Gender and Human Security

Special Topics – GGHS 797.01

Course outline – Spring Term 2014

Professor Jane Parpart
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Date: Thursday 10:00-12:30

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Course Content and Objectives

Discussions of security and insecurity have generally ignored gender. Where gender has been included, the emphasis has largely been on women alone. Yet recent scholarship not only demonstrates the importance of women for understanding security and insecurity, it also highlights the importance of addressing the impact of gendered assumptions, hierarchies and practices, particularly the role of masculinities, on conflict and insecurity around the world. Drawing on examples from across the globe, Gender and Human Security will explore how attention to gendered assumptions and hierarchies can refine and deepen our understandings of the way conflict, violence and (in)security are affecting everyday life, communities, societies and regions in different parts of the world. The course will develop skills in gender analysis, and use them to evaluate the impact of culturally-specific gendered assumptions and practices on state security and realist thinking, the “new wars” of the post-Cold War period, the emergence of human security with its focus on freedom from fear and want, and the critical reactions to this move. Gender and Human Security aims to move beyond established approaches to security, including human security, and to develop a more gender-sensitive analysis of theory, policy and practices seeking to address (in)security issues in our increasingly complex, unequal and global world.

Course organization

The course has three main sections: (more details under assessment)

Section 1 (sessions 2-10), explores key themes in the emerging literature on gender, security and human security. Each student will present a critique of two of the assigned readings during this section. The presenter will also prepare two questions for discussion and will play a key role in that discussion. A written version will be due the following week. In addition, each student is required to hand in a critical evaluation of two articles from a week when he/she did not present a reading in class.

In section 2 (sessions 11 and 12) students will work in groups to prepare a group presentation on a topic related to the course readings. The group will define their topic and obtain agreement
from the professor. The presenters are encouraged to be innovative, to use the internet and other sources and to draw on current issues and problems related to gender and human security.

In section 3 (sessions 13 and 14), each student will have the opportunity to present an outline of the argument of their final class paper. A discussant will be assigned to provide collegial comments and suggestions, as will the class as a whole. To help the class and discussant prepare for these sessions, presenters will provide a 2 page summary of the paper’s argument, and proposed sample bibliography -- one week in advance.

Assessment

Assessment for this course involves four components: participation, critical evaluation of particular course readings, group presentations and a final paper.

1) Attendance at all course sessions is expected. The participation component (10%) requires each student to:

   1) participate in all sessions
   2) present an outline of their proposed final paper (session 12 or 13); and
   3) act as a discussant for another student’s paper presentation (session 12 or 13).

2) The reading presentations/critiques (30%) require students to:

   a) Choose two readings in sessions 2-10. They can be in one session or two different ones. The critical presentations on the chosen readings should be no longer than 15 minutes and are designed to introduce and stimulate class discussion. They should be half discussion of the key points in the article and half a critical assessment of the article. Two questions for the class will play a key role in the discussion. A written version of the presentation is due the following week and should be about 3-4 typed double spaced pages (half article summary; half critical analysis). (10% each)

   b) Students will also pick two articles in a week when they have not presented. The critical assessment will include a summary of the main points (no more than a page), an analysis of each article’s strengths and weaknesses (2 pages), and a short discussion of the way the two articles speak (or not) to each other (page 4). Due just before the first group presentations begin (session 11). (10%)

3) For the Group Presentations (20%) students will be required to:

   1) Join a group of about two to three students, identify a topic and, as a group, find and decide upon key readings to be presented in class. The choice of topics and readings (virtual sources are also possible) must be agreed upon by the professor. The students will work together to organize a presentation, which will be about 30 minutes, followed by 20-30 minutes of discussion, led by the presenters. The presentation must
both present the key arguments of the papers as well as their strengths and weaknesses, how the articles drawn on speak to each other (or not) and to larger debates on the subject.

2) Each student will write up a 6 page summary on the topic and the readings chosen. All sources must be properly cited. Students will be marked on both their participation in the group presentation and their individual presentation.

The final paper (40%):

The final paper should be about 20 pages of text (Times New Roman, pt 12, double spaced), with at least 15 references (social science format). The presentation to the class in sessions 12-13 requires a 2-3 page summary of your argument and a short bibliography, to be provided to the discussant a week before the presentation. The aim is to gain critical insights that will improve the ultimate paper which is due a week after the last class in my office.

Required readings

All journal articles are available electronically. Consider buying Laura Sjoberg, ed., Gender and International Security (Routledge). It is not a text but is very helpful for understanding the course readings. Readings will be put on a dropbox which all students can activate.

Class Schedule

Session 1: Introduction (January 30th)


Session 2: Understanding Gender and (In)security (Feb. 6th)


Background Readings:


Session 3: Masculinities, Gender and (In)security (Feb. 13th)


Background Readings:

Aaron Belkin (2012) Bring me Men, NYC. Columbia Univ. Press.


Session 4: *Rape as a Weapon of War* (Feb. 20th)


Background Readings:


**Session 5: States, Militaries and Gendered (In)security (Feb. 27th)**


**Background Readings:**


**Session 6: Gender, Combatants and the New Wars (March 6th) (pick three)**


Background Readings:


K. Hunt and K. Rygiel (eds) (2001) (En)gendering the War on Terror, Aldershot: Ashgate


Session 7: Engendering Human Security (March 13th)


Background Readings:


Spring Break (Week of March 17th – 23rd)

Session 8: Work on Group Presentations (March 27th)

Session 9: Engendering Critical Human Security (April 3rd)


Background Readings:


Session 10: Gender and Peace-making/Peace-building (choose three) (April 10th)


Background Readings:


A.M. White (2007) “All the Men are Fighting for Freedom, All the Women are Mourning their Men, but some of Us Carried Guns,” Signs 32 (4):


Session 11: Group Presentations (April 17th)
Session 12: Group Presentations (April 24th)

Session 13: Individual Paper Outline Presentations (May 1st)
Session 14: Individual Paper Outline Presentations (May 8th)

Websites: Make use of these and other websites in your research. (add to these on drop box when you find good sites)

http://www.imow.org
http://www.ywcatt.org
http://www.cafrica.org
http://www.awid.org
http://www.vitalforces.org
http://www.ilga.org
http://www.madre.org
http://www.womenwontwait.org
http://damasdeblanco.com
http://www.adventuredivas.com/divawire/
http://www.ipsnews.net/genderwire/
http://feministmajority.org/
http://staging.awid.org/eng/Issues-and-Analysis/Library/Young-Feminist-Wire-Young-Feminist-Activism-Online
http://www.genderacrossborders.com/
http://imow.org/economica/stories/viewStory?storyId=4814
50 Years is Enough! Bailouts for Bankers, Burdens for Women
Women’s Eyes on the (World) Bank
WEDO economics
http://www.ted.com/talks
http://www.wide-network.org/index.jsp?id=19&random=607803345475254 (Globalising Gender Equality and Social Justice)
www.creaworld.org
http://www.unifemcar.org/GBVlawportal/
Bonn International Center for Conversion (BICC)
Clingendael Conflict Research Unit (CRU)
Human Rights Watch
Citizens for Global Solutions  http://www.iccnow.org/documents