

**PEAC 205**  
**Gender, War and Peacebuilding**

Prof. Catia C. Confortini <b>Office Hours:</b> Tuesday 4:30-5:30 pm; Wed 8:30-9:30 am; Thursday 1-2 pm (El Table); Friday 2:50 pm -3:50 pm <b>Office Location:</b> Founders 27 Email: cconfort@wellesley.edu	<b>Class Days:</b> Tuesday and Friday <b>Class Times:</b> 1:30 - 2:40 pm <b>Classroom:</b> Founders 121 Office Phone: 781-283-3474
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**Course Description**

It is increasingly recognized that war is a profoundly gendered experience. First, differently gendered people experience war differently. Second, war and gender relations are mutually constitutive. Finally, gender is a powerful idea and symbolic construct that configures the ways we see and makes sense of the world around us, a world which often includes conflict and war. In this discussion-based course we will explore together (teacher and students as co-learners) these gendered dimensions of war, focusing on the post-Cold War period. We will pay particular attention to what feminists have described as the continuum of violence, from the “private” to the “public” sphere, from militarization of every day living to overt violent conflict. We will address specific issues such as the political economy of war, sexualized violence, the militarization of gendered bodies, gendered forms of cooperation with violence and political activism. Finally, we will reflect on the implications of gendered wars for human security and the building of peace, looking at the gendered aspects of “post-conflict” reconstructions, and gendered forms of resistance to political violence.

**This course aims:**

- To understand the relevance of gender in the study of war and peace, and familiarize yourself with the literature on this subject
- To be able to use gender analysis as a conceptual and practical tool to devise strategies for the long-term transformation of conflict
- To problematize gendered dichotomies (e.g., male/female, savior/victim, North/South, war/peace), in order to understand the implications of interventions in war and peacebuilding
- To further your research and writing skills, applying theoretical perspectives on gender and conflict to particular cases, while presenting arguments in a clear and concise fashion.

***In this course you will do a lot of reading and writing. Your grade is dependent on how much conscientious work you do (deep reading and thoughtful writing).*** Course and instructor’s policies (including policies on disability and on religious holidays) are posted on the class Google site. Please read these policies carefully before asking questions about them.

**Assessment and Grading**

Class facilitation	10%
Movie Reflection	15%
Book Review	20%
Annotated Bibliography	15%
Poster Presentation	20%
Participation and reading	20%

**Course Assignments**

Please upload in the appropriate section on Google. Separate guidelines will be handed out in advance, unless otherwise noted. I have posted examples of A-level assignments on Google.

1. **Class facilitation.** You will participate in a **group facilitation** of a class session on a work of fiction that the entire class will have read. Groups will ideally be composed of 3 students. Sign up sheets will be handed out in advance for discussion sessions on **2/20/15, 3/13/15 and 4/17/15**. These class sessions will be entirely organized by your group, including managing the discussion

period. You are required to meet with me in advance of the class, to discuss your plans. These in-class facilitations will be graded as √+ (excellent), √ (good), √- (needs work) or 0% (extremely inadequate). You will be graded as a group, not as individuals. Please start reading these novels in advance, as the discussion dates somewhat overlap with other assignments.

2. A **movie reflection paper** (900-1200 words each) on a movie of your choice. A list of suggested movies as well as detailed instructions about the assignment will be handed out in advance, but you can choose any movie that is relevant to our subject, provided that you discuss your choices with me ahead of time. Due on **2/14/15**.
3. A **research assignment** on a topic of your choice related to the class. This assignment has five, separately graded components: **topic proposal, book review, research question and revised topic proposal, an annotated bibliography, and a poster presentation**. Guidelines will be handed out in advance, but for the moment, there are four separate dates to remember for this assignment: 1) **2/24/15** one-paragraph description of proposed topic (ungraded); 2) **3/18/15** book review (1200-1500 words); 3) **3/30/15** research question and revised topic proposal (300 words – ungraded); 4) **4/15/15 annotated bibliography** on your topic of choice; 5) **poster and a poster presentation** during the last two weeks of class. I will decide on a schedule for the presentations later in the semester. You will finalize the posters after the presentation and class feedback. The final version is due by **4:30 on 5/8/15**.
4. **Participation and Reading:** Students are expected to be active participants in class discussion. This will require that you complete reading assignments in a timely manner and come to class prepared to engage in discussion. **You should understand that we will NOT be discussing all reading assignments in class, as readings are to be complementary to class lecture and discussion.**

**Extra credit:** You may earn extra credit by attending on- or off-campus events related to gender, war and peacebuilding (highly recommended events are listed in the appendix to this syllabus). Within one week of the event you will hand me a 1-2 page report about it, explicitly reflecting on how the event content is related to our class. Please mention the title and date of the event and, if applicable, the name(s) of the speaker(s). Each reflection will be graded as √+ (excellent), √ (good), √- (can improve) or 0% (extremely inadequate). For each reflection you will earn 1% extra on your grade.

**Attendance:** Please note that if you have **more than 3 excused or unexcused absences** your final grade will be automatically **lowered by one grade for each absence**. Being late to class (or leaving early) and repeated visits to the bathroom during lecture will also result in a lower final grade. This is not negotiable.

#### **Questions about what constitutes plagiarism? -**

[http://college.hmco.com/english/plagiarism\\_prevention.html](http://college.hmco.com/english/plagiarism_prevention.html)

#### **Books**

The following required books are available in the college bookstore and on reserve in the library.

- Carol Cohn (ed.). 2013. *Women and Wars*. Cambridge, UK and Malden, MA: Polity Press
- Laura Sjoberg. 2014. *Gender, War, and Conflict*. Cambridge, UK and Malden, MA: Polity Press (online)
- Chimamanda Ngozi Adichie. 2006 *Half of A Yellow Sun*. New York: Anchor Press
- Sayed Kashua. 2006. *Let It Be Morning*. New York: Grove Press
- Assia Djebar. 2005. *Children of the New World*. New York: The Feminist Press at CUNY

All other required readings and links to video e-reserves will be posted on Google (marked with \* on this syllabus) and/or available online (URL provided). Some readings may be available as EBooks or Ebrary books.

**Disclaimer:** I reserve the right to make changes in the syllabus where appropriate. All changes will be announced on Google or in class.

**Course Calendar**

<b>Part I: Setting the Stage</b>			
1	1/27/15	<i>Introductions to topic and class</i>	Introductions (to each other and the class topic). Explanations, Expectations
2	1/30/15	<i>Defining gender and war</i>	Cohn, chapter 1 Sjoberg, chapter 1
3	2/3/15	<i>Reading gender in war and peace: power, privilege, solidarity</i>	*Mohanty, "Under Western Eyes, Revisited" *Enloe, "Gender Makes the World Go Round"
<b>Part II: Gendering War Talk</b>			
4	2/6/15	<i>Where are the women?</i>	Cohn, chapter 2 Sjoberg, chapter 2
5	2/10/15	<i>Where are the men?</i>	Sjoberg, chapter 3 WATCH: <i>Saving Private Ryan</i>
6	2/13/15	<i>Looking for gender</i>	Sjoberg, chapter 4 *Enloe, "Margins, Silences, and Bottom Rungs"
<i>2/14/15: Movie review due</i>			
7	2/17/15	<i>Redefining war, understanding gender</i>	Sjoberg, chapter 5 *Cohn, "Wars, Wimps and Women"
8	2/20/15		First book discussion – Chimamanda Ngozi Adichie, <i>Half of a Yellow Sun</i>
<b>Part III: Gendering War</b>			
9	2/24/15	<i>Sexualized violence in war</i>	Cohn, chapter 3 *Eriksson Baaz and Stern, "Why do Soldiers Rape?"
<i>2/24/15 Topic description due</i>			
10	2/27/15	<i>Refugees and Internally Displaced Persons (IDPs)</i>	Cohn, chapter 4 *Shaskhari, "The Queer Time of Death"
11	3/3/15	<i>Political Activism</i>	Cohn, chapter 5 *Cockburn, "The Dialogue that Died"
12	3/6/15	<i>Gender, Women and Sexuality in the Military</i>	Cohn, chapter 6 *Richter-Montpetit, "Empire, Desire and Violence"
13	3/10/15	<i>Gender and non-State Armed Forces</i>	Cohn, chapter 7 WATCH <i>The Battle of Algiers</i>
14	3/13/15		Second Book Discussion – Sayed Kashua, <i>Let It Be Morning</i>
<b>Gendering Peacebuilding</b>			
15	3/17/15	<i>Women in Peace Processes</i>	Cohn, chapter 8 *Enloe and Puechguirbal, "Failing to Secure the Peace"
<i>3/18/15: Book review due</i>			
<i>3/30/15: Revised topic proposal and research question due</i>			

16	3/31/15	<i>How to Use Library Resources for your Research</i>	Sjoberg, chapter 6 NOTE: Class session held in Clapp Library Computer Classroom
17	4/3/15	<i>Disarmament, Demobilization, Reintegration (DDR)</i>	Cohn, chapter 9 *MacKenzie, "Securitization and Desecuritization"
18	4/7/15	<i>"After" Wars</i>	Cohn, chapter 10 *Higate and Henry, "Engendering (In)Security" *Enloe, "Demilitarization"
19	4/10/15	<i>Gender and Post-Conflict Transitions</i>	*Ni-Aolain and Turner, "Gender, Truth and Transition" *Mibenge, "All Men Rape"
20	4/14/15	<i>Women Building Peace</i>	*Cockburn, "Achievements and Contradictions" *True, "Rebuilding With or Without Women"
<i>4/15/15: Annotated bibliography due</i>			
21	4/17/15		Third book discussion – Assia Djebar, <i>Children of the New World</i>
22	4/24/15		Professor Away at Conference – Homework: Research and Prepare Posters  NOTE: Class session on poster-making held in Clapp Computer Classroom
23	4/28/15		Professor Away at Conference – Homework: Prepare Posters
24	5/1/15		Poster Presentations
25	5/5/15		Poster Presentations
26	5/8/15		Conclusions and Celebrations
<i>5/18/15: Final version of poster due</i>			