

Gender, Peace and Security
Master of Arts, Gender Studies
Winter 2015
DRAFT SYLLABUS
(subject to revision)

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Class: TBD.
Place: TBD.
Office hours: TBD.

Course Description

What effect does gender relations have on war, peace and security policy? This course aims to uncover the dynamic impact that gender has in the causes of war and armed conflict, as well as the behaviours of actors in 'wartime' and 'peacetime.' Through an exploration of topics such as the nature of warfare, terrorism, military prostitution, and sexual violence in war, this course introduces students to connections between security and sex/gender relations. We will consider the merits of different analytical approaches to gender as applied to conventional security issues, as well as feminist critiques of the concepts of 'peace' and 'security'.

Learning Outcomes

Upon completion of this course, students should:

- Be able to identify and critique the predominant/traditional assumptions that inform how we think about war, peace, and security.
- Understand the relevance of gender to thinking about issues of peace and security.
- Exhibit a greater awareness of - and interest in - how gender shapes global politics and economics, and in turn, how global politics and economics shape gender relations.
- Know what it means to apply a 'gender lens' to looking at issues of international relations.
- Be able to use gender as a tool of analysis for the study of political relationships.
- Demonstrate a competency in critical feminist IR theory.
- Be able to think critically about what counts as security, and of whose security we are speaking.

Assessment Criteria

Participation – 10%
Midterm exam – 20%
Annotated Bibliography – 15%
Research Presentation – 15%
Research Essay – 40%

Participation:

As the major component of this course is seminar discussion, active participation from all students is required. It is the responsibility of students to come to each seminar prepared, having completed all of the assigned readings and ready to engage in seminar discussion.

Your participation grade will reflect your degree of engagement with the course materials and concepts. Demonstrated critical engagement with the required readings and respectful discussions with classmates will predominantly determine the discussion participation component of your grade.

Discussion, exchange, and participation are critical components of this class and class time will be important in facilitating your understanding of the readings. Therefore, attendance is mandatory. More than two absences during the course of the term will dramatically affect your participation grade.

Midterm Exam:

The midterm exam will be held *in class* and comprise of short-answer and long-answer responses.

Annotated Bibliography:

For your research paper, you will be expected to complete 3 pieces of assessment towards this project. The first is an annotated bibliography. The first task you must do is formulate an essay question, which you must do *in consultation* with the instructor. This assessment requires you to locate and analyze 7 key references that you feel are helpful in answering your essay question. The aim here is not simply to restate what the authors say, but to show why their claims are important and how they have relevance to broader debates around the question you are investigating. You should write at least 250 words on each source.

Research Presentation:

The second task towards your research paper is a presentation of your work. However, the presentation should not be a public reading of your research paper. Rather, while you need to present the same analytical points as in your paper (descriptive, critical, synthetic), your primary responsibility is to teach/involve the class in your research and argument. Presentations should include visual aids and a clear statement of your research question, methods, and findings. These presentations will be made before the due date for your essay, and provide an opportunity for peer review and feedback, which you are expected to incorporate into your final essay draft.

Research Essay:

The major research essay is a chance for you to explore an issue important to you, drawing on the themes, concepts and theories covered in the course. You are required to develop an essay question independently, but you will also have the opportunity to discuss your essay questions and research ideas in a one on

one session with the instructor. To be able to complete your annotated bibliography assignment task, you must finalise this question well before the end of February. You are expected to schedule a time to discuss your progress with the lecturer to ensure your question and research plan is appropriate. A list of suitable times and days will be distributed in class.

Your final essay should be no longer than **5,000** words in length, and is due at the end of the semester. Your essay is expected to be fully researched and referenced.

Writing Guidelines

Written assignments (the critical readings and final paper) must be typed in a 12-point standard font, as well as double-spaced and with page numbers inserted. You must also title your paper. **Only hard copy submissions will be accepted.** Please print double-sided. Provide full references and be sure to avoid plagiarism. APA and Chicago are both acceptable modes of citation. You may find the guidelines for these, as well as other helpful formatting rules, at the Purdue Owl (<https://owl.english.purdue.edu/owl/>).

Extensions are generally not granted, except in exceptional circumstances and with greater than 24 hours notice. Late papers will only be accepted with a valid excuse (other than the exceptional circumstances that may warrant an extension) and *with prior approval*. A late penalty of 5 points per day late will be applied to late papers.

Plagiarism is a serious offence. Cases of academic dishonesty will be evaluated for severity and may result in a referral to the Committee on Academic Dishonesty. Punishment for offences of academic dishonesty, including 'mild plagiarism', will be administered as per CEU Guidelines on Handling Cases of Plagiarism (http://archive.ceu.hu/sites/default/files/official_policies/Guidelines%20on%20Handling%20Cases%20of%20Plagiarism%20G-1009-1.pdf). Students should consult myself or the Centre for Academic Writing if they are unclear about the difference between appropriate citation and plagiarism.

SEMINAR TOPICS¹

Week 1 – 11 January – 17 January

- 1) **Introduction** – exploring the meanings of gender, peace, and security
- 2) **Gender and the Genealogy of Feminist IR** – the emergence of a feminist analysis of IR.
Sjoberg, Laura. 2013. “The (Genderless) Study of War in International Relations.” *Gendering Global Conflict: Toward a Feminist Theory of War*. Cambridge: Cambridge University Press. Pp. 13-43.

Enloe, Cynthia. 1989. “Gender Makes the World Go Round: Where Are the Women?” *Bananas, Beaches and Bases: Making Feminist Sense of International Relations*. Berkeley: University of California Press.

Week 2 – 18 January – 24 January

- 1) **Gendering the study of IR and security.** What have been the key debates/interventions of feminist IR?
J. Ann Tickner, “You Just Don’t Understand: Troubled Engagements Between Feminists and IR,” *International Studies Quarterly* 41 (1997): 611-632.

Robert Keohane, “Beyond Dichotomy: Conversations Between International Relations and Feminist Theory,” *International Studies Quarterly* 42 (1998): 193-197.

Whitworth, Sandra. 1994. “Gender in International Relations,” *Feminism and International Relations*. Hampshire, UK: MacMillan Press Ltd., pp. 39-56.

Recommended

Jill Steans, “Engaging from the Margins: Feminist Encounters with the ‘Mainstream’ of International Relations,” *British Journal of Politics and International Relations* 5 (2003): 428-454.

Cynthia Weber, “Good Girls, Little Girls, and Bad Girls: Male Paranoia in Robert Keohane’s Critique of Feminist International Relations,” *Millennium: Journal of International Studies* 23 (1994): 337-349.

Marysia Zalewski, “Do We Understand Each Other Yet? Troubling Encounters With(in) Feminist International Relations,” *British Journal of Politics and International Relations* 9 (2007): 302-312.

M. Marchand, “Different Communities/Different Realities/Different Encounters: A Reply to J. Ann Tickner,” *International Studies Quarterly* 42(1) (1998)

¹ Topics and readings are indicative only and subject to change.

2) Feminist Epistemologies/Methodologies in IR

Harding, Sandra. 1986. "From the Woman Question in Science to the Science Question in Feminism." *The Science Question in Feminism*. Ithaca: Cornell University Press. Pp. 15-29.

Brooke Ackerly and Jacqui True. 2008. "Reflexivity in Practice: Power and Ethics in Feminist Research on International Relations," *International Studies Review*, 10, 4, pp. 693-707.

Recommended

Cynthia Enloe, "Margins, Silences, and Bottom Rungs," in Steve Smith, Ken Booth and Marysia Zalewski, eds., *International Theory: Positivism and Beyond* (Cambridge, 1996), pp. 186-202.

T. E. Jayaratne and A. Stuart, "Quantitative and Qualitative Methods in the Social Sciences: Current Feminist Issues and Practical Strategies," ch. 5 in M. M. Fonow and J. Cooke, *Beyond Methodology: Feminist Scholarship as Lived Research*, Indiana University Press, 1991.

Ackerly, Stern and True, *Feminist Methodologies for International Relations*.

L. Parisi, "The Numbers Do(n't) Always Add Up: Dilemmas in Using Quantitative Research Methods in Feminist IR Scholarship," *Politics and Gender*, 5(3) (2009)

Week 3 – 25 January – 31 January

1) Feminist Theories of Security

Peterson, V. Spike and Anne Sisson Runyan. 2010. "Gender and Global Security," *Global Gender Issues in the New Millennium*. 3rd Ed. Boulder, CO: Westview Press, pp. 143-182.

Laura Sjoberg, "Introduction to *Security Studies*: Feminist Contributions," *Security Studies* 18 (2009): 183-213.

Recommended

Iris Marion Young, 'The Logic of Masculinist Protection: Reflections on the Current Security State,' *Signs*, Vol 29, Number 1, Autumn 2003: 1-25.

Sjoberg, Laura. 2013. "Gender Lenses Look at War(s)," *Gendering Global Conflict*. Pp. 44-67.

Somita Basu, "Security as Emancipation," chap. 5 in Tickner and Sjoberg

2) Gender and Security Institutions

Carol Cohn, "Sex and Death in the World of Rational Defense Intellectuals," *Signs: Journal of Women in Culture and Society* 12 (1987)

Enloe, Cynthia. 2000. *Manoeuvres*.

Week 4 – 1 February – 7 February

1) Primed for Violence: Gender as Driver for War

Caprioli, M. 2005. "Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict," *International Studies Quarterly*, 49(2).

Cockburn, Cynthia. 2012. "Gender Relations as Causal in Militarization and War: A Feminist Standpoint," in Annica Kronsell and Erika Svedberg (eds.), *Making Gender, Making War: Violence, Military and Peacekeeping Practices*. London: Routledge, pp. 19-34.

Recommended

Sjoberg, Laura. 2013. "Anarchy, Structure, Gender, and War(s)," *Gendering Global Conflict*, pp. 68-105.

2) Gendering the State and the Nation - For whom do we fight?

J. Wadley, "Gendering the State: Performativity and Protection in International Security," ch.3 in L. Sjoberg (ed.), *Gender and International Security*.

Sjoberg, Laura. 2013. "Gender, States, and War(s)." *Gendering Global Conflict* pp. 133-156.

Recommended

J. Maruska, "When are States Hypermasculine?" ch. 12 in Sjoberg (ed), *Gender and International Security*

Week 5 – 8 February – 14 February

1) Who fights? Gendering the actors of armed conflict (1): Masculinities

Hearn, Jeff. 2012. "Men/Masculinities: War/Militarism – Searching (for) the Obvious Connections?" in Annica Kronsell and Erika Svedberg (eds.), *Making Gender, Making War: Violence, Military and Peacekeeping Practices*. London: Routledge, pp. 35-50.

Higate, Paul. 2012. "In the Business of (In)Security? Mavericks, Mercenaries and Masculinities in the Private Security Company." in Annica Kronsell and Erika Svedberg (eds.), *Making Gender, Making War: Violence, Military and Peacekeeping Practices*. London: Routledge, pp. 182-196.

2) Who fights? Gendering the actors of armed conflict (2): Women as Soldiers

Megan MacKenzie, "Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone", *Security Studies*, Vol. 18, No. 2, 2009

Parashar, Swati. 2012. "Women in Militant Movements: (Un)Comfortable Silences and Discursive Strategies." in Annica Kronsell and Erika Svedberg (eds.),

Making Gender, Making War: Violence, Military and Peacekeeping Practices.
London: Routledge, pp. 166-181.

Week 6 – 15 February – 21 February

1) MIDTERM EXAM

2) Gendering Terrorism

Kimmel, Michael S. 2005. "Globalization and its Mal(e)contents: The Gendered Moral and Political Economy of Terrorism." In *Handbook of Men and Masculinities*, eds. M.S. Kimmel, J.R. Hearn and R.W. Connell. Thousand Oaks: Sage Publications.

Laura Shepherd, "Veiled References: Constructions of Gender in the Bush Administration Discourse on the Attacks on Afghanistan post-9/11", *International Feminist Journal of Politics*, Vol. 8, No. 1, 2006

Recommended

Anna M. Agathanelou and L.H.M. Ling, "Power, Borders, Security, Wealth: Lessons of Violence and Desire from September 11", *International Studies Quarterly*, Vol. 48, No. 3, 2004

Cristina Masters, "Femina Sacra: The 'War on/of Terror', Women and the Feminine", *Security Dialogue*, Vol. 40, No. 1, 2009

Week 7 – 22 February – 28 February

1) Human Security

Hudson, V. 2005. " 'Doing' Security as Though Humans Matter: A Feminist Perspective on Gender and the Politics of Human Security," *Security Dialogue*, 36(2).

2) Securitization

Hansen, Lene. "The Little Mermaid's Silent Security Dilemma."

Meger, S. (forthcoming). "The Fetishization of Sexual Violence in International Security." *International Studies Quarterly*.

Week 8 – 29 February – 6 March

1) Security-Development Nexus

Duffield, Mark (2003) 'Social Reconstruction and the Radicalisation of Development: Aid as a Relation of Global Liberal Governance', in Jennifer Milliken, ed., *State Failure, Collapse and Reconstruction*, 291–312, Oxford: Blackwell.

Henry, Marsha. 2007. "Gender, Security and Development," *Conflict, Security & Development* 7(1): 61-84.

- 2) **Militarization of the Everyday**
Enloe. "How Do They Militarize a Can of Soup?"

Week 9 – 7 March – 13 March

- 1) **Research Presentations**
- 2) **Research Presentations**
- 3) **Research Presentations (make-up class for next week)**

Week 10 – 14 March – 20 March (Monday & Tuesday are holidays)

NO CLASS – Dr. Meger is attending *International Studies Association* Conference.

Week 11 – 21 March – 27 March

- 1) **Research Presentations**
- 2) **Research Presentations**

Week 12 – 28 March – 1 April

- 1) **Gendering Peace**

Betty Reardon, *Sexism and the War System* (New York: Teachers College Press Research Center, 1985) chapters 4 and 5

- 2) **Peacekeeping and Post-conflict Peacebuilding**

Kwesi Aning and Fiifi Edu-Afful, "Unintended Impacts and the Gendered Consequences of Peacekeeping Economies in Liberia", *International Peacekeeping*, Vol. 20, No. 1, 2013

Paul Higate and Marsha Henry, "Engendering (In)security in Peace Support Operations", *Security Dialogue*, Vol. 35, No. 4, 2004

Recommended

Claire Duncanson, "Forces for Good? Narratives of Military Masculinity in Peacekeeping Operations", *International Feminist Journal of Politics*, Vol. 11, No. 1, 2009

Lesley J. Pruitt, "All-Female Police Contingents: Feminism and the Discourse of Armed Protection", *International Peacekeeping*, Vol. 20, No. 1, 2013

Course Guidelines

This course will comprise of a mix of lecture and seminar formats. Each class, I will lecture for approximately 30-45 minutes on that day's topic before we turn to seminar discussions. Students are expected to form their own opinions through critical evaluation of the readings and material presented in the lecture. For each seminar, there will two or three key texts (which are in the course reader). The purpose of the seminar is to *analyse* and *evaluate* ideas. Seminar discussion depends on serious preparation by students. It is therefore crucial that you do all of the reading required and come into the seminar fully prepared to actively take part in the discussion.

Please help maintain a collegial environment necessary for learning by keeping comments civil and respectful, and being attentive to the contributions of the instructor and fellow students.

As the lectures and discussions will demand full use of your undivided cognitive abilities, the use of laptops is discouraged. Before the start of each class, please put away all electronic devices and turn your mobile phones to silent. The use of electronic devices in *any manner* that distracts from classroom activities will not be tolerated and *will* detrimentally affect your participation grade.

Students are expected to consult the e-Learning site regularly for messages, assignments, and updates to the course. If you would like to reach me, the best way is to attend my regularly scheduled office hours. Outside of this time, I am contactable through email. However, please understand that I will not necessarily respond immediately to emails, and will not respond on weekends/holidays.

Tardiness is not acceptable; if you are more than 10 minutes late to class, it will count as an absence. If you are consistently late by a few minutes, this will affect your participation grade as well.

While attendance is mandatory, in general, there is no need to contact me to "excuse" your absence. If you are absent more than twice during the term for medical or other personal reasons, then please keep me informed. I expect that everyone will have once or twice in the semester when they cannot come due to sickness or an important appointment. Two or fewer absences will not affect your participation grade.

