

Gender and Peace Studies

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Course Description

This course places the resources of gender theory into conversation with Peace Studies. In so doing it will highlight both how the category of “gender” serves as a useful analytical tool for peace scholars while at the same time noting how specific situations of conflict and peacebuilding call into question and so prompt a reshaping of prominent concepts in gender theory. We begin the course with a review of key concepts in gender theory and in peace studies. We then proceed to an exploration of the following topics: Gender and Militarization, Sexual Violence and Warfare, The United Nations and Gender, and Global Subjectivities and Peace Issues.

Course Readings

All readings will be available on Concourse.

Course Requirements

Undergraduates:	Participation	20%
	Paper 1	20%
	Paper 2	20%
	Paper 3	20%
	Learning Journal	20%
Graduate Students:	Participation	20%
	Learning Journal	30%
	Research Paper	50%

Participation

This is a seminar course and it is essential that you come prepared and participate in the discussion. Class periods will be active working sessions in which we search for the “deep meaning” of the texts we are reading and consider their implications for peacebuilding. It is important to have each person’s reflections and insights.

Learning Journal

This is an ongoing project that asks you to keep a **reflective** record of your engagement with course themes and readings. I encourage you to be creative with this journal, but there are some basic requirements:

- A) There should be **one** entry for each week.
In each entry you should select **one** article to discuss. Each entry should have **two** sections:
- 1) A discussion in which you work to **clarify the basic argument** of the reading and to note points that are confusing to you. You must include a statement of the authors' thesis for the article and how the author works to argue for the thesis. You can include here a list of terms that are new from the readings, a list of confusing passages, etc. The point of this section is to help you clarify in your own mind what the text is presenting to you.
 - 2) Your **reflective response** to the readings. This section asks you to begin to articulate your reactions to what you have read. You may use this opportunity to note points you find particularly compelling or that you find particularly offensive. You may work to relate the points in the article to your own experiences – in the field, on campus, in volunteer work, etc.. You may relate the readings to work you have encountered in other classes or to events in the world around you. It is permissible to discuss your emotional reactions to the readings as long as you relate the feelings to the particulars of the text. You may also include other non-written material in this section if you wish (printouts, visual material, website links, etc). The point is to give you a place to deeply explore the readings and their significance. Feel free to be creative with this aspect of the journal
- B) At the mid-term and final period of the course you are to return to the entries you have made and write a reflection on your reflections. Consider your initial reactions to the readings and whether these still hold true for you. If so, why? If not, why not?

Course Outline

- Jan. 17 Introduction/Syllabus
- Jan. 19 Sara Ruddick, "Maternal Work and the Practice of Peace"
Nancy Scheper-Hughes, "Maternal Thinking and the Politics of War"
- Jan 24 Cynthia Cockburn, "The Gendered Dynamics of Armed Conflict and Political Violence"
Meredith Turshen, "Women's War Stories"
- Jan. 26 John Paul Lederach/Scott Appleby, "Strategic Peacebuilding: An Overview"
Cheryl de la Rey/Susan McKay, "Peacebuilding as a Gendered Process"
- Jan 31 Donna Pankhurst, "The 'Sex War' and Other Wars: Towards a Feminist Approach to Peacebuilding"
Carolyn Nordstrom, "Visible Wars and Invisible Girls, Shadow Industries, and the Politics of Not-Knowing"
- Feb. 2 Mary G. Dietz, "Current Controversies in Feminist Theory"
- Feb. 7 Discussion Day
- Feb. 9 No Class/**Paper 1 Due**
- Feb. 14 Cynthia Enloe, Maneuvers, Ch1, 3, Conclusion
- Feb. 16 Cynthia Enloe, "Wielding Masculinity inside Abu Ghraib and Guantanamo: The Globalized Dynamics"
Laura Sjoberg, "Agency, Militarized Femininity and Enemy Others"
- Feb. 21 Iris Marion Young, "The Logic of Masculinist Protection: Reflections on the Current Security State"
- Feb. 23 Discussion Day
- Feb. 28 Human Rights Watch, "Shattered Lives: Sexual Violence during the Rwandan Genocide and its Aftermath"
Human Rights Watch, Struggling to Survive: Barriers to Justice for Rape Victims in Rwanda"
Rape as a Tool of War: A Fact Sheet (Amnesty International)
Erin K. Baines, "Body Politics and the Rwandan Crisis"
- Mar. 1 Meredith Turshen, "The Political Economy of Rape"
Binaifer Nowrojee, "Your Justice is Too Slow': Will the International Criminal Tribunal for Rwanda Fail Rwanda's Rape Victims?"

- Mar. 6 Video: Gender Against Men
Amnesty International, "Uganda: Anti-Homosexuality Bill is Inherently Discriminatory and Threatens Broader Human Rights"
- Mar. 8 Nancy Rose Hunt, "An Acoustic Register, Tenacious Images and Congolese Scenes of Rape and Repetition"
Journals Due on March 9 by 12:00pm
- Mar. 20 Veena Das, "Language and the Body: Transactions in the Construction of Pain"
Stanley Cavell, "Comments on Veena Das' Essay"
- Mar. 22 Discussion Day/Guest: Dareen Khattab, MA '09
- Mar. 27 Security Resolution 1325 (Annotated)
Felicity Hill, "Non-governmental Organizations' Role in the Buildup and Implementation of Security Council Resolution 1325"
- Mar. 29 Discussion Day/ Guest: Molly Kinder, BA '01
Paper 2 Due
- Apr. 3 Sally Baden, et. al, "Who Needs [Sex] When You Can Have [Gender]: Conflicting Discourses on Gender at Beijing"
Laura J. Shepherd, "Power and Authority in the Production of United Nations Security Council Resolution 1325"
- Apr. 5 Carol Cohn, "Mainstreaming Gender in UN Security Policy: A Path to Political Transformation?"
Carol Cohn, et al. "Working in the Field: Practitioners Discuss UN Security Council Resolution 1325 on Women, Peace and Security"
Report: "Putting Policy into Practice"
- Apr. 10 Seyla Benhabib, "Multiculturalism and Gendered Citizenship"
Seyla Benhabib, "Democratic Iterations: The Local, the National and the Global"
- Apr. 12 Discussion Day
- Apr. 17 Chandra Mohanty, "Under Western Eyes"
- Apr. 19 Chandra Mohanty, "Under Western Eyes Revisited"
- Apr. 24 Judith Butler, "Explanation and Exoneration, or What We Can Hear?"
Judith Butler, "Violence, Mourning, Politics"
- Apr. 26 Judith Butler, "Sexual Politics, Torture and Secular Time"
- May 1 Discussion Day/**Journals Due**

Undergraduate Paper 3 and Graduate Research Paper Due at time of Final Exam

Academic Integrity

Students are reminded that they are bound at all times by codes of academic integrity as outlined by the University. Undergraduate students should refer to the Undergraduate Academic Code of Honor available at www.honorcode.nd.edu. Graduate students should refer to the code of honor outlined by the Graduate School. In particular, graduate students should note the following:

Violations of academic integrity may occur in classroom work and related academic functions or in research/scholarship endeavors. Classroom-related misconduct includes the use of information obtained from another student's paper during an examination, plagiarism, submission of work written by someone else, falsification of data, etc. Violation of integrity in research and scholarship includes deliberate fabrication, falsification or plagiarism in proposing, performing or reporting research, or other deliberate misrepresentation in proposing, conducting, reporting or reviewing research. Misconduct does not include errors of judgment, errors in recording, selection or analysis of data, differences in opinion involving interpretation, or conduct unrelated to the research process. Misconduct includes practices that materially and adversely affect the integrity of scholarship and research. (Kroc Institute MA Handbook)

All students should note that there will be a penalty for late papers unless an exception is granted by the professor. Paper grades will be reduced by one letter grade for each day the paper is past due.