



UNIVERSITAT
JAUME•I

COURSE SYLLABUS

SAA008: Peace and Gender

ACADEMIC YEAR 2011/2012

DEGREE: International University Master in
Peace, Conflict and Development Studies

1. GENERAL INFORMATION

Department and area of knowledge: IUDESP (Interuniversity Institute of Social Development and Peace)
Type (Basic Training, Compulsory, Optional, Work Placement, End-of-Degree Project): Optional
Course (1st, 2nd, 3rd, 4th): 1 st
Semester (1st, 2nd, annual): 1 st
Credits: 6
Language(s) of instruction: English
Main Lecturer: Dr. Irene Comins Mingol
Class Schedule: See the LLEU guide Class times: See the LLEU guide (from 10a.m. to 1p.m., from Monday to Friday)

2. INTRODUCTION

(Brief description of the subject within the Degree syllabus)

The academic field of Gender and Peace studies provides an opportunity for exploration of socio-political, cultural and intellectual structures and discourses related to gender and the construction of non-violent contexts and environments. The approach to these overlapping areas is varied, and includes educational, economic, sociological, cultural, historical and political perspectives.

This subject contributes to the development of the contents and competences corresponding to the Term on Peace and Culture of the International Master in Peace, Conflicts and Development Studies of the Universitat Jaume I.

3. RECOMMENDED BACKGROUND KNOWLEDGE

No specific previous knowledge is required to take this course.

4. COMPETENCES AND LEARNING OUTCOMES

Generic and specific competences	Learning outcomes
<i>(This section will be automatically completed with information from the report on the Verifica UJI programme)</i>	<i>(This section will be automatically completed with information from the report on the Verifica UJI programme)</i>
1.1. To spread the ideas of peace, conflicts, humanitarian aid and development cooperation as proposed by UNESCO, so that the future professionals and researchers include these ideas entirely	1.1 To be able to spread the ideas of peace, conflicts, humanitarian aid and development cooperation as proposed by UNESCO, so that the future professionals and researchers include

in their working fields, both as part of their objectives as well as of their processes (multidisciplinary and interdisciplinary approaches).

1.2. To create an environment of study and critical research and of academic excellence according to the statutes of University Jaume I and the convergence process of European Higher Education Area within the Bologna Framework.

1.3. To promote the recognition of cultural diversity and intercultural education.

1.6. To move forward in the construction of cultures for peace by means of intense academic and professional work. This work would be developed both in the seminar rooms of the Master of Arts as well as by the graduates in the program. Once they join their working places in their native countries, their point of view would be critical, intercultural, gender based, with a perspective of conflict transformation and alternative diplomacy.

2.1 To know and recognize the main international schools of Peace Research from a historical and methodological perspective.

2.6 To study the alternatives from the perspective of strengthening local subsistence economies interacting with global trade and with post-development, postcolonial and gender studies.

2.7 To study, from the perspective of philosophy for peace, the ethical minimums shared by different cultures and beliefs in order to establish procedures for intercultural dialogue.

2.8 To study different conceptual tendencies in techniques of interpersonal and intercultural communication, from the most human forms to the ones which are most influenced by the media.

3.1 To enable critical comparison of peace history in different cultures including a gender perspective.

3.7 To develop communication skills on the basis of peace culture and interculturalism both in the interpersonal area as well as in public sphere.

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2.8 To be able to study different conceptual tendencies in techniques of interpersonal and intercultural communication, from the most human forms to the ones which are most influenced by the media.

3.1 To be able to enable critical comparison of peace history in different cultures including a gender perspective.

3.7 To be able to develop communication

<p>4.5 To practice coexistence and intercommunication capacities among the different beliefs and cultures, and the collective reconstruction of the shared ethical minimums, taking advantages of the gender based diversity and the intercultural context of the origins of the students themselves.</p> <p>4.9 To train philosophical attitudes, personal and professional ethics which may facilitate the intercultural dialogue on the basis of the knowledge and the question of the diverse cultures and beliefs.</p>	<p>skills on the basis of peace culture and interculturalism both in the interpersonal area as well as in public sphere.</p> <p>4.5 To be able to practice coexistence and intercommunication capacities among the different beliefs and cultures, and the collective reconstruction of the shared ethical minimums, taking advantages of the gender based diversity and the intercultural context of the origins of the students themselves.</p> <p>4.9 To be able to train philosophical attitudes, personal and professional ethics which may facilitate the intercultural dialogue on the basis of the knowledge and the question of the diverse cultures and beliefs.</p>
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5. CONTENTS

Course descriptors (This section will be automatically completed with information from the report on the Verifica UJI programme)

Gender and violence: feminist peace research. Equality and Difference Feminism. Justice and care ethics. New masculinities.

6. UNITS

(State titles of units, sections and, where appropriate, subsections)

1. Introduction: overview of debates about gender, conflict and peace
2. Women, war and armed resistance movements
3. Masculinity, war and peace
4. The gender politics of peace and human rights movements
5. Gender and discourse
6. Gender, communication and media
7. Case studies and contemporary trends in peace and gender.

7. BIBLIOGRAPHY AND ADDITIONAL RESOURCES

7.1 Basic bibliography

- CONDREN, Mary. 1995. 'Sacrifice and political legitimation: the production of a gendered social order', *Journal of Women's History*, 6:4 and 7:1 (Winter/Spring), 160-89.
- CURRAN, J. & D. MORLEY, eds. 2006. *Media and cultural theory*. London & New York: Routledge.
- DINES, Gail, and Jean M. HUMEZ, eds. 2003 (1995). *Gender, Race and Class in Media. A Text-Reader*. Thousand Oaks, London, Delhi: SAGE Publications.
- FREGOSA, Rosa-Linda & Cynthia BEJERANO, eds. 2010. *Terrorizing Women: Feminicide in*

the Américas. Durham & London, Duke University Press.

- GARCIA, Marco Aurélio. 1999. 'The Gender of Militancy: Notes on the Possibilities of a Different History of Political Action,' *Gender & History* 11, 3 (November): 461-74.
- GLEDHILL, Christine and Linda WILLIAMS, eds. 2000. *Reinventing Film Studies*. London & New York: Arnold.
- HALL, Stuart, eds. 1997. *Representation. Cultural Representations and Signifying Practices*. London, Thousand Oaks, Delhi: SAGE Publications in association with the Open University.
- HAMILTON, Carrie. 2010. 'Towards a Historiography of Gender and "Terrorism",' *Zeitgeschichte*, 37: 95-110.
- HUSTON, Nancy. 1985. 'The Matrix of War: Mothers and Heroes' in SUSAN RUBEN SULEIMAN (ed.) *The Female Body in Western Culture: Contemporary Perspectives*. Cambridge, Mass. and London: Harvard University Press, pp. 119-36.
- KAPLAN, Temma. 2002. 'Reversing the shame and gendering the memory', *Signs*, 28:1: 179-99.
- PASSERINI, Luisa. 1992. 'Lacerations in the Memory: Women in the Italian Underground Organizations,' *International Social Movement Research*, 4: 161-212
- SEGAL, Lynne. 2008. 'Gender, War and Militarism: Making and Questioning the Links,' *Feminist Review* 88, 1 (April): 21-35.
- SILVERSTONE, Roger. *Media and Morality. On the Rise of the Mediapolis*. Cambridge and Malden: Polity Press.
- SONTAG, Susan 2003. *Regarding the Pain of Others*. London, etc.: Penguin Books.

7.2 Complementary bibliography

- ALEXANDER, Karen & Mary E. HAWKESWORTH, eds. 2008. *War & Terror: Feminist Perspectives*. Chicago and London: Chicago University Press, pp. 137-58.
- ARETXAGA, Begoña. 1997. *Shattering Silence: Women, Nationalism and Political Subjectivity in Northern Ireland*. Princeton, New Jersey: Princeton U.P.
- BENTON, Sarah. 1995. 'Women disarmed: the militarization of politics in Ireland 1913-23,' *Feminist Review*, 50 (Summer): 148-72.
- BERGER, John. 2009 (1980). *About Looking*. London etc.: Bloomsbury.
- BERGHAHN, Daniela and Claudia STERNBERG, eds. (2010), *European Cinema in Motion. Migrant and Diasporic Film in Contemporary Europe*, London: Palgrave Macmillan.
- BRACEWELL, Wendy. 2000. 'Rape in Kosovo: masculinity and Serbian nationalism', *Nations and Nationalism*, 6:4 (October): 563-90.
- BUTLER, Judith. 2004. *Precarious Life: The Powers of Mourning and Violence*. London and New York: Verso.
- CHOULIARAKI, L. 2006. *The Spectatorship of Suffering*. London, Thousand Oaks, New Delhi: Sage.
- CREED, Barbara. 1993. *The Monstrous-Feminine. Film, Feminism, Psychoanalysis*. London: Routledge.
- D'CRUZE, Shani & Anupama RAO, eds. 2005. *Violence, Vulnerability and Embodiment*. Oxford: Blackwell.
- DUDINK, Stefan, Karen HAGEMANNA & John TOSH, eds. 2004. *Masculinities in Politics and War: Gendering Modern History*. Manchester: Manchester University Press.
- Feminist Review*. 2008. 'Special issue on war' 88, 1 (April).
- FRANCO, Jean. 1992. 'Gender, death, and resistance: facing the ethical vacuum' in JUAN E. CORRADI, PATRICIA WEISS FAGEN & MANUEL ANTONIO GARRETÓN, eds., *Fear at the Edge: State Terror and Resistance in Latin America*. Berkley: University of California Press, pp. 104-18.

- GLYNN, Ruth. 2009. 'Writing the Terrorist Self: The Unspeakable Alterity of Italy's Female Perpetrators,' *Feminist Review* 92: 1-18
- HAMILTON, Carrie. 2007. *Women and ETA: The Gender Politics of Radical Basque Nationalism*. Manchester: Manchester University Press, 2007.
- HOLLANDER, Nancy Caro. 1996. 'The gendering of human rights: women and the Latin American terrorist state', *Feminist Studies*, 22:1 (1996): 41-80
- HOWES, David, ed. 1996. *Cross-Cultural Consumption. Global Markets. Local Realities*. London and New York: Routledge.
- JELIN, Elizabeth. 2003. *State Repression and the Struggles for Memory*. London: Latin American Bureau.
- NAFICY, Hamid 2001. *An Accented Cinema. Exilic and Diasporic Filmmaking*. Princeton and Oxford: Princeton University Press.
- NYE, Robert A. 2007. 'Western masculinities in war and peace,' *American Historical Review* 112.
- PRIBRAM, E. Deidre, ed. 1988. *Female Spectators. Looking at Film and Television*. London: Verso.
- PUAR, Jasbir. 2007. *Terrorist Assemblages: Homonationalism in Queer Times* (Duke University Press).
- RODOWICK, David N. 1991. *The Difficulty of Difference. Psychoanalysis, Sexual Difference and Film Theory*. New York & London: Routledge.
- SHOHAT, Ella and Robert STAM, eds. 2003. *Multiculturalism, Postcoloniality, and Transnational Media*. New Brunswick, New Jersey and London: Rutgers University Press.
- SHOHAT, Ella and Robert STAM. 1994. *Unthinking Eurocentrism. Multiculturalism and the Media*. London & New York: Routledge.
- SILVERMAN, Kaja. 1992. *Male Subjectivity at the Margins*. New York & London: Routledge.
- STOREY, John. 1993. *An Introductory Guide to Cultural Theory and Popular Culture*. New York, etc.: Harvester Wheatsheaf.
- TALBOT, Rhiannon. 2000/01. 'Myths in the representation of women terrorists', *Eire-Ireland*, 35 (Fall/Winter), 165-86.
- TAYLOR, Diana. 1997. *Disappearing Acts: Spectacles of Gender and Nationalism in Argentina's Dirty War*. Durham, NC: Duke University Press.
- ZWERMAN, Gilda. 1994. 'Conservative and Feminist Images and 'Mothering on the Lam: Politics, Gender Fantasies and Maternal Thinking in Women associated with Armed, Clandestine Organizations in the United States,' *Feminist Review*, 47 (Summer): 33-56.

7.3 Websites

www.justmessaging.com

7.4 Other resources

To be provided in class where appropriate.

8. TEACHING METHODOLOGY

(State the methodology to be applied according to the philosophy of the European Higher Education Area)

The subject methodology follows the teaching approach proposed by the European Higher Education Area which takes into account the students' own knowledge and their

autonomous learning. In this regard, classes focus on a combination of lectures and participatory dynamics.

The structure of each unit includes a daily compulsory reading, followed by oral presentations by the students which will lead to class debates, group works and other practical activities. These activities will be complemented by lectures.

9. ACTIVITY PLANNING

Summary (The number of hours required for each activity are indicated in the Verifica UJI programme and must be fulfilled. Class hours should be 30-40% of the total hours of work expected for each subject, while non-class hours should take 60-70% of the time)

Activities	Class hours	Non-class hours
Theory sessions	23	
Practical sessions (problems)	22	15
Practical sessions (laboratory)		
Seminars		
Workshops		
Small group tutorials		
Assessment		
Individual work		90
Virtual Classroom		
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TOTAL HOURS (no. of credits x 25)		150

10. LEARNING ASSESSMENT

10.1 Assessment type (Copy the assessment types shown in the Verifica UJI programme)	Percentage of final grade (Copy the percentages shown in the Verifica UJI programme)
1. Attendance and participation in class	20%
2. Oral presentation	20%
3. Academic paper	60%
10.2 Assessment Criteria:	
A) Indicate the minimum grades required in order to pass the course.	
B) Indicate the strictly necessary activities in order to pass the course.	
A) The minimum grade required to pass the subject is 5.	
B) In the first session, the submission of the academic paper is compulsory in order to be graded for the subject. In the second session, it will be necessary to repeat the academic paper that, in this case, will account for the 100% of the final grade.	

11. OTHER INFORMATION

Total or partial forms of plagiarism in the course paper, will automatically imply to fail the subject.