

Women in War and Peace

Political Science 242

Fall 2017

Tuesday and Thursday, 10-11:30

Hall 107

Susanna Wing

Office: Hall 12

Telephone: 610.896.2996

Email: swing@haverford.edu

Office hours: TBA and by appointment

Course Overview:

In this class we will reconsider central themes of political science from a gendered perspective. For instance, security and representation can have very different meanings when gender is factored into our understandings. How does our perspective on politics change when we consider the central role of heterosexualized masculinity in both international and domestic politics? This course is designed to give you the tools to analyze the diversity of women's conditions globally in democracies, during wartime and in post-conflict societies. We will explore commonalities as well as differences across cultures with respect to citizenship and the position of women, as well as various constructed notions of femininity and masculinity.

War is often studied as a power struggle between states, but what happens when we consider the particular ways that women have been impacted by conflict? What role does gender play in the analysis of war and peacekeeping? Other questions we will explore will include: How have women been agents in building and rebuilding societies? How have women contributed to political change across the globe? What role do political institutions play in promoting or inhibiting women's participation in politics? How has religion affected the pursuit of women's rights?

Throughout the course we will discuss current events so I recommend that you keep up to date with news coverage. I recommend *The New York Times*, *The Washington Post*, *AlJazeera* and *BBC* as generally reliable sources.

Required texts available at the Haverford College Bookstore:

- Mary Hawkesworth, *Political Worlds of Women: Activism, Advocacy and Governance in the Twenty-first Century* (Boulder: Westview, 2013).
- Maria C. Escobar-Lemmon and MM Taylor Robinson, eds. *Representation: The Case of Women*. Oxford 2014.
- Cynthia Enloe, *Bananas, Beaches and Bases, 2nd ed.* (Berkeley: UC Press, 2014). **Be sure to read the most recent (2014) edition!**

The above books are also available on reserve at Magill Library. All other course readings will be available on Moodle.

COURSE REQUIREMENTS:

This class will be a discussion-based course. This will require that each student come to class prepared to participate in discussions. This means that you will need to have read the required reading for the day and be prepared to use those readings to inform your comments in class. I recommend that you come to class with **two analytical questions on the readings**. It is useful for discussion if you bring these questions, written down, to class. Be sure to keep these questions throughout the semester as they will serve as a valuable study tool. These questions should seek a deeper understanding of issues raised in the readings and should go beyond the clarification of facts.

This course will also concentrate on writing skills. Assignments will be graded not only on comprehension of the material presented but also on analytic skills and clarity of expression in your writing assignments. I encourage you to use the writing center as appropriate.

Participation (15%): In general, students should always come to class prepared and be able to ask questions and participate in discussions. Our discussions will be based on readings so it is essential that you do the reading prior to each class. You will be graded on the quality and quantity of your contributions. Participation grades are allocated as follows:

“A” – a student will attend class almost always (no more than 2 absences) and make **frequent contributions** that reflect **excellent understanding** of the assigned materials and ongoing discussion;

“B” – a student will attend class almost always (no more than 2 absences) and make **frequent contributions** that reflect **good understanding** of the assigned materials and ongoing discussion;

“C” – a student will have **excellent attendance** (no more than 2 absences, but **infrequently or never contribute** OR will **attend sporadically**, i.e. more than 3 absences but makes **good contributions** when she participates);

“D” – a student will have **sporadic attendance** (more than 3 absences) and make **infrequent and ill-informed contributions**;

“F” – a student will have **sporadic attendance** (more than 3 absences) and will **never contribute or will not contribute usefully** to the discussion.

If you feel uncomfortable participating, speak to me immediately. If you do not approach me early in the semester regarding your discomfort and you do not participate in class, I will apply the above standards. If you neither participate nor attend class regularly, you should not be surprised to receive a D or F as a participation grade.

Mid-term Essay (25%): You will be given essay questions to select from and be asked to write a short paper in response to one of the questions. The paper length is 6-7 pages, 12 point font, with regular one-inch margins. **DUE THURSDAY OCTOBER 12 IN CLASS.**

Short Research Paper (30%): Your paper will be a 10-11 page research paper on the topic that you have selected and I have approved. **TOPICS DUE IN CLASS**

NOVEMBER 2. Changes to your topic must be cleared ahead of time. **PAPER IS DUE IN CLASS ON DECEMBER 5.**

Final Exam (30%): This will be a comprehensive take-home essay exam. It will be open book. Questions will be handed out on the last day of class (no earlier) and will be due at the end of finals week. There is no time limit on the exam. **THE EXAM IS DUE AT NOON, DECEMBER 22, IN HALL 101. This is a campus deadline. No extensions are granted.**

Paper Policy: Late papers will be penalized by one letter grade per day late. A paper turned in the same day but after the deadline is considered one day late. Papers must be submitted in hard copy. Overly long papers will be penalized as well. Be sure to keep your paper length within the specified range.

**** Failure to turn in any single paper or exam may result in failure of the course ****

Technology in the classroom: When class begins you will be expected to put away your cell phones. ****Laptops and other electronic devices are not permitted in the classroom.****

Email: Email is the best way to reach me; however, do not expect emails to be read immediately. Email sent late at night may not be read before class the next day. Emails sent moments before class starts are not likely to be read prior to class. I will send out class notifications via email.

Haverford College is committed to supporting the learning process for all students. Please contact me as soon as possible if you are having difficulties in the course. There are also many resources on campus available to you as a student, including the Office of Academic Resources (<https://www.haverford.edu/oar/>) and the Office of Access and Disabilities Services (<https://www.haverford.edu/ads/>). If you think you may need accommodations because of a disability, please contact Sherrie Borowsky, Coordinator of Accommodations, Office of Access and Disability Services at hc-ads@haverford.edu. If you have already been approved to receive academic accommodations and would like to request accommodations in this course because of a disability, please meet with me privately at the beginning of the semester (*within the first two weeks if possible*) with your verification letter.

TOPICS AND READING ASSIGNMENTS

Week One Political Worlds of Women

SEPTEMBER 5

Introduction and welcome to the course

Film in class: "Abuelas: Grandmothers on a mission"

SEPTEMBER 7

Hawkesworth: Introduction and Chapter One, pp 1-45.

Week Two Feminisms

SEPTEMBER 12

Chandra Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses" in C. Mohanty, A. Russo and L. Torres Editors, *Third World Women and the Politics of Feminism* (Bloomington: IUP, 1991), 51-80.

Cheryl L. West, "I Ain't the Right Kind of Feminist"

SEPTEMBER 14

Aili Mari Tripp, "The Evolution of Transnational Feminisms: Consensus, Conflict, and New Dynamics," in M. M. Ferree and A. M. Tripp, editors, *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights* (New York: NYUP, 2006), 51-75.

Chandra Mohanty, "'Under Western Eyes' Revisited; Feminist Solidarity through Anticapitalist Struggles." *Signs* 28.2 (2003): 499-535.

Week Three

SEPTEMBER 19 Hawkesworth, Chapters Two and Three, pp. 46-112.

SEPTEMBER 21 Hawkesworth, Chapters Four and Five

Week Four

SEPTEMBER 26 Hawkesworth Chapters Six and Seven
Visit the inter-parliamentary union website and database on women's participation in parliaments: <http://www.ipu.org/wmn-e/classif.htm>

SEPTEMBER 28 Hawkesworth, Chapter Eight

Week Five

OCTOBER 3

Hawkesworth, Chapters Nine and Ten

OCTOBER 5

Representation, Chapters 1 and 2

Class visit by Margaret Schaus, Reference Librarian

Week Six

OCTOBER 10

Representation, Chapters 3 and 4.

OCTOBER 12

Donatelle Campus, "The Double Bind", *Women Political Leaders and the Media* (New York: Palgrave Macmillan, 2013): 54-72.

***MIDTERM ESSAY DUE THURSDAY OCTOBER 12 IN CLASS ***

Week Seven

OCTOBER 17- 19 HAPPY FALL BREAK !

Week Eight

OCTOBER 24

Representation, Chapter 5

Staffan Lindberg, 'Women's Empowerment and Democratization: The Effects of Electoral Systems, Participation, and Experience in Africa' *Studies in Comparative International Development* 39.1 (2004): 28-53.

OCTOBER 26

Representation, Chapters 8 and 11.

Week Nine

OCTOBER 31

A. L. Chiweza, V. Wang and A. Maganga, "The Women's Parliamentary Caucus: Promoting Cross-Party Substantive Representation" in *Women in Politics in Malawi* pp 33-43.

NOVEMBER 2

Cynthia Enloe, *Bananas, Beaches and Bases*, Chapter 1, 2014 ed.

****RESEARCH PAPER TOPIC DUE TODAY IN CLASS****

Week Ten

NOVEMBER 7

Cynthia Enloe, *Bananas, Beaches and Bases*, Chapters 2-3, 2014 ed.

NOVEMBER 9

Cynthia Enloe, *Bananas, Beaches and Bases*, Chapters 4-5, 2014 ed.

Week Eleven

NOVEMBER 14

Cynthia Enloe, *Bananas, Beaches and Bases*, 6-7, 2014 ed.

NOVEMBER 16

No Class, I am attending a conference

Week Twelve

NOVEMBER 21

Cynthia Enloe, *Bananas, Beaches and Bases*, 8-conclusion, 2014 ed.

NOVEMBER 23

HAPPY THANKSGIVING!

Week Thirteen

NOVEMBER 28

In Class Film: Service: When Women Come Marching Home

NOVEMBER 30

“Tracing women’s rights after genocide: The case of Rwanda” *Rirhandu Mageza-Barthel* in *Researching War* ed Annick Wibben (New York: Routledge, 2016).

“ ‘Doing No Harm’: Methodological and ethical challenges of working with women associated with fighting forces/ ex-combatants in Liberia” *Helen Basini* in *Researching War* ed. Annick Wibben (New York: Routledge, 2016).

Week Fourteen

DECEMBER 5

Research Paper Due, in class

DECEMBER 7

Michael Ross, “Oil, Women and Islam” *American Political Science Review* 102.1 (February 2008): 107-123.

Alice Kang, “Studying Oil, Islam, and Women as if Political Institutions Mattered.” *Politics and Gender* 5.4 (2009): 560-568.

Week Fifteen

DECEMBER 12

Dorothy L. Hodgson, “Women’s Rights as Human Rights: Women in Law and Development in Africa,” *Africa Today* 49.2 (2002): 3-26.

“Women’s Rights and Family Law Reform in Francophone Africa,” in Ellen M. Lust and Stephen N. Ndegwa editors *Governing Africa’s Changing Societies: Dynamics of Reform* (Boulder: Lynne Rienner Publishers, 2012).

DECEMBER 14

Corinne Fortier, "Women and Men Put Islamic Law to Their Own Use: Monogamy versus Secret Marriage in Mauritania." In Margot Badran editor, *Gender and Islam in Africa* (Stanford UP 2011): 213-231.

Week Sixteen **Readings TBA**

DECEMBER 19

DECEMBER 21

**FINAL EXAM IS DUE ON THE LAST DAY OF EXAM PERIOD.
DECEMBER 22, 12 NOON HALL 101.**