

INTL4475: War & Gender

University of Georgia – Spring 2020

TuTh 9:30-10:45am, MLC 245

TuTh 11am-12:15pm, MLC 245

Dr. Maryann E. Gallagher

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Office Hours: Wed. 2-4:30pm, by appointment.



Course Overview:

The purpose of this course is to study the recursive relationship between conflict and gender. Throughout the course we will consider how gender(ed) norms shape conflict and are likewise shaped by conflict. Students will also learn how to use gender as a lens to analyzing the world around them. By the end of the course students will be able to analyze how the construction, performance, and symbolic representations of masculinities and femininities shape international relations, especially conflict-related issues.

The course will begin by examining why, despite variance in conflict types and gender, have gender roles in conflict been constant. That is, why have women historically been absent from combat? We will consider various theories to explain this outcome, cases that refute this relationship, and evaluate changes to women's combat participation around the world. Students will consider how norms about gender and violence shape the behavior of warring parties during conflict, with regard to treatment of civilians as well as soldiers. They will also analyze the role of gender in conflict resolution, and how international norms and laws about equality have affected the establishment and maintenance of peace.

This course will be largely discussion based and requires students to come to class prepared to engage with the assigned readings. A significant component of your grade in this course will come from a group assignment that will require you to make a video that teaches your colleagues about some aspect of conflict and gender that we did not cover in depth in class.

Course Requirements:

- **Readings:** You are expected to complete the readings listed on the syllabus *prior* to coming to class. Failure to do so will be evident in your lack of participation during class discussions. Occasionally an article relevant to the topic we are covering will be published and I will assign it on short notice. In that case I will post the article to the "ANNOUNCEMENTS" section of the class ELC page. ****PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**
 - Click on your name in the top right corner on the class ELC page > Notifications > Instant Notifications > Announcements

There are 2 **required** texts:

Joshua S. Goldstein. 2003. *War and Gender: How Gender Shapes the War System and Vice Versa*. Cambridge University Press.
ISBN: 978-0521001809

Jenny Nordberg. 2015. *The Underground Girls of Kabul: In Search of a Hidden Resistance in Afghanistan*. Broadway Books. ISBN: 978-0307952509

****All other readings can be found on ELC, unless otherwise noted.** You will be required to have all major reading in class with you (we'll discuss this in class).

****You are also required to keep up with current events – see below****

- **Grading:**

Final Exam - 20%

Journal – 20%

Quizzes – 25%

Participation – 10%

Video Assignment – 25%

Letter grades correspond to the following 0-100 scale:

94-100 A	74-76 C
90-93 A-	70-73 C-
87-89 B+	67-69 D+
84-86 B	64-66 D
80-83 B-	60-63 D-
77-79 C+	00-59 F

- **Quizzes:** There will be 7-10 unannounced quizzes throughout the semester that will cover assigned readings and current events. You may use your notes, but not the readings. Quizzes will be administered in the **first 5 minutes of class** – if you are late to class you will not be given additional time to complete the quiz. **There are no makeup quizzes.** Your lowest quiz grade will be dropped. Students who miss more than one quiz will have their first missed quiz dropped and receive a grade of **zero** for any additional missed quizzes.
- **Journal:** Each student will maintain an online journal where you will reflect on the issues discussed in the readings and class. You are welcome to draw on current events, pop-culture, or personal experiences to motivate your post, however each post should have a clear thesis and make an **explicit reference** to at least one **reading/lecture (include citation using CMS)**. Student must have **6 journal entries of at least 300 words with no more than 1 entry per week (the week starts on Monday)** – you may NOT submit entries for Weeks 1, 2 & 15. Each entry will be graded so please be sure to proof read them. Late posts, those that indicate a lack of serious thought (e.g. just reiterating what I said in class), and those without proper citation and editing will not receive full credit.
- **Video Project** – each student will participate in a group video assignment where they will teach the class about some aspect of conflict and gender that we have not covered in depth in class. Details on the different parts of the assignment and associated grades will be given in class.
- **Participation:** This course will require a great deal of discussion and active listening. Simply showing up to class does not constitute participation. Your participation grade will be evaluated based on your *ability to draw upon insights from the readings*, the *depth of the thoughtfulness* of your questions/comments, and your *activeness* in class, on

discussion boards, and/or on twitter using **#WomenWP**. I encourage you to use the **ELC discussion board** as a space to engage with your peers about topics related to the course.

- The nature of the topics we will discuss may often be contentious. Everyone is expected to be respectful of others' perspectives and experiences.
- Some topics may be emotionally challenging. Please know that you are always free to step outside the classroom if you need a break.
- **Attendance:** I will take attendance every class and I expect you to be present. You are allowed **three** absences without penalty. You can use these as you like (e.g. illness, sports travel, interviews, sleep, conferences). Each absence beyond these three will result in a **1-point deduction from your final overall average**.
 - Please see me immediately if there are extenuating circumstances that may lead to you having more than 3 absences.

Other important information:

- **Current Events:** Students are **required** to stay up to date on world politics. I suggest that you browse the world news sections of the *New York Times*, *The Wall Street Journal*, *The Guardian* (UK), or the *Washington Post* on a **regular basis**. You can subscribe to various daily world news briefs and have them emailed to you (I highly recommend CFR's daily email see: www.cfr.org). CFR also has a monthly bulletin on Women & Foreign Policy.
- **Technology:**
 - **Laptops** are **not** welcome in class, unless I instruct you to bring one. Should you need to use a laptop please provide proper documentation from UGA's DRC.
 - All **cell phones** should be **shut off** or set to **silent** – NOT VIBRATE – before arriving to class. The use or interruption of these devices during regular class time will result in a **reduction of your participation grade**.
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the "ANNOUNCEMENTS" board on the class ELC page – **PLEASE REGISTER FOR NOTIFICATIONS!**
 - When emailing me please use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus** and the **announcements board** on ELC to be sure that your question has not been previously addressed.
 - *A note on etiquette:* please use appropriate **salutations**, including my name in the opening and your name in the closing. (Hint: you can't go wrong with "Hi Professor Gallagher"). For further guidance see: <http://www.wikihow.com/Email-a-Professor>.
- **Office Hours** – I will be available to meet with students during the office hours listed above, however the only way to guarantee that we will have time to meet is for you to sign up for an appointment using the following link (also posted to the ELC page): <https://docs.google.com/document/d/11V8EtwJbmKJ8ah9eIUtH0Yryf0B7wFSLWYWUS3j4GTc/edit>.
- **Academic Dishonesty** – As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes Wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.

- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of special accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from DRC within the **first two weeks** of classes.
- UGA’s code of conduct protects student privacy and intellectual property and thus **prohibits recording and digital release of classroom lectures and conversations unless a student has an accommodation from the DRC.** Students with DRC approved accommodations for recording should make an appointment with me to discuss a plan that protects your right to privacy, that of your classmates, and everyone’s intellectual property.
- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly. Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA’s Equal Opportunity Office. UGA’s Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.
 - **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu
 - **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
 - **Relationship and Sexual Violence Prevention** – 706-542-SAFE (The advocates at RSVP can provide student confidentiality).
- **This syllabus is subject to change throughout the semester.**

CLASS SCHEDULE AND READINGS

WEEKS 1 &2: Introduction to the Field

Tues., Jan 7 (class 1) – Introduction

- TURN NOTIFICATIONS ON FOR COURSE!
- Read the syllabus

Thurs., Jan 9 (class 2) Understanding “Gender” and “War”

- Carol Cohn. 2013. “Women and Wars: Toward a Conceptual Framework” in *Women and Wars*. Pp.1-30

Tues., Jan 14 (class 3) Feminist IR Theories

- Goldstein pp. 34-52
- Ann Tickner. 1997. “You just Don’t Understand: Troubled Engagements Between Feminists and IR Theorists” *International Studies Quarterly*. Pp. 611-632

Thurs. Jan 16 (class 4) Traditional vs Gendered Security Discourse

- Carol Cohn. 1987. “Sex and Death in the Rational World of Defense Intellectuals.” *Signs*.
- **Skim Only:* Frieden, Lake, and Schultz. 2012. *World Politics: Interests, Interactions, Institutions*. Ch. 3: Why are there wars?

WEEK 3: Women’s Absence in War Fighting

Tues. Jan 21 (class 5) The Participation (And absence) of women in War

- Goldstein Ch. 1 pp. 1-11
- Goldstein Ch. 2

- ****It's a long chapter! GET STARTED EARLY!**
- Women and Men's support for war: <http://www.e-ir.info/2012/01/19/men-and-womens-support-for-war-accounting-for-the-gender-gap-in-public-opinion/>
- Women's Perception of Drones: <http://www.pewresearch.org/fact-tank/2013/07/25/big-gender-gap-in-global-public-opinion-about-use-of-drones/>

Thurs. Jan 23 (class 6) Is There a Biological Basis for the Absence of Female Combatants?

- Goldstein Ch. 3

WEEK 4: War and Gender

Tues. Jan 28 (class 7) War: Making Boys into Men

- Goldstein Ch. 5

Thurs. Jan 30 (class 8) When Women Participate in War: "Idealized Militarized Femininity"

- Laura Sjoberg. 2007. "Triple Transgressions at Abu Ghraib." In *Mothers, Monsters, and Whores*.
- Laura Sjoberg. 2007. "Agency, Militarized Femininity, and Enemy Others: Observations from the War in Iraq." *International Feminist Journal of Politics*.
 - ****Read only** p. 85-87 (the Jessica Lynch story) and 92-99.

WEEK 5: Female Combatants

Tues. Feb 4 (class 9) The U.S.'s Decision to Lift the Ban on Women in Combat

- Dardent and Szekely. 2015. "Warfare Isn't Just a Man's Game Anymore." *WaPo*. Available at: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/02/09/warfare-isnt-just-a-mans-game-anymore/>
- Synne Dyvik. 2013. Women as 'Practitioners' and 'Targets': Gender and Counterinsurgency in Afghanistan." *International Feminist Journal of Politics*.
- Ellen Haring and Megan MacKenzie. "Exclusive Access to Marine Corps Study Show it Misses the Mark." http://meganhmackenzie.com/2015/10/14/exclusive-access-to-marine-corps-study-shows-it-misses-the-mark/?preview_id=456
- "For 3 Women, Combat Option Came a Bit Late." 1/26/13. *NYT*. Available at: http://www.nytimes.com/2013/01/27/us/for-3-women-combat-option-came-a-bit-late.html?ref=jamesdao&_r=1
- "Putting Women in Combat is a Disastrous Decision." Available at: <http://www.usnews.com/debate-club/should-women-be-allowed-to-fight-in-combat/putting-women-in-combat-is-a-disastrous-decision>

Thurs. Feb 6 (class 10) - Women and Rebel Groups (& Discussion of Video Project)

- Alexis Henshaw. 2015. "Where Women Rebel: Patterns of Participation in Armed Rebel Groups 1990-2008." *International Feminist Journal of Politics*.

WEEK 6: Norms During War

Tues., Feb 11 (class 11) Organizations and Incentives to Suspend Peacetime Gender Norms

- Miranda Alison. 2004. "Women as Agents of Political Violence: Gendering Security." *Security Dialogue*. 447-463.
- Lihi BenShitrit. 2015. Excerpt on Reem Riyashi in *Righteous Transgressions*. Pp. 168-179.

Thurs., Feb 13 (class 12) Gender(ed) Norms and Conflict

- R. Charli Carpenter. 2003. 'Women and Children First': Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95. *International Organization*.

WEEK 7: Terrorism

Tues., Feb 18 (class 13) Gender and Terrorism

- Valerie Hudson and Hilary Matfess. 2017. In Plain Sight: The Neglected Linkage Between Bride Price and Violent Conflict. *International Security*. Pp. 7-40.
- Lindsey O'Rourke. 2009. What's Special About Female Suicide Terrorism? *Security Studies*.

Thurs., Feb 20 (class 14) Portraying the Motivations of Violent Women

- Brigitte L. Nacos. 2005. The Portrayal of Female Terrorists in the Media: Similar Framing Patterns in the News Coverage of Women in Politics and in Terrorism. *Studies in Conflict and Terrorism*. 435-451.
- Mari Toivanen and Bahar Baser. 2016. "Gender in the Representations of an Armed Conflict: Female Kurdish Combatants in French and British Media" *Middle East Journal of Culture and Communication* (9): 294-314.

WEEKS 8 & 9: Sexual Violence, Gender Identity, and Conflict

Tues., Feb 25 (class 15) Rape as a "weapon" of War?

- Carter. 2010. Should International Relations Consider Rape a Weapon of War? *Politics & Gender*. 343-371
- Letter from the Missing Peace Young Scholar Network:
<http://www.usip.org/sites/default/files/files/UK-ESVC-Letter-20140609.pdf>
- Elisabeth Jean Wood. 2015. Conflict-Related Sexual Violence and the Policy Implications of Recent Research. *International Review of the Red Cross*. Pp. 457-478.

Thurs., Feb 27 (class 16) - Complicating the Perpetrator/Victim Binary

- Cohen, Dara Kay. 2013. Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War. *World Politics*. 383-415.
- "The Rape of Men: The Darkest Secret of War." 7/16/11. *The Guardian*.
<http://www.theguardian.com/society/2011/jul/17/the-rape-of-men>

Tues., March 3 (class 17) – Sexual Assault in the Military

- Elisabeth Jean Wood and Nathaniel Toppelberg. 2017. The Persistence of Sexual Assault Within the US Military. *Journal of Peace Research*. Pp. 620-633.
- "In the War Against Sexual Assault, the Army Keeps Shooting Itself in the Foot." 12/19/15. WaPo. <https://www.washingtonpost.com/news/checkpoint/wp/2015/12/19/in-the-war-against-sexual-assault-the-army-keeps-shooting-itself-in-the-foot/>
- Nathaniel Penn. 2014. "Son, Men Don't Get Raped." *GQ Longform*. Available at:
<http://www.gq.com/long-form/male-military-rape>

Thurs., March 5 (class 19) – LGBTQ Identity and Conflict

- TBD
- Agnes Gereben Schaefer. "RAND's Research Finding Regarding Transgender Military Personnel Policy." Available at: <https://www.rand.org/blog/2018/03/on-rands-research-findings-regarding-transgender-military.html>
- Meredith Loken. July 2018. "No, Your Trump-is-gay-for-Putin Jokes Aren't Funny" https://www.washingtonpost.com/news/posteverything/wp/2018/07/17/no-your-trump-is-gay-for-putin-jokes-arent-funny/?utm_term=.2586560bc063

Spring Break March 9-13

WEEK 10: Gender & State Security

Tues., March 17 (class 20) Gender Inequality and Conflict

- Mary Caprioli. 2005. Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict. *International Studies Quarterly*.
- Valerie Hudson. 2012. "What Sex Means for World Peace." *Foreign Policy*.
- Zezima, et. al. Dec 2018. "Domestic Slayings: Brutal and Foreseeable." WaPo. https://www.washingtonpost.com/graphics/2018/investigations/domestic-violence-murders/?utm_term=.adc7e20a6de0

Thurs., March 19 (class 21) UNSCR 1325 & Gendered Experiences in Migration

- Alison Gerard and Sharon Pickering. 2013. Gender, Securitization and Transit: Refugee Women and the Journey to the EU. *Journal of Refugee Studies*, Vol. 27, No.3. 338-359.
- "What is UNSCR 1325? An Explanation of the Landmark Resolution on Women, Peace, and Security." United States Institute for Peace: https://www.usip.org/gender_peacebuilding/about_UNSCR_1325
 - Be sure to click through the 7 major headings (i.e.: How did UNSCR 1325 come about? What is the focus of UNSCR 1325? What are the 4 pillars of UNSCR 1325? Etc.)

WEEK 11: Conflict Resolution

Tues., March 24 (class 22) Watch "Pray the Devil Back to Hell"

- Carol Cohn and Ruth Jacobson. 2013. "Women and Political Activism in the Face of War and Militarization" in *Women and Wars*. 102-123.
- Malathi de Alwis, Julie Merus, and Tazreena Sajjad. 2013. "Women and Peace Processes" in *Women and Wars*. **ONLY pgs.160-178 (up to "women and peace building")
- Melanne Vermeer. 2015. "Where Women Are Leading The Peace" <https://foreignpolicy.com/2015/09/30/where-women-are-leading-the-peace-security/>

Thurs., March 26 (class 23) Discussing "Pray the Devil Back to Hell"

- No reading... come prepared with notes on movie and readings from Tuesday

WEEK 12: Gendering the Post-Conflict State

Tues., March 31 (class 24) Disarmament, Demobilization, and Reintegration

- Megan MacKenzie. 2009. Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone. *Security Studies*. Pp. 241-261

Thurs. April 2 (class 25) - Religion & Post-War Gender (Re)Construction

- Nadje Al-Ali. 2005. Reconstructing Gender: Iraqi Women Between Dictatorship, War, Sanctions, and Occupation. *Third World Quarterly*. 739-758.

WEEK 13 & 14: TUGK

Tues., April 7 (class 26) Introduction to The Underground Girls of Kabul (TUGK)

- Nordberg p. 1-115

Thurs., April 9 (class 27) TUGK

- Nordberg – pgs. 116-160

Tues., April 14 (class 28) TUGK

- Nordberg – pgs. 163-261
- “US Soldiers Told to Ignore Sexual Abuse of Boys by Afghan Allies.” 9/20/15. *NYT*
http://www.nytimes.com/2015/09/21/world/asia/us-soldiers-told-to-ignore-afghan-allies-abuse-of-boys.html?_r=0

Thurs., April 16 (class 29) TUGK Conclusion

- Nordberg – pgs. 262-311

WEEK 15: Final Group Videos

Tues., April 21 (class 30) –Video Projects

Thurs., April 23 (class 31) –Video Projects

****Final Exam – Take Home****
(Prompt given last day of class)