Gender, War and Conflict, INTL 200-02/WMST 276-01
Tuesdays and Thursday 3-4:20, Fellows 203
Denison University, Spring 2007

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Office Hours: Tuesdays and Thursdays 4:30-6 pm

Course Description
This course aims to make feminist sense of contemporary wars and conflicts. It analyzes the intersections between gender, race, class, and ethnicity in national conflicts. The class traces the gendered processes of defining citizenship, national identity and security, and examines the role of institutions like the military in the construction of femininity and masculinity. The course focuses on the gendered impact of war and conflict through examining torture, mass rape, genocide, and refugee displacement. It analyzes the strategies used by women’s and feminist movements to oppose war and conflict, and the gendered impact of war prevention, peacekeeping, and post-war reconstruction. The class draws on cases from Africa, the Americas, Asia, Europe, and the Middle East and North Africa. The class is interdisciplinary and gives equal weight to theory and practice while drawing on writings by local and global activists and theorists.

Class Requirements
Students in addition to reading the course material, attending screening sessions, and participating in class discussion will monitor at least one media outlet and trace the representation of gender, war and conflict. The course requirements also include 2 class presentations, 5 papers, and a final research paper. Papers constitute 50% of the evaluation, the final research paper constitutes 30% of the evaluation, class presentations constitute 10% of the evaluation, and class participation and web-postings constitute 10% of the evaluation.

Course Policies
- **Plagiarism:** Students and faculty at Denison University and the Department of International Studies are committed to academic integrity and will not tolerate any violation of this principle. Academic honesty is the cornerstone of teaching and learning. Academic dishonesty is, in most cases, intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted, not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate citation format. As is indicated in Denison's Student Handbook, available through www.mydenison.edu, instructors must refer every act of academic dishonesty to the Associate Provost, and violations may result in failure in the course, suspension, or expulsion. See: http://www.denison.edu/studentaffairs/handbook/article7.html
- **Disability:** Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. I rely on the Academic Support & Enrichment Center in 104 Doane to...
verify the need for reasonable accommodations based on documentation on file in that office.

- **Attendance:** You are expected to attend class regularly. More than three absences during the semester will seriously affect your final grade.
- **Evaluation:** Students are required to write midterm and final evaluations of their performance in the class.
- **Printing:** All class material should be printed double-sided in order to save on paper and protect the environment.

**Reading Material**

- Reading materials will be available at the bookstore and on ERES. Various handouts and supplementary material will be distributed in class and posted on Blackboard.

**Required Books**


**Recommended Books**


Films


• *Calling the Ghosts*, 1996, 63 minutes.

• *Carry Greenham Home*, Beeban Kidron and Amanda Richardson, 1983, 66 minutes.

• *Fahrenheit 9/11*, 2004, 118 minutes.

• *Frontline: The Torture Question*, 2005, 90 minutes.

• *Frontline: The Triumph of Evil*, 1999, 60 minutes.

• *Frontline: Truth, War, and Consequences*, 2003, 90 minutes.

• *Frontline: Rumsfeld’s War*, 2004, 90 minutes.

• *Occupation Dreamland*, 2005, 78 minutes.

• *Officer and a Gentleman*, 1982, 122 minutes.

• *Saving Private Ryan*, 1998, 170 minutes.

• *The Mothers of the Plaza de Mayo*, 1983, 62 minutes.

• *The Official Story*, 1986, 112 minutes.

• *The Vienna Tribunal*, 1994, 48 minutes.

Class Schedule

**January 16th**: General Introduction - Housekeeping and Course Outline

• Why is a feminist analysis necessary for our understanding of conflict, war and peace?

**January 18th**: Women and Militarization


Optional reading:

• Read pages 145-154 in Enloe’s *The Curious Feminist*.


**January 23rd**: The Curious Feminist

• Read introduction (pp. 1-10) and chapters 1-5 (pp. 13-82) in Enloe’s *The Curious Feminist*.

**January 25th**: Missions, Men and Masculinities

• Read pages 122-130 in Enloe’s The Curious Feminist.

January 30th: Gendering War Talk
• Hatem, Mervat. 2003. “Discourses on the ‘War on Terrorism’ in the U.S. and its Views of the Arab, Muslim, and Gendered ‘Other,’” Arab Studies Journal 6(2)/7(1), Fall/Spring, pp. 77-97.
Optional reading:

February 1st: Militarization and the Construction of Femininity and Masculinity
• Wheelwright, Julie. 1994. “It was Exactly like the Movies! The Media’s Use of the Feminine During the Gulf War,” in Elisabetta Addis et al, eds. Women Soldiers: Images and Realities, pp. 111-134.
Optional reading:

February 6th: Gendering the Citizen-Soldier
Optional reading:
• Paper # 1 due in class

February 8th: Class, Gender, Race, and Sexuality in the Military
• Cohn, Carol. 1998. “Gays in the Military: Texts and Subtexts,” in Marysia Zalewski and Jane Parpart, eds. The "Man” Question in International Relations, pp. 129-149.
Optional reading:

February 13th: Parenting the Troops


Optional reading:


February 15th: Class Presentations on Femininity, Motherhood and War

February 20th: The Prostitute, the Colonel and the Nationalist


Optional reading:

• Paper # 2 due in class

February 22nd: Gendered Nationalism - Where Are the Women?

• Read chapters 7 (99-118) in Enloe’s The Curious Feminist.

Optional reading:

February 27th: Gendered Nationalism – The Case of Bosnia-Hercegovina

March 1st: Sexual Violence, Sexual Politics and the Militarized State

March 6th: When Soldiers Rape

March 8th: Women and Torture in Latin America, Morocco and Ireland

Optional reading:
• Paper #3 due in class

March 10-18th: Mid-semester break

March 20th: The Stone of Laughter
• Read Hoda Barakat’s The Stone of Laughter.

March 22nd: Violence against Women - The Case of Afghanistan


• Excerpts from Human Rights Watch 2001 and 2003 reports on violence against women and girls in Afghanistan.

Optional reading:


**March 27th: Violence against Women - The Case of Iraq**


• Excerpts from Amnesty International 2005 and Human Rights Watch 2003 reports on violence against women and girls in Iraq.

Optional reading:


**March 29th: Violence against Women – The Case of Rwanda**

• Excerpts from Human Rights Watch 1996 and 2004 reports on violence against women in Rwanda.


**April 3rd: Gendered Impact of Armed Conflict – Women Refugees**


Optional reading:

• Excerpts from UNIFEM 2002 report titled *Women, War and Peace.*

• Excerpts from the International Committee of the Red Cross 2002 report on the impact of armed conflict on women.


• Paper # 4 due in class

April 5th: Gender and International Law
• United Nations Resolution 1325.


Optional reading:


April 10th: Gender and Peacekeeping


Recommended reading:


April 12th: Gender, War and Conflict – Intervention, Peace-building and Reconstruction

Optional reading:
• Read pages 193-236 in Enloe’s The Curious Feminist.

April 17th: Feminist Resistance at Times of War and Conflict
• Read pages 111-171 in Hawkesworth’s Globalization & Feminist Activism.

Optional reading:
• Paper # 5 due in class

April 19th: Class Presentations on Feminist Responses to 9/11

April 24th: Class Presentations on Feminist Responses to 9/11

April 26th: General Overview
• Continued discussion of pages 111-171 in Hawkesworth’s Globalization & Feminist Activism.

Optional reading:
• Abdo, Nahla and Lentin, Ronit. 2002. "Writing Dislocation, Writing the Self: Bringing (Back) the Political into Gendered Israeli-Palestinian Dialoguing," in Nahla Abdo and


**May 4th: Final paper due in my office by 4 pm**