

GENDER AND WAR
MA Level Elective Class, 4 credits (Synchronous Online)
Winter 2020

Course Syllabus

INSTRUCTOR INFORMATION

Instructor: Dr Hannah Loney

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Virtual Office Hours: Mondays, 11.00am–1.00pm (email for appointment)

Teaching Assistant: Alexandra (Sasha) Talaver

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Virtual Office Hours: by appointment

COURSE INFORMATION

Course Description:

This online course examines how the discourses and practices of war and its aftermath are gendered. Through mixing feminist theoretical approaches with concrete case studies, we consider the ways in which gender and sexuality function as central aspects of war, political violence, and armed conflict. In particular, we pay special attention to understanding notions of masculinity, sexual violence, peace, and justice. We begin by studying feminist theories of war which view war as a continuum of gendered conflict and violence; hence, this continuum also includes “post-conflict” periods, and justice and reconciliation efforts. We also consider the functions that gender and sexuality perform in state politics, national ideologies, and militarism; and the difficult topic of sexual violence during war. We conclude by examining the gendered dynamics of post-conflict justice, peace, and reconciliation.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- understand feminist approaches to war, political violence, and armed conflict;
- critically engage with literature concerning gender and war;
- interact with colleagues in respectful, productive, and collaborative online learning environments; and
- gather evidence and formulate convincing arguments, and clearly communicate these arguments in written and oral form.

REQUIREMENTS & EXPECTATIONS

This course will be taught in a **synchronous online** mode. All materials will be made available via the course e-learning site (Moodle). Each week, students are required to complete the readings and participate in 2 x **online class discussions** (1 hour 20 mins each) via Zoom.

The online class discussions will be held on **Mondays from 9.00am–10.20am** and **Wednesdays from 9.00am–10.20am**. If you are concerned that you may not be able to participate in the online classes in any given week – due to illness, serious unavoidable matters, religious observances, or if emergency childcare obligations arise – please contact the instructor in advance, so that alternate arrangements can be made. In these circumstances, and conditional upon the approval of the instructor, you may write a 1-page (approx. 250-word) response to the weekly discussion questions. This response must be submitted via email to the instructor within one week of the missed class.

Where appropriate, students with a disability, medical condition, or carer responsibilities should contact the instructor prior to the start of term to discuss suitable **adjustments** to their participation or assessment.

If you are auditing the course, you are welcome to attend class as often as possible, and to participate as an active member of the discussion. You are not required to submit any written assignments, and you will not receive credit for the course.

ASSESSMENT

Your final grade for this course will be based on:

- Online Class Attendance and Participation: 20%
- Blog Posts x 2: 30% (15% each)
- Research Project: 50%

Online Class Attendance and Participation (20%)

Students are expected to attend, prepare for, and participate actively in biweekly online class discussions. Students may have one excused absence; beyond that, each unexcused absence will negatively affect your grade. In order to prepare for the online class discussions, students should: read the short summary of the weekly topic; complete the readings; and make some notes in response to the discussion questions posed.

Online Class Attendance and Participation will be assessed on the following criteria:

- Regular attendance
- Evidence of preparation
- Active participation
- Quality of comments
- Listening skills

Note: Students will receive interim feedback on their Online Class Attendance and Participation via email at the end of Week 6.

Blog Posts x 2 (30%; 15% each)

Students are required to complete 2 x Blog Posts during the term of 750 words each (approx. 2–3 pages, 1.5 spacing). The Blog Posts should be based on topics discussed in class, but you may wish to focus on a specific case study, book, film, or other visual text (please check with the Instructor or TA if you are unsure). The first post is due by **Thursday February 4, 11.59pm**; the second post is due by **Thursday March 4, 11.59pm**. It is highly recommended that you wait to receive feedback on your first post before submitting the second.

The aim of this task is to practice writing for a different audience. Both academics and practitioners frequently communicate their research findings via blogs to access a wider audience, and as a way to influence public discussion. These are concise pieces that examine a key topic, and generally offer a concrete recommendation or outline a particular policy limitation. The writing style is less formal than a research essay and speaks to a more general audience. Blog Posts should include: a title; text; and an “About the author” section. You may also include feature texts / images. The post should be referenced; hyperlinks may be used. Your Blog Posts should be submitted to the “Blog Post # 1” and “Blog Post #2” submission links on Moodle.

For examples of relevant blogs, see: *Blogal Studies*: <https://www.blogalstudies.com/>; and *LSE Women, Peace and Security Blog*: <https://blogs.lse.ac.uk/wps/>.

Blog Posts will be assessed on the following criteria:

- Understanding of topic
- Quality of analysis
- Clarity and relevance of argument
- Quality of written expression and structure
- Referencing

Research Project (50%)

Students are required to complete a Research Project that engages with the key themes discussed within the course. For this task, you should identify a specific case study (for example, a specific armed conflict, instance of militarization, pattern of war violence, peace or justice initiative, post-conflict memory project, etc.) that illustrates the relationship between gender and war. Your case study can be from any country, setting, or historical period. The aim of this task is to provide you with an opportunity to research a topic of interest that relates to the course.

There are three components to this task:

1. Topic Proposal (10%) – due Thursday February 25, 11.59pm

Students are required to write a Topic Proposal (approx. one page) and submit it to the “Research Project: Topic Proposal” submission link on Moodle. The Topic Proposal should include: a title; a short description of your topic and case study; an indication of how the topic connects with key themes discussed within the course; an explanation of your presentation medium; and a preliminary bibliography (min. 6 sources). Your Topic Proposal will need to be approved by

the instructor *before* you proceed further with your research; approval will be granted by Monday March 1.

Topic proposals will be assessed on the following criteria:

- Selection of relevant and original topic
- Feasibility of research plan
- Quality of preliminary bibliography

2. **Presentation (20%)** – due Tuesday March 16, 11.59pm

Students are required to present the findings of their Research Project in a short online format (for example, a 10-minute video, PPT with recorded narration, or podcast). The Presentation may include images, short clips, and *brief* text. It should also contain analysis; that is, it should illustrate points from and comparisons with class readings, showing how your case study challenges / expands upon any of the texts' main arguments. Your Presentation should be uploaded to the "Research Project: Presentation" submission link on Moodle; you will then have the opportunity to view other projects, offer feedback, and ask questions.

Presentations will be assessed on the following criteria:

- Quality of visual presentation
- Critical engagement with key themes
- Quality of research and analysis
- Provision of constructive feedback: you are required to provide at least two short, constructive comments or questions on another student's presentation.

Note: Monday March 15 is a National Holiday and CEU Budapest is officially closed; no classes will be held. Further, we will not have an online class discussion on Wednesday March 17; instead, you are encouraged to take this time to view other students' presentations and provide constructive feedback. Feedback must be provided by **Monday March 22, 11.59pm**.

3. **Final Paper (20%)** – due Thursday April 1, 11.59pm

Students are required to write a Final Paper on their research topic of 1,500 words (approx. 4–5 pages, 1.5 spacing). The Final Paper is a concise write-up of your presentation, providing description, analysis and argument, and should be fully researched and referenced. You are encouraged reflect upon your topic and its arguments following feedback on your Presentation. The Final Paper should be submitted to the "Research Project: Final Paper" submission link on Moodle.

Final Papers will be assessed on the following criteria:

- Critical engagement with key themes
- Quality of research and analysis
- Clarity of argument
- Quality of written expression and essay structure

- Correct referencing and formatting

Note: Students must submit and pass all pieces of assessment in order to pass this course.

Writing and Submission Guidelines:

All written work must be uploaded to the relevant submission link on Moodle as a **Word document, 1.5 spaced, 12-point font, with standard 2.5cm margins and page numbers in the bottom right-hand corner.** Hard copy submission is *not* required. Applications for extensions should be submitted to the instructor in writing, attaching supporting documentation where relevant. Late assignments are subject to a 2% deduction per calendar day. Papers should be referenced in accordance with the Harvard Manual of Style.

Student papers will be returned in a timely manner (two weeks during term); final papers with grades and comments will be returned within two weeks after the deadline for final grades.

Academic Misconduct:

Academic misconduct involves acts which may subvert or compromise the integrity of the educational process at CEU. Any form of **plagiarism**, i.e., representing the ideas or words of another without proper attribution to the source of those ideas or words, whether intentional or not, is considered a serious form of academic misconduct. Students should consult the instructor or the Centre for Academic Writing if they are unclear about the difference between appropriate citation and plagiarism. **Acts of academic misconduct, including plagiarism, will result in serious consequences, such as a failing grade for the assignment or course.** Students are assumed to be fully aware of plagiarism and its consequences. For more information, please refer to CEU's Policy on Plagiarism, CEU Code of Ethics, or the Centre for Academic Writing.

Student Evaluations:

Student feedback is welcome at any time during the course of study. Informal midterm evaluations will be conducted in Week 5, and formal online evaluations of courses and instructors are collected by CEU at the end of term. These evaluations are **anonymous**. Students are encouraged to complete these evaluations as they are important for the continuous improvement of the course, as well as for faculty and TA assessments.

Please ensure that you regularly check your CEU email, the course Moodle site, as well as the CEU Covid-19 Advice and Updates site, for any relevant updates.

A GUIDE TO ONLINE LEARNING

Before the first class, students should access the "Getting Started" section on Moodle and complete the following tasks:

- Post a short biography on the "Introduce Yourself!" discussion forum. Please indicate your preferred name and pronoun(s), outline your personal and academic background, thesis topic, and interest in the course.
- Download Zoom in preparation for online class discussions: <https://zoom.us>.

- Read carefully through the syllabus. If you have any questions, please ask!

Good Practices and Appropriate Behaviours:

There are some clear differences between online and onsite classes, but our behaviours should show a similar level of respect, inclusivity and politeness. Racist, sexist, bullying and discriminatory behaviour will not be tolerated. A few points to keep in mind:

- Be careful with humour and sarcasm; tone can be difficult to read on screen.
- Respect others' points of view, even if you don't agree.
- Be aware of cultural differences, without making over-generalizations.
- Be polite; acknowledge responses to your posts or comments, and respond to others' posts or comments.

For the online classes, try to find a setting in which you will not be disturbed. If required, use a headset with headphones and a microphone. Connect with video, if possible. Mute your audio until you wish to speak; this reduces background noise. Zoom can be temporarily unmuted by pressing the space bar. Raise your hand if you wish to ask a question: do this on video or use the "participants" tab in Zoom to raise a "virtual hand".

Support during the COVID-19 Pandemic:

In situations that are uncertain and evolving such as the COVID-19 pandemic, it is normal to experience stress, anxiety or sadness. Please reach out to your classmates, the instructor should you require any additional support or assistance. CEU also offers a range of support services that you may find useful:

- **Student Counselling Services** offers confidential student psychological counselling services.
- Emergency financial support is available to students whose studies have been interrupted by the COVID-19 pandemic via the **COVID-19 Emergency Assistance Fund**.
- The **Centre for Academic Writing** provides students with guidance and support, including courses in academic writing and individual consultations.
- The **CEU Library** offers online support.

For policies, regulations and procedures, please refer to the student Handbook; the Code of Ethics of the Central European University; Student Rights, Rules and Academic Regulations; Equal Opportunities Policy; the Central European University Policy on Harassment; and the Student Disability Policy.

CLASS SCHEDULE

Week:	Date Starting:	Topic:
1	January 11	Introduction to Gender and War Class 1: A Feminist Curiosity Class 2: Approaching Women and War
2	January 18	Feminist Theorizing on Gender and War Class 1: Patriarchy, Gender Relations, and War Class 2: Gendering States and Security
3	January 25	Gender, War, and Militarism Class 1: Gender, Militarism, and Militarization Class 2: Military Masculinities
4	February 1	Gender and the Conduct of War Class 1: Mobilized and Armed Women Class 2: Women's Subjectivity and Agency
<i>Blog Post #1 due: Thursday February 4, 11.59pm</i>		
5	February 8	Sexual Violence in War Class 1: Rape as a Weapon of War Class 2: Researching Wartime Sexual Violence
6	February 15	Experiencing and Representing War Class 1: Making War on Bodies Class 2: Affect and War
7	February 22	Gender and the Impact of War Class 1: Political Economy of Gender and War Class 2: War and Reproductive Labor
<i>Research Project: Topic Proposals due: Thursday February 25, 11.59pm</i>		
8	March 1	Gender and the Aftermath of War Class 1: Post-Conflict Transformation and Reconstruction Class 2: Researching Gender and Post-Conflict Society
<i>Blog Post #2 due: Thursday March 4, 11.59pm</i>		
9	March 8	Gender and Transitional Justice Class 1: Trials, Tribunals, and Truth Commissions Class 2: Localizing Memory, Justice, and Reconciliation
10	March 15	Class 1: National Holiday [no class] Class 2: No class
<i>Research Project: Presentations due: Tuesday March 16, 11.59pm</i> <i>Feedback due: Monday March 22, 11.59pm</i>		
11	March 22	Gender and Opposition to War Class 1: Women and Non-Violent Resistance Class 2: Women's Peace Activism
12	March 29	Women, Peace, and Security Class 1: The UN's WPS Agenda Class 2: Reflections and New Directions
<i>Research Project: Final Paper due: Thursday April 1, 11.59pm</i>		

Week 1: Introduction to Gender and War

Class 1: A Feminist Curiosity

- Cynthia Enloe, "Being Curious About Our Lack of Feminist Curiosity," in *The Curious Feminist: Searching for Women in a New Age of Empire* (Berkeley: University of California Press, 2004), 1–10.

Class 2: Approaching Women and War

- Jennifer Turpin, "Many Faces: Women Confronting War," in *The Women and War Reader*, ed. Lois Ann Lorentzen and Jennifer Turpin (New York: New York University Press, 1998), 3–18.
- Carol Cohn, "Women and Wars: Towards a Conceptual Framework," in *Women and Wars: Contested Histories, Uncertain Futures*, ed. Carol Cohn (Cambridge: Cambridge: Polity Press, 2013), 1–30.

Week 2: Feminist Theorizing on Gender and War

Class 1: Patriarchy, Gender Relations, and War

- Cynthia Cockburn, "Gender Relations as Causal in Militarization and War: A Feminist Standpoint," *International Feminist Journal of Politics* 12, no. 2 (2010): 139–157.
- V. Spike Peterson, "Gendered Identities, Ideologies, and Practices in the Context of War and Militarism," in *Gender, War and Militarism: Feminist Perspectives*, ed. Laura Sjoberg and Sandra Via (Santa Barbara: Praeger Security International, 2010), 17–29.

Class 2: Gendering States and Security

- Iris Marion Young, "The Logic of Masculinist Protection: Reflections on the Current Security State," *Signs* 29, no. 1 (Autumn 2003): 1–25.
- Victoria Basham, "Liberal Militarism as Insecurity, Desire and Ambivalence: Gender, Race and the Everyday Geopolitics of War," *Security Dialogue* 49, no. 1–2 (2018): 32–43.

Week 3: Gender, War, and Militarism

Class 1: Gender, Militarism, and Militarization

- Cynthia Enloe, "How Do They Militarize a Can of Soup?," in *Manoeuvres: The International Politics of Militarizing Women's Lives* (Berkeley: University of California Press, 2000), 1–34.
- Swati Parashar, "Discursive (In)Securities and Postcolonial Anxiety: Enabling Excessive Militarism in India," *Security Dialogue* 49, no. 1–2 (2018): 123–135.

Class 2: Military Masculinities

- Aaron Belkin, "The Emergence of Military Masculinity in Modern American Culture," in *Bring Me Men: Military Masculinity and the Benign Façade of American Empire, 1898–2001* (New York: Columbia University Press, 2012), 1–17.
- Marysia Zalewski, "What's the Problem with the Concept of Military Masculinities?" *Critical Military Studies* 3, no. 2 (2017): 200–205.
- Anna M. Agathangelou, "Living Archives and Cyprus: Militarized Masculinities and Decolonial Emerging World Horizons," *Critical Military Studies* 3, no. 2 (2017): 206–211.

Week 4: Gender and the Conduct of War

Class 1: Mobilized and Armed Women

- Miranda Alison, "Women as Agents of Political Violence: Gendering Security," *Security Dialogue* 35, no. 4 (2004): 447–463.
- Jocelyn Viterna, "Pulled, Pushed and Persuaded: Explaining Women's Mobilization into the Salvadoran Guerrilla Army," *American Journal of Sociology* 112, no 1 (2015): 1–45.

Class 2: Women's Subjectivity and Agency

- Swati Parashar, "Women in Militant Movements: (Un)Comfortable Silences and Discursive Strategies," in *Making Gender, Making War: Violence, Military and Peacekeeping Strategies*, ed. Annica Kronsell and Erika Svedberg (New York: Routledge, 2011), 166–181.
- Srila Roy, "The Everyday Life of the Revolution: Gender, Violence and Memory," *South Asia Research* 27, no. 2 (2007): 187–204.

Week 5: Sexual Violence in War

Class 1: Rape as a Weapon of War

- Maria Eriksson Baaz and Maria Stern, "Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC)," *International Studies Quarterly* 53 (2009): 495–518.
- Jennie E. Burnet, "Situating Sexual Violence in Rwanda (1990–2001): Sexual Agency, Sexual Consent, and the Political Economy of War," *African Studies Review* 55, no. 2 (2012): 97–118.

Class 2: Researching Wartime Sexual Violence

- Anne-Kathrin Kreft, "On Difficult Research and Mental Wellbeing," *anne-kathrinkreft.com*, March 14, 2019: <https://anne-kathrinkreft.com/2019/03/14/on-difficult-research-and-mental-wellbeing/>.
- Christine Sylvester, ed. "The Forum: Emotion and the Feminist IR Researcher," *International Studies Review* 13 (2011): 687–708.

Week 6: Experiencing and Representing War

Class 1: Making War on Bodies

- Salih Can Açıksöz, "Being-on-the-Mountains," in *Sacrificial Limbs: Masculinity, Disability, and Political Violence in Turkey* (Oakland: University of California Press, 2020), 15–44.
- Torika Bolatagici, "Somatic Soldier: Embodiment and the Aesthetic of Absence and Presence," *Critical Military Studies* 2, no. 1 (2016): 125–132.
- Torika Bolatagici, *Ecology / Economy* (2013): <http://www.bolatagici.com/ecologyeconomy> (7.03 mins).

Class 2: Affect and War (Class led by Sasha Talaver)

- Serguei Oushakine, "Mothers, Objects, and Relations: Organized by Death," in *The Patriotism of Despair: Nation, War, and Loss in Russia* (Ithaca: Cornell University Press, 2009), 202–258.
- Cecilia Åse, Monica Quirico, and Maria Wendt, "Gendered Grief: Mourners' Politicisation of Military Death," in *Gendering Military Sacrifice: A Feminist Comparative Analysis*, ed. Cecilia Åse, Monica Quirico, and Maria Wendt (Abingdon: Routledge, 2019), 145–176.

Week 7: Gender and the Impact of War

Class 1: Political Economy of Gender and War

- Carolyn Nordstrom, "Wars and Invisible Girls, Shadow Industries, and the Politics of Not-Knowing," *International Feminist Journal of Politics* 1, no. 1 (1999): 44–33.
- Sara Meger, "War as Feminized Labor in the Global Political Economy of Neoliberalism," *Postcolonial Studies* 19, no. 4 (2016): 378–392.

Class 2. War and Reproductive Labor (Class led by Sasha Talaver)

- Jennifer G. Mathers, "Women, War and Austerity: IFIs and the Construction of Gendered Economic Insecurities in Ukraine," *Review of International Political Economy* 27, no. 6 (2020): 1235–1256.
- Christina Olha Jarymowycz, "Guardians and Protectors: The Volunteer Women of the Donbas Conflict," *Feminist Review* 126, no. 1 (2020): 106–122.

Week 8: Gender and the Aftermath of War

Class 1: Post-Conflict Transformation and Reconstruction

- Fionnuala Ní Aoláin, "The Aftermath of War: Considering Gender in the Process of Disarmament, Demilitarization and Reintegration," in *Women, Gender Equality, and Post-Conflict Transformation: Lessons Learned, Implications for the Future*, ed. Joyce P. Kaufman and Kristen P. Williams (Abingdon: Routledge, 2016), 34–50.
- Megan Mackenzie, "Disarmament, Demobilization, and Reintegration and the Poetics of Slavery in Sierra Leone," in *Women, Gender Equality, and Post-Conflict*

Transformation: Lessons Learned, Implications for the Future, ed. Joyce P. Kaufman and Kristen P. Williams (Abingdon: Routledge, 2016), 146–159.

Class 2: Researching Gender and Post-Conflict Society

- Nadjie Al-Ali and Nicola Christine Pratt, “Positionalities, Intersectionalities, and Transnational Feminism in Researching Women in Post-Invasion Iraq,” in *Researching War: Feminist Methodologies, Ethics and Politics*, ed. Annick T.R. Wibben (London: Routledge, 2016), 76–91.
- Elissa Helms, “Introduction,” in *Innocence and Victimhood: Gender, Nation, and Women’s Activism in Postwar Bosnia-Herzegovina* (Madison: University of Wisconsin Press, 2013), 3–24.

Week 9: Gender and Transitional Justice

Class 1: Trials, Tribunals, and Truth Commissions

- Nicola Henry, “Witness to Rape: The Limits and Potential of International War Crimes Trials for Victims of Wartime Sexual Violence,” *International Journal of Transitional Justice* 3, no. 1 (2009): 114–134.
- Fiona C. Ross, “An Acknowledged Failure: Women, Voice, Violence, and the South African Truth and Reconciliation Commission,” in *Localizing Transitional Justice: Interventions and Priorities after Mass Violence*, ed. Rosalind Shaw, Lars Waldorf, and Pierre Hazan (Stanford: Stanford University Press, 2010), 69–91.

Class 2: Localizing Memory, Justice, and Reconciliation

- Lia Kent, “Sounds of Silence: Everyday Strategies of Social Repair in Timor-Leste,” *Australian Feminist Law Journal* 42, no. 1 (2016): 31–50.
- Kimberly Theidon, “The Widows,” in *Intimate Enemies: Violence and Reconciliation in Peru* (Philadelphia: University of Pennsylvania Press, 2013), 143–181.

Week 10:

Class 1: National Holiday [no class]

Class 2: No class

Week 11: Gender and Opposition to War

Class 1: Women and Non-Violent Resistance

- Nicola Pratt, “Women in the Egyptian Revolution and their Resistance against Violence,” in *Politics, Popular Culture and the Egyptian Revolution* (2020): <https://egyptrevolution2011.ac.uk/exhibits/show/women-and-the-revolution/women-and-the-revolution>.
- Simona Sharoni, “Gender and Resistance to Political Violence in Palestine and Israel,” in *Handbook on Gender and War*, ed. Simona Sharoni, Julia Welland, Linda Steiner, and Jennifer Pederson (Northampton: Edward Elgar Pub., 2016), 380–399.

Class 2: Women's Peace Activism

- Jennifer Pederson, "In the Rain and in the Sun: Women's Peace Activism in Liberia," in *Handbook on Gender and War*, ed. Simona Sharoni, Julia Welland, Linda Steiner, and Jennifer Pederson (Northampton: Edward Elgar Pub., 2016), 400–418.
- Abigail Disney and Gini Reticker, *Pray the Devil Back to Hell* (2008), 72 mins.

Week 12: Women, Peace, and Security

Class 1: The UN's WPS Agenda

- Sheri Lynn Gibbins, "No Angry Women at the United Nations: Political Dreams and the Cultural Politics of United Nations Security Council Resolution 1325," *International Feminist Journal of Politics* 13, no. 4 (2011): 522–538.
- Soumita Basu, "The Global South Writes 1325 (Too)," *International Political Science Review* 37, no. 3 (2016): 362–374.
- Jamie J. Hagen, "Queering Women, Peace and Security," *International Affairs* 92, no. 1 (2016): 313–332.

Class 2: Reflections and New Directions

- Aiko Holvikivi and Sarah Smith, "WPS as Evolving and Contested Terrain: A Review of New Directions," *LSE Women, Peace and Security Blog*, September 28, 2020: <https://blogs.lse.ac.uk/wps/2020/09/28/wps-as-evolving-and-contested-terrain-a-review-of-new-directions/>.