

Department of Adult Education and Counselling Psychology, OISE/UT

WOMEN, WAR, AND LEARNING

**AEC 1146
Winter Session 2008**

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When Tuesdays
Where 7-192
Time 5:30-8:30

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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.

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 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.

LEARNING ACTIVITIES

Besides class participation, two other learning activities are considered: Monthly journals and a major research/book review project.

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.

Monthly Journal: 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 **three (3)** journals. There is no length limit. **Due dates: January 29, February 26, and March 25.** Each journal constitutes 15% of the total grade (total for 3 journals is 45%).

Research/Book Review Paper: 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. Four books are selected to be reviewed collectively by a group of 4 or five students. Each group is required to make a 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.

The research/book review paper is due on **April 8**. The length is maximum 3000 words, double spaced and typed. This learning activity constitutes 45% of the total grade. The recommended four books are listed below. These books are available at the UT library system and the Toronto Women's Book Store, located at 73 Harbord Street (one block west of Spadina, ☎ 416-922-8744):

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.

Learning Evaluation

Class Participation	10%
Monthly Journal	45% (for three journals)
Research/Book Review Paper	45%

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 8 & 15 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?

1. Fanon, Frantz (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.
2. Fanon, Frantz (1965). “Algeria Unveiled,” *A Dying Colonialism* [translated from French by Haakon Chevalier with an Introduction by Adolfo Gilly]. New York: Cover Press: 35-67.
3. Smith, Andrea (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.
4. Enloe, Cynthia (2000). “How do they militarize a can of soup?” In Cynthia Enloe, *Maneuvers: The international politics of militarizing women’s lives*. Berkeley: University of California Press: 1-34.
5. Long, Scott (2005). “Anatomy of a backlash: Sexuality and the ‘cultural’ war on human rights,” *Human Rights Watch World Report 2005*. New York: Human Rights Watch: 70-93.
6. Nayak, Meghana (2006). “Orientalism and ‘saving’ US state identity after 9/11,” *International Feminist Journal of Politics*, 8 (1): 42-61.
7. Harvey, David (2006). “Neo-liberalism as creative destruction,” *Swedish Society for Anthropology and Geography*, 88B (2): 145-158.

January 22 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

8. Documentary *Why We Fight* (2005)
9. Robinson, William (2005). "Global capitalism: The new transnationalism and the folly of conventional thinking," *Science and Society*, 69 (3): 316-328.
10. Shepherd, Laura J. (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.
11. 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 29 & February 5

The War on Women

First Monthly Journal is Due

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?

12. Enloe, Cynthia (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.
13. Meintjes, Sheila, 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.
14. Sjoberg, Laura (2007). "Agency, militarized femininity and enemy others" Observation from the war in Iraq," *International Feminist Journal of Politics*, 9 (1): 82-101.
15. Helms, Elissa (2006) "Gendered transformations of state power: Masculinity, international intervention, and the Bosnian police," *Nationalities Papers*, 34 (3): 343-361.
16. Hatem, Mervat (2003) "Discourses on the 'War on Terrorism' in the U.S. and its views of the Arab, Muslim, and gendered 'Other'" *Arab Studies Journal*, Fall 2003/Spring 2004: 77-97.
17. Giles, W., Malathi de Alwis, Edith Klein, Neluka Silva (eds.) (2003). "Part 2: Gendered Violence in Times of Conflict," *Feminists Under Fire: Exchanges Across War Zones*. Toronto: Between the Lines: 87-140.
18. Skjelsbæk, Inger (2001). "Sexual violence and war: Mapping out a complex relationship,"

European Journal of international Relations, 7 (2): 211-237.

February 12

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.

19. Hynes, Patricia (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.

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

21. 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.

22. Munn, Jamie (2006) “gendered realities of life in post-conflict Kosova: Addressing the hegemonic man,” *Nationalities Papers*, 34 (3): 289-304.

23. Martin, Sarah (2005) *Must Boys be Boys? Ending Sexual Exploitation and Abuse in UN Peacekeeping Mission*. Refugees International, 32 pages.

February 19 & 26

Colonial, Oriental, and Imperial Feminisms

Second Monthly Journal is Due

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?

24. Midgely, Clare (1998) “Anti-slavery and the roots of ‘imperial feminism,’” in Clare Midgley (ed.) *Gender and Imperialism*. Manchester: Manchester University Press: 161-179.

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

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

27. Abu-Lughod, Lila (2003) "Saving Muslim women or standing with them? On images, ethics, and war in our times," *INSANIYAAT*, 1 (3): 13 pages.
28. Zine, Jasmin (2006) "Between orientalism and fundamentalism: The politics of Muslim women's feminist engagement," *Muslim World Journal of Human Rights*, 3 (1): 2-24.
29. Hirschkind, Charles and Saba Mahmood (2005) "Feminism, the Taliban, and politics of counter-insurgency," *Anthropological Quarterly*, 75 (2): 339-354.
30. Stabile, Carol and Deepa Kumar (2005) "Unveiling imperialism: Media, gender and the war on Afghanistan," *Media, Culture and Society*, 27 (5): 765-782.
31. Kandiyoti, Deniz (2007). "Between the hammer and the anvil: Post-conflict reconstruction, Islam and women's rights," *Third World Quarterly*, 28 (3): 503-517.

March 4 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?

(<http://mepsi.state.gov/outreach/index.htm>) 32. Alvarez, Sonia (1999) "Advocating feminism: The Latin American feminist NGO 'Boom'," *International Feminist Journal of Politics*, 1 (2): 181-209.

33. Hammami, Rema (2000) "Palestinian NGOs since Oslo: From NGO politics to social movements?" *Middle East Report*, No. 214: pp. 16-19 & 27 & 48.
34. Barakat, Sultan and Gareth Wardell (2000) "Exploited by whom? An alternative perspective on humanitarian assistance to Afghan women," *Third World Quarterly*, 23 (5): 909-930.
35. Allen, Robert (). "From Black awakening in Capitalist America," 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: 53-62.
36. Al-Ali, Nadjé (2005). "Reconstructing gender: Iraqi women between dictatorship, war, sanctions and occupation," *Third World Quarterly*, 26 (4-5): 739-758.
37. Brett, Rachel (1995). "The role and limits of human rights NGOs at the United Nations," *Political Studies*, XLIII: 96-110.

March 11, No Class, Happy Spring ☞

March 18, 25 & April 1 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?

March 18: Peace and Learning

38. Enloe, Cynthia (2004). "Conclusion: Decisions, decisions, decisions," in Cynthia Enloe, *Maneuvers: The international politics of militarizing women's lives*. Berkeley: University of California Press: 288-399.
39. Kirk, Jackie (2004) "Promoting a gender-just peace: The roles of women teachers in peacebuilding and reconstruction," *Gender and Development*, 12 (3): 50-59.
40. Afshar, Haleh (2003). "Women and wars: Some trajectories towards a feminist peace," *Development in Practice*, 13 (2&3), May: 178-188.
41. Saidullah, Jawahara (2006) "War stories," in Sarah Husain (ed.) *Voices of Resistance: Muslim Women on War, Faith and Sexuality*. Emeryville, CA: Seal Press: 187-195.
42. Cooke, Miriam (1995). "Arab women Arab wars," *Cultural Critique*, Winter 1994-95: 5-20.

March 25 & April 1: Resistance and Survival Learning

Third Monthly Journal is Due

43. Horsman, Jenny (1999). "Chapter 1: Introduction": 17-34; "Chapter 2: What is 'Normal' in a violent society": 35-56; and "Chapter 4: Beyond 'normal' appearances: 'Hidden' impacts of trauma": 85-125, in Jenny Horsman, *Too Scared to Learn: Women, Violence and Education*. Toronto: McGilligan Books.
44. Mojab, Shahrzad and Susan McDonald (2001). "Women, violence and informal learning," NALL Working Paper, No. 41. 20 pages
45. Adalberto Aguirre, Jr. And Brooke Johnson (2005). "Militarizing youth in public education: Observations from a military-style charter school," *Social Justice* 32 (3): 148-162.

46. Tannock, Stuart (2005). "Is "Opting Out" really an answer?: Schools, Militarism, and the counter-recruitment movement in post-September 11 United States at war," *Social Justice*, 32 (3): 163-178.

47. Porath, Sigal R. Ben (2003). "Radicalizing democratic education: Unity and dissent in wartime," *Philosophy of Education Yearbook*: 245-253.

48. Farr, Vanessa. (2000). "The pain of violence is a powerful silencer: African women writing about conflict," *Canadian Woman Studies/Les Cahiers de la Femme* 19(4): 102 -108.

49. Meredith Turshen (1998). "Women's war stories," in Meredith Turshen and Clotilde Twagiramariya (eds.) *What Women Do in Wartime*. London: Zed Books:1-26.

April 8

Reflection, Closure, Party!

Research/Book Review Paper is Due

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, etc. into the class.