

CONF 695-002
GENDER AND CONFLICT

Semester: Spring 1995

Class Time: Monday 7:20-10:00 pm

Instructor: Prof. Michelle LeBaron

COURSE DESCRIPTION

This is a seminar in which participants are invited to explore connections between gender and conflict. It will begin with an exploration of feminism and the women's movements, proceeding through an examination of theories of gender and conflict from an interdisciplinary perspective. There will be opportunities for experiential learning and roleplaying.

COURSE REQUIREMENTS

Class participants are required to read all assigned text and periodical material and to come to class prepared for discussions. Participants missing more than two classes should have a medical excuse.

In addition to attending and participating in class, participants are asked to attend the lecture on Women's History to be given by Antoinette Burton on March 30, 1995 at 4:30 in SUB I. Advance reading for this lecture can be obtained through the copyshop in SUB I under the heading "Burton" and should be available one or two weeks in advance of the address. Attendance at this lecture may take the place of a cancelled class during the term, so students who cannot attend should arrange to do the reading and come prepared to participate in discussions relating to the material.

ASSIGNMENTS

Paper: **DUE April 10, 1995 - 50% of course grade**

Class participation and journals: 25% of course grade

Group project: 25% of course grade

PAPER

A major paper covering a selected area related to gender and conflict is due on April 10, 1995. The paper should be well referenced using scholarly sources on conflict and feminist thought and an accepted academic style (e.g. APA style or Chicago Manual of Style). Topics may be selected by each participant in consultation with the professor. Suggested length for the paper is 23-26 pages. The paper is worth 50% of the course grade.

CLASS PARTICIPATION AND JOURNALS

Participants are required to attend class, to participate in discussions and to contribute to the development of a critical perspective on the literature. Participation will be evaluated on an ongoing basis. Class participation is worth 10% of the course grade.

Journals are to be kept by participants, recording reflections on the readings, the assignments and experiences relating to gender and conflict both inside and outside the class. Journals are to be exchanged weekly with a partner, whose responsibility it is to give a written response back to the writer. Participants are asked to choose a partner with whom to share journals at the beginning of class and may change this selection at midterm by mutual agreement. A short (3 - 5 pages) written reflection on the journalling experience is to be submitted to the professor twice during the term on March and May. The journalling assignments are worth 15% of the course grade.

GROUP PROJECT

Participants will choose groups of 4 or 5 people with whom to do a group project. This project should focus on one of the topics to be covered in a regularly scheduled meeting of the class. Group members will choose a specific focus within the broad topic area for discussion and then prepare a 45-60 minute presentation on that focus. The methodology of the presentation should be original and should be something other than a didactic reporting of information.

It is preferable if the presentation includes activities in which class members may be involved. Suggested methodologies include roleplays, simulations, demonstrations, structured dyadic or small group activities, showing videotapes, etc.

For example, a group presenting on the night that the topic is power may choose to deal with the specific focus of domestic abuse. One way the presentation could be structured would be to develop and enact small vignettes (3-5 minutes) in front of the class in which events leading to an abusive episode might unfold. The vignettes could be played through in their entirety and then replayed, with class members invited to freeze the action and take the place of any actor in the vignette in order to try another behavior that might de-escalate the situation. The entire sequence would be followed by debriefing, and connecting the presentation to the topic of the evening and the readings. This approach is called participatory theater. It is not meant to be prescriptive, but is offered as one example of how a group presentation may be used to involve class members. The group project will be worth 25% of the course grade.

REQUIRED READINGS

Anita Taylor and Judi Beinstein Miller (Eds.), Conflict and Gender.

Deborah Tannen, You Just Don't Understand: Women and Men in Conversation.

Carol Gilligan, In a Different Voice.

Other readings as assigned

COURSE SYLLABUS

WEEK 1 Introduction to the Course, Visions and Coals, Experience of Gender, Relationship Between Gender and Conflict, Diversity and Women's Issues.

READ: Riane Eisler, The Chalice and the Blade, Introduction, Chapters 1 and 2, pp. xiii - 28.
Bell Hooks, Black Women: Shaping Feminist Theory, In Feminist Theory from Margin to Center, pp. 1 - 15.
R.W. Connell, Historical Roots of Contemporary Theory, In Gender and Power, pp. 23-40.

WEEK 2 Gender Theories: Herstory/History, Defining gender, History of Gender, Theoretical Constructs Pertaining to Gender.

READ: Anita Taylor and Judi Beinstein Miller, Introduction: The Necessity of Seeing Gender in Conflict, In Gender and Conflict.
John Stephens, Gender Conflict: Connecting Feminist Theory and Conflict Resolution Theory and Practice, In Gender and Conflict.
Loraleigh Keashly, Gender and Conflict: What Does Psychological Research Tell Us? In Gender and Conflict.

WEEK 3 Conflict Resolution Theory and Gender: Making Connections.

READ: Carol Gilligan, In a Different Voice: Psychological Theory and Women's Development.
Mary Jo Frug, Can We Claim a Different Voice? In Harvard's Women's Law Journal, 15, Spring 1992, pp. 37-64.
Catherine Greeno and Eleanor Maccoby, How Different is the Different Voice? In Signs, 11(21) Winter 1986, pp. 310-316.
Carol Gilligan, Reply from Carol Gilligan, From On in a Different Voice: An Interdisciplinary Forum, Signs, 11(21) Winter 1986: pp. 324-333.

WEEK 4 Voice and Difference, An Examination of Carol Gilligan's Work, Critiques of Her Work and the Responses to the Critiques.

READ: Kimberle Crenshaw, Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics, In Feminist Legal Theory: Foundations, D.K. Weisberg, Ed., pp. 383-399.
Anne Donnellon and Deborah Kolb, Constructive for Whom? The Fate of Diversity Disputes in Organizations.

WEEK 5 Diversity, Gender and Conflict.

READ: Ingrid Sandole-Staroste, Overlapping radicalisms: Convergence and Divergence Between Feminist and

Human Needs Theories in Conflict Resolution, In Conflict and Gender.

Janet Rifkin, Mediation from a Feminist Perspective: Promise and Problems, In Law & Inequality, 2(1), February 1984, pp. 21-31.

WEEK 6 Dispute Resolution Theories and Feminist Theories: Convergence and Divergence.

READ: R.W. Connell, The Structure of Gender Relations, In Gender and Power, pp. 91-166.

Marilyn French, The War Against Women, (Part One pp. 27-119).

WEEK 7 Structural Perspectives.

READ: Carol Watson, Gender Differences in Negotiating Behaviour and Outcomes: Fact or Artifact? In Gender and Conflict.

Deborah Kolb and Gloria Coolidge, Her Place at the Table: A Consideration of Gender Issues in Negotiation, Working paper series 88-5, October, Harvard Law School Program on Negotiation.

SPRING RECESS

WEEK 8 Negotiation Style and Gender.

READ: TBA

WEEK 9 Guest Speaker.

READ: Bell Hooks, Changing Perspectives on Power, In Feminist Theory from Margin to Center pp. 83-94.

Cynthia Chataway and Deborah Kolb, Informal Contributions to the Conflict Management Process, In Gender and Conflict.

Angela Febrarro and Roland Chrisjohn, A Wittgenstein-ian Approach to the Meaning of Conflict, In Gender and Conflict.

WEEK 10 Power.

READ: Deborah Tannen, You Just Don't Understand.

Marcia Dewhurst and Victor Wall, Gender and the Mediation of Conflict: Communication Differences, In Gender and Conflict.

WEEK 11 Communication and Gender.

READ: John Stephens. "Gender Conflict": Connecting Feminist Theory and Conflict Resolution Theory and Practice, In Gender and Conflict.
Linda Stamato, Voice, Place and Process: An Essay on Gender, Negotiation and Conflict Resolution Research.
Ginger Ross-Breggin and Peter Breggin, Feminist Paradigms and Conflict Resolution ICAR Newsletter Spring 1992 Volume 5(1).

WEEK 12 Connecting Conflict Resolution Theory to Feminist Theory

READ: Peggy McIntosh, White Privilege and Male Privilege: A Personal Account of Coming to See Correspondence Through Work in Women's Studies, In Race, Class and Gender, Margaret Andersen and Patricia Collins (Eds.).
Katha Pollitt, Are Women Really Morally Superior to Men? Debunking Difference Feminism, In Utne Reader, Sept/Oct. 1993, pp. 101-109.
Deborah Tannen, Response to Katha Pollitt, In Utne Reader, Sept/Oct. 1993, pp. 108-109.
Susan Faludi, Robert Bly: Turning "Yogurt Eaters" into "Wild Men" In Backlash, pp. 304-312.

WEEK 13 Men, Women, Moral Superiority and Privilege: The Debates.

WEEK 14 Integration and Closing.