

	Florida Atlantic University Graduate Programs NEW COURSE PROPOSAL	GPC APPROVAL _____ SCNS FORM SENT _____ CONFIRMED _____ CATALOG POSTED _____ WEB POSTED _____ MCI POSTED _____
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PART I: NEW COURSE INFORMATION TO BE COMPLETED BY THE COLLEGE

Department Name: Women's Studies		College of: Arts and Letters	
Recommended Course Identification (all sections should be complete):			
Discipline (SMA)* _089_ _ _ _ Prefix _WST_ _ _ _ Level _ _ Course Number _WST 6185_ _ _ _ Lab Code _ _			
Complete Catalog Course Title: Women, War, and Peace Building			
Enter 21-character abbrev. for course schedule & transcripts: WOMEN, WAR, PEACEBUILDING _ _ _ _ _			
Effective Date (first date course will be offered): _FALL 2011_ _ _ _ _			
Credits:03	Lab/Discussion:	Dept. **CIP Code:	Dept. Accounting Code:
Lecture: SEMINAR	Field Work:	Course **CIP Code:	
Grading: Regular <input type="checkbox"/> <input checked="" type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/>			
Course Description, no more than 3 lines: This course will examine the gendered nature of armed conflicts in civil and across international spaces, with emphasis on the distinctive ways in which women and girls are affected. Attention will be given to the role of states, civil society, and historical processes, such as colonialism and globalization in perpetuating conflict.			
Prerequisites: B.A degree or approval of instructor		Corequisites:	
Minimum qualifications needed to teach this course: Ph.D. in Women's Studies or related field			
Any other departments and/or colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. SOCIOLOGY, ANTHROPOLOGY, POLITICAL SCIENCE			
___ Josephine Beoku-Betts , beokubetts@fau.edu , 7-2057 _____ Name of Faculty Contact, Email Address, Tel. No.			

PART II: SIGNATURES

Approved by:	Date:
Department Chair: _____	_____
College Curriculum Chair: _____	_____
College Dean: _____	_____
GPC Chair: _____	_____
Graduate Dean: _____	_____

* SMA(Subject Matter Area) Call or email
 Elissa Rudolph (X72308 or erudolph).
 ** CIP Codes:
<http://members.mint.net/lifework/cip90.html>
 URL for these forms:
wise.fau.edu/academic/gradstud/pp.htm

PART III: SUPPORTING MATERIALS (Please check all that apply)

<input type="checkbox"/>	Syllabus—including course objectives and a list of required and recommended reading
<input type="checkbox"/>	Bibliography for course
<input type="checkbox"/>	Statewide Course Numbering System (SCNS) form
<input type="checkbox"/>	Written comments from all affected departments listed above
<input type="checkbox"/>	Other (describe)

Women, War, and Peace Building Bibliography

WST 6185

- Addis, E., Russo, V., & Sebesta, L. 1994. *Women Soldiers: Images and Realities*. New York: Macmillan.
- Afkhami, Mahnaz. 1994. *Women in Exile*. Charlottesville: University Press of Virginia.
- Afkhami, Manhnaz & Friedl, Erika, eds. 1994. *In the Eyes of the Storm: Women in Post Revolutionary Iran*. Syracuse, N.Y.: Syracuse University Press.
- Agosin, Marjorie. 2001. *Women, Gender, and Human Rights: A Global Perspective*. Rutgers University Press.
- Alonso, Harriet Hyman. 1993. *Peace as a Woman's Issue: A History of the US Movement for World Peace and Women's Rights*. Syracuse University Press.
- Anderlini, Sanam Naraghi. 2007. *Women Building Peace: What They Do, Why it Matters*. Lynne Rienner Publishers.
- Benedict, Helen. 2009. *The Lonely Soldier: The Private War of Women Serving in Iraq*. Beacon Press.
- Butalia, Urvashi. 2002. *Speaking Peace: Women's Voices from Kashmir*. Zed Books.
- Butalia, Urvashi, 2000. *The Other Side of Silence: Voices from the Partition of India*, Duke University Press
- Clinton, Catherine & Silber, Nina. 2006. *Battle Scars: Gender and Sexuality in the American Civil War*. Oxford; New York: Oxford University Press.
- Cooke, M. & Woollacott. 1993. *Gendering War Talk*. Princeton, New Jersey: Princeton University Press.
- Cock, Jacklyn. 1992. *Women in War in South Africa*. London: Open Letters.

- Cockburn, Cynthia. 1998. *The Space between Us: Negotiating Gender and National Identities in Conflict*. New York: Zed Books.
- Dombrowski, Nicole, A. (ed.) 2004. *Women and War in the Twentieth Century: Enlisted With or Without Consent*. Routledge.
- Durham, Helen & Gurd Tracey. 2005. *Listening to the Silences: Women and War*. Leiden; Bosto : Martinus Nijhoff.
- Enloe.2000. *Maneuvers: The International Politics of Militarizing Women's Lives*. University of California Press.
- Enloe, Cynthia. 1989. *Making Feminist Sense of International Politics: Bananas Beaches & Bases*. Los Angeles, California: University of California Press Berkeley.
- Feinman, Ilene Rose. 2000. *Citizenship Rites: Feminist Soldiers and Feminist Anti-Militarists*. New York: New York University Press.
- Giles, Wenona and Jennifer Hyndman, (eds.) 2004. *Sites of Violence: Gender and Conflict Zones*. University of California Press.
- Hall, Richard. 2006. *Women on the Civil War Battlefield*. Lawrence: University Press of Kansas.
- Hasso, Frances. 2005. *Resistance, Repression, and Gender Politics in Occupied Palestine and Jordan*. Syracuse, N.Y.: Syracuse University Press.
- Honwana, Alcinda.2006. *Child Soldiers in Africa*. University of Pennsylvania Press
- Hunt, Swanee. 2004. *This Was Not Our War: Bosnian Women Reclaiming the Peace*. Durham [N.C.]: Duke University.
- Husein Al-Jawaheri, Yasmin. 2008. *Women in Iraq: The Gender Impact of International Sanctions*. Lynne Reinner Publishers.

- Lentin, Ronit. 1997. *Gender and Catastrophe*. New York: Zed Books.
- Lorentzen, Lois Ann & Turpin, Jennifer. 1998. *The Women and War Reader*. New York:
New York University Press.
- Mazurana, Dyan, Raven-Roberts, Angela & Parpart, Jane. 2005. *Gender, Conflict, and Peacekeeping*.
Lanham, MD.: Rowman & Littlefield
- Matthews, Jenny. 2003. *Women and War*. Ann Arbor : University of Michigan Press.
- Mertus, Julie. 2000. *War's Offensive on Women: The Humanitarian Challenge in Bosnia, Kosovo, and Afghanistan*. West Hartford, Conn.: Kumarian Press.
- Montgomerie, Deborah. 2001. *The Women's War: New Zealand women 1939-45*.
Auckland, N.Z.: Auckland University Press..
- Moser, Caroline & Clark, Fiona. 2001. *Victims, Perpetrators or Actors? : Gender, Armed Conflict, and Political Violence*. New York: Zed Books.
- Reardon, Betty. 2001. *Education for a Culture of Peace in a Gender Perspective*.
UNESCO.
- Rehn, Elisabeth & Sirleaf, Johnson Ellen. 2002. *Women, War and Peace: The Independent Expert's Assessment on the Impact of Armed Conflict on Women and Women's Role in Peace-building*. UNIFEM Headquarters.
- Riley, Robin & Inayatullah, Naeem. 2006. *Interrogating Imperialism: Conversations on Gender, Race, and War*. New York, N.Y.: Palgrave Macmillan.
- Rostanu-Povey, Elaheh. 2007. *Afghan Women: Identity and Invasion*. Zed Books.
- Singer, P.W. 2006. *Children at War*. University of California Press.

- Sizer, Cullen. 2000. *The Political Work of Northern Women Writers and the Civil War, 1850-1872*. Chapel Hill: University of North Carolina Press.
- Sjoberg, Laura and Caron E. Gentry. 2007. *Mothers, Monsters, Whores: Women's Violence in Global Politics*. Zed Books.
- Strobl, Ingrid. 2008. *Partisanas: Women in the Armed Resistance to Fascism and German Occupation, 1936-1945*. AK Press.
- Sutton, R. Constance. 1995. *Feminism, Nationalism and Militarism*. Arlington, Va.: Association for Feminist Anthropology/ American Anthropological Association.
- Sutton, R. Constance. 2000. *Maneuvers: The international Politics of Militarizing Women's Lives*. Berkeley: University of California Press.
- Sweetman, Caroline. 2005. *Gender, Peacebuilding, and Reconstruction*. Oxford: Oxfam.
- Turshen Meredith and Coltilde Twagiramariya, (eds.). 2006. *What Women Do in Wartime*. Zed Books.
- Umutesi, Marie Beatrice. 2000. *Surviving the Slaughter: The Ordeal of a Rwandan Refugee in Zaire*. University of Wisconsin Press.
- Waller, M. *Frontline Feminisms: Women, War, and Resistance*. Routledge.
- Whites, LeeAnn & Long, Alecia. 2009. *Occupied Women: Gender, Military Occupation, and the American Civil War*. Baton Rouge: Louisiana State University Press.
- Wise, E. James & Baron, Scott. 2006. *Women at War: Iraq, Afghanistan, and other conflicts*. Annapolis, Md.: Naval Institute Press.

WST 6185
Women, War, and Peace Building
Instructor: Dr. Josephine Beoku-Betts
Professor

Instructor: Dr. Josephine Beoku-Betts
Class Room: SO 216

Class Period: M., 4.00-6.50 p.m.

Tel: 561-297-2057

Office: Social Science 210

Office Hours: Mon.1-3 p.m. and by appointment

E-mail:Beokubet@fau.edu

Course Description:

This course will examine the gendered nature of armed conflicts in civil and across international spaces, with emphasis on the distinct ways in which women and girls are affected. Particular attention will be given to the role of states, civil society, and historical processes such as colonialism and globalization in perpetuating conflict. The course will go beyond the issue of women as victims of war and address the particular ways in which women contribute to peace building, reconstruction, and democratization locally, nationally and internationally after armed conflict. It will emphasize strategies women employ to attain peace, justice, and the reconfiguration of gender roles in post-armed conflict societies.

The course will be interdisciplinary in focus and will combine advanced readings and analysis of original and scholarly texts by and on women in armed conflict and post-conflict reconstruction. The first few weeks of the course will focus on conceptual, theoretical, and historical frameworks in analyzing factors shaping the experiences of women in civil conflicts. We will then go on to examine the application of these tools of analyses to the substantive topics such as violence against women and girls in war, forced displacement of women and girls, women's collective participation in formal and informal peace building activities, the use of children in armed conflicts, effects of armed conflict on families, gender impact of international sanctions, and promoting gender equity in international laws, resolutions, and conventions. Class participants should be prepared to cover at least one book or five or six articles a week.

Course Objectives:

When you have finished this course, you should be able to understand:

- Some of the historical, theoretical, and methodological issues shaping women's and girls' experiences in armed conflict and post-conflict reconstruction
- Contextualize women, war, and peace building in relation to intersecting factors such as race, ethnicity, nation, sexuality, age, and disability

- The role of women and girls as victims, perpetrators, soldiers and peace keepers, and agents of resistance and change in armed conflict and post-conflict reconstruction
- The contribution of women in general and feminist scholars in particular to the study of women, and war, peace building, and post-war reconstruction.

Course Format:

Since this may well be a small-medium size class, we will take advantage of the flexibility this affords by making use of a variety of alternative instructional formats. Some introductory sections of the class will be in lecture format, followed by a seminar/discussion format and well as use of documentary films as text. Each class participant will be given the opportunity to lead one discussion session starting with a short opening discussion on the selected readings for that class day. The course will conclude with reports on final papers. This final presentation will be graded as a component of individual participation. It is my hope that the course will attract a diversity of students from various disciplinary and professional backgrounds. We will all be enriched about the subject by bringing different perspectives, skills, and experiences to the course.

Required Readings:

Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*, Duke University Press, 2000

Wenona Giles and Jennifer Hyndman, (eds.), *Sites of Violence: Gender and Conflict Zones*, University of California Press, 2004

Yasmin Husein Al-Jawaheri, *Women in Iraq: The Gender Impact of International Sanctions*, Lynne Rienner Publishers, 2008

Sanam Naraghi Anderlini, *Women Building Peace: What They Do, Why It Matters*, Lynne Rienner Publishers, 2007

Ingrid Strobl, *Partisanas: Women in the Armed Resistance to Fascism and German Occupation, 1936-1945*, AK Press, 2008

Marie, Beatrice Umutesi, *Surviving the Slaughter: The Ordeal of a Rwandan Refugee in Zaire*, University of Wisconsin Press, 2000

Compliance with the Americans with Disabilities Act (A.D.A.)

Students who require special arrangements to properly execute course work must register at the Office for Students with Disabilities and identify themselves to the instructor immediately after the first class meeting.

Plagiarism: Do Not Turn in Plagiarized Work!!!

This course has a zero tolerance policy on plagiarism. Plagiarism is a form of theft. It means presenting the work of someone else as though it were your own. This means you have not properly acknowledged the source. Sources include published material, the unpublished work of other students, and material found on the internet. If you do not acknowledge the source you show an intention to deceive.

- If you use someone else's words without enclosing them in quotation marks and identifying the author work cited, you are plagiarizing.
- If you put someone else's original ideas in your own words without identifying the author and work cited, you are plagiarizing.
- If you present new, unique, and unusual ideas and facts that are not the result of your own investigations or creativity without identifying whose they are, you are plagiarizing.
- If you recycle portions of papers from past classes without prior permission from the professor, you are plagiarizing.
- If you include ideas you found on the internet in your assignments without permission from the instructor and without properly citing the source, you are plagiarizing.

FAU Policy on Plagiarism

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over another. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information see [http: www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf)

Course Requirements, Grading and Evaluation:

Response Papers:

All class participants are required to submit 3 response papers of at least **3-4** double spaced pages each, including a bibliography. These papers should cover the assigned readings from weeks 4-14 of classes. **At least one response paper should address the readings for either week 6 or week 7.** Each paper should be based on a critical evaluation of all the assigned readings for the selected week. In order to accomplish this exercise, choose a central theme in the author/s work. Briefly summarize the key points conveyed by the author and give your response to the ideas raised. In your response paper, think of interrogating the reading/s in some of the following ways:

1. What are the underlying theoretical or general assumptions guiding the author/s discussion?
2. What are the conclusions drawn by the author?
3. What are the strengths and weaknesses of the arguments put forward by the author/s?
4. Do you agree or disagree with the position taken by the author/s?
5. What other information might be important to know before making judgment on the conclusion/s drawn?
6. What other conclusions are possible to draw from the same information?
7. What questions remain unresolved in these readings that you would like to see clarified and why?

In general, reaction papers will be graded on how well each set of readings are understood and analyzed. Papers will be graded for clarity of expression, content, organization, creativity, and extent of analysis. It is assumed that correct spelling and proper formal grammar will be applied to all written assignments. During each class session, one of the reaction papers from the preceding week may be selected for reading and discussion with the class. **This assignment constitutes 30% of your final grade.**

Organizing Class Discussion:

Each class participant will be responsible for facilitating one class discussion on the assigned readings for that class. Whoever is responsible for a particular class should plan ahead and prepare an issue based set of questions on the theme from which class discussions will be partially based. I will be available to discuss/help/think through an assigned topic area during my office hours or by appointment or even by e-mail. All planned discussions should be discussed with me before the class.

Facilitating class discussions will involve a critical summary of the readings, addressing key issues and questions raised, evaluating the strengths and weaknesses of arguments made and drawing attention to questions which remain unresolved and need further discussion among class participants. It is essential that those persons leading a discussion should be able to engage the rest of the class in the discussion for that class. Each person leading a discussion will be assigned a grade for their effort. **This assignment constitutes 20% of your final grade.**

Class Participation:

The following are the requirements for individual class participation. First there are the standard expectations, attending all classes, doing all the readings before class, be prepared to actively participate in class discussions, and taking responsibility for getting your work done on time. Also, there will be a number of classes where the entire group will participate in a general class discussion of the assigned readings for that day. Each class participant should expect to contribute to the discussion in at least one of the following areas:

1. What are the underlying assumptions guiding the author/s discussion?

2. What are the conclusions drawn by the author?
3. What are the strengths and weaknesses of the arguments put forward by the author/s?
4. Do you agree or disagree with the position taken by the author/s? Why?
5. What other information might be important to know before making judgment on the conclusion/s drawn?
6. What other conclusions are possible to draw from the same information?
7. What questions remain unresolved in these readings that you would like to see clarified and why?
8. What recent developments have occurred in this subject area? (e.g., media updates) **This assignment constitutes 15% of your final grade.**

Final Paper:

All class participants are required to complete a major written project on a chosen topic related to the course. The project must be based on either a research paper or literature review of 20-25 double spaced typed pages, including bibliography. Both projects will require substantial independent research.

If you choose to do a **literature review**, it should be well focused and based on a detailed analysis of one of the topics discussed in class, or related to the course but not covered in class. If you choose to do a research paper, think of the paper as something you would want to submit to a professional journal for publication. You are expected to ground such a paper on the impact of debates or critiques by feminists of color on a substantive topic of your choice.

All final paper topics should be discussed with me and should be submitted in the form of a proposal with a few pertinent references from peer reviewed journals and/or scholarly publications. All proposals should be submitted to me no later than the 8th week of classes. **This assignment constitutes 30% of your final grade.**

Class Attendance:

Attendance is required for all classes and will be closely monitored. Frequent absences will affect your grade, whether or not you are the assigned facilitator for that class. If you plan to miss more than two weeks of class during the semester, you should see me about it. This class will be run as an advanced seminar that will require a high level of commitment on the part of all class participants. To a large extent, the quality and success of this course will depend on what you as the class participants make of it.

Feedback:

All class participants will be given the opportunity to evaluate the course during the mid-point session and at the end of the session. In addition, I am flexible and open to suggestions that will stimulate active class participation at any time, and can be reached by e-mail, telephone, office hours, or by appointment.

Incompletes:

I will not give any incompletes except under very unusual and verifiable circumstances that follow the Women’s Studies Center guidelines regarding the granting of possible incompletes for non-academic reasons. The Women’s Studies Center policy regarding possible incompletes is as follows: “Incompletes are rarely given. The purpose of an incomplete is to allow a student who faces unforeseen and emergency situations to complete work in a course where the student has made satisfactory progress. Incompletes are given at the discretion of the instructor. An incomplete will appear on a student’s transcript as an “I”.

Grading:

Grading will be based on the following criteria:

General class participation	10 %
Organizing class discussion	20 %
Reaction Papers (10x3)	30%
Final Paper	40%
Final Grade	100%

Grade Scale: 100-94=A; 93-90=A-; 89-87=B+; 86-84=B; 83-80=B-; 79-77=C+; 76-74= C; 73-70=C-; 69-67=D+; 66-64=D; 63-60=D-; 59-0=F (Less than a B is considered as a fail in graduate school).

Class Schedule:

Week 1
Mon. 1/5

Introduction, Overview and Outline of Course Objectives

Film: Cry Freetown (60 Mins.)

Week 2
Mon. 1/12

Biography

Marie, Beatrice Umutesi, *Surviving the Slaughter: The Ordeal of a Rwandan Refugee in Zaire*, University of Wisconsin Press, 2000

Film: The Triumph of Evil (VH 6251-1999-60 Mins.)

Week 3
Mon.1/19

Public Holiday: Martin Luther King Jnr. Day

Weeks 4&5
Mon. 1/26

Historical Contexts

Reading:

Ingrid Strobl, *Partisanas: Women in the Armed Resistance to Fascism and German Occupation, 1936-1945*, AK Press, 2008

Mon. 2/2

Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*, Duke University Press, 2000

**Library Research Instruction on use of Library
Bibliographical and Electronic Resources (First Hour)**

Weeks 6&7
Mon. 2/9-2/16

**Feminist Conceptual and Theoretical Approaches to Women,
Gender, and Armed Conflict**

Readings:

Wenona Giles and Jennifer Hyndman, "Introduction: Gender and Conflict in a Global Context", in *Sites of Violence*, pp. 3-23

Cynthia Cockburn, "The Continuum of Silence: A Gender Perspective on War and Peace", in *Sites of Violence*, pp. 24-44

Caroline O.N. Moser, "The Gendered Continuum of Violence and Conflict: An Operational Framework" in *Victims, Perpetrators or Actors? Gender, Armed Conflict, and Political Violence*, Caroline O.N. Moser and Fiona C. Clark, (eds.), Zed Books, 2001, pp. 30-51
(Blackboard)

Judy El-Bushra, "Transforming Conflict: Some Thoughts on a Gendered Understanding of Conflict Processes" in *States of Conflict: Gender, Violence, and Resistance*, by Susie Jacobs, Ruth Jacobson, and Jennifer Marchbank, (eds.), Zed Books, 2000, pp. 66-86
(Blackboard)

Chris J. Cuomo, "War is not just an Event: Reflections on the Significance of Everyday Violence", *Hypatia*, vol. 11, no. 4, 1996, pp. 30-46

Lucind J. Peach, "An Alternative to Pacifism and Just-War Theory", *Hypatia*, Vol. 9, no.2, 1994, pp. 152-12

Cristina Masters, "Femina Sacra: "The War on/of Terror": Women and the Feminine", *Security Dialogue*, vol. 40, no. 1, 2009, pp. 29-49

Kimberly Hutchins, "Making Sense of Masculinity and War," *Men and Masculinities*, June 2008, vol. 10, pp. 389-404

Week 8
Mon.2/23

Violence Against Women and Girls in War and its Aftermath
Readings:

Shahrazad Mojab, “No Safe Haven: Violence Against Women in Iraqi Kurdistan”, in *Sites of Violence*, pp. 108-133

Maja Korac, “ War, Flight, and Exile: Gendered Violence among Refugee Women from Post-Yugoslav States, in *Sites of Violence*, pp. 249-272

Meredith Turshen, “The Political Economy of Rape: An Analysis of Systematic Rape and Sexual Abuse of Women during Armed Conflict in Africa” in *Victims, Perpetrators or Actors? Gender, Armed Conflict, and Political Violence*, Caroline O.N. Moser and Fiona C. Clark, (eds.), Zed Books, 2001, pp. 55-68 **(Blackboard)**

Dubravka Zarkov, “The Body of the Other Man: Sexual Violence and the Construction of Masculinity, Sexuality, and Ethnicity in the Croatian Media” in *Victims, Perpetrators or Actors? Gender, Armed Conflict, and Political Violence*, Caroline O.N. Moser and Fiona C. Clark, (eds.), Zed Books, 2001, pp. 69-82 **(Blackboard)**

Proposal Presentation Due Today

Mon.3/2-3/7

Spring Break !!!

Week 9
Mon. 3/9

The Use of Children in Armed Conflicts
Readings:

Susan McKay, “Girls as Weapons of Terror” in Northern Uganda and Sierra Leonean Rebel Fighting Forces”, *Studies in Conflict and Terrorism*, 2005, vol. 28, pp. 385-397 **(Blackboard)**

Krijn Peters and Paul Richards, “Why We Fight: Voices of Youth Combatants in Sierra Leone” *Africa*, Vol. 68 (2), 1998, pp. 183-210 **(Blackboard)**

Alcinda Honwana, “Children of War: Understanding War and War Cleansing in Mozambique and Angola” in *Civilians in War* by Simon Chesterman, (ed.), Lynne Rienner Publishers, 2001, pp. 123-142 **(Blackboard)**

Harry G. West, “Girls with Guns: Narrating the Experience of War of Frelimo’s “Female Detachment”, *Anthropological Quarterly*, vol. 73, no. 4, 2000, pp. 180-194.

Claire Breen, “The Role of NGO’s in the Formulation of and Compliance with the Optional Protocol to the Convention on the Rights of the Child on Involvement of Children in Armed Conflict”, *Human Rights Quarterly* 25, 2003, pp. 453-481

Film: Children of War (VH 8233-2002-45 Mins.)

Week 10
Tues. 3/16

Women as Soldiers, Militants, and Icons in Armed and Civil Conflict

Readings:

Carolyn Nordstrom, “(Gendered) War”, *Studies in Conflict and Terrorism*, 28, 2005, pp. 399-411 **(Blackboard)**

Nira Yuval-Davis, “Gender, the Nationalist Imagination, War and Peace” in *Sites of Violence*, pp. 170-189

Julia Denise Shayne, “Gendered Revolutionary Bridges: Women in the Salvadoran Resistance Movement (1979-1992)”, *Latin American Perspectives*, vol. 26, no. 3, 1999, pp. 85-102 **(Blackboard)**

Julie Peteet, “Icons and Militants: Mothering in the Danger Zone”, *Signs*, 1997, vol. 23, no. 1, pp. 103-129

Lorraine Bayard de Volo, “Mobilizing Mothers for War: Cross National Framing Strategies in Nicaragua’s Contra War,” *Gender and Society*, vol. 18, no. 6, 2004, pp. 715-734

Progress Report on Final Papers

Week 11
Mon.3/23

Effects of Armed Conflict on Family and Marital Relationships
Reading:

Suad Joseph, “Conceiving Family Relationships in Post-War Lebanon”, *Journal of Comparative Family Studies*, 35, no.2, 2004, pp. 271-293

Mirjana Morokvasic-Muller, “ From Pillars of Yugoslavism to Targets of Violence: Interethnic Marriages in the Former Yugoslavia and Thereafter” in *Sites of Violence*, pp. 134-151

Nancy Hatch Dupree, “The Family During Crisis in Afghanistan”, *Journal of Comparative Family Studies* 35, no.2, 2004, pp. 311-331

Karen A. Mehmet and Ozay Mehmet, “ Family in War and Conflict: Using Social Capital for Survival in War Torn Cyprus, “ *Journal of Comparative Family Studies*, 35, no. 2, 2004, pp. 295-309

Film: 3 CM Less (DS 119.76.A13-2003-60 Mins.)

Week 12
Mon.3/30

Gender Impact of International Sanctions
Readings:

Yasmin Husein Al-Jawaheri, *Women in Iraq: The Gender Impact of International Sanctions*, Lynne Rienner Publishers, 2008

Week 13
Mon. 4/6

Women and the Law of Armed Conflict
Readings:

Judith Gardam, Women and the Law of Armed Conflict: Why the Silence? *The International and Comparative Law Quarterly*, Vol. 46, no.1, 1997, pp. 55-80

Christine M. Chinkin, “ Women’s International Tribunal on Japanese Military Sexual Slavery”, *The American Journal of International Law*, Vol. 95, no.2, 2001, pp. 335-341

Slobhan K. Fisher, “Occupation of the Womb: Forced Impregnation as Genocide”, *Duke Law Journal*, Vol. 46, no.1, 1996, pp. 91-133

Karen Engle, “ Feminism and Its (Dis) Contents: Wartime Rape in Bosnia and Herzegovina”, *The American Journal of International Law*, Vol. 99, no. 4, 2005, pp. 778-816

Navanthen Pillay, “Sexual Violence in Times of Conflict”: The Jurisprudence of the International Criminal Tribunal of Rwanda”, in *Civilians in War*, by Simon Chesterman, (ed.), Lynne Rienner Publishers, 2001, pp. 165-176 (**Blackboard**)

Film: Film: Rape: A Crime of War (VH 4617-1996-59 Mins.)

Week 14
Mon.4/13

Women's Collective Action in Peace Building and Post-War Reconstruction

Reading:

Sanam Naraghi Anderlini, *Women Building Peace: What They Do, Why It Matters*, Lynne Rienner Publishers, 2007

Film: Approach of Dawn (VH 4726-1997-52 Mins.)

Week 15
Mon.4/20

Final Paper Presentations (approx. 15 mins. each

Final Papers Due: Monday 27th April, 2009

[Supporting e-mails for WST 6185](#)

From: Susan Reilly [mailto:sreilly@fau.edu]
Sent: Friday, April 09, 2010 2:25 PM
To: 'Josephine Beoku-betts'
Subject: RE: New Course Proposal

Dear Josephine – The School of Communication & Multimedia Studies supports your course proposal. It does not conflict with anything we teach and we would encourage our students in the Communication Studies major to take such a course. Susan

From: Josephine Beoku-betts [mailto:beokubet@fau.edu]
Sent: Thursday, April 08, 2010 5:28 PM
To: 'Araghi, Farshad'; 'Michael S. Harris'; 'Tim Lenz'; 'Susan Reilly'
Subject: New Course Proposal

Dear Colleagues: I am submitting this new proposal to the GPC and would like an e-mail note from you stating whether it conflicts with any course presently taught in your dept. and also whether you support this in our college curriculum. As you know, the Center cross-lists with courses in your depts.. and your support would be appreciated. I've actually taught it a couple of times and had sociology, political science, and communications students enrolled for it. If you could send me an e-mail by tomorrow, it would be most appreciated. Thank you. Josephine

Josephine Beoku-Betts, Ph.D.

Professor of Women's Studies & Sociology
Interim Director, Women's Studies Center
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777, Glades Road
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E-Mail: Beokubet@fau.edu

From: Farshad Araghi [mailto:araghi@fau.edu]
Sent: Friday, April 09, 2010 5:19 PM
To: Josephine Beoku-betts
Subject: Re: New Course Proposal

Dear Josephine,

The department of sociology is supportive of your offering of Women, War, and Peace Building.

Best,
Farshad

From: Michael S. Harris [mailto:mharris@fau.edu]
Sent: Friday, April 09, 2010 2:09 PM
To: 'Josephine Beoku-betts'
Subject: RE: New Course Proposal

Hi Josephine,

The Department of Anthropology is supportive of your course proposal. It looks like an excellent addition to the graduate curriculum.

Best, Mike

Michael S. Harris
Chair
Department of Anthropology
Florida Atlantic University
Boca Raton, FL 33431
561-297-3233, fax 561-297-0084
mharris@fau.edu

From: Josephine Beoku-betts [mailto:beokubet@fau.edu]
Sent: Thursday, April 08, 2010 5:28 PM
To: 'Araghi, Farshad'; 'Michael S. Harris'; 'Tim Lenz'; 'Susan Reilly'
Subject: New Course Proposal

Dear Colleagues: I am submitting this new proposal to the GPC and would like an e-mail note from you stating whether it conflicts with any course presently taught in your dept. and also whether you support this in our college curriculum. As you know, the Center cross-lists with courses in your depts.. and your support would be appreciated. I've actually taught it a couple of times and had sociology, political science, and communications students enrolled for it. If you could send me an e-mail by tomorrow, it would be most appreciated. Thank you. Josephine

Josephine Beoku-Betts, Ph.D.

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