

Gender and Conflict

Pomona College

POLI 189P
Spring 2018
Time: Mo 1:15–4:00 p.m.
Location: Hahn 214

Instructor: Carrie Reiling
Email: carrie.reiling@pomona.edu
Office hours: Mon. 12–1, 4–5
or by appointment
Office: Carnegie 8

Overview

It is increasingly recognized that conflict is a profoundly gendered experience. First, differently gendered people experience war differently. Second, conflict and gender relations are constitutive. Gender is a powerful idea and symbolic construct that configures the ways we see and make sense of the world around us, a world that often includes conflict and war. In this discussion-based course, we will explore together 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 everyday 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.

Course Goals

- To identify the relevance of gender in the study of peace and conflict and to survey the literature on this subject
- To introduce the various individual actors, institutions and structures involved in the struggles for peace; to explore their normative expectations, interlinkages, and constitutive relationship
- To use gender analysis as a conceptual and practical tool to devise strategies for the long-term transformation of conflict
- To understand and 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, while presenting arguments in a clear and concise fashion

Required Course Materials

- *Women and Wars*, Cohn. ISBN: 9780745642451
- *Half of a Yellow Sun*, Adichie. ISBN: 9781400095209
- *Pretty Birds*, Simon. ISBN: 9780812973303
- *Children of the New World*, Djebbar. ISBN: 9781558615106
- *Johnny Mad Dog*, Dongala. ISBN: 9780312425302
- Additional reading will be available on Sakai

Grading

- Class participation and forum posts: 20%
- Group facilitation: 10%
- Film reflection paper: 10%
- Book review: 15%
- Annotated bibliography: 15%
- Poster presentation: 30%

Participation

Students are required to attend all class meetings, take notes, AND be active participants. The participation grade is based heavily on being attentive during lecture, participating in class discussions, and contributing to group activities.

Students MUST have read all readings prior to class, and the in-class discussions and activities will demonstrate whether the readings have been completed. The lectures will not necessarily cover the same material as the readings. The lectures and readings will complement but not duplicate each other.

Forum Posts

For each class, I ask that you post in the forum on Sakai two thoughtful questions and/or reflections inspired by the readings. A paragraph will suffice, but you are free to write longer posts. Your questions will often form the basis for our class discussions, so it is important that you do the readings in advance and post the questions no later than **5:00 p.m. on the day prior to class**. For ease of reading, all responses for each class should be in the same thread. Students should quickly read each other's posts before class. Each reading response will be graded on a scale of 1 to 5. Late forum posts will not be accepted.

Group 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 5 students (depending on the size of the class). The signup sheet will be handed out in advance for facilitations on **February 19, March 26, and April 16**. These class sessions will be entirely organized by you group, including managing the discussion period. You are required to meet with me in advance of the class to discuss your plans. You will be graded as a group, not as individuals. Please start reading these novels in advance.

Film Reflection Paper

You will write a film reflection paper on a film 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 choice with me ahead of time.

Research Assignment

You will complete a research project on a topic of your choice related to class. For help, you can come to my office to brainstorm or browse one of my books on the subject. This assignment has five separately graded components:

1. **Topic proposal:** One-paragraph description of proposed topic in hard copy (ungraded). You are required to meet with me as soon as possible after handing in your topic.
2. **Book review:** On your research topic of your research paper and is intended to familiarize yourself with the literature on that topic. It should be 1000 to 1200 words. A book review is *not* a book report. Your aim should be to let the reader know how that book contributes to the existing literature on gender and conflict and on that topic in particular.
3. **Research question and revised topic proposal:** You should have a firm research question and a 300-word proposal on your topic (ungraded).
4. **Annotated bibliography:** On your chosen topic, with a minimum of 15 to 20 sources. This does not include the book you reviewed, though may include two sources from class, if appropriate.
5. **Poster and poster presentation:** You will develop a poster (or powerpoint) presentation from your research question. You will present it to the class during the last week of class and the day of our class final. You will finalize the posters after the presentation and class feedback and submit a final version of the poster to me.

Course Schedule (may be adjusted)

Monday, January 22: *Introduction to the syllabus and course*

- Sjoberg, "Feminist IR 101"
- Mohanty, "Under Western Eyes"

Monday, January 29: *Defining gender and war; gender and the political economy of war*

- Cohn, Chapters 1 and 2
- Enloe, "Gender Makes the World Go Round: Where Are the Women?"
- True, "Old and New Tactics of War: Sexual Violence in Armed Conflict"

Monday, February 5: *Sexual violence in war*

- Video: <http://www.youtube.com/watch?v=6dxaFqezrXg>
- Cohn, Chapter 3
- Hansen, "Gender, Nation, Rape: Bosnia and the Construct of Security"
- Baaz and Stern, "Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC)"

Friday, February 9: Topic proposal due at 10:00 p.m.

Monday, February 12: *Refugees and internally displaced persons (IDPs)*

- Cohn, Chapter 4
- Freedman, "Engendering Security at the Borders of Europe: Women Migrants and the Mediterranean 'Crisis'"
- Farr, "Notes toward a Gendered Understanding of Mixed-Population Movements and Security Sector Reform after Conflict"
- Ferris, "Abuse of Power: Sexual Exploitation of Refugee Women and Girls"

Monday, February 19: *Novel and Facilitation 1*

- *Half of a Yellow Sun*

Friday, February 23: Book review due, 10:00 p.m.

Monday, February 26: *Political activism*

- Cohn, Chapter 5
- Highleyman, "Peace Activism and GLBT Rights"
- Eichler, "The Soldier's Mothers Movement: Contesting and Reproducing Militarized Gender Roles"
- Reiling, TBD

Monday, March 5: *Gender, women, and sexuality in the military*

- Cohn, Chapter 6
- Richter-Montpetit, "Empire, Desire and Violence"
- Cohn, "Wars, Wimps, and Women: Talking Gender and Thinking War"

Friday, March 9: Research question and revised topic proposal due, 10:00 p.m.

Monday, March 12: Spring break!

Monday, March 19: *Gender and non-state armed forces*

- Cohn, Chapter 7
- Ortega, "Looking Beyond Violent Militarized Masculinities"
- WATCH: *The Battle of Algiers* (streaming available through Claremont Colleges Library)

Friday, March 23: Film reflection paper due, 10:00 p.m.

Monday, March 26: *Novel and Facilitation 2*

- *Children of the New World*

Monday, April 2: *Novel*

- *Pretty Birds*

Friday, April 6: Annotated bibliography due, 10:00 p.m.

Monday, April 9: *Women in peace processes and DDR*

- Cohn, Chapters 8 and 9
- Puechguirbal and Enloe, "Failing to Secure the Peace: Practical Gendered Lessons from Haiti and Iraq"
- Shepherd, "Sex, Security and Superhero(in)es: From 1325 to 1820 and Beyond"
- Luciak and Olmos, "Gender Equality and the Guatemalan Peace Accords"

Monday, April 16: *Novel and Facilitation 3*

- *Johnny Mad Dog*

Monday, April 23: *“After” wars; women building peace*

- Cohn, Chapter 10
- Higate and Henry, “Engendering (In)Security in Peace Support Operations”
- Mibenge, “All Men Rape: Gender and Violence in Sierra Leone”
- True, “Rebuilding With or Without Women: Gendered Violence in Postconflict Peace and Reconstruction”
- Vastapuu, “Social Rafting in Post-War Liberia”

Monday, April 30: *Wrap-up, presentations*

Monday, May 7: *Presentations*

- During finals scheduled time, 2:00–5:00 p.m.

Friday, May 11: Final poster presentation due, 10:00 p.m.

Communications Policy

Questions about coursework? Students can visit the professor during her office hours or send an email. When emailing the professor, students should compose the email professionally and allow 24 hours for a response (though emails might be answered more quickly). Students must use their university email accounts (not personal emails) for all communications. (Students will not receive a reply otherwise.)

Electronic Devices Policy

Laptops/ tablets are permitted for note-taking only. The professor can easily see when you are using your device for non-class purposes. Electronic devices must be switched to vibrate or silent before lecture begins.

The Writing Center

The Writing Center provides Pomona students and 5C students in Pomona courses a community of experienced readers and writers, offering free, one- on-one consultations at any stage of the writing process - from brainstorming ideas to fine-tuning a draft. We work with students on a broad range of writing, including written and oral academic assignments in any discipline, in addition to creative writing, personal statements, resumes, and cover letters. The Writing Partners are Pomona students—sophomores, juniors, and seniors—majoring in disciplines as varied as Biology, Spanish, and History. They are trained to work with writers at all levels, and on work in any area. Multilingual Specialist Jenny Thomas is here to work with international and multilingual students on navigating writing and other forms of communication in the U.S. academic context; stop by or make an appointment—look for 'Multilingual Specialist' on the scheduler. Consultations are available by appointment, which students can make online at writing.pomona.edu The Writing Center also offers drop-in hours Sundays through Thursdays from 8–10 p.m.

Academic Honesty Policy

Students should familiarize themselves with Pomona College's academic standards: http://catalog.pomona.edu/content.php?catoid=12&navoid=1753#Academic_Honesty_Policy_and_Procedures.

All written work submitted by the student must be original in ideas, expression/ wording, and organization. Proper citation and acknowledgement of others' work is mandatory. If you have any questions about plagiarism or cheating, please contact me. Any instances of academic dishonesty will be reported to the Dean of Students and the Academic Discipline Board.

Special Needs

Pomona College is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations can be made by contacting the Dean of Students Office. Once the appropriate accommodations are determined, it is up to the student to contact the professor as soon as possible during the semester to fulfill the accommodations. All information regarding disability is confidential.