

**4014F- Critical Approaches to Gender and Global Conflict**  
**(Honours Seminar on Gender)**

Centre for Global Studies  
Huron University College- Fall 2014

**Dr. Jennifer Mustapha**

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Friday Mornings (8:30am-11:30am)  
Location: HC-W102

**Office: A206**

**Office Hours: TBD**

If my scheduled office hours conflict with your schedule, please feel free to send me an e-mail to set up an appointment outside of those times.

**Contacting me:**

The best way to contact me is through e-mail at [jmustap@uwo.ca](mailto:jmustap@uwo.ca) - During the week, I will try to respond within 24 hours, and on the weekends within 48 hours. *Due to privacy rules, you must e-mail me from your own uwo.ca e-mail account.* E-mails are best for setting up office appointments and for asking brief questions, for which I can provide brief answers. Please put the course number and the nature of your request into the subject line of your e-mail.

**Required Materials:**

- For the book review assignment you are required to read the following novels, both of which are readily available at libraries and popular book sellers in both paperback and electronic versions.
  - Collins, Suzanne (2010) *The Hunger Games (Volume 1)*, Scholastic Inc.
  - Hopkinson, Nalo (1998) *Brown Girl in the Ring*, Warner Aspect
- All other course readings and materials are available in journals and other materials through your access to the UWO library (most of them are posted on the OWL course page); and through provided web links.

**Course Overview:**

There are many ways to relate “gender” to “global conflict.” We can treat “gender” as an empirical category (“women”) or as an analytical orientation (feminist and gender approaches). Doing both allows us to ask and answer all kinds of interesting questions. This course takes as a starting point the idea that our understandings of the world are intrinsically shaped by gendered ontologies and epistemologies. As such, our ways of explaining and understanding global conflict tend to be reflective of dominant assumptions about masculinity and femininity. A deeper structural and ontological critique is required to properly unpack the relationships between gender and global conflict. With this in mind, this course will explore different critical feminist approaches to understanding conflict and insecurity; it will ask after the special price that women and girls tend to pay in war; it will ask after the myriad implications of militarized masculinities and gendered constructions of identity; and it will foreground a concern for the agency of women and girls in global conflict.

### **Learning Objectives:**

By the end of the course, students will be able to:

- 1) Demonstrate a critical understanding of the relationships between gender and global conflict.
- 2) Demonstrate a familiarity with different critical feminist approaches to understanding conflict and insecurity.
- 3) Demonstrate an ability to articulate the difference between gender as an empirical category and gender as an analytical device.
- 4) Demonstrate analytical knowledge of contemporary topics and issues relating to gender and conflict.
- 5) Demonstrate and convey these competencies in a clear, critical and reflexive communication style.

### **Evaluation (Specifics will be discussed in class and posted on OWL):**

Participation:	20%
Critical Book Review:	20%
Case Discussion Lead:	20%
Research Presentation:	10%
Research Paper:	30%

### **Course Format:**

This is an upper-level seminar course based on the “flipped classroom” model. This means that **students come to class already having completed the readings each week and armed with relevant questions and ideas in order to participate actively in class discussions**. Students are expected to attend every week and participate in assigned classroom activities and general discussion and debate. In general, classes will begin with an introduction to the topic of the day by me, and a brief discussion of relevant items. Following this, I expect that our seminar discussions for the day will critically engage the main points of the required readings and raise provocative and engaging questions for discussion relating to the themes of the week and the broader themes of the course. I will often raise questions for general discussion, or I may ask you to engage with specific points drawn from the readings to facilitate an active level of participation. Seminars only work when participants are prepared, willing to share their ideas, and willing to learn from one another.

### **Success in this course:**

I have high (but not unreasonable) expectations for my students because I believe that you deserve that respect. Importantly, the lectures, readings, assignments, and class participation activities are *all* components of the course, and are instrumental in your learning. Material covered in one component may not be covered in another. If you **attend the lectures, engage with the assigned material, complete your assignments and participate in discussions and class activities** you will be well equipped to achieve the learning objectives of the course. The key however, is to stay on top of things. You need to hit the ground running. Do not put off the readings and do get a head start on whatever work you can. Utilize your resources. Familiarize yourself with the course content on OWL. Contact me if you have questions about the material or about assignments.

**Quick Index of Weeks and Toics**

*IMPORTANT: Subject to change, especially in the event of illness or inclement weather.  
Appropriate notice will be given in the event of any changes.*

<i>Date</i>	<i>Week #</i>	<i>Weekly Topic</i>
Sep. 5	Week 1:	<b>Introduction to the course</b>
Sep. 12	Week 2:	<b>Explaining &amp; understanding gender and global conflict I</b>
Sep. 19	Week 3:	<b>Explaining &amp; understanding gender and global conflict II</b>
Sep. 26	Week 4:	<b>Cultural narratives of gender and conflict</b>
Oct. 3	Week 5:	<b>Gendered constructions of identity</b> (Case discussion leaders)
Oct. 10	Week 6:	<b>Women and the War on Terror</b> (Case discussion leaders)
<b>***** CRITICAL BOOK REVIEW DUE Oct 10*****</b>		
Oct. 17	Week 7:	<b>Militarized masculinities and architectures of insecurity</b> (Case discussion leaders)
Oct. 24	Week 8:	<b>A special price: on being a girl in wartime</b> (Case discussion leaders)
<b>(Fall Study Break: NO CLASS on October 31<sup>st</sup>)</b>		
Nov. 7	Week 9:	<b>Agency and vulnerability in displacement and migration</b> (Case discussion leaders)
Nov. 14	Week 10:	<b>RESEARCH PRESENTATIONS</b>
Nov. 21	Week 11:	<b>RESEARCH PRESENTATIONS</b>
Nov. 28	Week 12:	<b>Wrap up and review</b>
<b>***** FINAL PAPER DUE Nov 28th *****</b>		

## **Class Schedule, Weekly Topics and Weekly Reading Assignments**

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*Appropriate notice will be given in the event of any changes.*

### **WEEK 1. September 5: Introduction to the course**

In the first week we will introduce ourselves and discuss the plan for the course, my expectations for the class and our learning objectives. We will also discuss the various assumptions and knowledges we bring to this course, and what we all expect to get out of it.

Readings:

- Make sure to start reading the assigned novels if you haven't already. You should be finished reading them by September 26<sup>th</sup>. Also, make sure you acquaint yourself with the OWL website for the class. Read through the course outline and peruse the readings and resources that I have posted.

### **WEEK 2. September 12: Explaining and understanding gender and global conflict I**

This week we explore the concept of "gender" in relation to global conflict and studying security. We look at "gender" as an empirical category and "feminism" as an analytical orientation. We begin to explore different feminist and gender-lensed theoretical approaches to studying global conflict.

Readings:

- F Laura Sjoberg (2009) "Introduction to *Security Studies: Feminist Contributions*" *Security Studies*, vol. 18, pp. 183-213
- Wibben, Annick T.R. (2004) "Feminist International Relations: Old Debates and New Directions." *Brown Journal of World Affairs* X(2): 97-114
- Cohn, C., & Enloe, C. (2003). A conversation with Cynthia Enloe: Feminists look at masculinity and the men who wage war. *Signs*, 28(4), 1187-1107

### **WEEK 3. September 19: Explaining and understanding gender and global conflict II**

This week we continue our explorations of different feminist approaches to explaining and understanding the global, and in particular, global conflict and security/insecurity.

Reading:

- Hudson, H. (2005). 'Doing' security as though humans matter: A feminist perspective on gender and the politics of human security. *Security Dialogue*, 36(2), 155-174.
- Hansen, L. (2000). The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School. *Millenium*, (vol. 29, no. 2), 285-306.
- Yuval-Davis, N. (2006). Intersectionality and feminist politics. *European Journal of Women's Studies*, 13(3), 193-209.

### **WEEK 4. September 26: Cultural narratives of gender and conflict**

What can cultural narratives (popular or otherwise) tell us about our conceptions of gender and conflict? How do we talk about gender in the context of conflict and vice-versa? Why does this matter? This week we explore these questions and also talk more about the assigned novels and the book review assignment.

Readings:

- Puechguirbal, N. (2010). Discourses on gender, patriarchy and Resolution 1325: a textual analysis of UN documents. *International Peacekeeping*, 17(2), 172-187.
- Emad, M. C. (2006). Reading Wonder Woman's body: mythologies of gender and nation. *The Journal of Popular Culture*, 39(6), 954-984.
- Muller, V. (2012). Virtually Real: Suzanne Collins's The Hunger Games Trilogy. *International Research in Children's Literature*, 5(1), 51-63.
- Woloshyn, V., Taber, N., & Lane, L. (2013). Discourses of Masculinity and Femininity in The Hunger Games: "Scarred," "Bloody," and "Stunning." *International Journal of Social Science Studies*, 1(1), p150-160.

**WEEK 5. October 3: Gendered constructions of identity**

How are our identities, as individuals; as groups; as nations; informed by gendered structures and assumptions? How is gender both constitutive of and constituted through our identities?

*Discussion case suggestions: Jessica Lynch, Pat Tillman*

Readings:

- Peterson, V. S. (1999). Political identities/nationalism as heterosexism. *International Feminist Journal of Politics*, 1(1), 34-65.
- Shepherd, L. J. (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), 19-41.
- Golan, G. (1997, December). Militarization and gender: The Israeli experience. In *Women's Studies International Forum* (Vol. 20, No. 5, pp. 581-586). Pergamon.
- Kumar, D. (2004). War propaganda and the (ab) uses of women: Media constructions of the Jessica Lynch story. *Feminist Media Studies*, 4(3), 297-313.

**WEEK 6. October 10: Women and the War on Terror**

\*\*\*\*\*CRITICAL BOOK REVIEW DUE OCT 17\*\*\*\*\*

This week we look at the place of "women" in the ongoing Global War on Terror, and the impact of the GWOT on women and girls. We look at how women and women's issues were foregrounded in the war narratives around American responses to the terrorist attacks of September 11<sup>th</sup>, 2001, and what this reveals about our societal assumptions around both gender and violence.

*Discussion case suggestions: The Taliban in Afghanistan and Pakistan; Malala Yousafzai*

Readings:

- Masters, Cristina (2009) "Femina Sacra: The 'War of/on Terror,' Women and the Feminine" *Security Dialogue* 40(1): 29-49
- Cloud, D. L. (2004). "To veil the threat of terror": Afghan women and the ( clash of civilizations) in the imagery of the US war on terrorism. *Quarterly Journal of Speech*, 90(3), 285-306
- Sjoberg, L., & Gentry, C. E. (2008). Reduced to bad sex: Narratives of violent women from the bible to the war on terror. *International Relations*, 22(1), 5-23
- <http://www.vanityfair.com/politics/2013/04/malala-yousafzai-pakistan-profile>

### **WEEK 7. October 17: Militarized masculinities and architectures of insecurity**

How is the military apparatus itself implicated in gendered insecurities? Are these gendered insecurities present in both times of relative peace and times of war?

*Discussion case suggestions: Rape and sexual assault in the military; The Subic Bay rape case*

Readings:

- Turchik, J. A., & Wilson, S. M. (2010) Sexual assault in the US military: A review of the literature and recommendations for the future. *Aggression and violent behavior* 15(4), 267-277
- Cornwell, R., & Wells, A. (1999). Deploying insecurity. *Peace Review* 11(3), 409-414.
- Grady, K. (2010). Sexual exploitation and abuse by UN peacekeepers: a threat to impartiality. *International Peacekeeping*, 17(2), 215-228.
- Winter, B. (2011). Guns, money and justice: the 2005 Subic rape case. *International Feminist Journal of Politics* 13(3), 371-389.

### **WEEK 8. October 24: A special price: on being a girl in wartime**

We often see that women and girls are affected by and suffer in particular ways in times of conflict and post-conflict. Why is global conflict so gendered in its implications? How do we tend to respond to these gendered effects?

*Discussion case suggestions: Chibok kidnappings by Boko Haram; girl soldiers in Sierra Leone*

Readings:

- Manjoo, R., & McRaith, C. (2011). Gender-based violence and justice in conflict and post-conflict areas. *Cornell Int'l LJ*, 44, 11.
- Kirby, P. (2012). How is rape a weapon of war?: feminist international relations, modes of critical explanation and the study of wartime sexual violence. *European Journal of International Relations*, 1354066111427614.
- MacKenzie, M. (2009). Securitization and Desecuritization: Female soldiers and the reconstruction of women in post-conflict Sierra Leone. *Security Studies*, 18(2), 241-261.
- Browsers, M. (2014). Do Muslim Women Need Saving? by Lila Abu-Lughod, and: Women, Islam, and Resistance in the Arab World by Maria Holt and Haifaa Jawad (review). *The Middle East Journal*, 68(3), 484-485.

**(Fall Study Break: NO CLASS on October 31<sup>st</sup>)**

### **WEEK 9. November 7: Agency and vulnerability in displacement and migration**

This week we look at questions around the agency and vulnerability of women and girls in relation to the displacement and movement of peoples. Are women and girls in these situations just victims? Or do they have agency? Where can we see sites of, as well as acts of resistance occurring in these landscapes of gendered violence?

*Discussion case suggestions: Rohingya women and girls; human trafficking.*

Readings:

- Johnson, H. L. (2011). Click to Donate: visual images, constructing victims and imagining the female refugee. *Third World Quarterly*, 32(6), 1015-1037.
- Lobasz, J. K. (2009). Beyond border security: Feminist approaches to human trafficking. *Security studies*, 18(2), 319-344.
- Akhter, S., & Kusakabe, K. (2014). Gender-based Violence among Documented Rohingya Refugees in Bangladesh. *Indian Journal of Gender Studies*, 21(2), 225-246.

- Aradau, C. (2004). The perverse politics of four-letter words: risk and pity in the securitisation of human trafficking. *Millennium-Journal of International Studies*,33(2), 251-277.

**WEEK 10. November 14: RESEARCH PRESENTATIONS**

**WEEK 11. November 21: RESEARCH PRESENTATIONS**

**WEEK 12. November 28: Where/Why/Who are the Women? Are we asking the right questions?**

**\*\*\*\*\*FINAL ESSAYS DUE IN LAST CLASS, NOV 28\*\*\*\*\***

This week we wrap up the class with a revisiting of our learning objectives and a discussion of what we have learned so far about the various ways in which questions of gender relate to global conflict. We will also talk about all of the new questions that have no doubt emerged from our explorations of these topics.

## **Appendix to Course Outlines**

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities. In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

[downloadable Student Medical Certificate (SMC):

<https://studentservices.uwo.ca/secure/index.cfm> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their

final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student

Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Accessibility**

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at:

<http://www.huronuc.ca/AccessibilityInfo>

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Program and Academic Counselling**

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, [mfranke@huron.uwo.ca](mailto:mfranke@huron.uwo.ca), 519-438-7224 ext. 242.

Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>