Starts With Women” (YouTube)
- “This Liberian Woman Puts in Check an Entire TV Panel That is Ignorant About the Structural Changes Needed in Africa” (YouTube)
- Chimamanda Adichie – “The Danger of a Single Story” (TED Talk)

**Week 5: Women and War: Women’s Varied Roles in Armed Conflict**

**Required Readings:**

**Media Clips:**
- Women for Women International – “DRC Promotional Video” (YouTube)
- Meena Nanji et al. – View From a Grain of Sand: Three Women, Three Wars (Film)

**Assignment Due:** Media Analysis Project (February 10)

**Week 6: UNSCR 1325: The Policies and Politics of Gender and Peace**

**Required Readings:**
- Judy El-Bushra – “Feminism, Gender, and Women's Peace Activism” (131-147)
- Sophie Richter-Devroe and Nicola Pratt – “Critically Examining UNSCR 1325 on Women, Peace and Security” (489-503)

**Media Clips:**
- United States Institute of Peace – “What is U.N. Security Council Resolution 1325 and why is it so Critical Today?” (Online Tutorial)
- AIDS Free World – “UN Secretary-General Turns His Back On Resolution 1325” (News Article)

**Week 7: United Nations Peacekeeping: Do Blue Helmets Equate Peace?**

**Required Readings:**
- Sandra Whitworth – “Militarized Masculinities and Blue Berets” in When the UN Responds: Men, Militarism and UN Peacekeeping (151-181)
- Audrey Reeves – “Feminist Knowledge and Emerging Governmentality in UN Peacekeeping: Patterns of Co-optation and Empowerment” (348-369)

**Media Clips:**
- United Nations – “UN Peacekeeping Is” (YouTube Video)
- Owen Bowcott – “Report reveals shame of UN peacekeepers” (News Article)
Week 8: Transnational Feminism and Ideals of Global Solidarity

Required Readings:
- Miriam Anderson – “Transnational Feminism and Norm Diffusion in Peace Processes: The Cases of Burundi and Northern Ireland” (1-21)
- Kathy Miriam – “Feminism, Neoliberalism, and SlutWalk” (262-269)

Media Clips:
- VDAY – “What is VDAY” (YouTube)
- Emma Watson – “He for She Speech” (YouTube)

Week 9: The Girl Child and Empowerment as Peace

Required Readings:
- Jason Hickel – “The ‘Girl Effect’: Liberalism, Empowerment and the Contradictions of Development” (1355-1373)
- Karen Monkman and Lisa Hoffman – “‘Girls’ Education: The Power of Policy Discourse” (64-84)

Media Clips:
- Planned Parenthood – “Because I am a girl” (YouTube)
- The Girl Effect – “The Clock is Ticking” (YouTube)
- CNN – Malala Yousafzai's Nobel Peace Prize Acceptance Speech (YouTube)
- World Vision – “Educate a Girl and Change Her World” (YouTube)
- “Kakenya Ntaiya: A Girl Who Demanded School” (TED Talk)

Week 10: Capitalism, The Business of Peace and Global Inequalities

Required Readings:
- Spring-Serenity Duvall and Matthew C. Guschwan – “Commodifying Global Activism and Racial Unity During the 2010 FIFA World Cup” (298-317)

Media Clips:
- UNICEF – “Gucci launches New Global Campaign For Girls’ and Women’s Empowerment” (Press Release)
- Dambisa Moyo – “Dead Aid” (YouTube)
- Gina-Marie Cheeseman – “The Problem With the TOMS Shoes Charity Model” (Editorial)
- Sole Rebels Ethiopia (Website)

Assignment Due: Final Essay Proposal and Annotated Bibliography (March 17)

Week 11: Oppression, Terror and Global Power Dynamics
Required Readings:
- Lila Abu-Lughod – “‘Do Muslim Women Really Need Saving?’ Anthropological Reflections on Cultural Relativism and Its Others” (783-790)

Media Clips:
- Sayantani DasGupta – “‘Your Women Are Oppressed, But Ours Are Awesome’: How Nicholas Kristof and Half The Sky Use Women Against Each Other” (Blog Post)
- Nimmi Gowrithnathan – “The Women of ISIS” (Opinion Piece)
- Dilar Dirik – “Western Fascination with ‘badass’ Kurdish Women” (Opinion Piece)

Week 12: Humanitarianism and ‘Voluntourism’: Barriers to Sustainable Peace

Required Readings:
- Mary Mostafanezhad – "Volunteer Tourism and the Popular Humanitarian Gaze" (112-118)

Media Clips:
- Daniela Papi – “What’s Wrong With Volunteer Travel” (TEDx Talk)
- VM Productions – “Gap Yah” (YouTube)
- Invisible Children – “KONY 2012” (YouTube)
- Lauren Kascak and Sayantani DasGupta – “#InstagrammingAfrica: The Narcissism of Global Voluntourism” (Editorial)
Week 13: Possibilities for Peace in Praxis?

Required Readings:
- Stephanie Nornader and Lynn M. Harter – “Reflexivity in Practice: Challenges and Potentials of Transnational Organizing” (excerpt, pages TBA)

Media Clips:
- Kvinna till Kvinna, a feminist peace organization’s website: http://kvinnatillkvinna.se/en/

Assignment Due: Final Course Paper (April 7)

Course Policies and Procedures:

Email Guideline: To arrange a meeting outside the outlined office hours, please contact the instructor at mlefurge@lakeheadu.ca. Students can expect a response to emails within 48 hours.

Participation: Students are expected to read all assigned readings and view/read ‘media clips’ on a weekly basis. Students are also expected to read the announcements on myCourseLink where the instructor will post regular updates, schedule changes, and weekly outlines/lectures and media clips. Due to the online nature of this course, student’s participation is predominantly gauged through weekly online posts (for a total of 8 posts throughout the semester) in addition to completing assignments in a timely manner.

Academic Integrity: All academic work in this course should be undertaken with integrity, honesty and responsible behavior. Students should become familiar with Lakehead’s policies on academic dishonesty and plagiarism in order to avoid potentially unintended cases of plagiarism. Lakehead University’s policy on academic honesty can be found at the following link:

https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity/plans-policies/academic-dishonesty-regulations.

Information about plagiarism can also be found of the Department of Women’s Studies Website: https://www.lakeheadu.ca/academics/departments/womensstudies/faculty-instructor-resources/department-policies/plagiarism.

If you have any questions regarding plagiarism and academic misconduct, please raise them on the online discussion forum or contact the course instructor.

Submitting Assignments: All written assignments should be submitted on myCourseLink under the appropriate submission folder and not by email. Students are
asked to submit assignments on assigned due dates outlined on the syllabus. Accommodations for an alternate due date may be possible through consultation with instructor and inquiries are to be made well in advance before the assignment due date. If assignments are handed in late, students will receive a 2% deduction per day (including weekends).

**Triggering Material:** It is important to note that the subject matter of this course is serious and topics covered may be emotionally unsettling for students. I acknowledge the very real potential that materials in this course may be triggering and encourage a discussion of this on the online forum, in assignments such the Media Analysis Project and during office hours. I also note that what triggers individuals cannot be easily anticipated. Therefore, I choose not to flag any particular topic from the course as ‘triggering’; and rather simply acknowledge this as a reality in our collective learning space. This concern is complex and despite best efforts as an instructor to create a ‘safe space’ for learning, this is not always possible. I recognize the complexities and concerns with the subject matter this course presents and take responsibility for continuing to learn about the varied manifestations of inequality, oppression and trauma as well as anxiety and trauma-based disorders in an effort to better accommodate your learning. There are also several resources listed below which may be of assistance to you throughout the course.

**Student Support:** Lakehead offers various services and resources for students’ holistic wellbeing. Please visit the following links for further information:

*The Student Success Centre* offers several resources to students such as tutoring, career counseling and leadership development: [https://www.lakeheadu.ca/current-students/student-success-centre](https://www.lakeheadu.ca/current-students/student-success-centre)

*Student Health and Counselling* offers various resources for students for their physical and mental wellbeing such as counseling options, meditation sessions and medical health services: [https://www.lakeheadu.ca/current-students/student-services/tb/health-and-counselling](https://www.lakeheadu.ca/current-students/student-services/tb/health-and-counselling)

*Accessibility Services* is available for students seeking information regarding disability such as accommodation, assistive technologies, note taking and other services: [https://www.lakeheadu.ca/current-students/student-services/accessibility](https://www.lakeheadu.ca/current-students/student-services/accessibility)

*Sexual Assault Services* offers access to university policies and resources about sexual assault: [https://www.lakeheadu.ca/current-students/rights-and-responsibilities/misconduct](https://www.lakeheadu.ca/current-students/rights-and-responsibilities/misconduct)

*Aboriginal Cultural and Support Services* at Lakehead offers a culturally supportive environment to all Aboriginal students and offers various support services. They also welcome all students interested to learn more about Aboriginal culture, traditions and teachings: [https://www.lakeheadu.ca/current-students/student-services/tb/aboriginal-services](https://www.lakeheadu.ca/current-students/student-services/tb/aboriginal-services)
Lakehead International offers resources for international students:
https://www.lakeheadu.ca/current-students/student-services/international

The Lakehead University Student Union outlines safe spaces on campus, which may be of interest such as the Gender Issues Center, Aboriginal Awareness Centre, Multicultural Centre, Pride Central and the Food Bank:
http://www.lusu.ca/centres/

The Post-Secondary Student Helpline is also an available resource for Ontario students in distress that offers free counselling and support: 1.866.925.5454, www.good2talk.ca