



## Department of Political Science and International Studies **Sex, Death, Gender and (In)Security (POLS G13H)**

Module Convenor:

Dr Jill Steans

POL SIS

Room 325, Muirhead Tower

Extn: 6278

E-mail: [j.a.steans@bham.ac.uk](mailto:j.a.steans@bham.ac.uk)

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

Week	Lecture topic	Seminar topic
1	PART ONE: Introduction and Overview  Feminist approaches to security  <i>Reading</i>	1. Q and A on course
2	Men and masculinities  Queer perspectives on security  LGBTI rights  <i>Reading</i>	
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	<b>Reading Week ---</b>	<b>No seminar</b>
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:**

Weber, Cynthia (2015) Why is there no queer international theory? *European Journal of International Relations*, 21 (1). pp. 27-51. ISSN 1354-0661

Pratt, Nicola (2013) 'Reconceptualizing Gender, Re-inscribing Racial-Sexual Boundaries in International Security: The Case of UN Security Council Resolution 1325 on "Women, Peace and Security"', *International Studies Quarterly*, 57, (4), 772-783.

Caprioli, M., 2000, 'Gendered Conflict' *Journal of Peace Research* 37(1), 51-68.

Caprioli, M. and M. Boyer, 2001, 'Gender, Violence and International Crisis' *Journal of Conflict Resolution* 45(4), 503-18. 8

Carpenter, R. C. 2013, *Innocent Women and Children: Gender norms and the protection of civilians*, London: Ashgate.

Cohn, Carol, 1987, 'Sex and Death in the Rational World of Defence Intellectuals,' *Signs: Journal of Women in Culture and Society*, 12(4), pp.687-718.

Cockburn, Cynthia (2010) 'Gender Relations as Causal in Militarisation and War,' *International Feminist Journal of Politics*, 12, (2), 139-157.

Baaz, Maria and Maria Stern (2009) 'Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC)', *International Studies Quarterly*, 53, (2), 495-518

Skjelsbaek, Inger (2012) 'Responsibility to Protect or Prevent? Victims and Perpetrators of Sexual Violence Crimes in Armed Conflicts', *Global Responsibility to Protect*, 4, (2), 160-1

Sivakumaran, Sandesh (2007) 'Sexual Violence Against Men in Armed Conflict', *European Journal of International Law*, 18, (2), 253-276.

Brunner, Claudia 'Female Suicide Bombers – Male Suicide Bombing? Looking for Gender in Reporting the Suicide Bombings of the Israeli-Palestinian Conflict', *Global Society*, 19, 1 (2005), 29-48.

Zedalis, Debra (2004) *The Female Suicide Bomber*, Hawaii, University Press of the Pacific.

Frances S. Hasso 'Discursive and Political Deployments by/of the 2002 Palestinian Women Suicide Bombers/Martyrs', *Feminist Review*, 81 (2005), 26.

Shepherd, Laura, 2006, 'Veiled References: Constructions of Gender in the Bush Administration

Discourse on the Attacks on Afghanistan post-9/11' *International Feminist Journal of Politics* 8(1), pp.19-41

Harrington, Carol 'The Politics of Rescue: Peacekeeping and Anti-Trafficking Programmes in Bosnia-Herzegovina and Kosovo', *International Feminist Journal of Politics*, 7, 2 (2005), 175–206.

### **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](http://www.sagepub.com/upm-data/39896_9780857023711.pdf)

## **Textbooks**

(In disability accessible form)

1. Steans, Jill (2013) *Gender and International Relations: Theory, Practice, Policy*, Cambridge: Polity Press.

2. Steans, Jill and Daniela Tepe-Belfrage (2016) *Handbook of Gender in World Politics*, Cheltenham: Edward Elgar.

3. Meger, Sara (2016) *Rape Loot Pillage: The Political Economy of Sexual Violence in Armed Conflict*. New York: Oxford University Press.

4. Weber, C. (2016) *Queer International Relations: Sovereignty, Sexuality and the Will to Knowledge*, Oxford: Oxford University Press.

5. Ackerly, B. Stern, M. and True, J. (2006) *Feminist Methodologies for International Relations*, Cambridge: Cambridge University Press

## **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*

*Critical Security Studies*  
*Security Studies*  
*Critical Terrorism Studies*  
*Sexualities*

*Signs*  
*Women's Studies International Forum*  
*Feminist Review*

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](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://en.wikipedia.org/wiki/Dangerous\\_Living:\\_Coming\\_Out\\_in\\_the\\_Developing\\_World](http://en.wikipedia.org/wiki/Dangerous_Living:_Coming_Out_in_the_Developing_World)

<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=GRmhsulHpLE>

#### *The Whistleblower*

Sex-Trafficking/UN Peacekeepers

[https://www.youtube.com/watch?v=D\\_5Ta6BzJ9I](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](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](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>

[https://en.wikipedia.org/wiki/Standard\\_Operating\\_Procedure\\_\(film\)](https://en.wikipedia.org/wiki/Standard_Operating_Procedure_(film))

<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>

<http://www.imdb.com/title/tt0912585/>

[https://en.wikipedia.org/wiki/Ghosts\\_of\\_Abu\\_Ghraib](https://en.wikipedia.org/wiki/Ghosts_of_Abu_Ghraib)

### *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*

Jenny Russell and Hudson, Valerie (2016) 'Gender and Security', in Steans and Tepe-Belfrage, *Handbook of Gender in World Politics*, Cheltenham, Edward Elgar.

*Feminist Security Studies*

Laura Shepherd (2016) 'Feminist Security Studies', in Steans and Tepe-Belfrage, *Handbook*.

*Methodologies*

Hansen, Lene, 2010, 'Ontologies, epistemologies, methodologies' in Laura J. Shepherd (ed.) *Gender Matters in Global Politics*, London: Routledge.

### **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

Paul Kirby (2016) 'Masculinities in International Relations', in Steans and Tepe-Belfrage, *Handbook. Sexualities*

Terrell Carver (2016) 'Sex, Gender and Sexuality', in Steans and Tepe-Belfrage, *Handbook*.

Markus Thiel 'LGBTQ politics and International Relations: Here? Queer? Used to it?' *International Politics Reviews* October 2014, Volume 2, Issue 2, 51–60

Toni Johnson (2016) 'LGBTI Rights in International Context', in Steans and Tepe-Belfrage, *Handbook*

### **Week 3**

#### PART TWO: UN WOMEN AND SECURITY AGENDA

*UNSCR 1325 and subsequent resolutions*

#### Seminar

1. What is gender mainstreaming? How has the United Nations Security Council 'mainstreamed' gender?

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=dvsj7D50X1s>

#### Reading

McLeod, Laura (2016) 'The Women Peace and Security Resolutions: UNSCR 1325 to 2122.' In: Steans, Jill and Daniela Tepe-Belfrage (eds.) *Handbook of Gender in World Politics*, Oxford: Edward Elgar

Jacqui True (2016) 'How Effective is Gender Mainstreaming in International Peace and Security Policymaking?', in Steans and Tepe-Belfrage *Handbook*

Jennifer Klot (2015) *The United Nations Security Council's Agenda on 'Women, Peace and Security': Bureaucratic Pathologies and Unrealised Potential (chapter 2)*. Available online: [http://etheses.lse.ac.uk/3101/1/Klot\\_The\\_United\\_Nations\\_Security\\_Council%E2%80%99s\\_Agenda.pdf](http://etheses.lse.ac.uk/3101/1/Klot_The_United_Nations_Security_Council%E2%80%99s_Agenda.pdf)

### **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](https://www.youtube.com/watch?v=D_5Ta6BzJ9I)

#### Reading

Steans, Jill (2013) (3<sup>rd</sup> edition) *Gender and International Relations*, Cambridge: Polity Press (chapter 6).  
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)

Duncanson, Clare 'Forces for Good? Narratives of Military Masculinity in Peacekeeping Operations', *International Feminist Journal of Politics*, 11, 1 (2009), 63–80.

Higate, Paul (2016) 'Solving the Problem of Men and Masculinities in the Private Military and Security Industry.' In: Jill Steans and Daniela Tepe-Belfrage (eds.) *Handbook of Gender in World Politics*, Oxford: Edward Elgar, (page references not yet available).

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.

Ling, Lily H. M., and Anna A. Agathangelou 'Desire Industries: Sex Trafficking, UN Peace-Keeping and the Neo-Liberal World Order', *Brown Journal of World Affairs*, 10, 1 (2003), 133–48.

## 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

Confortini, Catia Cecilia 'Doing Feminist Peace', *International Feminist Journal of Politics*, 13, 3 (2011), 349–70.

Puechguirbal, Nadine (2010) 'Peacekeeping, peacebuilding and postconflict reconstruction', in Laura J. Shepherd (ed.) *Gender Matters in Global Politics*, London: Routledge.

Paul Grady (2013) 'The Public Life of Narratives', in Molly Andrews, Connie Squire and Maria Tamboukou, *Doing Narrative Research*, London: Sage.

## 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 Drummond 'Conflict-related sexual violence' in Steans and Tepe-Belfrage, *Handbook*  
Stiglmeier, Alexandra (1994) *Mass Rape: The War against Women in Bosnia-Herzegovina*, Lincoln:  
Nebraska University Press (Introduction).

Carpenter, R. Charli (2006) 'Recognizing Gender-Based Violence against Civilian Men and Boys in  
Conflict Situations', *Security Dialogue*, 37, (1), 83–103

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.

## 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*.

Doris Buss 'The International Criminal Courts', in Steans and Tepe-Belfrage, *Handbook*.

Jutta Joachim (2016) *NGOs, Feminist Activism and Human Rights*, in Steans and Tepe-Belfrage,  
*Handbook*.

Chinkin, Christine (2014) 'Gender and armed conflict', in Clapham, Andrew and Gaeta, Paola, *The  
Oxford Handbook of International Law in Armed Conflict*, Oxford: Oxford University Press, 675-679

Clapham, Andrew and Gaeta, Paola (2014) *The Oxford Handbook of International Law in Armed  
Conflict*, Oxford: Oxford University Press.

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](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>

Rosemary Slaine (2016) *Sexual Assault in the US Military*, Santa Barbara: Praeger Press (chapter 1).

**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

Hunt, Krista, 2002, 'The Strategic Co-optation of Women's Rights: Discourse in the 'War on Terrorism'', in *International Feminist Journal of Politics*, 4(1), pp.116-121.

Herjeet Marway and Heather Widdows (2015) *Women and Violence: the agency of victims and perpetrators*, London: Palgrave/MacMillian (Introduction)

Either: Sjoberg, Laura and Caron Gentry (2007) *Mothers, Monsters, Whores: Women's Violence in Global Politics*, Chicago: Chicago University Press (chapter 3)

Or: Tara McKelvey (2007) *One of the Guys: Women as Aggressors and Torturers*, Emeryville, CA; Seal Press (Introduction)

## 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>

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