

GLBL 296: Global Studies Foundation Seminar

Gender, Peace, and Security Fall 2019

Instructor: Çağlayan Başer
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Class Time: Tuesday 10:30 am - 12:20 pm

Class Location: W109 Turner Hall

Office: 314 David Kinley Hall (DKH), 3rd floor

Student Hours: Monday & Wednesday 2:00-3:00 pm or by appointment

This course will cover the gendered dimensions of security as they relate to war and political violence. We will explore feminist approaches to international security and critically engage concepts like power and militarism. We will explore the roles and strategies of women as agents of peace and violence during and after conflict. We will discuss the entrenched constructions such as “peaceful women,” “warrior men.” Topics that we will cover include feminist approaches to international security, the relationship between gender equality and international security, violence against women and men at conflict settings, women’s roles in violent political organizations, and conflict-related sexual violence. Using the assigned readings, we will study gendered dimensions of security as a system of social constructs that creates social hierarchies and different forms of insecurities.

Goals of Course

This course aims to:

- Help students gain a nuanced understanding of conflict and security
- Introduce the major themes and theories related to gender politics, international security, and political violence.
- Introduce students with tools of analytical thinking and help students think critically about human security and gender relations.
- Foster development of basic foundational knowledge and skills expected of Global Studies graduates:
 - Understanding of historical, political, socioeconomic, scientific and cultural interconnections among nations and people
 - Understanding of contemporary debates and contested assumptions
 - Understanding of how global themes, issues, challenges and opportunities are manifest in localities around the world
 - Ability to identify, analyze and evaluate alternative approaches to ways of problem-solving
 - Logical reasoning, argumentation skills; deliberative debate skills
 - Creativity and initiative in researching and exploring solutions to challenges
 - Ability to understand, interpret and reason using numerical data

- Ability to understand, discern and manipulate information from multiple sources, technology- and non-technology-based

By the end of this course, students should be able to:

- Evaluate mainstream theories of international security from a feminist perspective;
- Conceptualize gender as a system of social constructs that creates social hierarchies associated with masculine and feminine characteristics, and critically question various gendered stereotypes.
- Understand the diverse roles women play during wartime and its aftermath, evaluate the socioeconomic and political gains and losses women experience during and after wars.
- Develop informed opinions about the current events related to human security, and evaluate the efficiency and ethics of relevant policy decisions.

Course Format and Materials

There is no assigned textbook for this course. Several readings will be assigned each week. All readings can be accessed from the contents section of the course's **Compass** website. You are expected to complete the assigned course readings before class meetings.

Each class session will consist of lecture and discussion. Students will be assigned one reading each week and will prepare a short presentation as a group or individually on their assigned reading for the following week. Throughout the course, each student will present three times. The aim of having presentations is to help you engage with the course as active stakeholders as opposed to passive listeners. Presentations will 1) help you read the course material in detail; 2) allow you to practice organizing the main ideas of the reading and communicate these ideas with others; 3) foster discussion. Students are expected to actively engage in the discussion sessions after the presentations by asking questions and making comments about the readings.

Please note that we will be dividing readings for most weeks and working in groups, so be sure that you know which topic you are responsible for. It is expected that groups will communicate before the class each week to coordinate their presentation.

Course Requirements

Students' final grades will be determined based on presentations, final paper, extracurricular activity report, and class participation. There are no exams. Your final grade will be calculated as follows:

- Participation: 20%
- Extracurricular activity report: 10%
- Presentation 1: 10%
- Presentation 2: 15%
- Presentation 3: 15%
- Final paper: (5% proposal, 25% final paper)

- **Participation** is a requirement for this class. You will need to contribute your fair share and engage in active, collaborative listening. Participation is therefore set as a high percentage of your grade. Your participation grade will be determined based on your presence in the classroom as well as active and meaningful contribution to class discussions. Class discussions constitute an important part of your learning process and are crucial for completing course requirements.
- **Extracurricular activity report** is a 2-page report (double-spaced, 12 point Times New Roman font) based on your reflection on an activity that you attend outside of the classroom. The activities can include conferences, movies, lectures, or museum visits related to the course topics. The activities will be announced in advance. You can also write a report on an activity that you like, only after getting my approval. You can submit the report **anytime** during the semester **before the 6th week**. You need to show proof of attendance; such as tickets or photos of you taken in the activity venues. The report will be graded based on your ability to relate the theories/topics we covered in the class to the daily life activities. Full instructions will be provided in class and be posted on the course website.
- **Presentations:** Each group is responsible for presenting one of the assigned readings to the class each week. Presentations will be ten minutes and should discuss major points from the reading. Each group member is expected to contribute equally to the preparation of the presentation. Your grade for the presentations will be determined individually. Full instructions will be provided in class and be posted on the course website.
- **Final paper** will be an in-depth exploration of a conflict case from a feminist perspective. You can pick a case we covered in class or choose a case that you are interested in. For instance, you can choose to examine how women are affected differently than men in the Syrian civil war, or how women combatants in Columbia's FARC affected the peace process different from men. We will discuss possible topics in class. In the **4th week**, you will submit **1-page proposal** describing your case and question, which makes up 5% of your grade. On the **7th week** -the last class of the semester- you will submit the completed papers. Your final paper should have **4-5 pages** (double-spaced, 12-point Times New Roman font)

Course Policies

Grading Scale: The following grade scale is applicable in this class: A: 100-94, A-: 93-90, B+: 89-87, B: 86-84, B-: 83-80, C+: 79-77, C: 76-74, C-: 73-70, D+: 69-67, D: 66-60, F: 59-0. Grades are rounded to the nearest integer (e.g., 79.4=79 or C+, 79.5=80 or B-).

Late Assignments: Assignments submitted other than the deadline will be penalized a third of a letter grade for each day that the assignment is late (e.g., if your original grade is B for the assignment, you will have B- if you do not submit it on time).

Disability: If you have a disability and may require accommodations or modifications in class instruction or course-related activities, please contact the Division of Disability Resources and Educational Services (DRES) staff who can arrange for reasonable accommodations for students who provide documentation of their disability/condition. If you are presently registered with the DRES and have requested accommodations through the DRES for this semester, please plan to meet with me as early as possible to discuss the best way to implement these accommodations in this class. See <http://disability.illinois.edu/> for more information.

Academic Integrity: All acts of academic dishonesty, including plagiarism, cheating, submitting a work that is not your own, copying someone's work is unacceptable. The minimum penalty for a violation of academic honesty standards is a grade of F on the assignment and referral to the Dean's Office for possible disciplinary action, which can include expulsion from UIUC in cases of second offenses

In writing course papers, students must document all passages, paraphrases or ideas that are borrowed from any source, and direct quotations must be placed within quotation marks. Similarly, papers must represent research conducted for the course in which they are assigned and no other; it is not appropriate to submit a paper that has already been or will be submitted to another course. Finally, papers must be the product of students' own work. Papers written by anyone other than the student, including those purchased from commercial research services, are unacceptable.

Additional rules concerning academic integrity and examples of acceptable and unacceptable conduct can be found at on the UIUC website at <http://studentcode.illinois.edu/article1/part4/1-401/>

Emergency Response Instructions – University policy is Run, Hide, Fight.

For more information: <http://police.illinois.edu/emergency-preparedness/run-hide-fight/>

Classroom behavior: Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and the instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution for disciplinary action.

Syllabus: This syllabus is a contract that students agree to comply with as they take the course. It is your responsibility to make sure you read and understand the syllabus. I reserve the right to make changes to the syllabus as needed. In that case, I will announce any change to the students in a timely manner.

Schedule

Week 1 - October 22: Introduction to Gender & International Relations

- Paul, Richard, and Linda Elder. *The Miniature Guide to Critical Thinking: Concepts & Tools*. Dillon Beach, CA: Foundation for Critical Thinking, (2006).
- Tickner, J. Ann. "Searching for the Princess?" *Harvard International Review* 21, no. 4 (1999): 44.
- Shepherd, Laura. "Gender Matters in International Relations" (2010) <https://www.e-ir.info/2010/02/20/gender-matters-in-international-relations/>

Week 2 – October 29: Gender and International Security

- **Reading 2.1:** Sjoberg, Laura. "Theories of War." In *The Oxford Handbook of Gender and Conflict*. Aoláin, Fionnuala Ní, Naomi R. Cahn, Dina Francesca Haynes, and Nahla Valji, eds. Oxford University Press, 2018
- **Reading 2.2:** Tickner, J. Ann. "Peace and Security from a Feminist Perspective." *The Oxford Handbook of Women, Peace, and Security* (2018): 15-24
- **Reading 2.3:** Cohn, Carol. "Sex and death in the rational world of defense intellectuals." *Signs: Journal of women in culture and society* 12, no. 4 (1987): 687-718.
- **Reading 2.4:** UNIDIR, "Gender, Development and Nuclear Weapons" 2016 <https://www.unidir.org/files/publications/pdfs/gender-development-and-nuclear-weapons-en-659.pdf>

Recommended:

- Enloe, Cynthia. "Chapter 1: Gender Makes the World Go Round" in *Bananas, Beaches, And Bases: Making Feminist Sense Of International Politics*. Univ of California Press, (2014):1-35

Week 3 – November 5: Feminist Peace and Its Critics

- **Reading 3.1:** Melander, Erik. 2016. "Gender and Civil Wars," in *What do we Know About Civil Wars?*, edited by T. David Mason and Sara McLaughlin Mitchell. Lanham: Rowman & Littlefield
- **Reading 3.2:** Hudson, Valerie, Mary Caprioli, Bonnie Ballif-Spanvill, Rose McDermott and Chad Emmett. 2008. "The Heart of the Matter: The Security of Women and the Security of States," *International Security* 33(3): 7-45.

- **Reading 3.3:** Kadera, Kelly; Laura Sjoberg and Cameron Thies. “Critiquing the Feminist Peace,” Paper presented at the Midwest International Studies Association, St. Louis, IL, 2018

Week 4 – November 12: TBD

❖ **One-page proposals are due**

Week 5 – November 19: Gendered Violence during Peace and Conflict

- **Reading 5.1:** True, Jacqui. “Chapter 1: From Domestic Violence to War Crimes” & “Chapter 2: What Has Poverty Got to Do with It” In, *The Political Economy of Violence Against Women*, Oxford: Oxford University Press, 2012: 3-33
- **Reading 5.2:** Fearon, James, and Anke Hoeffler. 2014. “[Benefits and Costs of the Conflict and Violence Targets for the Post-2015 Development Agenda](#),” *Conflict and Violence Assessment Paper*, Copenhagen Consensus Center (Read sections on violence against women: pp. 19-26, 34-42, 48-51).
- **Reading 5.3:** Joshua Tschantret. “Revolutionary Homophobia: Explaining State Repression of Sexual Minorities.” *British Journal of Political Science*
- **Reading 5.4:** Khattab, Lana, and Henri Myrntinen. 2017. ““Most of the Men Want to Leave’: Armed Groups, Displacement and the Gendered Webs of Vulnerability in Syria,” *International Alert*

❖ **Fall Break: No class on November 26**

Week 6 – December 3: Women as Victims & Perpetrators of Political Violence

- **Reading 6.1:** Carpenter, R. Charli. "Women, Children and Other Vulnerable Groups": Gender, Strategic Frames and the Protection of Civilians as a Transnational Issue." *International Studies Quarterly* 49, no. 2 (2005): 295-334.
- **Reading 6.2:** Bloom, Mia. "Bombshells: Women and terror." *Gender Issues* 28, no. 1-2 (2011): 1-21.
- **Reading 6.3:** Viterna, Jocelyn. 2013. *Women in War: The Micro-Processes of Mobilization in El Salvador*, Oxford: Oxford University Press. Chapters 1 and 9 (pgs. 1-13; 203-220).

Recommended

- Watch *Battle of Algiers*, 1966
- O'Rourke, Lindsey A. "What's Special about Female Suicide Terrorism?" *Security Studies* 18, no. 4 (2009): 681-718.

❖ **Extracurricular activity reports are due on December 4th.**

Week 7 - December 10: War-Time Sexual Violence & Post-Conflict Gendered Dynamics

- **Reading 7.1:** Cohen, Dara Kay. "Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War," *World Politics* 65, no.3, 2013: 383-415.
- **Reading 7.2:** Karim, Sabrina, and Kyle Beardsley. "Explaining sexual exploitation and abuse in peacekeeping missions: The role of female peacekeepers and gender equality in contributing countries." *Journal of Peace Research* 53, no. 1 (2016): 100-115.
- **Reading 7.3:** Kimberly Theidon. "Reconstructing Masculinities: The Disarmament, Demobilization, and Reintegration of Former Combatants in Colombia." *Human Rights Quarterly* (2009) 31: 1-34.
- **Reading 7.4:** Krook, Mona Lena, Diana Z. O'Brien, and Krista M. Swip. "Military Invasion and Women's Political Representation: Gender Quotas in Post-Conflict Afghanistan and Iraq." *International Feminist Journal of Politics* 12, no.1 (2010): 66-79.

❖ **Final papers are due on December 10th.**