

# CANADIAN SCHOOL OF PEACEBUILDING CANADIAN MENNONITE UNIVERSITY

## Women and Peacebuilding

PCTS-3242/3

SESSION II JUNE 25-29, 2012

### Course Syllabus

**INSTRUCTOR:** Ouyporn Khuankaew and Anna Snyder

**TIMES:** 9am-5pm

**E-MAIL:** [a.snyder@uwinnipeg.ca](mailto:a.snyder@uwinnipeg.ca)

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### COURSE DESCRIPTION

This course will address both theoretical and practical contributions that women have made to peacemaking in the 20th Century. It will include analysis of women's involvement in peace action, research and education. As well, it will include experiential learning exercises to provide a lens to help students understand power, gender oppression, identities and how they contribute to peacebuilding from the personal to organizational and societal levels. Attention will be given to the challenges that activists face in organizing around their identity as women such as how to build common ground among women with varied experiences and concerns. There will be an emphasis on storytelling, that is, on telling women's stories of nonviolent resistance that often go untold. Students will learn from both the personal and the political drawing connections between private and public arenas and building skills in how to transform barriers. The course will guide students in how to cultivate the inner peace necessary for building peace at all levels.

*The course is offered either for training or for 3 hours of academic credit.*

### Course Objectives

1. To gain an understanding of anti-oppression theory and practice as it relates to gender both from personal and structural levels.
2. To introduce tools to transform culture (s) of domination to culture (s) of collaboration and partnership.
3. To analyze how power relations and identities can be used for personal, organizational, and societal transformation.
4. To develop inner peacebuilding skills in order to increase the ability to address inner obstacles while working for peace.
5. To learn critical issues, key theories and contemporary practices in the area of women and peacebuilding.

### Teaching Methods

The goal of our teaching methodology is to become a learning community. Class will be highly interactive; there will be a focus on experiential learning that engages the intellect as well as the emotions. Participants are expected to share and take risk in this experiential learning process that focuses on self-transformation with the aim of understanding structural change. As a part of the learning process, students will also be provided with opportunities to learn through group discussions, lectures, videos and student presentations.

## CORE TEXTS AND DISCRETIONARY READING

Omar, Manal. (2010). Barefoot in Baghdad: A Story of Identity – My Own and What It Means to Be a Woman in Chaos. (available from [www.amazon.ca](http://www.amazon.ca))

Cockburn, Cynthia. (2007). From Where We Stand: War, Women’s Activism and Feminist Analysis. London, UK: Zed Books. (In Canada: Call McNally Robinson Booksellers (Winnipeg #204-475-0483). It takes two weeks for delivery. The ISBN # is 978 184 277 8210. Or email Mondragon Bookstore in Winnipeg at [mikulec.thilip@gmail.com](mailto:mikulec.thilip@gmail.com) or [eton11@hotmail.com](mailto:eton11@hotmail.com) for ordering and shipping).

E-Reserve Readings

## COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to Professor Anna Snyder, [a.snyder@uwinnipeg.ca](mailto:a.snyder@uwinnipeg.ca).

ASSIGNMENT	DUE DATE	VALUE
1. Book Review of <i>Barefoot in Baghdad</i>	<b>June 25</b>	20%
2. Journal	<b>July 15</b>	30%
3. Research Paper	<b>August 20</b>	35%
4. Participation Mark		15%

## ASSIGNMENT GUIDELINES (for credit)

### 1. Book Review (20%)

Write a three page book review of *Barefoot in Baghdad* that reflects on the complexities of identity, gender, and collaboration in Iraq. Paper Due: June 25

### 2. Journal (30%)

The journal provides an opportunity for students to reflect critically on the theories and practices focused on in class. The journal will become a log of the evolution of thoughts and feelings about women and peacemaking based on the personal work done as well as the readings and lectures. Include a description of the concepts and what they mean to you. Do they fit with your experience? What questions are raised by the readings and the experiential learning?

Journal writing is less formal than an expository or research paper—using the personal pronoun “I” is acceptable. The form can be more organic; for example, students do not need to start with a thesis and then organized by supporting arguments around the thesis. The journal entry does not require personal disclosure (it is not a diary); students may reveal whatever they are comfortable with. Although the journal style is less formal than a paper, it is essential that students discuss theories covered in the readings. Good grammar and correct spelling are still required.

Length: ten pages. Paper Due: July 15

### 3. Research Paper (35%)

For the research paper, choose a topic central to women and peacebuilding. Students must confirm their research topic with the professor. Use academic journals and books for your research. Research papers based primarily on websites will be marked down. If you are having difficulty finding sources on your topic of interest, please consult

with Professor Anna Snyder or a reference librarian. A bibliography with full citations must be included and sources cited in-text.

Length: 10-12 pages. Paper Due: August 20.

## STYLISTIC REQUIREMENTS

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

Hacker, Diana. *A Pocket Style Manual*. Fifth edition. Boston and New York: Bedford/St. Martin's, 2009.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago). You may choose the format but whichever you use, be sure to use it properly and consistently.

## EVALUATION

In general, we expect you to *follow the guidelines* of the assignment and to discuss deviations from them with an instructor before turning it in. In evaluating your work, *quality* is more important than quantity. We appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

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

<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.

## **FINAL DATE FOR WITHDRAWAL**

Final date to withdraw from this course without academic penalty is July 15, 2012.

## **SCHEDULE AND TOPICS** Draft– Subject to change

### **Monday**

*Knowing the Society We Live In*

10:00 -12:00 (Ouyporn)

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

Readings: Eisler

1:00 – 5:00 (Anna)

Gendered Impact of Violence and Armed Conflict

Feminist Perspectives on Peace

Experiential exercise on internalization and deconstruction on gender (Ouyporn)

Readings: Cockburn

### **Tuesday**

*Knowing Yourself*

9:00 – 12:00 (Ouyporn)

Identity, Privilege, and Social Change

Reading: Bishop

1:00 – 5:00 (Anna)

Conflict and Collaboration between Women's Organizations

Collaboration between Women's Organizations

Video: Pray the Devil Back to Hell

Discussion

Readings: Cockburn

### **Wednesday**

*Impact of structural oppression*

9:00 – 14:30 (Ouyporn)

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

Readings:

3:00 – 5:00 (Anna)

Women, Peacebuilding, and Empowerment

Readings: Snyder

### **Thursday**

*“Up and Doing”*

9:00 – 12:00

Responses to violence and injustice and introduction to non violent actions (Ouyporn)

Readings:

1:30 – 5:00 (Anna)

Women and Nonviolent Direct Action

History, Examples, Gendered Aspects  
Video: Tibet?

Readings: Cockburn

**Friday**

*Awareness of Self*

9:00 – 12:00

Skills for Inner Peacebuilding (Ouyorn)

Readings: Thich Naht Hanh

1:00 – 3:00

Global Action – tying it all together

Readings: Cockburn

Note: Coffee Breaks are normally 10:30-11:00 a.m. and 2:30-3:00 p.m.

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