

**CONF 707: Gender and Violence**  
**George Mason University, Carter School for Peace and Conflict Resolution**  
**Spring 2021 Syllabus**  
**Dr. Leslie Dwyer**

**Time:** Wednesday 7:20-10:00 p.m.  
**Place:** Online (Blackboard and Zoom)  
**Email:** ldwyer2@gmu.edu  
**Office Hours:** By appointment, at <https://calendly.com/lesliedwyeratgmu/15min>

**Course Description**

This course examines gender-based violence and the gendered dimensions of violent conflict and structural/systemic violence. Drawing upon a trans-disciplinary range of social theories and materials from both U.S. and international contexts, it will investigate 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, care, and transformational imaginaries. It will also address how gender and violence have been part of the current COVID-19 pandemic, and how they intersect with race, racism, and white supremacy.

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 social constructions of gender that manifest in personalities, attitudes, behavior, self-understandings and cultural forms? How do gender and violence intersect to influence the trajectory of violent conflict and shape 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.

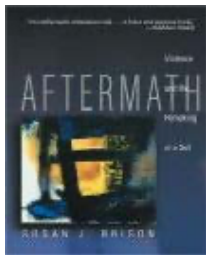
Given the ongoing nature of the COVID-19 pandemic, and the challenges many students and their families and communities are facing, the course will build a system of support into its design. Students will develop individual self-care plans, and will be responsible for identifying and sharing resources to support the well-being of themselves and their peers during the course. The discussion board will include regular check-ins about how students are coping during the pandemic, and the instructor will hold online “office hours” for students who would like to discuss issues further.

**Carter School COVID-19 Policy:** Carter School faculty are aware that COVID-19 may pose unusual challenges for our students through the semester. If your ability to participate fully in this course is impacted by changes in you or your family’s health or well-being, please be in contact with both the faculty member for your course and your academic advisor to explore options. On a case by case basis, we will determine the appropriate strategy to support your academic success. Strategies may include substitution of independent work for in-course participation, extension of assignment deadlines, or the award of an incomplete grade for the semester.

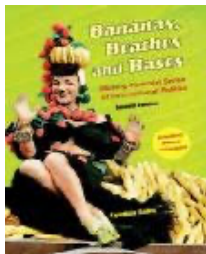
## COURSE MATERIALS

All reading and media materials are required. The instructor will facilitate class discussions, both in our weekly Zoom meetings and on Blackboard, based on the assumption that 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 challenging materials and concepts, including violence, gender, sexuality, bodies, rape, and sexual assault. If you feel unable for any reason to engage with this material, consider not taking this course, or taking it at another time. In addition, due to the sensitivity of the material, and the different challenges we all are facing as we try to live and learn during a pandemic, 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.

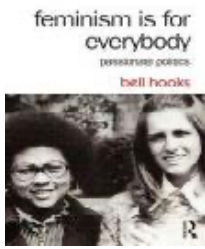
The following three books have been ordered through the GMU Arlington campus bookstore. The books are also available in Kindle editions online. Please feel free to borrow or purchase these books in hard copy or e-book wherever is best for you.



Susan Brison, 2003. *Aftermath: Violence and the Remaking of a Self*. Princeton: Princeton University Press.



Cynthia Enloe, 2014, *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. 2<sup>nd</sup> Edition. Berkeley: University of California Press.



bell hooks, 2014. *Feminism is for Everybody*. 2<sup>nd</sup> edition. New York: Taylor.



Sara Ahmed, 2017. *Living a Feminist Life*. Durham: Duke University Press.

Other material for the course (articles, working papers, videos, podcasts, etc.) will be available on Blackboard under the “Course Content” tab. The instructor will record frequent supplemental lecture videos, which will also be available on the course Blackboard site under “Course Content.” Each week’s respective material will be available by clicking in the Unit for the week (i.e.: Unit 1 corresponds to week 1 of the course).

### COURSE LOGISTICS

This course will use a distance learning format; the primary meeting spaces will be: 1) A weekly discussion meeting on Wednesday evenings on Zoom; and 2) between-class discussion on Blackboard. In a typical week students will be expected to:

- Read and watch course materials and discuss these with your instructor and classmates both on Zoom and on the Blackboard discussion board
- Work on assignments to be submitted through Blackboard according to the assignment schedule.

### Blackboard:

We will use Blackboard for the course. Course materials, discussions, and guidance on assignments will be posted there. Please visit the Blackboard site regularly to make sure you haven’t missed something. It is recommended that if you are not familiar with Blackboard, you spend some time during the first week of the course familiarizing yourself with its functions. Mason’s Information Technology Services department has compiled some useful material to answer questions you may have about Blackboard: <https://its.gmu.edu/article-categories/teaching-learning/blackboard/tl-s/>

Access Blackboard by following these steps:

1. Go to <http://mymasonportal.gmu.edu>
2. Login using your NETID and password,
3. Click on the ‘Courses’ tab.

4. Double-click on CONF 707: Gender and Violence under the “Spring 2021” heading.

#### Instructor-Student Communication:

Please feel free to email me with questions or concerns. I will try my best to respond to your emails within 48 hours. If I will be away from email for more than two days, I will post an announcement in the Blackboard course folder. In the interest of a healthy work-life balance, I typically do not check email on the weekends.

Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

- Syllabus
- The “course questions” thread in the discussion board (Feel free to respond to other students in this thread if you know the answer.)
- Blackboard videos on how to use Blackboard features
- Blackboard “Help” tab

I will be available for individual meetings with students on Zoom. Feel free to sign up for a meeting slot if there is something you would like to discuss. Please sign up at the following site:

[www.calendly.com/lesliedwyeratgmu](http://www.calendly.com/lesliedwyeratgmu)

After you sign up, you will receive an email confirmation with a Zoom link. If you sign up and later need to cancel, **please** log back in and cancel in order to make the time available to someone else. If these times do not work for you, please let me know and we can set up a Zoom call at another time. I am also happy to respond to questions by email.

#### Mason Email:

- Mason requires that Mason email be used for all courses. I will be sending messages to your Mason email through the Blackboard system and you are responsible for making sure you have access to these messages. This is important - even if I know your gmail address, Blackboard doesn't, so you need to make sure to check your Mason email. I will be sending out regular announcements and weekly updates.

#### Netiquette For Online Discussions:

Remember to emphasize respect when participating in online discussions. Participants in the course will come with a range of experiences and backgrounds. It is the responsibility of each individual to demonstrate professional behavior when interacting with classmates and instructors. If you are new to working in online environments, the website [Netiquette Syllabus](#) may be helpful to you in understanding “proper etiquette” to use when working online. Here are some important points:

- Posting on-line requires its own kind of care, because ordinary cues and context for communication are missing. Therefore, it takes a bit of extra effort to be sure your messages convey what you intend. So, read twice before posting, and if you're not sure your message is being sent mindfully, save it and come back later with fresh eyes. In

general, mindful reading and writing both apply, and lead to far more meaningful conversations. Some common netiquette *faux pas* include:

- typing in all caps (means you are SHOUTING at your intended recipients),
- neglecting simple introductions like "Hello there. In response to your post about...." (unless it's obvious, don't assume that someone is following your stream of consciousness and knows exactly what you are referring to), and
- using excessive punctuation like !!!!!!! and ???????? These can also mean you are shouting - emoticons, where available, can be a better way to convey the emotional content of a communication
- Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.

In addition, I ask that you take responsibility for helping to safeguard the privacy of everyone in the course. This includes:

1. Do not share email or phone numbers of fellow students outside of the class, without permission of the fellow student.
2. Please do not share passwords or access codes to course material (including instructor's YouTube videos) with anyone not enrolled in the course.
3. Please do not screenshot discussion boards or record any online conversations without the permission of all those involved.

Committing to privacy will help us to all feel like the course can be a "brave space" to challenge ourselves and share our process and vulnerabilities as we work through difficult materials.

### **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: 30%

Class facilitation: 15%

Interview and Auto-Ethnographic Reflection: 15%

Representations of Gender and Violence: 15%

Final "Zine": 25%

### **Participation (30% of grade)**

Participation in weekly discussions in this course accounts for a robust 30% of the final grade. Your active involvement in weekly discussions is vital to the success of the class, as well as to your own and your colleagues' learning throughout the course.

There are two forms of participation expected from members of the class: engagement in our weekly "live" Zoom meetings, and engagement with the class discussion board. Your grade for participation will be based upon the quality and consistency of your contributions to both forms of

our class discussions. Each week, you should be prepared to contribute to conversations by sharing your ideas and engaging with your classmates' ideas. The questions you should be asking yourself as you prepare your discussion contributions 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? How might they help us to better understand particular aspects of gender and violence? 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 course 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.

On the Blackboard discussion board, ideally I would like to see you post an original post and at least two replies to others' posts by Thursday each week. (Posting earlier in the week will allow all of us to really engage in a discussion and allow that discussion to evolve as we all respond to each other's posts which is difficult to do if everyone waits until Sunday night to post a contribution.) Of course, I understand that working during a pandemic is challenging for all of us – if you are having an “off” week, just do your best to engage on the discussion board and make sure to make up for it in your postings the next week. I will post “prompts” for the weekly discussion board, which could include something as simple as “thoughts on the readings?” or something more focused like a check-in on how you're doing with your self-care plan, or how we might use a gender analysis framework to understand something reported in the news. Discussion posts will not be individually graded, but completing them will factor into your participation grade, and also (I hope!) help to create more of a sense of community among the class as we learn together during this pandemic.

### **Class Facilitation (15% of grade)**

Each student will be responsible for facilitating 1 hour of Zoom 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 on a contemporary issue, an artistic exercise, or other 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 for a 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.

**Interview and Auto-Ethnographic Reflection (15% of grade; due Sunday 2/28). See longer explanation in handout available under the "Assignments" tab in Blackboard.**

Students will interview (via Zoom/Skype etc.) 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. Finally, students will post a several-sentence summary of what they learned by doing this assignment to the class discussion board.

**Representations of Gender and Violence: Image/Counter-Image (15% of grade; in-class sharing Wednesday 3/24; written submission due Sunday 3/28) See longer explanation in handout under the "Assignments" tab in Blackboard.**

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 share their images and counter-images on the discussion board before submission of the written paper.

**Final Project: Gender and Violence Zine (25% of grade) - Due Friday, May 7. Detailed assignment instructions, including examples of zines and resources for "how to make a zine" are available under the "Assignments" tab in Blackboard.**

For the final assignment, students will create a 12 page "zine" (a work including text and images) addressing issues of gender and violence. They will share at least 2 pages to the discussion board.

### Disability Services

Mason offers a wide variety of services for students who have any special requirements or challenges. Please see the website for more information: <https://ds.gmu.edu/> If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Office for Disability Services to determine the accommodations you need; and 2) talk with the instructor to discuss your accommodation needs the first week of class. **Contact:** 703-993-2474 [ds.gmu.edu](https://ds.gmu.edu)

### Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a safe learning, living and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community wellbeing and student success.

- George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support.
- [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#) outlines the specifics of Mason's process, the resources, and the options available to students. Please note that all university faculty and staff who are not Confidential Employees, and all student-employees who receive disclosures of Prohibited Sexual Conduct in their capacity as University Employees are designated as "Responsible Employees" (REs), and are required to report, as soon as possible, all relevant details of any incident of Prohibited Sexual Conduct to Mason's Title IX Coordinator as per [University Policy 1412](#).
- Confidential Resources are available on campus at Counseling and Psychological Services: <https://caps.gmu.edu/>; Student Health Services: [shs.gmu.edu](https://shs.gmu.edu); and the Student Advocacy and Support Center: <https://ssac.gmu.edu/>.
- All other members of the University community (except those noted above as "*Confidential Resources*") are not considered confidential resources and are **required to report** incidents of sexual misconduct to the University Title IX Coordinator.
- For a full list of resources, support opportunities, and reporting options, contact the University Title IX Coordinator at [integrity.gmu.edu](https://integrity.gmu.edu) and/or at 703-993-8730. Our goal is to create awareness of the range of options available to you and provide access to resources.

### Anti-Racism and Inclusive Excellence

As a member of the George Mason University community, the Carter School seeks to create an educational environment that is [committed to anti-racism and inclusive excellence](#). This course operates with the understanding that the work of anti-racism starts with each individual but must also be institutional; together, students and faculty in this class will work together to interrupt cycles of racism and violence, building knowledge and taking actions that cultivate a more equitable, inclusive, and just learning environment for all participants, regardless of racial background. In all our efforts, we uphold a commitment to creating honest, respectful,



supportive, and healing spaces where members of our community can meaningfully dialogue and learn together and from each other for the betterment of our entire community. Learn more about the Carter School's commitment to anti-racism: <https://carterschool.gmu.edu/about/carter-school-anti-racism-statement>.

If you have concerns about something you have witnessed or experienced in the classroom or at the Carter School, or have other comments or questions, we encourage you to reach out to the Carter School co-Diversity Advisors ([cchavis2@gmu.edu](mailto:cchavis2@gmu.edu) and [sjafari@gmu.edu](mailto:sjafari@gmu.edu)), or to a trusted faculty member or advisor. The university also provides the option of submitting a [Bias Incident Form](#) through Mason's Center for Culture, Equity, and Empowerment.

Writing Center: The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. (See <http://writingcenter.gmu.edu>).

University Libraries: University Libraries provides resources for distance students. (See <http://library.gmu.edu/distance>). University Library: "Ask a Librarian" <https://library.gmu.edu/ask>

Counseling and Psychological Services: 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 [See <http://caps.gmu.edu>].

Family Educational Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See <http://registrar.gmu.edu/privacy>].

## **Student Responsibilities and Resources**

Course Policies: The instructor recognizes that this semester is one of the most challenging we have ever experienced. Late assignments will be permitted in cases of personal or immediate family crisis. However, you should discuss the possibility of such arrangements with the instructor beforehand rather than waiting until an assignment is due or after the due date has passed. Late assignments without prior permission will incur a grade penalty for every day the assignment is late (so for one day late, an "A" assignment would be an "A-," a "B-" assignment would be a "C+," etc. Trying your best to submit assignments on time is an act of respect towards fellow students who are working hard to meet deadlines.

Given the importance of your active, thoughtful participation to the success of the class and your own graduate school career, attendance at all course meetings is expected. If you must miss a class, please let me know beforehand by email, if possible (recognizing that this is a time when many of us and our families are facing challenges and crises).

Diversity: The Carter School seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

Honor Code and Plagiarism: 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 <http://oai.gmu.edu/>. All violations of the Honor Code will be reported to the Honor Committee for review. 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 your professor.

The Carter School 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 services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The Carter School's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

Students will use Blackboard Grade Center to submit work for the course. The grade center has a Safe Assign function that allows you to receive an originality report, checking your work for any uncited use of material. I encourage you to use this function to ensure your work is fully cited.

## Course Schedule

### **WEEK 1: January 25-January 31 [Zoom Meeting Wednesday, January 27] Welcome to the Course**

Welcome! There are is one reading for today that we will talk about as we imagine how to create a technology-mediated collective space that can support our learning and well-being. If you can, please try to read before first meeting. If people didn't have a chance to read, we'll take a moment to read it in class.

#### **Reading:**

- Yaa Addae, 2020. "Data Healing: Digital Doulas Take Restorative Justice to Cyberspace." Bitch Media, June 15, 2020. <https://www.bitchmedia.org/article/digital-doulas-fixing-data-trauma>

Blackboard Discussion Board Assignment: Blackboard "blog post" introduction; Self-Care Plan posted on Blackboard; share at least on resiliency resource on Blackboard.

### **WEEK 2: February 1-February 7 [Zoom Meeting Wednesday, February 3] 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. Available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N00/720/18/PDF/N0072018.pdf?OpenElement>
- Women, Peace and Security Act of 2017. <https://www.congress.gov/bill/115th-congress/senate-bill/1141/text>
- United Nations, 2020. COVID-19 and Gender Equality and Women, Peace and Security (WPS) [https://peacekeeping.un.org/sites/default/files/covid-19\\_and\\_wps.pdf](https://peacekeeping.un.org/sites/default/files/covid-19_and_wps.pdf)
- Alexandra Petri, 2020. "In Her Words: Women and Peace." *The New York Times*, October 13, 2020. <https://www.nytimes.com/2020/10/13/us/women-peace-process-afghanistan-sanam-naraghi-anderlini-.html>

#### **Media:**

- Episode from PBS Series, *Women, War and Peace*, "Wave Goodbye to Dinosaurs" (54 minutes) (Link in Blackboard)

**WEEK 3: February 8-February 14 [Zoom Meeting Wednesday, February 10]  
Gendering Frames of War**

**Readings:**

- Cynthia Enloe, 2014. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, Second Edition. University of California Press.
- Annalee Newitz, 2021, “What New Science Techniques Tell us About Ancient Women Warriors.” *The New York Times*, January 1, 2021.  
<https://www.nytimes.com/2021/01/01/opinion/women-hunter-leader.html>

**Media:**

- Video Lecture: Cynthia Enloe on “Masculinities in International Affairs.” GWU Elliot School, November 5, 2020. <https://www.youtube.com/watch?v=P1vtxkVIOoc>

**WEEK 4: February 15-February 21 [Zoom Meeting Wednesday, February 17]  
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 Sex 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:**

- Video: “XXXY.” Available at: <http://vimeo.com/66443054>
- Video: “National Geographic: Five Genders?” Available at: <https://www.youtube.com/watch?v=K9VmLJ3niVo>
- Video: Nicholas Metcalf, Tedx Talk, “Why We Need Gender Fluidity.” Available at: <https://www.rewire.org/pbs/two-spirited-third-gender/> or <https://www.youtube.com/watch?v=ICWB8pfGBvc>
- Podcast: “Nancy,” Episode #59, November 26, 2018. “X & Y”. Available at: <https://www.wnycstudios.org/story/radiolab-gonads-x-y>

**Blackboard Discussion Board Assignment** : Project Implicit, available at: <https://implicit.harvard.edu/implicit/takeatest.html>. Please take the “Gender-Career IAT” and the “Sexuality” IAT. Note: You do not have to report your results to me or to the class – that’s just for your own personal reflection – but we will discuss the overall experience and consider what implicit gender bias means and how it operates.

**WEEK 5: February 22-February 28 [Zoom Meeting Wednesday, February 24]  
Theorizing Gender II: Gender as Performance and Symbolic Violence**

**ASSIGNMENT DUE 2/28: INTERVIEW AND 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
- 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. 2015. "Dude, You're a Fag: Adolescent Masculinity and the Fag Discourse." *Sexualities*: 8:329.
- West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1: 125-151.
- Jennifer Finney Boylan, 2018. "Why Are Gender Reveal Parties a Thing?" The New York Times, December 3, 2018. <https://www.nytimes.com/2018/12/03/opinion/gender-reveal-party.html>

**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>

**WEEK 6: March 1-March 7 [Zoom Meeting Wednesday, March 3]  
Theorizing Gender III: Considering Feminism**

**Readings:**

- bell hooks, 2014. *Feminism is for Everybody*. New York: Routledge.
- Annick Wibben, Catia Confortini, Sanam Roohi, Sarai Aharoni, Leena Vastapuu, and Tiina Vaittinen, 2019. "Collective Discussion: Piecing-Up Feminist Peace Research." *International Political Sociology* 13(1):86-107.
- adrienne maree brown, 2019. "Relinquishing the Patriarchy." <http://adriennemareebrown.net/2019/05/28/relinquishing-the-patriarchy/>
- **Optional:** Look at some of the pieces in the Association for Women in Development's magazine, *Feminist Realities*, with contributions from feminists around the world. Link on Blackboard.

## Media:

- Chimamanda Ngozi Adichie, “TED Talk: We Should All Be Feminists.”  
[https://www.youtube.com/watch?v=hg3umXU\\_qWc](https://www.youtube.com/watch?v=hg3umXU_qWc)
- Sarah Ahmed, 2018, “What is Feminism Research Series, Feminist Research Institute, UC Davis. <https://www.youtube.com/watch?v=djc8TEUhPiA>
- Roxane Gay, 2015. “TED Talk: Confessions of a Bad Feminist.”  
[https://www.youtube.com/watch?v=Fxt\\_MZKMdes](https://www.youtube.com/watch?v=Fxt_MZKMdes)

## WEEK 7: March 8-March 14 [Zoom Meeting Wednesday, March 10] Theorizing Gender IV: 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.
- K. Melchor Quick Hall. 2019. Naming a Transnational Black Feminist Framework: Writing in Darkness. “Introduction. Naming a Transnational Black Feminist Framework: Calling for an International Relations Intervention.”1-26.
- Serene Khader. 2019. “Why are poor women poor?” The New York Times.  
<https://www.nytimes.com/2019/09/11/opinion/why-are-poor-women-poor.html>
- Jane Coaston, Vox.com, “The Intersectionality Wars,” <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>
- Elena Stavrevska, “Enter Intersectionality: Towards an Inclusive Survivor-Centered Approach to Responding to Conflict-Related Sexual Violence.” London School of Economics Blog, December 10, 2019. <https://blogs.lse.ac.uk/wps/2019/12/10/enter-intersectionality-towards-an-inclusive-survivor-centred-approach-in-responding-to-conflict-related-sexual-violence/>
- UN Women, 2019. “The Value of Intersectionality in Understanding Violence Against Women and Girls.” <https://www2.unwomen.org/-/media/field%20office%20eca/attachments/publications/2019/10/the%20value%20of%20intersectionality%20in%20understanding%20violence%20against%20women%20and%20girls.pdf?la=en&vs=3339>

### Media:

- National Museum of African American History and Culture, “Intersectionality.” Available at: <https://www.smithsonianmag.com/smart-news/what-intersectionality-video-breaks-down-basics-180964665/>

- Kai Davis, “Ain’t I a Woman.” Performance: [https://www.youtube.com/watch?v=Z0F\\_6GMOa-8](https://www.youtube.com/watch?v=Z0F_6GMOa-8) and discussion: <https://nowthisnews.com/videos/news/in-our-own-words-kai-davis-performs-aint-i-a-woman>
- Alok Vaid-Menon, “The Pain & Empowerment of Choosing Your Own Gender” <https://www.youtube.com/watch?v=j7Gh2n9kPuA>

**WEEK 8: March 15-March 21 [Zoom Meeting Wednesday, March 17]  
Considering Violence, Gender, and Structural Inequalities**

**Readings:**

- 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.
- Alon Margalit, 2018. “Still a Blind Spot: The Protection of LGBT Persons During Armed Conflict and Other Situations of Violence.” *International Review of the Red Cross* 100(1-2-3), 237-265.
- “Violence Against Women and Girls: the Shadow Pandemic,” Statement by Phumzile Mlambo-Ngcuka, Executive Director of UN Women, April 6, 2020 (the article includes two short videos).
- Women of Color Advancing Peace and Security, 2020. “Women and Girls of Color and COVID-19: The Intersection of Race, Gender, and Poverty During a Pandemic.”

**Media:**

- Cynthia Enloe, “War Narratives and COVID-19.”
- Georgetown Institute for Women, Peace and Security. “On the Frontlines of COVID-19: A Conversation with Women Peacebuilders.” April 24, 2020. <https://giwps.georgetown.edu/event/on-the-frontlines-of-covid-19-a-conversation-with-women-peacebuilders/>

**WEEK 9: March 22-March 28 [Zoom Meeting Wednesday, March 24]  
Sexual Violence**

**ASSIGNMENT DUE: 3/24: BRIEFLY SHARE YOUR IMAGES AND COUNTER-IMAGES IN CLASS; 3/28: WRITTEN ASSIGNMENT DUE ON BLACKBOARD 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.

- Anjali Dayal, 2018. “We Must Reckon with the Terrible Realities Hidden in Plain Sight.” On Being blog. <https://onbeing.org/blog/anjali-dayal-we-must-reckon-with-the-terrible-realities-hidden-in-plain-sight/>
- New York Times, 2019, reporting on sexual assault in the military. [https://www.nytimes.com/interactive/2019/09/10/us/men-military-sexual-assault.html?te=1&nl=in-her%20words&emc=edit\\_gn\\_20190913?campaign\\_id=10&instance\\_id=12373&segment\\_id=17009&user\\_id=d0519d1fc23044246afeddb5e3dfe44f&regi\\_id=70035334](https://www.nytimes.com/interactive/2019/09/10/us/men-military-sexual-assault.html?te=1&nl=in-her%20words&emc=edit_gn_20190913?campaign_id=10&instance_id=12373&segment_id=17009&user_id=d0519d1fc23044246afeddb5e3dfe44f&regi_id=70035334)

### **Media:**

- Rupri Kaur, “I’m Taking My Body Back.” Available at: <https://www.youtube.com/watch?v=RIToQQfSILA>
- Video. “‘A rapist in your path’: Chilean protest song becomes feminist anthem.” 2019. The Guardian. 2:06 mins. <https://www.youtube.com/watch?v=s5AAscy7qbl>
- Barnard Center for Research on Women, “What Does Justice Look Like for Survivors?” (8 minutes) <https://www.youtube.com/watch?v=-YiN9ANo85c>
- Barnard Center for Research on Women, Centering the Needs of Survivors (Part 1) (7 minutes) <https://www.youtube.com/watch?v=ZeBuP7VCJyM>
- Barnard Center for Research on Women, Centering the Needs of Survivors (Part 2) (11 minutes) <https://www.youtube.com/watch?v=MECKdunxjN4>
- Barnard Center for Research on Women, “Addressing Harm.” (1 hour and 5 minutes) <https://www.youtube.com/watch?v=QUhaOYD0ZWY>

## **WEEK 10: March 29-April 4 [Zoom Meeting Wednesday, March 31] Gender, Militarism, and Wartime Sexual Violence**

### **Readings:**

- Cohen, D., Hoover Green A. and Wood, J. 2013. “Wartime Sexual Violence: Misconceptions, Implications and Ways Forward.” USIP.
- 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.
- 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
- 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](http://www.youtube.com/watch?v=tuDAV_FWTb8)
- Film: “The Mask You Live In” (link available in Blackboard)
- Katie Perry, “Part of Me” <https://www.youtube.com/watch?v=uuwfgXD8qV8>
- Film, “I Came to Testify” (link available on Blackboard)



**WEEK 11: April 5-April 11 [Zoom Meeting Wednesday, April 7]  
Gender, White Supremacy, and Right Wing Populism**

**Readings:**

- Seyward Darby, 2017. “The Rise of the Valkyries.” Harper’s Magazine.
- Kathleen Blee and Elizabeth Yates, 2017. “Women in the White Supremacist Movement.”
- Oxfam, 2019. “Masculinities and the Rise of the Far-Right: Implications for Oxfam’s Work on Gender Justice.”
- Betul Eksi and Elizabeth Wood, 2019. “Right Wing Populism as Gendered Performance: Janus-Faced Masculinity in the Leadership of Vladimir Putin and Recep Erdogan.” *Theory and Society*.

**Media:**

- Film: White Noise (link on Blackboard)

**WEEK 12: April 12-April 18 [Zoom Meeting Wednesday, April 14]  
Gender and Peacebuilding Post-1325**

**Readings:**

- Theidon, Kimberly 2007. Gender in Transition: Common Sense, Women and War. *Journal of Human Rights* 6:453-478.
- 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.
- 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.
- Carol Cohn and Claire Duncanson, 2020. “Women, Peace and Security in a Changing Climate.” *International Feminist Journal of Politics* 5:742-762.

**Media:**

- Film: “Pray the Devil Back to Hell” (available in Blackboard)
- Film: “Pray the Devil Back to Hell”
- Podcast: Society of Gender Professionals, Episode 2, Women, Peace and Security (the one with Leymah Gbowee)  
[https://genderprofessionals.org/podcast/?mc\\_cid=d91982dbce&mc\\_eid=25b61ddbc0](https://genderprofessionals.org/podcast/?mc_cid=d91982dbce&mc_eid=25b61ddbc0)

**WEEK 13: April 19-April 25 [Zoom Meeting Wednesday, April 21]  
Imagining a Future**

In class: Fearless Futures Workshop

**Readings:**

- Lorde, Audre. 2007. *Sister Outsider: Essays and Speeches by Audre Lorde*. Berkely: Crossing Press. “Poetry is Not a Luxury.” 114-123.

- Lorde, Audre. 1981. "The Uses of Anger: Women Responding to Racism." <https://www.blackpast.org/african-american-history/1981-audre-lorde-uses-anger-women-responding-racism/>
- Walidah Imarisha, "Rewriting the Future: Using Science Fiction to Re-Envision Justice." Bitch Media, February 11, 2015. [https://www.bitchmedia.org/article/rewriting-the-future-prison-abolition-science-fiction?fbclid=IwAR2fDdN4j-NIneXESvL9MJNONvfer6AKRBk6\\_vBCvLMUSvlpwpsnHOY1gMQ](https://www.bitchmedia.org/article/rewriting-the-future-prison-abolition-science-fiction?fbclid=IwAR2fDdN4j-NIneXESvL9MJNONvfer6AKRBk6_vBCvLMUSvlpwpsnHOY1gMQ)
- Ruha Benjamin, "Black to the Future: Rethinking Race, Science and Subjectivity." <http://histscifi.com/essays/benjamin/regeneration.html>
- BBC Culture, "Why Octavia E. Butler's Novels Are So Relevant Today." <https://www.bbc.com/culture/article/20200317-why-octavia-e-butlers-novels-are-so-relevant-today>
- Feminist Futures Collective, "Fearless Futures Toolkit." On the Association for Women in Development website: <https://www.awid.org/download-fearless-futures-toolkit>

### **Media:**

- Ursula Le Guin, 2014. National Book Awards Acceptance Speech. <https://www.youtube.com/watch?v=s2v7RDyo7os>
- Walidah Imarisha, Adrienne Maree Brown, Mumia Abu-Jamal: Decolonizing the Mind. Available at: <https://www.youtube.com/watch?v=tUz3jqI9m0w>
- Podcast: Seismic Airwaves, "Imagining Futures Amid Disasters," Featuring Walidah Imarisha. [https://www.seismicairwaves.com/listennow/episode-10-imagining-futures-amid-disasters?fbclid=IwAR1Vg9ablnc87a0bjdMtYCxMsW9gzDwNEoZneECazeWL2IoxnyP8kJ\\_r0](https://www.seismicairwaves.com/listennow/episode-10-imagining-futures-amid-disasters?fbclid=IwAR1Vg9ablnc87a0bjdMtYCxMsW9gzDwNEoZneECazeWL2IoxnyP8kJ_r0)

### **WEEK 14: April 26-April 30 [Zoom Meeting Wednesday, April 28] Moving Forward: Crafting a Life and Committing to Care**

### **Readings:**

- Sara Ahmed, 2017. *Living a Feminist Life*. Durham: Duke University Press.
- Hi'ilei Julie Kawehipuaakahaopulani Hobart and Tamara Kneese. 2020. "Radical Care: Survival Strategies for Uncertain Times." *Social Text*. 38:1(142). 1-16.
- Ana María Hernández Cárdenas and Nallely Guadalupe Tello Méndez. 2017. "Self-Care as a Political Strategy." *Sur: International Journal on Human Rights*. 26(14): 171-180. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3230812](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3230812)

### **Media:**

- Secret Feminist Agenda Podcast, "Episode 3.28, Living a Feminist Life with Sara Ahmed." <https://secretfeministagenda.com/2019/05/03/episode-3-28-living-a-feminist-life-with-sara-ahmed/>
- For the Wild Podcast, "adrienne maree brown: Pleasure as Birthright." <https://forthewild.world/listen/adrienne-maree-brown-on-pleasure-as-birthright115?rq=adrienne>