Scope of the Course: Twenty-first century has so far hosted incessant, worldwide—but not necessarily world—wars. Contemporary wars can be discerned as continuation of those in the latter part of the twentieth century. But they should also be considered in terms of the most recent crisis of capitalism and related redrawing of the boundaries of the asymmetrical power relations at the global scale. The calls for peace, pacifism, and pro-peace activism have also evolved in accordance with the shifts and relocations in the global distribution of power. The aim of this course is to inquire, interrogate and elaborate on the continuities and shifts in the way wars are launched, legitimized, reproduced in the twenty-first century from a feminist perspective. In so doing, the course also elaborates on the feminist approaches to peace. More specifically, the course is built on the critical analysis of the official discourses on (just-)war, peace, conflict, militarism, strategy, (in)security in terms of the socio-political context in which they and counter-discourses are embedded. In this respect, the course starts from different feminist approaches to the topics at hand, and proceeds to inquire about the feminist practices in terms of wars and peace. Within the scope of the course, we will read, among others, Carl Schmitt, Carl von Clausewitz, Jane Addams, Cynthia Enloe, Cynthia Cockburn, V. Spike Peterson, Judith Butler, and Charles Tilly.

The main questions this course will ask are: 1) What are the junction points between conceptualizations of war and peace in official discourse of the nation-state? 2) What are the (in)direct connections among the global capital flows, global power distribution and the policies on war and peace? 3) What are the crosscutting gendered, class-based, and ethnic dimensions of the official discourses on war and peace, and related policies? 4) What are the basic features of the counter-discourses on war and peace? 5) How can one conceptualize the distinctions and parallelisms among different discourses on war and peace in terms of actual domestic and foreign policies? The topics will evolve in relation to these questions not so much to seek ultimate answers but to critically approach the state of affairs in today’s peacefully war-thorn global order.

At the end of the term the students will have accumulated knowledge of different theoretical approaches to war and peace, alternative readings on the dialectics of peace and war, feminist critical analysis on the dominant and/or hegemonic masculinist conceptualizations of peace and war.

Course Evaluation:

Participation: This course is designed as a seminar course where student participation to class discussions is essential. Participation is worth 10%.
**Presentation:** Students will have one presentation during the term. The presentation will be in the form of moderation on the readings assigned for a week. The presentation is worth 10%. Students will submit the lecturer 3 options for the weeks in which they prefer to moderate by the third week of the course (September 18-22, 2017).

**Film Reviews:** Students will write two reviews on the movies that we will watch together in the class on war by feminist directors. The reviews are worth (total) 10%.

Maximum 5 pages, TNR, 12, double space, justified.

**Journals:** Students will write two monthly journals (for October and November). The journals will involve students’ reflections on the reading material and relate the topics of each week to their daily mediated observations. The journals are worth (total) 20%.


Maximum 6 pages, TNR 12, double space, justified

**Research Paper:** Students will submit three possible topics they would like to study in this course to the professor on the third week of the course (September 18-22, 2017). On the basis of the discussion with the professor, students will determine their topic and prepare preliminary research questions to be submitted to the professor for the fourth week of the course (September 25-29, 2017). Students will submit the title of their research paper on the fifth week (October 2-6, 2017), their tentative bibliography on the sixth week (October 9-13, 2017) and the table of contents on the seventh week (October 16-20, 2017). These stages of the research project are worth 10% in total. The research paper will be submitted on December 8, 2017.

Research paper is worth 40%.

Maximum 20 pages; TNR, 12, double space, justified.

**WEEK 1 (September 6-8)– Can one make an introduction to structural and/or organized violence?**

- Basics for modern war
- Feminists tell different stories

**Reading material:**

5. World Civility Report, 2017

WEEK II (September 11-15) Modern war and the state of being for nation-states

- Inevitability of wars?
- Wars not natural, but constructed?

Reading material:


WEEK III (September 18-22) – The story never ends: States, markets and wars

*3 options for the moderation week

*3 options for research topic

- War as a matter of institutionalization

Reading material:


WEEK IV (September 25-29) – Subjects of War and Peace

*Research Topic – finalized

*Preliminary Research Questions

- Institutions and actors in the making of wars

Reading Material
4. Ayşegül Altınay, ‘Becoming a Man, Becoming a Citizen,’ in her The Myth of the Military Nation, Militarism, Gender and Education in Turkey (USA: Palgrave Macmillan, 204).

WEEK V (October 2-6) - Accounting the Facts? - 1

*Title-Research Paper

- Facts of Militarism as Gendered Domination

Reading material


WEEK VI (October 9-15) – Accounting the Facts? – 2

*Tentative Bibliography

- Drawing the Borders

Reading material

2. Carol Cohn, “‘How Can She Claim Equal Rights When She Doesn’t Have to Do As Many Push-Ups As I Do?’: The Framing of Men’s Opposition to Women’s Equality in the Military,’ *Men and Masculinities*, 3 (2000), pp. 131-151.

Recommended:

**WEEK VII (October 16-20) – NARRATIONS WITH TRUTH CLAIMS?**

*Table of Contents-Research Paper*

- Narrating Manhood and Womanhood

*Reading material*


**WEEK VIII (October 23-27) – READING WEEK**

**WEEK IX (October 30-November 3) – TRESPASSERS-1**

- Women asking for peace
- Feminists questioning the peace through war discourse

http://womeninblack.org
Reading material:


WEEK X (November 6-10) – TRESPASSERS-2

- The state of the field – De-masculinizing the narrations?

Reading material:


WEEK XI (November 13-17) – Is a feminist peace off the war possible?

- Potentials of feminist conceptualizations of peace

Reading Material


WEEK XII (November 20-24) – *Postscript: Reading Structures through Intersectionalities?*

- Structural approach to peace – structural peace
- Problematizing structural violence

*Reading Material*


WEEK XIII (November 27-December 1, 2017)

*Discussions on pro-peace women’s movements and/or anti-militarist women’s movements*

Examples: Women in Black, Madres de Plaza de Mayo, Cumartesi Anneleri (Saturday Mothers), 
Barış İçin Kadın İnisiyatifi (Women’s Initiative for Peace),

*Before the class the students are expected to watch the following documentaries:*

1. *Las Madres: The Mothers of Plaza de Mayo*, by Susana Blaustein and Lordes Portillo, 1985, 64 minutes

*Recommended*


WEEK XIV (December 4-8)

*Research papers due*

*Overview*

In accordance with the Carleton University Graduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:
A+ = 90-100  B+ = 77-79  C+ = 67-69  D+ = 57-59
A   = 85-89   B   = 73-76   C   = 63-66   D   = 53-56
A - = 80-84   B - = 70-72   C - = 60-62   D - = 50-52
F   = Below 50  WDN = Withdrawn from the course

ABS = Student absent from final exam
DEF = Deferred
FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

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Academic Regulations, Accommodations, Plagiarism, etc.

University rules regarding registration, withdrawal, appealing marks, and anything else you might need to know can be found on the university’s website, here:

https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

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Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable).

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.
For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.

The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

Assistance for Students:

Student Academic and Career Development Services: http://carleton.ca/sacds/

Writing Tutorial Services: https://carleton.ca/csas/writingservices/

Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/
Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Additional reading material might be added throughout the term.
- The films that will be watched within the scope of the course might be changed on the demand of the students.
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- Please note that you will be able to link your MyCarleton account to other non-Carleton accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid Carleton address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account.