COURSE OUTLINE

Since World War II, 80 percent of all war causalities have been civilian. Improved military technology not only has made war more deadly to combatants but also significantly increased civilian casualties. Importantly, most of these deaths and injuries have been inflicted by political authorities against their own people. Violent conflicts among nations and within nations are often examined using frameworks that come from the fields of political science and international affairs. What is missing is an analysis that looks more deeply into the gendered nature of conflict and violence.

This course is designed to review the phenomena of conflict and militarization from a gender perspective and to highlight the policy and operational implications that arise from such an analysis. The course will examine issues such as changing nature of masculinity in contemporary world and its potential relationship to violent conflict, the use of violence to resolve conflict within and between nations, the connection between issues of peace, human rights and social justice, and role of women and women-led organizations in the resolution of ethnic conflict.

1. Course Readings

There are three books that are required for this course. There are also articles that will be posted on the blackboard. You are responsible for reading assigned book chapters and articles in advance of the date in which it appears in the syllabus or is announced in the class. For the success of our classes it is crucial that you are all familiar with assigned materials.

Books:

- Cynthia Enloe: Maneuvers: The International Politics of Militarizing Women’s Lives
- Kayla Williams: Love My Rifle More Than You: Young and Female in the U.S. Army
- Nadje Sadig Al-Ali: Iraqi Women
2. Examinations.

Portfolio assessment will be used as a tool to evaluate student performance. The portfolio will consist of:

1. Each week one or two students will make a presentation on one of the books from the reading list to the class. This will include:
   (a) a 1-2 page written summary of key issues in both hard and soft copy to be placed on the web site or circulated via email,
   (b) a 20 minute presentation framing the readings,
   (c) additional questions to help guide the class discussion.
   Questions and the draft summary are due via email to me 24 hours before class. Presentations are expected to present ideas from readings fairly and accurately and show critical analysis of the theoretical and empirical claims raised there. The intention is to engage the class in thinking about the issues and to create a structured and open forum for discussion. (20% of the grade)

2. An 8 to 10 page paper based on class readings will be due in week 8. This will focus on the relationship of the idea of militarism to the student's own academic discipline. For example, what assumptions does your discipline make about militarism? How are the readings and discussions in the class so far, moving you from your discipline to seeing multiple ways of seeing militarism and what are they? Has this changed over time? These questions are not meant to limit your papers but give a sense of issues that you may wish to think about. Papers are expected to defend a thesis on the issues using good reasons and evidence and will be assessed according to clarity, persuasiveness, accuracy and thoroughness. (20 % of the grade)

3. A 15 to 20 page research paper on a topic of the student's choice that engages with the issues of "militarism" and "peacemaking". I will give comments on a draft paper if it is handed in before week 12. (50 % of the grade)

4. Class participation. (10% of the grade)

In order to be eligible for an incomplete grade in this course, students have to complete at least two thirds of class assignments and requirements

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Grades:
3. Office Hours.

My office is in 571 Holmes Hall, and my phone number is 373-4998. I will have office hours on Tuesday 2:00-5:00. During these hours, feel free to come and talk with me about any problems or concerns that you might have. If you find it impossible to call or come to my office during my office hours, then please speak to me and we will arrange another time. You can also send me an e-mail message at anytime.

4. Student Responsibilities.

Students are expected to attend classes regularly, to be on time, and not to leave the classroom before the class is over. They are encouraged to participate in class discussions and to respect freedom of others to express their views. Class assignments should be completed on time. Students having problems in the class should seek help from me. Students who submit somebody else's work as their own will receive a failing grade for the course.

Tentative schedule of readings

Week 1 January 8: Introduction

Week 2 January 15: Gendered Nature of Conflict and Social Change


Week 3 January 22: Feminist Analysis of War


Student Presentation: Jean Bethke Elshtain: *Women and War*. The University of Chicago Press, 1995

**Week 4 January 29: Men and Women as Combatants**


Student Presentation: *Children at War*. University of California Press 2006


**Week 5 February 5: Militarization of Women’s Lives**

Cynthia Enloe. *Maneuvres: The International Politics of Militarizing Women’s Lives*. Ch. 1-3

Nadje Sadig Al-Ali: *Iraqi Women* Ch. 1-3

Student Presentation: Joshua S. Goldstein: *War and Gender. How Gender Shapes the War System and Vice Versa*. Cambridge University Press. 2001

Student Presentation: Dyan Mazurana and Khristopher Carlson, *From Combat to Community: Women and Girls of Sierra Leone*, [http://www.womenwagingpeace.net/content/articles/SierraLeoneFullCaseStudy.pdf](http://www.womenwagingpeace.net/content/articles/SierraLeoneFullCaseStudy.pdf)

**Week 6 February 12: Leaving with Wars on Many Fronts**

Nadje Sadig Al-Ali: *Iraqi Women* ch. 4-6


Student Presentation: *Baghdad Burning* by Riverbend. The Feminist Press. 2005

**Week 7 February 19: The Functionality of Violence and Rape in War**

Cynthia Enloe. *Maneuvres: The International Politics of Militarizing Women’s Lives*. Ch. 4-7


**Week 8 February 26: Peacekeepers as Violators**


Student Presentation: Sandra Whitworth: Men, Militarism, and UN Peacekeeping: A Gendered Analysis. Lynne Rienner, 2004

**Week 9 March 4: Spring break**

**Week 10 March 11: Engendering Policies and Institutions: Opportunities, Issues and Constraints**


**Week 11 March 18: Managing Crisis: A Community View**


**Week 12 March 25: Gender and Humanitarian Intervention**


**Week 13 April 1: Post-Conflict Recovery**


**Week 14 April 8: Student Project Presentations**

**Week 15 April 15: Student Project Presentations**