



rijksuniversiteit
groningen

faculteit der letteren

Academic year 2017-2018 | Semester II

Core Module Syllabus

Women and War

International Relations and International Organization

Bachelor

LYX110B10

Dr. Caitlin Ryan





1 / Type of course unit, number of ECTS credit points and admission requirements

- a. **Type:** Major
- b. **ETCS credit points:** 10
- c. **Admission requirements:** The student must have completed the propaedeutic phase, and in the second year of the Bachelor, 10 ECTS must have been obtained in non-language modules, as well as TIR and MRP.

-OR-

Students must have obtained the propaedeutic certificate, and in the second year of the Bachelor, 15 ECTS must have been obtained in non-language modules, as well as TIR and the TIR-paper course.

2 / Content of the course unit

This course will look at the wide variety of roles women are engaged in during times of 'warmaking' and 'peacemaking.' In order to do so, we will critically interrogate the relationships between gender, war and peace. We will look at examples from around the world, such as women's militant participation in the Kurdish struggle, women as peacemakers in Liberia, and beyond. We will use examples from Latin America, Africa and the Middle East to examine the multiple ways in which women participate in war, whether through, choice, conviction, force or coercion, and the multiple ways that they work to make peace. We will also examine how women are excluded from narratives of war and processes of peace, and the impact this has.

3 / Position of the course unit in the degree program

Core Modules are seminars held in the final phase of the Bachelor's degree program that concentrate on a specific general subject defined by the lecturer. With the help of a program of activities students will learn to conduct research into a certain aspect of the theory and practice of international relations. The Core Module will deepen students' knowledge and understanding of a specific topic in the field of European Integration, Global Governance, International Policy Economy and/or International Security; will help students to further develop analytical and research skills; will teach students to critically engage with a variety of sources; and will guide students in effectively communicating and discussing with others. In so doing, the Core Module will emphasize the need for students to develop his/her ability to effectively and efficiently manage both information and assignments, and to develop his/her English language skills.

4 / Learning outcomes of the course unit

Upon successful completion of the course unit, students are able to:



1. Display knowledge about [topic of the core module]. (E1, E4, E5)
2. Produce a practical assignment on [topic of the core module] with a clearly formulated problem definition, using one or more theories, methods, or techniques suitable for the field concerned. (E6a, E6b, E7, E8, E9)
3. Evaluate research in a critical and substantiated manner, as well as in a way that respects scientific, social and ethical responsibilities. (E10)
4. The ability to deliver a research presentation and express himself/herself in a clear and coherent manner, both in oral and in written/typed form, using understandable and correct English. (E12, E13)
5. Become self-reliant and reliable in the execution of the tasks belonging to this course unit. (E14)

5 / Mode of instruction and learning activities

Core Modules are taught in an interactive seminar format. Students are expected to have completed all readings prior to seminars and critically engage in seminar discussions.

6 / Assessment

a. Mode of assessment

Students will be assessed with an exam, practical assignment in the form of response papers and participation in a roundtable discussion.

b. Assessment: duration, time and place; deadlines and procedures; perusal

Assessment dates, locations and procedures will be provided by the Core Module lecturer.

d. Conditions for taking exams

Students are expected to have attended all core module seminars in order to take the exam. Students may still be allowed to submit the exam with a maximum of one absence with a valid reason that has been agreed in advance with the core module lecturer.

7 / Assessment

a. Assessment criteria

Exam: 60 percent (LO1, LO5)

The exam for this course will be a take-home exam. It is due on **3 April at 5pm**. Late exams will lose 1 point per 24 hours late, starting at **5:01PM**. Exam questions will be



distributed at **1pm on 19 March**. Students may not work together on their exams. If I find evidence of cooperation or sharing of answers, the involved students will receive a 'o' for the exam. I will assess answers to the exam questions on the basis of your demonstrated analytical engagement with the questions. Answers that focus on describing issues or theories will score comparatively lower than answers that demonstrate critical analysis. For a comparison of descriptive vs. analytical writing please see the last page of this course guide, or speak with me if you have further concerns. Extensions will only be offered in cases of extreme medical emergency or bereavement.

Practical Assignment: 30 percent (LO2, LO3, LO4, LO5)

The practical assignment will consist of 4 'Response Papers' of 500 words each. Response papers require you to apply knowledge of an issue to the weekly readings in order to answer a specific question. Response papers are due in seminars 2, 3, 4 and 5. You **MUST** turn in four response papers; however, I will only count the best three towards your grade. **Questions for each of the papers are listed with the weekly readings.** In your paper, you must demonstrate an understanding of the required readings. Papers that use only one or two of the required weekly readings will receive a comparatively poorer mark. **Papers are due at 10am in the class for which they are assigned. Late papers will not be accepted.** You must submit an electronic version of the paper through the Student Portal and bring a paper copy with you to class.

Roundtable discussion: 10 percent (LO4, LO5)

Each student will be assigned to a 'roundtable group.' Each group will be responsible for leading the class in a discussion for the week to which they are assigned. This is not a presentation; PowerPoint presentations and the like are not permitted. Each group will have 45 minutes to engage in a discussion with the class. You are required to meet with your group for at least 1 hour sometime before your roundtable. You must bring a sign-in sheet from this meeting to your roundtable. It is **highly recommended** that you write several discussion questions for dissemination to the class prior to your roundtable. If you send these questions to me, I will post them on the student portal. You will be marked on your group's ability to sustain an engaging dialogue and generate discussion. The roundtables will take place in seminars 3, 4, 5, 6 and 7, and the discussion should be on the topic for that week.

b. Calculating preliminary and final marks

Each assessment must receiving a passing (5.5) grade to pass the core module. Final grades will calculated using the weighting assigned in 7.a.

c. Resits

Procedure for resits for each of the assessments is as follows:



Response papers: If you receive a failing grade for the *collective* response paper assignment, or, if you turn in fewer than the required number of response papers (4), you will be required to write an annotated bibliography of 2,000 words on the subject of one of the weekly seminar themes. This should be handed in no later than **30 June at 5pm**. You will be informed if you need to resit the response paper assignment, and you will be provided with more detailed requirements for the annotated bibliography.

Take-home exam: If you receive a failing grade for the take home exam, you will be required to complete a new take-home exam with different questions. This should be handed in no later than **30 June at 5pm**. You will be informed if you need to resit the take-home exam, and the questions will be distributed at 9am on 16 June.

Roundtable: In the *extremely unlikely* case that your group fails the roundtable discussion, your whole group will be required to schedule and attend an individual meeting with me within one week of original roundtable. If you as an individual fail to take part in your own group's roundtable, or, if you fail to attend the group's preparatory meeting, you will be required to schedule and attend an individual meeting with me within one week of the original meeting.

8 / Cheating and plagiarism

Cheating and plagiarism are subject to the provisions set down in the OER (Article 8.17 of Part A of the BA OER).

The Board of Examiners is always informed in cases of suspected cheating or plagiarism.

9 / Calculation of student workload

10 ECTS = 280 hours

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| • Attendance of seminars | 7 x 3 = 21 hours. |
| • Preparation for seminars, including reading | 560 pages/ (5 pages hr) = 112 hrs |
| • Exam | 100 hours |
| • Response Papers | 4 x 5 = 20 hours |
| • Roundtable preparation | 4 hours |
| • Job-market orientation | 1 x 3 = 3 hours |
| • Attendance and prep for thesis seminar, work-shop and individual meetings (BA ONLY) | 20 hours |

10 / Literature

You are required to have the following book:

Cohn, Carol. (2013) *Women and Wars*. London: Polity Press

In addition, each week we will have 2-3 additional readings from journal articles and other books. All of these resources are available electronically through the library. There is a detailed list of each of the required weekly readings, along with discussion questions starting on page 7 of this course guide.



11 / Weekly schedule over-view

In the 'Week' column, both calendar and (teaching) weeks are listed.

Wk	Date	Topic
6 (1)	5 Feb	Seminar I: Introduction to Women and War
7 (2)	12 Feb	Seminar II: The political economy of women and war; UNSCR1325 Response paper 1 due
9 (4)	19 Feb	Seminar III: Women in state militaries Response paper 2 due Roundtable group 1
10 (5)	26 Feb	Seminar IV: Women in Non-state armed opposition groups Response paper 3 due Roundtable group 2
11 (6)	5 March	Seminar V: Sexual and Gender-Based Violence and war Response paper 4 due Roundtable group 3
12 (7)	12 March	Seminar VI: Peace processes and peacekeeping Roundtable group 4
13 (8)	19 March	Seminar VII: Women after wars; DDR and post-conflict peacebuilding Thesis Proposal Due (BA only) Roundtable group 5
13-15	3 April	Take-home Exam Due 5PM
16 (11)	16 & 17 April	Individual thesis meetings (BA only)
17 (12)	23 April	Thesis Seminar II – Group session (BA only)
18 (13)	30 April	Thesis Seminar III – Group session (BA only)
19 (14)	7 May	Thesis Seminar IV – individual meetings (BA only) (Thesis – First Draft Due 11 May)
20 (15)	14 May	Thesis Symposium (BA only)
21 (16)	22 May	Thesis Due (BA only)
22	28 May	Thesis First Assessment Week
23	5 June	Thesis Second Assessment Week
24	11 June	Thesis Resits (deadline to be agreed with supervisor)

12 / Copyright

Respect the copyright in the teaching material. All teaching material is protected by copyright. Students may not make photocopies of teaching material, exams and lectures other than for their own study purposes. In addition, teaching material may not be further distributed in any format. Deliberate violation of copyright is a criminal offence. The University of Groningen will take appropriate measures upon detecting such violations.



5 February Seminar I: Introduction to Women and War

Required readings: (64 pages)

Cohn book, Chapter 1
Cohn book, Chapter 5
Enloe, Cynthia. (2016) 'Ticonderoga, Gettysburg, and Hiroshima: Feminist Reflections on Becoming a Militarized Tourist' *American Quarterly* 68(3) 529-536.

Questions to consider:

- 1) How can we define war? What marks its beginning and end?
- 2) What does it mean to study war through a lens of gendered power relations?
- 3) What does it mean to be 'militarized'? How is militarization gendered?
- 4) What are some ways that women mobilize in favor of and in opposition to militarization?
- 5) What do you think of the following statement: 'women are more peaceful than men'

12 February Seminar II: Political Economy of Women and War; UNSCR1325

Required reading: (58 pages + UNSCR resolutions)

Cohn book, Chapter 2
Nordstrom, Carolyn (1999) Wars and Invisible Girls, Shadow Industries, and the Politics of Not-Knowing, *International Feminist Journal of Politics*, 1(1), 14-33.
Please read the Women, Peace and Security UNSCR resolutions – folder on student portal
Cohn, Carol (2004) Mainstreaming Gender in UN Security Policy: A path to political transformation? *Boston Consortium on Gender Security and Human Rights Working Paper Series* 204: 1-21. Available at:
<https://www.amherst.edu/media/view/92331/original/mainstreaming+gender+in+UN+security+policy.pdf>

Question for response paper:

What does it mean to say that armed conflicts affect and sometimes reshape power structures at community, family and household levels?

Other questions to consider:

- 1) What is the agenda of 1325 and its associated resolutions? How can we assess this agenda?
- 2) Does the agenda's portrayal of women matter? Why or why not?
- 3) How is the political economy of war reliant on the invisibility of women and girls?
- 4) Compare and contrast some of the ways in which men and women are affected by war physically, emotionally and economically.
- 5) How have women been able to respond to the changes and challenges caused by conflict and displacement?

19 February Seminar III Women in State Militaries

Required reading: (83 pages)

Cohn book, Chapter 6
MacKenzie, Megan (2015) 'Sex, cohesion, and national security' in *Band of Brothers: The US military and the myth that women can't fight*. London: Cambridge University Press 134- 154. (ebook)
Sasson-Levy, Orna. Levy, Yagil. & Lomsky-Edar, Edna. (2011) 'Women Breaking the Silence: Military Service, Gender, and Antiwar Protest' *Gender and Society* 25(5) 740-763.
Sjoberg, Laura. (2007) Agency, Militarized Femininity and Enemy Others: Observations from the war in Iraq. *International Feminist Journal of Politics* 9(1) 82-101.

Question for response paper:

Critically analyze the following statement: Women in state militaries have to adapt to fit into ideas about militarized masculinities.

Other questions to consider:

- 1) How is militarized masculinity the same in the U.S. and Israel? How is it different?
- 2) What is it about militaries that make them such an important site for the construction of masculinity?
- 3) How did the public 'deal' with 'militarized femininity' for different women soldiers in Iraq?
- 4) Do you think that women joining state militaries in large numbers will change the nature of military masculinity?
- 5) Can you identify ways that civilian women are militarized?



26 February Seminar IV Women in Non-State Armed Groups

Required readings: (85 pages)

- Cohn book, Chapter 7
Parashar, Swati. (2011) Gender, Jihad, and Jingoism : Women as Perpetrators, Planners, and Patrons of Militancy in Kashmir. *Studies in Conflict & Terrorism*. 34(4) 295-317.
Hasso, F. (2005) 'Discursive and political deployments by/of the 2002 Palestinian women suicide bombers/martyrs' *Feminist Review* 81 23-51.
Dietrich Ortega, Luisa Maria (2012) 'Looking Beyond Violent Militarized Masculinities: Guerrilla gender regimes in Latin America' *International Feminist Journal of Politics* 14(4) 489- 507.

Question for response paper:

Does women's participation in NSAGs challenge and/or reinstate gendered power relations?

Other questions to consider:

- 1) Compare and contrast the narratives surrounding female fighters in Kashmir, Latin America and Palestine.
- 2) Is it helpful to try to characterize female militants as either 'liberated' or 'oppressed'? Why or why not?
- 3) How do different media representations of Palestinian women compare with one another? How do Western media narratives fall into Orientalist tropes?
- 4) How did the Palestinian female suicide bombers represent themselves? What might this tell us?
- 5) What are some ways that militant groups recruit women? What can this tell us?
- 6) What gendered tensions exist between leaders of militant groups and the populations they claim to represent?

5 March Seminar V Sexual and Gender-Based Violence (SGBV) and Conflict

Required readings: (85 pages)

- Cohn book Chapter 3
Baaz, Maria Eriksson and Stern, Maria (2009) 'Why do Soldiers Rape? Gender, Violence and Sexuality in Armed Forces in the Congo.' *International Studies Quarterly* 53(2) 495-518.
Cohen, Dara Kay. Green, Amelia Hoover. Wood, Elisabeth Jean. (2013) 'Wartime Sexual Violence: Misconceptions, implications and ways forward' *United States Institute of Peace Special Report* 323 available at: <http://www.usip.org/sites/default/files/resources/SR323.pdf>
Marks, Zoe (2015) 'Sexual Violence in Sierra Leone's Civil War: Virgination, rape and marriage' *African Affairs* 113(450) 67-87.

Question for response paper:

Is there a danger in treating SGBV as a 'different' type of violence in conflict? Is all SGBV in conflict 'the same'?

Other questions for consideration:

- 1) In what ways do Western representations of SGBV in war risk reproducing the problematic trope highlighted by Spivak that the 'West needs to save brown women from brown men'? What might this tell us?
- 2) What 'silences' do you see in the way that SGBV is often portrayed by the Western Media?
- 3) What do we learn from asking male soldiers why they rape?
- 4) What gendered relations of power are obvious in the case of Sierra Leone?
- 5) What are some of the issues facing survivors of SGBV? How could research help fill the gaps of what we don't know?

12 March Seminar VI Women, peace processes and peacekeeping

Required readings: (92 pages)

- Cohn book, Chapter 8
Gibbins, Sheri Lynn (2011) 'No Angry Women at the United Nations: Political Dreams and the Cultural Politics of United Nations Security Council Resolution 1325' *International Feminist Journal of Politics*, 13(4,) 522-538.
Ellerby, Kara (2013) '(En)gendered Security? The Complexities of Women's Inclusion in Peace Processes, *International Interactions*, 39(4), 435-460.
Karim, Sabrina & Beardsley, Kyle (2013) 'Female Peacekeepers and Gender Balancing: Token Gestures or Informed Policymaking?' *International Interactions*, 39(4), 461-488.

Questions for consideration:

- 1) What are the risks of over-simplifying the relationship between women and peace?



- 2) What do Karim and Beardsley find about female peacekeepers? What might this tell us?
- 3) What are some of the advantages and challenges of including women in peace negotiations?
- 4) How does UNSCR1325 over-simplify women's roles in peacebuilding? What can we learn from the Iraqi women activists invited to the UN?
- 5) Does the question of 'which women?' matter when calling for women's inclusion in peace processes?

19 March Seminar VII Women, DDR and other post-conflict peacebuilding

Required readings: (73 pages)

Cohn book, Chapter 9

Cohn book, Chapter 10

MacKenzie, Megan (2012) 'Securitization and desecuritization: Female soldiers and the reconstruction of women' in *Female Soldiers in Sierra Leon: Sex, Security and Post-Conflict Development* New York: New York University Press (ebook) 85-98.

Basini, Helen and Ryan, Caitlin (2016) 'National Action Plans as an obstacle to meaningful local ownership of UNSCR 1325 in Liberia and Sierra Leone' *International Political Science Review* 37(3) 390-403.

Questions for consideration:

- 1) What are some of the reasons women in Sierra Leone didn't take part in DDR? What might this tell us?
- 2) How are gendered divisions of power reproduced in the post-conflict environment? Why does this matter?
- 3) What is the role of international instruments in promoting women's involvement in post-conflict peacebuilding?
- 4) How did DDR in Mozambique reproduce gendered ideas about masculinity and femininity? What impact might this have had on Mozambique's post-conflict peacebuilding?
- 5) What are some ways that women's inclusion in post-conflict peacebuilding can be supported?

Appendix 1. Program-level learning outcomes

Article 3.1 Learning outcomes of the degree program

Dublin Descriptors		A Bachelor's graduate has demonstrable:
Knowledge and understanding 1. Students have demonstrable knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.	e1	knowledge and understanding of the most important classic and contemporary theories and approaches in the analysis of international relations
	e2	knowledge and understanding of key concepts and concept structures in the study of political phenomena, such as politics, the state, society, political systems and power
	e3a	basic knowledge and understanding of the political and diplomatic history of international relations since 1914 and knowledge and understanding of the political, legal and economic aspects of international organization and of international organizations since 1945, as well as of these aspects within the relations between states, international governmental and non-governmental organizations and multinational enterprises
	e3b	knowledge and understanding of the political, legal and economic aspects of European cooperation and integration
	e3c	knowledge and understanding of international law and European law
	e3d	knowledge and understanding of the theories and models of international economics
	e4	advanced knowledge and understanding of one of the focus areas of the degree programme, including Global Governance, International Political Economy, European Integration and International Security
	e5	knowledge of methods of historical, legal, social-scientific and national/international



		economic research.
Applying knowledge and understanding 2. Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.	e6a	ability to independently formulate a research problem definition and develop it into a research design
	e6b	ability to conduct a small-scale research project under supervision and process the results into an analytical report, and mastery of social-scientific and/or historical research techniques
	e7	ability to think in a problem-oriented way and to place processes and structures relevant to the problem into a theoretical context
	e8	mastery of generic academic skills such as logical reasoning, the ability to adduce arguments, the ability to arrange unstructured problems in an academic way
Making judgements 3. Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.	e9	ability to apply knowledge, understanding and skills to the systematic and critical evaluation of a wide variety of concepts, ideas and data and to the identification and analysis of complex problems and issues
	e10	ability to grasp the social implications of opinions and taking moral responsibility for opinions formed and given, while taking into account other cultures and ideas
Communication 4. Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	e11	ability to communicate information, ideas and solutions both orally and in writing in at least two of the following languages: Dutch, German, English, French and Spanish or another language taught at the Faculty of Arts, at a minimum level of B2 for German, C1 for English, B2 for French and B1 for Spanish or any other language
	e12	ability to communicate in discussions or negotiations about international political issues in a reliable and accurate way, for example by providing oral and written feedback on research conducted by fellow students and orally presenting and defending their own research, thereby taking the opinions and feelings of others into consideration



Learning skills 5. Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.	e13	ability to acquire and process large amounts of information and knowledge in effective and efficient ways
	e14	ability to read and comprehend English at a level such that an academic debate in that language can be followed
	e15	ability to write well-structured, clearly formulated and linguistically correct texts
	e16	ability to effectively use IT applications

Appendix 2: Descriptive vs. Analytical writing

Descriptive Writing	Critical / Analytical Writing
States what happened	Identifies the significance
States what something is like	Evaluates (judges the value) strengths and weaknesses
Gives the story so far	Weights one piece of information against another
States the order in which things happened	Makes reasoned judgements
Says how to do something	Argues a case according to evidence
Explains what a theory says	Shows why something is relevant or suitable
Explains how something works	Indicates why something will work (best)
Notes the method used	Indicates whether something is appropriate or suitable
Says when something occurred	Identifies why the timing is important
States the different components	Weights up the importance of component parts
States options	Gives reasons for the selection of each options
Lists details	Evaluates the relative significance of details
Lists in any order	Structures information in order of importance [etc.]
States links between items	Shows the relevance of links between pieces of information
Gives information	Draws conclusions

These resources were designed and developed by the University of Plymouth, 2010
(writing adapted from Moon, cited in Cottrell 1999:23)