

PCTS-3242 Women and Peacebuilding

**CANADIAN SCHOOL OF PEACEBUILDING  
CANADIAN MENNONITE UNIVERSITY**

Syllabus for  
**Women and Peacebuilding  
PCTS-3242**

**COURSE SYLLABUS**

**INSTRUCTORS**      Ouyporn Khuankaew, MA and Ginger Norwood

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**TIMES**                        Monday to Friday, 9-5, June 15-19, 2015

**VOLUNTARY WITHDRAWAL DATE**

July 15, 2015 is the final date to withdraw from this course without academic penalty.

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**COURSE DESCRIPTION**

This course addresses, from an interdisciplinary perspective, both theoretical and practical contributions that women have made to peacemaking in the modern world. It includes analysis of women's involvement in peace action, research, and education. Attention is given to the challenges that activists face in organizing around their identity as women, such as the challenge of building common ground among women with varied experiences and concerns.

**REQUIRED TEXTS**

Cockburn, Cynthia. *From Where We Stand: War, Women's Activism and Feminist Analysis*. London: Zed Books, 2007.

<https://archive.org/details/FromWhereWeStandWarWomensActivismAndFeministAnalysis>

Nhat Hanh, Thich. *Love in Action: Writings on Nonviolent Social Change*. Berkeley, CA: Parallax Press, 2005.

Eisler, Riane. *The Power of Partnership: Seven Relationships that Will Change Your Life*. Novato, CA: New World Library, 2003.

**OBJECTIVES**

By the end of the course, participants should have a deeper conceptual and practical knowledge of:

- \* Structural violence, informed by power and gender analyses and different ways participants can be involved in actions to transform conflicts and reduce suffering.
- \* Non-violent and peace building actions led by women and women's movements around the world
- \* Mindfulness practices to ground and sustain peace activism and activists through cultivating awareness and building peace within.

### ***TEACHING METHODS & ASSUMPTIONS ABOUT LEARNING***

Peace and justice is nothing if it is not experienced in the lives of real people. People – their needs, context, relationships, experiences and intuitive knowledge – must be central. For conflicts to be transformed into a just peace, people must be empowered, cultivate awareness, and take responsibility for their actions while working collectively with respect for all people and for all life.

For teaching to begin to approach this high goal, learners – not teachers – must be central. Teaching and evaluation methods will therefore be less prescriptive (lecture, regurgitation exam) and more elicitive (drawing out knowledge and theories from students and the community with an emphasis on learning from personal experience). This will require active class participation. We will seek to engage not just the intellect but also the heart, the spirit, the gut and the feet.

Experiential exercises, small group activities, active listening, and personal sharing will be important teaching methods. Lectures will also be used but will not be the primary resource. Students will be expected to keep up with readings and actively engage in class activities.

### **COURSE REQUIREMENTS**

<b>ASSIGNMENTS</b>	<b>DATE DUE**</b>	<b>VALUES</b>
1. Participation		25%
2. Reflective and analytical paper	July 19, 2015	35%;
3. Book review	June 15, 2015	20%
4. Daily journal on reflection questions	June 19, 2015	<u>20%</u>
Total		100%

#### **ASSIGNMENT DESCRIPTIONS**

1. Active participation in all sessions is expected.
2. Reflective paper incorporating learning from the readings and experiential exercises in class. This academic paper will function as a platform for students to engage with gender, power, and peacebuilding theories from the texts and incorporate their own analyses from the class discussions and activities. The paper should reflect personal insights into how the learnings from the texts and the week of study relates to and/or supports peacebuilding processes in the student's own life.

#### **Length: 8-10 double-spaced pages**

3. Book review on one of the recommended readings. Reviews should provide a brief summary of the main argument or focus of the book. The bulk of the writing should be oriented towards a discussion of

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strengths/gaps, cutting edges, and analysis of the ideas as related to women and peacebuilding, gender, and activism.

### **Length: 5-7 double-spaced pages**

4. Daily journal on reflection questions. To help student's synthesize their learning, 1-2 learning questions will be presented at the end of each day. The questions are to serve as writing prompts for 2-3 page journal entries to be completed before the start of class the following day. Journals will be collected on the last day of the class.

## **STYLISTIC REQUIREMENTS**

CMU has adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Fifth Edition. Boston: Bedford/St. Martin's, 2009.

Students should acquire this handbook (available at the CMU bookstore) and an up to date dictionary as reference tools for all written assignments. See "Guidelines for Academic Writing at CMU" in the *CMU Student Handbook* for more information.

- Please put a title page on all assignments
- Number the pages of your papers.
- 12-point font, Times New Roman, Double space all papers.
- Staple the paper together. Please do not use plastic folders.
- Type the papers and check for spelling and grammar before you turn them in.

## **EVALUATION**

Good communication skills are essential for conflict transformation studies. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented. Further information regarding expectations for written assignments will be provided in class as required.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

### **Letter Grade/Percentage Scale**

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory
C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

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<b>Criteria</b>	<b>A - Excellent</b>	<b>B - Competent</b>	<b>C - Below Expectations</b>
<b>CONTENT</b> (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources
<b>STRUCTURE</b> (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
<b>CONVENTIONS</b> (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
<b>STYLE</b> (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

**NOTE:** The CMU *Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.

## **ADDITIONAL NOTES**

1. All material referred to in any assignment **MUST** be appropriately referenced. Plagiarism is a serious matter. Refer to CMU Student Handbook and calendar for all matters relating to academic misconduct.
2. Assignments are due as scheduled. Marks will be deducted for lateness (5% per day), unless previous arrangements have been made with the instructor.
3. I encourage all PACTS students to take up any concerns/questions regarding grades, first with your instructor, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.
4. Email: Substantive discussions are best done person to person, not electronically. Thus, email can be used to set up personal appointments, to send regrets if one has to miss class, and so on, but not for submission of assignments or engaging in substantive discussions.
5. CMU will facilitate tutorial support for students in academic writing. Please watch *The Daily* and *The Advising Weekly* for specific information.
6. Grades submitted by instructors become final only after they are vetted by the Dean's Council
7. All assignments are expected to be paper submissions.

## **Accessibility Programs**

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at [sloepky@cmu.ca](mailto:sloepky@cmu.ca) or 204.487.3300 x.340.

## TOPIC SCHEDULE / READING LIST - DRAFT

\*This is a DRAFT schedule that can be adjusted as required in terms of pace discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

### Monday, June 15

*Knowing the Society We Live In*

10:00 -12:00

Feminist practice and Anti-Oppression work  
(power, patriarchy, feminism)

1:00 – 5:00

Gendered Impact of Violence and Armed Conflict

Feminist Perspectives on Peace

Experiential exercise on internalization and deconstruction on gender

### Tuesday, June 16

*Knowing Yourself*

9:00 – 12:00

Identity, Privilege, and Social Change

1:00 – 5:00

Conflict and Collaboration between Women's Organizations

Collaboration between Women's Organizations

Video: Pray the Devil Back to Hell

Discussion

### Wednesday, June 17

*Impact of structural oppression*

9:00 – 14:30

Structural Violence (understanding gender based structural violence, its impacts and ways to change)

3:00 – 5:00

Women, Peacebuilding, and Empowerment

### Thursday, June 18

*"Up and Doing"*

9:00 – 12:00

Responses to violence and injustice and introduction to non-violent actions

1:00 – 5:00

Women and Nonviolent Direct Action

History, Examples, Gendered Aspects

### Friday, June 19

*Awareness of Self*

9:00 – 12:00

Skills for Inner Peace building

1:00 – 3:00

Global Action – tying it all together

CSOP Closing 3 p.m.

Coffee breaks are normally 10:30-11 and 3:30-4