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Office hours: Tuesday 1 pm-2 pm; Wednesday 10 am- 12 noon

CANVAS Virtual Learning Environment
Course List: https://canvas.bham.ac.uk/courses/

Module Description

This module explores issues of gender and sexuality in relation to global conflict and global security. The first two weeks of the module provides grounding in key concepts, theories and methodologies pertinent to the study of gender and sexuality in world politics. This includes ‘mainstream’ constructivism, feminist theories and Queer Theory. Thereafter, week by week, students will study a range of topic relating to conflict, violence and security, including: gender mainstreaming in UN security and UN peacekeeping; sexual violence in conflict and recent developments in international humanitarian law and human rights laws.

A primary aim of this module, reflected in the modes of assessment, is to encourage the development of transferable academic skills including the ability to conduct independent research, the ability to communicate ideas effectively, both verbally and in writing, and the ability to present planned research to an audience of peers.

Learning outcomes

By the end of the module the student should be able to:

- Demonstrate the ability to analyse debates and issues relevant to the analysis of gender, violence, conflict and security and to articulate the core issues arising from these debates concisely and persuasively.
- Engage in informed discussion about contemporary and historical developments in feminist studies of global politics, with particular emphasis on feminist security studies and feminist scholarship in international law.
- Engage in informed theoretical discussion of Queer Theory and LGBTI issues as they arise in relation to global conflict and global security.
- Construct persuasive, theoretically informed arguments about world politics, specifically events and phenomena in global conflict and global security.
### Module Description (long)

#### The Module at a Glance

**Semester One**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture topic</th>
<th>Seminar topic</th>
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| 1    | PART ONE: Introduction and Overview  
Feminist approaches to security  
*Reading* | 1. Q and A on course |
| 2    | Men and masculinities  
Queer perspectives on security  
LGBTI rights  
*Reading* | |
| 3    | PART TWO: THE UN WOMEN AND SECURITY AGENDA  
United Nations Security Council Resolution 1325 | Student presentations: |
| 4    | UN Peacekeeping | Student presentations: |
| 5    | Post-war reconstruction | Student presentations: |
| 6    | Reading Week --- | No seminar |
| 7    | PART THREE: SEXUAL VIOLENCE  
Sexual Violence in Conflict | Student presentations: |
| 8    | Developments in International Humanitarian Law and Human Rights Advocacy at the ICCs | Student presentations: |
| 9    | Sexual Violence and Militarism | Student presentations: |
| 10   | PART FOUR: TERRORISM  
Gendering the War on Terror | Student presentations: |
| 11   | Female Suicide Bombers | Student presentations: |
Teaching Methods

Contact hours:
Students taking this module will attend weekly two-hour seminars. The seminars will be largely student-led, consisting of a short introduction from the module convenor, a student presentation, a student-led discussion based around core readings for the subject study in any given week. The module is supplemented by a web-based learning environment (CANVAS). Please check the CANVAS page regularly for further information on reading and other supplementary resources.

Methods:
- Listening and speaking in a seminar setting
- Seminar presentation
- Essay writing
- Independent research

Expectations:
For each seminar, you are expected to spend at least six hours reading in preparation for the class. This should allow time for the required reading and at least one additional piece from the recommended list. These lists are not designed to provide a comprehensive reading list; they are intended to aid research and preparation of class and essay topics.

In the week that you are presenting to the rest of the group you will need to do significantly more by way of preparation (see below for further information on presentations).

You will find that the readings for each week will be relevant to more than one topic.

You must also bear in mind that one of the skills you should gain from extensive reading is the ability to identify the theoretical position/s that inform an author’s writing. Just because the readings are grouped into ‘Required’, ‘Recommended’ and ‘Supplementary’, do not assume that the authors all have similar assumptions or are writing from the same theoretical background.

Required reading
A set of required readings is provided for each week (below). These are the readings we will all have in common and they must be read before the seminar meeting. These pieces have been chosen because they are either particularly accessible or particularly relevant, or both. You are expected to read at least one piece from this list to prepare for seminar discussions. It is also a good place to start when preparing presentations and essays.

You must come to the seminar prepared to discuss the reading. At least one required reading per week can be accessed electronically, either from the Internet, or the University electronic journals. This is deliberate: it will help you to learn to find and access such materials.

Methods of Assessment

**ASSESSMENT** (total = 100%)

*Formative*
1 x 1000 word critical review

*Summative*
1 x oral presentation (20 minutes, with one-page hand-out as learning resource) = 20%
1 x 4000 word essay = 80%

All written assessments must be submitted via Canvas on or before the submission date.

Read the regulations on plagiarism. If you do not understand what plagiarism is, ask. Ignorance is not
an acceptable defence.
Do not forget - you are allowed to submit essays early.

**DATES DUE**

**8 November 2017**
1,000-word critical review
(formative)
Written feedback returned in class

**29 November 2017**
Oral presentation (20%) (summative)
Written feedback on oral presentation returned
in class within 4 weeks of delivery throughout term

**8 January 2018**
4,000-word literature review (80%)

Written feedback & mark returned via CANVAS

**29 January 2018**

Academic Tutors provide feedback and consultation opportunities during office hours each week.

**Rationale for the assessment regime**
To align with the module’s learning outcomes, the module must assess your ability to analyse relevant academic literature and policy debates. This can best be achieved through an essay. The inclusion of a formative critical review allows you to practice your analytical skills and receive feedback on their strengths and weaknesses that they can take forward in future assessments.

The oral presentation assesses the verbal component of your ability to articulate persuasive arguments, and also contributes to the development of professional skills that you are likely to find useful in your chosen career after graduation, whether academic or non-academic in nature. This also encourages independent research skills and further consolidates the skills achieved throughout the module.

**Guidelines to the oral presentation**
All presentations MUST be prepared using a variety of sources, including the Internet. Presentations MUST be accompanied by a word-processed single page hand-out with COMPLETE references (Harvard style) and a bibliography. Please note that if you expect me to copy the handout for your presentation you must get it to me at least twenty four hours in advance. The requirements below MUST be met:

- The presentation is to be no more than 20 minutes in length. Part of the exercise is to practice being concise.
- It must be made from notes, not read out word-for-word.
- It must address directly the question specified for that week’s presentation in the syllabus.
- It must contain a bibliography of all works used, which must exceed the required readings.
- It must contain accurate references (Harvard style).
- It must be accompanied by a word processed handout no more than one side of A4 paper in length, which will act as a learning resource for the rest of the group. You must provide sufficient handouts for the students in the group, or ask me to do the photocopying for you 24 hours in advance of the session.
- There will be up to ten minutes for you to answer questions from the seminar group. In addition you must prepare two questions that relate to the topic you are addressing. These will be used to structure debate in the seminar.
- The seminar tutor will provide comments on your presentation via a written feedback sheet.

When preparing for your presentation, bear in mind the importance of quality of handout,
presentation style (pace, volume, and time management), and the presentation’s content and contribution to the entire seminar. The comments and mark on the feedback sheet will be returned to you in class within two weeks.

- The presentation will be assessed on the basis of your ability to produce a concise and pertinent argument, convey ideas and concepts clearly, and lead debate effectively.

**Guidelines to the critical review**

This short exercise is due halfway through the term (Week 7, just after Study Week). Producing a short critical review of an academic article from the shortlist below will enable you to develop vital critical skills that will stand you in good stead for the production of the assessed essay. The critical review exercise examines the ability to write fluently and coherently with close reference to one source and to engage critically with the assumptions and arguments put forward in the article.

In this assignment you are to choose one academic, scholarly article from the list below. You will want to include:

- a complete and accurate bibliographic reference to the article and references to the text wherever appropriate;
- a paragraph describing its argument, its perspective, and its underlying assumptions;
- a paragraph assessing its strengths and weaknesses;
- a paragraph assessing where, if at all, the author has used literature critically;
- a paragraph outlining how this piece makes a contribution to academic debates.

If you choose to use additional sources in critiquing the article you review, you must provide a bibliography and complete references.

**The list of articles from which you can choose is:**

Guidelines for the essay
The essay questions offered on this module are deliberately broad so that you have some flexibility in how you choose to respond to the essay questions. As such, it is important for you to explain how you have approached your selected essay question in the introduction to your assignment. For further tips on how to write a good essay see: www.sagepub.com/upm-data/39896_9780857023711.pdf

Textbooks
(In disability accessible form)


Relevant academic journals

KEY JOURNAL

International Feminist Journal of Politics

OTHER USEFUL JOURNALS

British Journal of Politics and International Relations
European Journal of International Relations
Global Society
International Studies Perspectives
International Studies Review
Millennium: Journal of International Studies
Review of International Studies
Browsing online journals is also a good research technique – go to http://www.elibrary.bham.ac.uk/. The International Feminist Journal of Politics is particularly relevant for feminist IR. You can also browse electronic journals’ contents pages for useful articles. A list of journals relevant to this unit is given below. This list is not exhaustive. Use the library search engine to find other useful journals by title or keyword.

Relevant Documentaries, Films and other Media Sources

This list is by no means extensive, but these documentaries complement specific topics/weeks covered on the course and might be viewed ahead of the seminar. Links are included for sources currently available online (for free).

Me, My Sex and I
Excellent BBC documentary on intersex; challenges received notions of the ‘truth’ of sex.
http://topdocumentaryfilms.com/me-my-sex-and-i/

Miss-Representations
Media representation of female politicians (US).
http://www.amazon.com/Miss-Representation-Cory-Booker/dp/B006GRWCF2/ref=sr_1_1?ie=UTF8&qid=1344280592&sr=8-1&keywords=Miss+Representation

Dangerous Living
Human Rights and Sexuality in Developing World
http://www.imdb.com/title/tt0379752/
http://www.afterstonewall.com/1/dangerous.html

The Transgender Taboo
Personal stories from different corners of the world
http://topdocumentaryfilms.com/taboo-transgender/

Call Me Kuchu
The life and death of LGBTI human rights campaigner David Kato
https://www.netflix.com/title/70276338

Calling the Ghosts
Rape/sexual violence in war (Bosnia)
https://www.youtube.com/watch?v=YFc0o0cVnwU

In the Land of Blood and Honey
Directed by Angelina Jolie, a film about rape in warfare (Bosnia)

As if I am not There
Sexual Violence (Bosnia)

A Woman in Berlin
Sexual Violence in Conflict (Berlin)

BeFrier und BeFreite (Parts 1 and 2)
Helke Sander’s (director) interviews soldiers and rape survivors (Berlin)

Sorrowful Homecoming
Korean Comfort Women
https://www.youtube.com/watch?v=GRmhsuHpLE

The Whistleblower
Sex-Trafficking/UN Peacekeepers
https://www.youtube.com/watch?v=D_5Ta6BzJ9I
The Invisible War
Rape and Sexual Violence in the US Military
http://www.democracynow.org/2012/1/30/the_invisible_war_new_film_exposes

Taxi to the Dark Side
Documentary about Torture and Human Rights Abuses at Begram and Abu Ghraib
http://topdocumentaryfilms.com/taxi-to-the-dark-side/
http://www.imdb.com/title/tt0854678/
http://en.wikipedia.org/wiki/Taxi_to_the_Dark_Side

Standard Operating Procedure
Documentary about the ‘bad apples’ of Abu Ghraib which offers a critique of framing practices. Flags how many acts portrayed as torture were ‘standard operating procedure’, thus implicating the US military rather than attributing blame to ‘rogue’ soldiers.
https://www.youtube.com/watch?v=YooG1hrPNNg
http://www.imdb.com/title/tt0896866/

The Ghosts of Abu Ghraib
Examines and contextualizes abuse and torture of prisoners. Probes the psychology of the torturer.
https://www.youtube.com/watch?v=DxfPpi7IUaU

Britz
Dramatization on British Muslim experience post-9/11
http://www.channel4.com/programmes/britz

Online databases
Online databases are accessible through the Information Services website at http://www.isresearch.bham.ac.uk/. The page also gives information on how to go about using databases as a research resource. ZETOC, Lexis/ Nexis, IBSS and Web of Knowledge are particularly useful for Law, Politics and IR.

Internet sources
You are encouraged to explore Internet sources for your presentations and essays, but be aware that these cover a wide range of standards, from very scholarly to pure drivel. Also be aware that your seminar tutors know how to use search engines and that all information gathered from Internet research needs to be appropriately referenced.

Journals
If you have trouble finding hard copies of journals, be sure that you also check the library’s holdings of electronic journals. These are easily accessible through the library’s home page at http://www.elibrary.bham.ac.uk/. Be advised that the library does not necessarily hold paper copies of e-journals and vice versa, so you should always check both locations.

Weekly Readings

Week 1

PART ONE: INTRODUCTION

Introduction and overview of the course

Seminar
Feminist approaches to conflict, peace and security
## Preliminary Reading

**Approaches to gender and sexuality in world politics: overview**
Chapter 1 and Chapter 2 Steans, Jill (2013) *Gender and International Relations: Theory, Practice, Policy.*

**Gender as a ‘variable’ in security studies**

**Feminist Security Studies**

**Methodologies**

## Week 2

### PART ONE: INTRODUCTION

*Gender is not a synonym for women*

**Seminar**

1. Why do we need to address men *as men* in discussions on masculinity, conflict and violence?
2. Should we speak of hegemonic or militarized masculinity or masculinities?
3. Why is heteronormativity such a key concept in the study of conflict and violence?

**Watch ahead of class**

*Cindy Weber on Queer Theory and International Relations*
*https://www.youtube.com/watch?v=H8MgE0fc9Ws*

**Reading**


## Week 3

### PART TWO: UN WOMEN AND SECURITY AGENDA

**UNSCR 1325 and subsequent resolutions**

**Seminar**

2. Are the disappointments of UNSCR 1325 best explained in terms of the discourse/language and framing of ‘gender’ within the resolution? Or do we need to consider structural factors and institutional contexts?

3. Are feminists activists empower or co-opted in engagements with the UN Women Peace and Security Agenda?

Watch ahead of class

Jaqui True on UNSCR 1325

https://www.youtube.com/watch?v=dvsj7D50XIs

Reading


Week 4

PART TWO: UN WOMEN AND SECURITY AGENDA

Peacekeeping

Seminar

1. Are peacekeepers a threat to women’s security?
2. In what sense and why does Duncanson think that peacekeepers can be ‘forces for good’?
3. Is the concept of military masculinities helpful in understanding how peacekeeping operates in practice? Or do we need to adopt a more nuanced and plural conception of military masculinities?

Watch ahead of class

The Whistleblower
Sex-Trafficking/UN Peacekeepers
https://www.youtube.com/watch?v=D_5Ta6BzJ9I

Reading

Harrington, Carol (2016) ‘Peacekeeping.’ In: Jill Steans and Daniela Tepe-Belfrage (eds.) Handbook of Gender in World Politics, Oxford: Edward Elgar (page references not yet available)
Week 5

PART TWO: UN WOMEN AND SECURITY AGENDA

Peace and post-war conflict resolution and reconstruction

Seminar

1. Do women have a unique contribution to make to peacebuilding?
2. Can women articulate their experiences of war only in the language of victimhood or as peacemakers?

Reading


Week 6 – Reading Week

Week 7

PART THREE: SEXUAL VIOLENCE IN CONFLICT

Rape in War

Watch ahead of class

*Calling the Ghosts*
Rape/sexual violence in war (Bosnia)
https://www.youtube.com/watch?v=YFc0o0cVnwU

Seminar
1. How is rape a tactic or strategic weapon in war?
2. Why is there a pervasive silence around the subject of rape in war? Is this problem exacerbated when the victims of sexual violence are men and boys or LGBTI people?
3. Should sex-trafficking in conflict situations be classed as sexual violence, rape or sexual slavery in all circumstances? How do issues of structure and agency bear on this debate?

Reading

Paula Drumond ‘Conflict-related sexual violence’ in Steans and Tepe-Belfrage, Handbook

Week 8

PART THREE: SEXUAL VIOLENCE IN CONFLICT

Developments in International Law

Seminar

1. What roles have feminist activists and advocates played in elevating sexual violence to a war crime or crime against humanity prosecuted at the highest level?
2. Why does rape in war seemingly inevitably entangled in the identity politics?
3. International humanitarian law deems the circumstances of war ‘inherently coercive’? What does these mean for how we view women’s agency in war?

Reading

Helen Kinsella ‘With all due Regard to their Sex’ in Steans and Tepe-Belfrage, Handbook.
Gardam, Judith (1997) 'Women and the law of armed conflict: why the silence?', The International and Comparative Law Quarterly, 46,(1),55-80

Week 9

PART THREE: SEXUAL VIOLENCE IN CONFLICT

Sexual violence and militarism
Watch ahead of class

_The Invisible War_
Rape and Sexual Violence in the US Military
http://www.democracynow.org/2012/1/30/the_invisible_war_new_film_exposes

Reading
GQ Special on sexual violence against men in the military: https://www.gq.com/long-form/male-military-rape

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**Week 10**

**PART FOUR: GENDER IN GLOBAL TERRORISM**

_The War on Terror and Abu Ghraib_

Watch ahead of class:

_**Taxi to the Dark Side**_
Documentary about Torture and Human Rights Abuses at Begram and Abu Ghraib
http://topdocumentaryfilms.com/taxi-to-the-dark-side/
Or: Standard Operating Procedure
https://www.youtube.com/watch?v=YooG1hrPNNg
Or: _The Ghosts of Abu Ghraib_
https://www.youtube.com/watch?v=DxfPpi7IUaU

**Seminar**

1. Why did women’s human rights figure so prominently in Western discourse on the _War on Terror_?
2. Why do you think Lynndie England (specifically) was afforded preeminent attention in the media coverage of the Abu Ghraib scandal?
3. Why did Abu Ghraib so unsettle feminist peace activists like Barbara Ehrenreich? What are the implications of ‘bad women’ for feminist theorising about conflict, peace and security?

**Reading**

Week 11

PART FOUR: GENDER IN GLOBAL TERRORISM

Female Suicide Bombers

Seminar

1. Why are the actions and motives of female suicide bombers often/usually explained by reference to their gendered relationships to others (mothers, daughters etc) rather than political motivations for action?
2. Do female suicide bombers pose particular security risks?
3. Do you agree with Brunner that there is an occidental bias to much Western discourse on FSB?

Watch ahead of class

http://www.channel4.com/programmes/britz

Reading

Claudia Brunner ‘Female Suicide Bombers’, in Steans and Tepe-Belfrage, Handbook
Lindsey O’Rourke ‘What’s Special about Female Suicide Terrorism?’ Security Studies, 18, 4 (2009), 684.

ADDITIONAL READING

GENERAL READING

Methodologies

Harding, Sandra, (ed.) 1987, Feminism and Methodology, Bloomington, IN: Indiana University Press.

Queer Theory


**LGBTI**


**Men and Masculinity (General)**


Parpart, Jane L., and Marysia Zalewski (eds.) (2008) *Rethinking the Man Question*

The Men’s Bibliography
[http://mensbiblio.xyonline.net](http://mensbiblio.xyonline.net)

### READINGS ON CONFLICT, PEACE AND SECURITY

#### Feminist Approaches to Conflict and Security (General)


**Gender and genocide**


**Further Reading**


**Militaries/Militarism**


**UNSCR 1325 and subsequent UN resolutions**


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**Peacekeeping**


Doezema, Jo ‘Now You See Her, Now You Don’t: Sex Workers at the UN Trafficking Protocol Negotiations’, *Social and Legal Studies*, 14, 1 (2005), 61–89.


Peacebuilding and post-conflict reconstruction

Sweetman, Caroline, (ed.), *Gender, Peacebuilding and Reconstruction*, Oxford: Oxfam GB.
Sexual Violence and Rape in War


International Law (IHL and Human Rights)


Chinkin, Christine and Charlesworth, Hilary (1998) Feminist Analysis of International Law,
Manchester: Manchester University Press.


Kelsall, Michelle S. and Shanee Stepakoff (2007) "When we wanted to talk about rape": silencing sexual violence at the Special Court for Sierra Leone', *The International Journal of Transitional Justice*, 1, 355-374.


**International Terrorism/War on Terror**


Cloud, Dana L., 2004, ““To Veil the Threat of Terror”: Afghan Women and the <Clash of Civilizations> in the Imagery of the US War on Terrorism”, in *Quarterly Journal of Speech*, 90(3),

Gender, Women and Violence


Female Suicide Bombers

Lindsey O’Rourke ‘What’s Special about Female Suicide Terrorism?’ *Security Studies*, 18, 4 (2009), 684.

*Aesthetics/visual politics/politics of representation*

Shapiro, Michael, 1999 *Cinematic Political Thought: Narrating Race, Nation and Gender*, Edinburgh: Edinburgh University Press.