

CONF 707: Gender and Violence
School for Conflict Analysis and Resolution, George Mason University
Spring 2018 Syllabus
Dr. Leslie Dwyer

Time: Tuesdays 7:20-10:00 p.m.
Place: Founders Hall 318
Email: ldwyer2@gmu.edu
Office Hours: By appointment, S-CAR Metropolitan Building, 5th Floor

Course Description

This course examines gender, gender-based violence and the gendered dimensions of violent conflict. Drawing upon a trans-disciplinary range of social theories and materials from both U.S. and international contexts, it investigates themes including the social construction of gender, intersectionality and feminist politics, gender and post-conflict peace-building, wartime sexual violence, militarism and gender, and the gendered dynamics of power.

At the heart of this course is a commitment to questioning assumptions about the very nature of gender and violence. Does “violence” consist only of forcible acts, as defined by legislation and international interventions meant to address problems such as domestic violence or wartime rape? What happens if we instead view violence as comprising structures of gendered inequality and narratives of gendered constraint, phenomenon that may involve no direct physical assault, but nevertheless have serious material effects on bodies and lives? We likewise will question our taken-for-granted framings of “gender.” Is gender something socially imposed on individuals or a script for behavior bestowed at birth by nature? How do individuals’ actions and interactions reinforce or challenge social constructions of gender? How do gender and violence intersect to influence the trajectory of violent conflict and limit the potential for resolution and justice?

This course is not a lecture course. Rather, it is an intensive graduate seminar designed to promote collaborative, critical dialogue. Participants are expected to participate in discussions and exercises on a weekly basis, having thoroughly absorbed and reflected on the week’s readings and media materials.

Course Materials

All reading and media materials are required. The instructor will facilitate class discussions based on the assumption that all students have read, watched and reflected on all the required materials. Many readings and media materials will offer arguments that you have may strong reactions to, whether positive or negative. That is intentional in the class design. In addition, students should be aware that the course addresses difficult and/or explicit materials and concepts, including violence, gender, sexualities, bodies, rape, and sexual assault. If you feel unable for any reason to engage with this material, consider not taking this course. In addition, due to the sensitivity of the material, it is crucial that we maintain a safe and supportive classroom environment. While diverse and critical perspectives on our course materials are expected and encouraged, all participants in this course should commit to engaging with each

other with the utmost respect. Questions and counterarguments are absolutely welcome; expressions of sexism, racism, homophobia or transphobia are not.

The following required books have been ordered through the GMU Bookstore on the Arlington campus. They are also widely available in libraries.

- Cynthia Enloe, 2014. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, Second Edition. University of California Press.
- Susan Brison, 2003. *Aftermath: Violence and the Remaking of a Self*. Princeton: Princeton University Press. (Available for purchase at GMU Arlington Campus bookstore)
- bell hooks, 2014. *Feminism is for Everybody*, 2nd edition. New York: Routledge.

Other required readings will be available on our Blackboard site or through the web. Media materials will be available either online (noted in the syllabus) or through our Blackboard site.

Course Assignments and Evaluation:

Grading for the course will be determined based on the following assignments. The assignments are briefly described here; more detailed instructions are to be found at the end of the syllabus.

Participation: 10%
Class facilitation 10%
Event reflection 10%
Interview and Auto-Ethnographic Reflection 10%
Representations of Gender and Violence 10%
Persuasive Briefing: 15%
Creative Representation: 10%
Final report: 25%

Participation (10% of grade)

Your grade for participation will be based upon the quality and consistency of your contributions to our class discussions. Each week, you should be prepared not only to summarize what you have read and to discuss the authors' main points, but to provide a critical perspective on our materials and their relation to other social theories and to issues of conflict analysis and resolution, both broadly and in particular settings. The questions you should be asking yourself as you read for class include: What are the authors' main concerns? How are they framing key theoretical concepts? Are their arguments logically compelling? How can we relate their arguments to the field of conflict analysis and resolution? What might be left out of a particular analysis that it would be important to explore? A superlative evaluation for participation will require you to regularly contribute your ideas to our discussion, as well as to serve as a generous interlocutor for your seminar colleagues. In other words, it is not the quantity of your

contributions but the quality that matters most, as well as your ability to raise issues that spark collaborative consideration, and to listen openly to others' perspectives.

Class Facilitation (10% of grade)

Each student will be responsible for facilitating 1 hour of class time during the semester. We will schedule facilitation dates during the second week of class. Students should approach this task creatively, seeing this as an opportunity to hone practice/facilitation skills in the Conflict Analysis and Resolution field. Several key points to note:

- Please do not prepare a facilitation that is a summary of the readings – the instructor will take care of that! The facilitation design should instead build upon the week's themes and help students to deepen their knowledge of a particular concept or idea through an interactive learning activity. This could include, for example, a role play, a facilitated dialogue, an artistic exercise, or other in-class activity.
- I encourage you to use this assignment to develop your skills at facilitation and explore innovative models for learning. One way to approach this would be to imagine that you are providing training on gender in a field-based conflict resolution/peacebuilding project. How would you ensure that participants remained engaged with the material through a learning exercise?
- You can find many resources online, including handbooks for those providing training and facilitation on gender and conflict, gender and peacebuilding, and gender empowerment. Feel free to adapt an activity that you find online, but please credit the source you have adapted from in your facilitation introduction.
- Please don't leave your plans for this assignment until the last minute! Think about it carefully, look for inspiration from online training guides, and run through your plans step by step to make sure they will be clear to participants.
- Facilitators are welcome to consult with me beforehand, and should email me by at the latest the evening before their scheduled facilitation to outline what they are planning to do in order to help me time my own lesson plan.

Event Reflection (10% of grade)

Each semester S-CAR, the Center for the Study of Gender and Conflict, and other units at Mason sponsor talks, workshops, and conferences on gender themes. Attend one of these events and write a 5-7 page reflection on the event and the issues and theories it raised, tying your reflection into course theories and readings. These may be submitted any time before the last day of class.

Interview and Auto-Ethnographic Reflection (10% of grade; due Friday 3/2). See longer explanation at end of syllabus.

Students will interview (either in person or via Skype) a person of their choosing. They will use the data they gather to write a paper on the topic of how gender and structures of gendered inequality manifest in individual lives. After reflecting upon their interview process and findings, they will apply theories learned in the course to their analysis. They will then add a reflection on how their own gendered position shaped their interview experience, providing a lens through which to apprehend, assume, misrecognize or empathize with their interviewee.

Representations of Gender and Violence: Image/Counter-Image (10% of grade; in-class sharing Tuesday 3/27; written submission due Friday 3/30) See longer explanation at end of syllabus.

Students will choose a publicly-circulating representation of gender – e.g. a photographic or other visual image, a music or video clip, a call to action or advertisement – and analyze how it frames gender and violence and how it aligns with particular relations of power. They will also create a “counter-image” reworking the gendered representation. Students will briefly share their images and counter-images in class before submission of the written paper.

GROUP PROJECT: Persuasive Briefing (15% of grade; in-class presentation Tuesday 4/17; written briefing due Sunday 4/22) See longer explanation at end of syllabus.

“Gender issues are of secondary importance in peace-building – they can be addressed later, after the conflict is over and the peace agreement is signed. Raising them now risks alienating the parties to peace.” Students who go into the field will hear such positions articulated again and again. For this assignment, students will be party to a high-level “meeting” via in-class simulation, and will work together in teams to draft memos drawing upon scholarly sources and other evidence to argue for continued funding to gender and peace-building programs within the U.S. government. You will be filling out a Peer and Self Evaluation Form for all members of your group (available on Blackboard) to help me in grading.

Creative Representation (10% of grade) to be shared on our last day of class, May 1.

Students have flexibility with this assignment and are encouraged to be creative and imaginative in their approach. Each student will prepare a creative reflection piece that responds to the course readings and topics discussed over the course of the semester. The assignment is intended to allow students to engage with art, creative writing, or any other medium that speaks to you in representing your thoughts on issues related to gender, sexual and gender-based violence, resistance, justice, agency, or any other major topics covered in the course. You may choose to write a poem and recite it for the class, create a role-play, a poster or collage, a short story, a theatre piece, a video – the options are limited only by your imagination. What I am looking for in this assignment is your engagement in the *process* of thinking critically and creatively about our course material, not the *perfection* of the final product. The goal is for this to be a fun and engaging assignment, not an intimidating one. Feel free to discuss this with me at any time during the semester. Don’t leave your planning until the end of term! Start thinking about it right away. We will be sharing our representations with each other on the last day of class.

Cumulative Semester Paper (25% of grade; due Friday, 5/11)

You will prepare a (15-20 pages, double spaced) term paper covering: a) how your understandings of gender and violence have shifted as a result of materials covered in the course; and, b) how this reframed conception of gender and its relationship to violence can be applied practically to your intended professional or academic work. This paper will draw upon major theories and themes covered in the course, stating how these materials have contributed to your

conception of gender and violence. This is not only a reflective paper; it should offer scholarly analysis of theories of gender and violence and draw on course materials.

Course Policies:

Late assignments will be accepted only in cases of personal or family crisis. You MUST discuss the possibility of such arrangements with me beforehand rather than waiting until an assignment is due or past due. Failure to turn in an assignment on time without prior discussion will result in a failing grade for that particular assignment. Please note that it is S-CAR policy to refuse to grant course grades of Incomplete for reasons other than documented medical or family emergencies.

Given the importance of your active, thoughtful participation to the success of the class and your own S-CAR career, attendance at all course meetings is expected. If you must miss a class, please let me know beforehand by email. Missing more than one class over the course of the semester will inevitably result in a lowered “participation” grade.

ACADEMIC INTEGRITY

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at oai.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. The principle of academic integrity is taken very seriously and violations are treated gravely. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial plagiarism-detection services to which the School subscribes. Faculty may at any time submit a student’s work without prior permission from the student. S-CAR’s policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it. Another aspect of academic integrity is the free play of ideas. When in doubt (of any kind), please ask for guidance and clarification.

GMU E-MAIL ACCOUNTS

Students must use their Mason email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information. You should check your email for important course, S-CAR, and Mason information.

OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

OTHER USEFUL CAMPUS RESOURCES:

THE WRITING CENTER

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For more information, visit the Writing Center's website at: <http://writingcenter.gmu.edu/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. (703) 993-2380; <http://caps.gmu.edu>

UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

Course Schedule

TUESDAY, JANUARY 23: WEEK 1

Welcome to the Course

Welcome! There are no readings for today.

TUESDAY, JANUARY 30: WEEK 2

Seeing through a Gendered Lens/Why Gender Matters in Conflict

Readings:

- Cheldelin, Sandra I. and Maneshka Eliatamby. 2011. "Overview and Introduction." In *Women Waging War and Peace: International Perspectives of Women's Roles in Conflict and Post-Conflict Reconstruction*. S. Cheldelin and M. Eliatamby, eds. Pages 1-12.
- Enloe, Cynthia 2004. "Being Curious About our Lack of Feminist Curiosity." In *Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press. Pages 1-10.
- United Nations Security Council Resolution 1325.
- U.S. National Action Plan on Women, Peace and Security. December, 2011.

Media:

- "Secretary Clinton Marks the 10th Anniversary of UN Security Council Resolution 1325." Available at: <http://www.youtube.com/watch?v=wR5Gn8wxda0>
- UN Women, "Side by Side – Women, Peace and Security." Available at: <https://www.youtube.com/watch?v=a2Br8DCRxME>

TUESDAY, FEBRUARY 6: WEEK 3

Gendering Frames of War

Readings:

- Cynthia Enloe, 2014. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, Second Edition. University of California Press.

Media:

- Episode from PBS Series, *Women, War and Peace*, "War Redefined" (52 minutes) (link available in Blackboard)

TUESDAY, FEBRUARY 13: WEEK 4

Theorizing Gender I: The Social Construction of Gender

Readings:

- Kaplan, Caren and Inderpal Grewal 2006. "Social and Historical Constructions of Gender." In Grewal and Kaplan, eds. *An Introduction to Women's Studies: Gender in a Transnational World*. Pages 1-5.
- Emily Martin 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16(3):485-501.

- Anne Fausto-Sterling 2000. “That Sexe Which Prevaileth” and “Of Gender and Genitals” in *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books. Pages 30-77.
- Sharyn Davies 2004. “It’s Like One of Those Puzzles: Conceptualising Gender Among Bugis.” *Journal of Gender Studies* 13(2):107-116.
- Emily Greenhouse 2013. “A New Era for Intersex Rights.” *The New Yorker*, December 20, 2013.

Media:

Film: “XXXXY.” Available at: <http://vimeo.com/66443054>

TUESDAY, FEBRUARY 20: WEEK 5

Theorizing Gender II: Gender as Performance

Readings:

- West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1: 125-151.
- Connell, R.W. 1987. “Introduction.” *Gender and Power: Society, the Person, and Sexual Politics*. Stanford, Calif.: Stanford University Press. Pages 1-22.
- Butler, Judith 1999. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge. Pages vii-44 (Includes 1999 preface, 1990 preface, and Section 1).
- Pascoe, C. J. 2012. *Dude, You’re a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press. Pages 1-21, 84-113.

Media:

- “Judith Butler Explained With Cats.” <http://binarythis.com/2013/05/23/judith-butler-explained-with-cats/>
- Judith Butler, “Your Behavior Creates Your Gender” (3:01)
Available at: <http://youtu.be/Bo7o2LYATDc>
- Clip from “Examined Life” (14:23), Available at: <http://youtu.be/k0HZaPkF6qE>
- Guante, “Ten Responses to the Phrase “Man Up””. Available at: <https://www.youtube.com/watch?v=QFoBaTkPgco>
- Blythe Baird, “Girl Code 101.” <https://www.youtube.com/watch?v=B-8v54uji3k>

TUESDAY, FEB 27: WEEK 6

Considering Violence and Gender

ASSIGNMENT DUE FRIDAY 3/2: INTERVIEW & AUTO-ETHNOGRAPHIC REFLECTION

Readings:

- Bourdieu, Pierre. 2004. “Gender and Symbolic Violence.” in *Violence in War and Peace: An Anthology*. N. Scheper-Hughes and P. Bourgois, eds. Malden, MA: Blackwell Publishing. Pages 339-342.
- Scheper-Hughes, Nancy, and Philippe I. Bourgois. 2004. “Introduction.” In *Violence in War and Peace*. Malden, MA: Blackwell Publishers. Pages 1-32.
- Cohn, Carol. 1993. “War, Wimps and Women: Talking Gender and Thinking War.” in

Gendering War Talk, M. Cooke and A. Woolacott, eds., Princeton: Princeton University Press. Pages 227-46.

- Confortini, Catia 2006. "Galtung, Violence and Gender: The Case for a Peace Studies/Feminism Alliance." *Peace and Change* 31(3). Pages 333-367.

Media:

- Blythe Baird, "Pocket-Sized Feminism." Available at: <https://www.youtube.com/watch?v=vT74LH0W8ig>
- Film, "The Hunting Ground." Available streaming at various sites; see: <http://gowatchit.com/movies/the-hunting-ground-283161> for some choices.

TUESDAY, MARCH 6: WEEK 7: What is Feminism?

Readings:

bell hooks, 2014. *Feminism is for Everybody*. New York: Routledge.

Media:

Film, "She's Beautiful When She's Angry." Available streaming at various sites; see: <http://gowatchit.com/watch/movies/shes-beautiful-when-shes-angry-270035> for some choices.

[NO CLASS TUESDAY MARCH 13 – SPRING BREAK]

TUESDAY, MARCH 20: WEEK 8

Theorizing Gender III: Intersectional Approaches to Gender

Readings:

- Truth, Sojourner. 1851. "Ain't I a Woman?" Speech delivered to Women's Convention in Akron, Ohio. May 29, 1851. Available at: <http://www.fordham.edu/halsall/mod/sojtruth-woman.asp>
- Audre Lorde, "Age, Race, Class and Sex: Women Redefining Difference."
- Crenshaw, Kimberle. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum* 139-67.
- Nira Yuval-Davis 2006. "Intersectionality and Feminist Politics." *European Journal of Women's Studies* 13(3):193-209.
- Sameena Mulla 2014. Gender-Based Violence: On Ferguson, Racialized Victim-Blaming, and Gender-Based Violence. Society for Applied Anthropology News. <http://sfaa.net/news/index.php/archive/vol-24-2013-2/vol-25-3-august-2014/sfaa-topical-interest-groups/gender-based-violence-tig-ferguson-racialized-victim-blaming-and-gender-based-violence/>

Media:

- <http://www.racefiles.com/2014/12/15/bringing-the-model-minority-mutiny-home/#comments>
- <http://groupthink.jezebel.com/asian-women-arent-your-oriental-submissive-china-dol-1464199143>

- MTV, “WTF is Intersectional Feminism?” Available at: https://www.youtube.com/watch?v=z-nmxnmt_XU
- “Laverne Cox Talks About Intersectionality at Harvard” Available at: <https://www.youtube.com/watch?v=jY3F1pIxHMA>
- “Somewhere in America,” Available at: <https://www.youtube.com/watch?v=YshUDa10JYY>
- Alok Vaid-Menon, “The Pain & Empowerment of Choosing Your Own Gender” <https://www.youtube.com/watch?v=j7Gh2n9kPuA>

TUESDAY, MARCH 27: WEEK 9
Sexual Violence

ASSIGNMENT DUE: 3/27: BRIEFLY SHARE YOUR IMAGES AND COUNTER-IMAGES IN CLASS; 3/30: WRITTEN ASSIGNMENT DUE FOR REPRESENTATIONS OF GENDER AND VIOLENCE

Readings:

- Susan Brison, 2003. *Aftermath: Violence and the Remaking of a Self*. Princeton: Princeton University Press.
- Narayan, Uma 1997. “Cross-Cultural Connections, Border-Crossings and ‘Death-by-Culture’” in *Dislocating Cultures*, pp. 83-117.

Media:

- <http://mic.com/articles/97302/if-we-gave-men-the-same-rape-advice-we-give-women-here-s-how-absurd-it-would-sound>
- Pages Matam, “Pinata.” Available at: <https://www.youtube.com/watch?v=zgQRkHcEyq8>
- Elizabeth Acevedo, “Spear.” Available at: <http://www.pbs.org/newshour/poetry/elizabeth-acevedo/>
- Rupri Kaur, “I’m Taking My Body Back.” Available at: <https://www.youtube.com/watch?v=RTToQQfSILA>

TUESDAY, APRIL 3: WEEK 10
Gender and Militarism

Readings:

- Cynthia Enloe, 2007. *Globalization and Militarism: Feminists Make the Link*, excerpt. New York: Rowman and Littlefield Publishers, pgs. 1-38.
- Gill, Lesley. 1997. “Creating Citizens, Making Men: The Military and Masculinity in Bolivia.” *Cultural Anthropology*, Vol. 12, No. 4: 527-550.
- Scheper-Hughes, Nancy. 1998. "Maternal Thinking and the Politics of War." In *The Women and War Reader.*, L. Lorentzen and J. Turpin, eds. New York: NYU Press. Pgs. 227-33.
- Julie Peteet, 1994. Male Gender and Rituals of Resistance in the Palestinian Intifada: A Cultural Politics of Violence. *American Ethnologist* 21(1):31-49.

- Cynthia Cockburn, 2010. "Gender Relations as Causal in Militarization and War." *International Feminist Journal of Politics* 12(2):139-157.

Media:

- Clip, "GI Jane" Available at: http://www.youtube.com/watch?v=tuDAV_FWTb8
- Film: "The Mask You Live In" (link available in Blackboard)

TUESDAY, APRIL 10: WEEK 11

War and Gendered Violence

Readings:

- Cohen, D., Hoover Green A. and Wood, J. 2013. "Wartime Sexual Violence: Misconceptions, Implications and Ways Forward." USIP.
- Diken, Bulent and Carsten Bagge Lausten, "Becoming Subject: Rape as a Weapon of War." *Body and Society* 11(1):111-128.
- Nordstrom, Carolyn, 2005. "Gendered War." In *Conflict & Terrorism* 28(5):399-411.
- Henry, Nicola. 2009. "Witness to Rape: The limits and potential of international war crimes trials for victims of sexual violence." *International Journal of Transitional Justice*. (3)114-134.
- Otto, Diane. 2006-2007. "A sign of 'Weakness'? Disrupting gender certainties in the implementation of security council resolution 1325." *Michigan Journal of Gender and Law* (13)113-176.

Media:

- Film, "I Came to Testify" (link available on Blackboard)

TUESDAY, APRIL 17: WEEK 12

Gender, Identity and Biopower

ASSIGNMENT DUE: 4/17: IN-CLASS PRESENTATIONS OF PERSUASIVE BRIEFINGS; SUNDAY 4/22 WRITTEN PERSUASIVE BRIEFING MEMOS DUE

Readings:

- Michel Foucault, 1978. *The History of Sexuality Volume I*, "We Other Victorians" and "The Repressive Hypothesis." Pages 3-49.
- Michel Foucault, 2009. Selections from *Security, Territory, Population: Lectures at the College de France 1978-79*. New York: Picador.
- Stoler, Ann 1989. "Making Empire Respectable: The Politics of Race and Sexual Morality in 20th Century Colonial Cultures." *American Ethnologist* 16(4):634-660.
- Mohanty, Chandra Talpade 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review* 30:61-88.
- Iris Marion Young, "The Logic of Masculinist Protection: Reflections on the Current Security State." *Signs: Journal of Women in Culture and Society* 2003, vol. 29, no. 1

Media:

- “Foucault Explained with Hipsters.” <https://binarythis.com/2013/05/21/foucault-explained-with-hipsters/>
- Clip from “Southern Belle” (<https://www.youtube.com/watch?v=g3Fss5VnP3M> and
- Film: “The Life and Times of Sara Baartman” (link available on Blackboard)

TUESDAY, APRIL 24: WEEK 13
Gender in the Aftermath of Conflict

Readings:

- Dwyer, Leslie 2009. “A politics of silences: violence, memory and treacherous speech in post-1965 Bali.” In Alex Hinton and Kevin O’Neill, eds., *Genocide, Truth, Memory and Representation: Anthropological Approaches*. Durham: Duke University Press.
- Theidon, Kimberly 2007. Gender in Transition: Common Sense, Women and War. *Journal of Human Rights* 6:453-478.

Media:

- Film: “Pray the Devil Back to Hell” (available in Blackboard)

TUESDAY, MAY 1: Imagining a Future

Share creative representations in class!

Readings:

- Mohanty, Chandra Talpade 2003. “‘Under Western Eyes’ Revisited: Feminist Solidarity Through Anticapitalist Struggles.” *Signs* 28(2):499-535.
- Nicole Pratt and Sophie Richter-Devoe 2011. “Critically Examining UNSCR 1325 on Women, Peace and Security.” *International Feminist Journal of Politics* 13(4):489-503.
- Lorde, Audre. 2007. *Sister Outsider: Essays and Speeches by Audre Lorde*. Berkely: Crossing Press. “Poetry is Not a Luxury.” 114-123.

Media:

- Walidah Imarisha, Adrienne Maree Brown, Mumia Abu-Jamal: Decolonizing the Mind. Available at: <https://www.youtube.com/watch?v=tUz3jql9m0w>

Assignment Instructions: Interview and Auto-Ethnographic Reflection

1. Interview (either in person or via Skype) a person of your choosing in order to address the question of “how gender and structures of gendered inequality manifest in individual lives.” Your interview should focus on your interviewee’s personal experiences, and relationships to cultural narratives and social structures of gender.
2. After reflecting upon your interview process and findings, apply theories learned in the course to write an analysis of the interviewee's responses and their theoretical implications.
3. Following the analytical section of the paper, write a reflection on how your own gendered position shaped the interview experience, providing a lens through which to apprehend, assume, misrecognize or empathize with your interviewee.

The analysis section should be 3-4 pages, and the reflection section 2-3 pages. Papers should be submitting using 12 point font and 1 inch margins.

Assignment Instructions:

Representations of Gender



Publicly-circulating images function politically to influence our individual and cultural understandings of gender. Pictures, news clips, internet memes, films, news images and the barrage of social media content often reinforce a binary system of gender -- and its many inequalities. Through this assignment, you will consider how visual images inform our gendered perspectives, and you will have the opportunity to construct a nuanced counter-image that shifts how gender is represented.

Using sources from the internet, news outlets, or other media (not necessarily limited to the potential sources listed below), find an image that represents a gendered conflict. This does not have to be an instance of direct violence; use any image that you feel constrains the complexities

of gender or reinforce problematic social norms. Be creative, cast a wide net in your search, and feel free to bounce ideas back and forth with your colleagues in the class.

Once you have found an image, construct a 5-7 page essay describing the political and cultural messages being conveyed through the image. What are the implications of the image for the ways we think about gender? What assumptions does the image make about gender? How does the image reinforce or challenge limiting constructions of gender? Who benefits from the image? What potential ramifications -- social, economic, political -- does the image have?

Once you have written your essay and thought through the issues above, create a counter-image that challenges the implications and assumptions being portrayed in the image you selected. Don't worry if you don't consider yourself to be especially artistic! You may use any technology you choose, from photography to graphic design to pen and paper to interpretive dance.

You will first be sharing your images and counter-images in class, before submitting the written paper. Please include both image and counter-image in your written submission IN ONE FILE (please don't submit multiple files).

Potential sources for images:

The Museum of Online Museums: <http://www.coudal.com/moom/>

Smithsonian Institution: <http://www.si.edu/>

International Museum of Women: <http://www.imow.org/home/index>

Getty Images Royalty-free site: <http://www.gettyimages.com/creativeimages/royaltyfree>

Persuasive Briefing Assignment Instructions



“Gender issues are of secondary importance in peace-building. They can be addressed later, after the conflict is over and the peace agreement is signed. Raising them now risks alienating the parties to peace.”

Students who pursue careers in the peace-building or conflict resolution field will hear such positions articulated again and again. For this assignment, you will be party to a high level meeting with Congresswoman Leslie Dwyer and members of the United States House of Representatives Appropriations Committee. The committee is considering a proposal to cut funding for gender and peace programs across federal agencies (e.g. USAID, Department of State, USIP) using the above rationale.

Working together in groups of three or four, with colleagues of your choosing, draft a memo (one per team, not individual memos) to Congresswoman Dwyer arguing for continued funding for gender and peace programs. Draw upon the scholarly sources from this course, as well as any other materials you find helpful (which may include scholarly works, congressional research, NGO/policy sources, or journalistic material).

Prior to the submission of your briefing you will “meet” with the Congresswoman and the committee in class. During your meeting, the Congresswoman will ask you to share the key points of your memo in a presentation lasting no more than 15 minutes. Each member of your team should plan to present a portion of the presentation; we want to hear from everyone in the group. Following your presentation, the Congresswomen will ask follow-up questions for 5-10 minutes.

Your written memo will be submitted the Sunday after your presentation. For these memos (one per team, not individual memos!), please write between 5-7 pages, single spaced, with subheading and formatting similar to the examples in the links below. Memos longer than 7 pages will not be reviewed by the congresswoman, nor will memos that do not include references as footnotes, in line with the structuring of the examples provided below from the Congressional Research Service.

See below for examples of memos to congressional offices:

<https://energycommerce.house.gov/sites/republicans.energycommerce.house.gov/files/20140123CRSMemo.pdf>
http://2017project.org/site/wp-content/uploads/2014/04/CRS_Obamacare_deadlines_memo.pdf
<http://www.washingtonpost.com/blogs/ezra-klein/files/2012/09/CRS-Memo-on-GOP-WIA-bill.pdf>

<https://energycommerce.house.gov/sites/republicans.energycommerce.house.gov/files/20140123CRSMemo.pdf>

http://2017project.org/site/wp-content/uploads/2014/04/CRS_Obamacare_deadlines_memo.pdf