

Gender, Human Rights and Conflict
SIS 517, American University, Spring 2008
Wed. 11:20- 2:00
Professor Julie Mertus

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Course Summary:

This seminar examines the gender dimensions of conflict and political violence. It explores how each stage of conflict is gendered, including: (1) the origins of aggression and the preparations for war through the militarization of society and the engendering of human security; (2) the conduct of war, wartime atrocities, and the composition, training and performance of armed forces; and, (3) the aftermath of war and conflict prevention attempts through peace agreements, peacemaking and peacebuilding efforts, and the structures and practices of transitional justice. Of central concern throughout the course is feminist activism and gendered forms of resistance to and cooperation with political violence. *The course is scheduled for the model classroom in Hurst – This will enable us to integrate media into our class discussions.*

Goals:

- To explore the relevance of gender in the study of peace and conflict, and to consider how gender aids us in the understanding of root causes of conflict and the crafting of long-term solutions to conflict.
- To identify the various individual actors, institutions, and structures involved in the struggles for peace and to explore their normative expectations, interlinkages and mutually constitutive relationships. In particular, the course seeks to identify those actors, institutions and structures that are often left out of studies of peace and conflict.
- To survey recent scholarship on gender and conflict, with particular attention to book manuscripts.
- To apply theoretical perspectives on gender and conflict to concrete case studies.
- To deepen analysis through the use of films, interactive exercises and .class discussions.

Course Requirements

There are three options for this class. Students should contact the instructor about simultaneously registering for SRP or thesis credits.

OPTION ONE:: THE NO-BIG PAPER OPTION

1. Book Reviews (see description below): Seven required in total, two from each section and one from the day you facilitate. (70%)
2. Facilitation of class: (see description below). (20%)
3. Minute cards (see description below)(10%)

OPTION TWO:: THE BIG PAPER OPTION

1. Book Reviews (see description below): Three required in total, from any section. (30%)
2. Term Paper (explore original thesis; guidelines to be distributed)(40%)
3. Facilitation of class (see description below)/ (20%)
4. Minute cards (see description below)(10%)

OPTION THREE: REGISTER SIMULTANEOUSLY OR PLAN TO REGISTER NEXT SEMESTER FOR SRP OR THESIS ON RELATED TOPIC

1. Book Reviews (see description below): Choose three related to your SRP/Thesis
2. Literature review related to SRP/ thesis – or some other substantial writing in preparation for SRP/thesis (40%)
3. Facilitation of class (see description below) (20%)
4. Minute cards (see description below)(10%)

Book Reviews

In preparing your review, keep in mind the following pointers.

- a. *Provide a description, not a summary, of the book.* Sufficient description should be given so that the reader, as he reads the review, will have some understanding of the author's thoughts. This account of the contents of a book can often be woven into the critical remarks.
- b. *Be critical, not merely descriptive.* A critical review is one in which the writer describes and evaluates the book in terms of the aims and purposes of the author, and supports this evaluation with evidence from the text.
- c. *Build an argument based on what is there, not on what you want to be there.* While a critical review is a statement of opinion, it must be a considered judgment

- including: (i) a statement of the reviewer's understanding of the author's purpose; (ii) how well the reviewer feels the author's purpose has been achieved; (iii) evidence to support the reviewer's judgment of the author's achievement.
- d. *Quote with care.* Refer to specific portions of the books to illustrate your statements and conclusions. Generally, however, extensive quotes are not advisable. Do not leave quotes dangling, without analysis. In reviewing a draft, ask yourself whether quotations are awkwardly placed and, if so, adjust their usage.
- e. *Structure your paper.* The opening paragraph, like the concluding one, is in a position of emphasis and usually sets the tone of the paper. Among the various possible introductions are:
- a statement of the thesis
 - a statement of the author's purpose
 - a statement about the topicality of the work or its significance
 - a comparison of the work to others by the same author or within the same genre
 - a statement about the author

The main body of the review should logically develop your thesis as organized by your outline. Changes in the outline may need to be made and transitional paragraphs introduced, but the aim should be toward logical development of the central point. Quoted material should be put in quotation marks, or indented, and properly footnoted.

The concluding paragraph may sum up or restate your thesis or may make the final judgment regarding the book. No new information or ideas should be introduced in the conclusion.

Questions to consider: What is (are) the overall thesis(es) -- the points of view or conclusion? what are your reactions? Did the book(s) enhance your understanding of the issues?

What are his or her relevant qualifications and background (or lack thereof) for writing on this subject? What were his or her reasons for writing this book? You should consider the time during which the book was written and, if evident, the author's values and biases.

What evidence is cited, and has new documentation become available? If so, identify the new documentation. Or, does the book present a novel interpretation based on previously available documents, or does it provide a new account of a subject already treated by others.

What is your ultimate judgment of the style, format, contents, and historical value of each book? Has each author achieved the purpose, explicit or implicit, for writing the book? Has he or she persuasively argued the thesis to your satisfaction? Why or why not? Compare the evidence cited and argumentation used to support the respective conclusions.

Has the book challenged you intellectually, increasing your knowledge, raising new questions, and/or presenting the material in a novel, even provocative manner? Or does the author simply rehash what everyone already knows? Would you recommend any or all of these books, and at what level -- secondary, undergraduate, graduate? What book on this subject still needs to be written?

Seminar Facilitation:

You will sign up for one set of class readings for which you will be in charge of 30 minutes of class time. You are to use this time as an individual presenter, but you to coordinate with any other individual presenting on the same day. **DO NOT OVERLAP.**

It is up to you how you spend your 30 minutes, but whatever you do must be directly related to the readings for that day. Some suggestions are: (1) Prepare three questions for the class and email them to the entire class before our class meeting and then facilitate discussion on these questions in class; (2) Prepare a power[point on a particular theme in the readings; (3) prepare a one-page handout for the class on one aspect of the readings; (4) Locate a recent academic article or newspaper or magazine story on the topic and make copies for the class; (5) prepare and present to the class an oral presentation on the assigned readings. Please note, if you wish to show a video/DVD, this can only take up 10 minutes of your time. Longer videos/DVDs may be shown with the instructor's permission.

Grading of facilitation: The facilitation grade will be based on the answers to two sets of questions:

(1) **IMPACT ON PRESENTER:** Does the presenter demonstrate that he/she has read, understood and analyzed the readings? Has the presenter made an effort to draw connection between the concepts discussed in particular readings assigned for the same day and/or to situate the ideas presented in a particular reading within the larger themes of the course?

(1) **IMPACT ON CLASS MEMBERS:** Does this presentation help the class to understand and think more deeply about not only the particular readings assigned, but also for the larger themes raised in the course? Was there an opportunity for the class to be engaged?

Minute Cards:

The instructor will distribute to each student 12 index cards. Students are to write their name in the upper right hand corner and to number the cards by placing a number in the upper left corner. Each week, after doing the readings, students are to spend a couple minutes writing down their answers to the following two questions: "What was the most important thing you learned during this class?" and "What important question remains unanswered?" Students may not use more room than the card; they may not spend more than 10 minutes on this task.

Cards will be collected each class by the student facilitator(s) assigned for that class (or, by the instructor, if no student facilitator). At the end of class, time will be set aside for discussion of the cards.

Grading of cards: You either do the cards or you don't. You may miss one class without penalty. Substantial effort on the cards can enhance the "minute grade," and substantial lack of attention to the cards may lower the grade.

Policy on Participation: Participation may result in raising or lowering grade

Faithful attendance and active, informed participation is required. Please contact me *before* class if a serious health problem or other emergency will preclude you from attending class (work or internships are not considered an emergency). *Three or more unexcused absences will result in a failing grade.* On the other hand, superior attendance and participation will boost a borderline grade.

Quality of participation counts more than quantity. This class will work best if everyone engages with the material. Diversity of opinion is welcome and respect for each other's views and experiences is required. *All students will be given one free "pass" that permits them to not do the readings for one class.*

Laptop policy

Laptops may **ONLY** be used in class for the purpose of note taking. Web surfing, games, instant messaging, email, and working on homework for other classes tends to be distracting to others and is prohibited during class time.

Required Reading:

There is a long list of books for the class. However, it is suggested that you only consider purchasing those that you choose for a book review (either 3 or 7, depending on your choice of assignment track). All books will be on reserve and in most cases the crucial assigned chapters of books will be on reserve. All other readings are either listed under "Electronic Reserves" or "Course Documents on Blackboard." The full list of books for the course can be found on the following worksheet (which each student will be asked to fill out and submit)

Class Selection Sheet – Part One, Information Sheet

Name:

Email:

Phone:

Course Option (1, 2 or 3)? _____

First choice for facilitation day:

Second choice for facilitation day:

Three days I absolutely do not want:

Book Selection

Circle the book reviews you will do (3 or 7, depending on course selection).

PART ONE

Diamond, Jed (2005) *The Irritable Male Syndrome*

Underwood, Marion (2003), *Social Aggression Among Girls*

Sjoberg, Laura and Caron E. Gentry. (2008) *Mothers, Monsters, Whores: Women's Violence in Global Politics*

Scarce, Michael (1997) *Male on Male Rape*

Truong, Thanh-Dam, Saskia Wieringa and Amrita Chhachhi (2006) *Engendering Human Security: Feminist Perspectives*

Enloe, Cynthia (2007) *Globalization and Militarization*

PART TWO:

Herbert, Melissa (1998) *Camouflage Isn't Only for Combat: Gender, Sexuality and Women in the Military*

Scott, Wilbur and Sandra Carson Stanley, eds. (1994) *Gays and Lesbians in the Military*

Solaro, Erin (2006) *Women in the Line of Fire*

Carpenter, Charli. (2007) *Born of War*

PART THREE:

Whitworth, Sandra (2004) *Men, Militarization & UN Peacekeeping*

Anderlini, Sanam (2007) *Women Building Peace*

Assorted Readings on Women and Transitional Justice

Cockburn, Cynthia (2007) *From Where We Stand: War, Women's Activism and Feminist Analysis*

Class Schedule

Note: This schedule is subject to change. Any changes will be announced in class.

Jan. 12: Course Introduction

PART ONE: GENDER AND CAUSE OF CONFLICT

Jan. 16: Theories on Male and Female Aggression

Books:

Diamond, Jed. (2005), *The Irritable Male Syndrome* (Parts 1)(scanned and on reserve; those doing book reviews read entire text)

Underwood, Marion (2003), *Social Aggression Among Girls* (Parts 1 and 3)

Sjoberg, Laura and Caron E. Gentry. (2008) *Mothers, Monsters, Whores: Women's Violence in Global Politic* (chapter 6; book not eligible for book review until next week)

Film: The Agressives

Jan 23: Victims or Victimizers?

Books:

Sjoberg, Laura and Caron E. Gentry. (2008) *Mothers, Monsters, Whores: Women's Violence in Global Politic* (chapters 2-5)

Scarce, Michael (1997) *Male on Male Rape* (chapters 2, 3, 4, 8, 12, 13)(scanned and on reserve; those doing book reviews read entire text))

Film: “She Stole my Voice: A Documentary About Lesbian Rape” (2005)

Jan. 30: Gender and Human Insecurity

Book:

Truong, Thanh-Dam, Saskia Wieringa and Amrita Chhachhi (2006) *Engendering Human Security: Feminist Perspectives* (Part 2, scanned and on reserve; book review may be on this section or on entire book)

Enloe, Cynthia (2007) *Globalization and Militarization* (Chs 1-3; 6-7 on reserve; book review must be on entire book)

Cohn, Carol, "Wars, Wimps and Women: Talking Gender and Thinking War" (electronic reserve)

Films:

ABC Primetime News: Sex Trafficking in America

Human Trafficking

PART TWO: GENDER IN CONFLICT

Feb. 6: Masculinity, Femininity and Armed Forces

Book:

Herbert, Melissa (1998) *Camouflage Isn't Only for Combat: Gender, Sexuality and Women in the Military* (entire book)

Film: "Between Men: Masculinity and the U.S. Military" (2007)

Feb. 13: Gay and Lesbian Soldiers

Book:

Scott, Wilbur and Sandra Carson Stanley, eds. (1994) *Gays and Lesbians in the Military* (warning: This book is expensive and I do not expect you to buy it; the following chapters will be put on reserve:

Ch 3: Social Science Research on Homosexuals in the Military

Ch. 4: From Citizens' Army to Social Laboratory

Ch. 5: Fighting for a Just Cause: Soldiers' Views on Gays in the Military

Ch. 8: Defensive Discourse: Blacks and Gays in the Military

Ch 12: Gays in the Military: Policy and Practice in the Israeli Defense Forces

Ch. 13: Sexual Orientation and Military Service: The British Case

Film: “Coming Out Under Fire”

Feb 20: Women Soldiers

Books:

Solaro, Erin (2006) *Women in the Line of Fire* (entire book)

Enloe, Cynthia (2007) *Globalization and Militarization* (Ch 4 “Paying close attention to women inside militaries” on reserve – book not eligible for book review this week)

Film: “Fly Girls”

Clips from WWII film detailing role of women in WWII

Feb. 27: Wartime Sexual Violence, Rape and Children Born of War

Giles, Wenona, “Gendered Violence in War” (electronic reserve).

Boon, Kristen (2000) “Rape and Forced Pregnancy before the ICC,” *Columbia Hum. Rts. L. Rev. vol. 32*, 625.

Carpenter, Charli. (2007) *Born of War* (Chapters 1, 2, 7, 8, 9, 10(on reserve – book review – read entire book)

Film:

Calling the Ghosts

Clips from “Women in the Night,”(Nazi Exploitation Film)(1948)

PART THREE: GENDER AND PEACEBUILDING

March 5: Gender and Peacekeeping

Book:

Whitworth, Sandra (2004) *Men, Militarization & UN Peacekeeping*

Guest Speaker: TBA

March 19: Gender and Peace Agreements/ Transitional Justice

Guest Speaker: Catherine O'Rourke

Note: Three or four of the readings could be bundled together for a "book review." All readings are in Course Documents

Christine Bell, "Women Address the Problems of Peace Agreements." In Women, Peacemaking and Constitutions, edited by R Coomeraswamy and D Fonseca. New Delhi: Women Unlimited, 2005.

Christine Bell & Catherine O'Rourke, "Does Feminism Need a Theory of Transitional Justice? An Introductory Essay" 1 *International Journal of Transitional Justice* (2007): 23-44

Ni-Aolain, Fionnuala and Catherine Turner, "Gender, Truth and Transition," *UCLA Women's L.J.*, vol 16 (spring 2007)(on reserve)

Julie Mertus and Olja Hocevar, *Women's Participation in the ICTY*,
<http://www.womenwagingpeace.net/content/articles/BosniaFullCaseStudy>.

Julie Mertus, "Shouting from the Bottom of the Well: The Politics of International Trials for Wartime Rape" (*International Feminist Journal of Politics*)(handout).

March 26: Film: Grbavica: The Land of My Dreams

April 2: Gender and Formal and Informal Peace Processes

Book:

Anderlini, Sanam (2007) *Women Building Peace* (Chs 3, 4, 5, 7; (on reserve – book review – read entire book)

United Nations Security Council Resolution 1325;
<http://www.womenwagingpeace.net/content/articles/UNResolution1325.pdf>

Guest speaker: Sanam Anderlini

April 9: Extra Class

Note: Should any class be cancelled, it will be made up on this day. However, if this day is not used as a make up, the class will discuss how to use the day to hear about the particular experiences of the members of the class and to discuss any research planned by any class members.

April 23: Women's Activism and Peace Processes

Book:

Cockburn, Cynthia (2007) *From Where We Stand: War, Women's Activism and Feminist Analysis*

Mertus, Julie and Laura Rosenberger, "When Adding Women Matters: The Making of Lieutenant Ahmeti"

Film: Circlework: A Pathway to Peace in the Middle East

April 30: Engaging Men in "Women's Issues"

There is no book this week, but there is a selection of articles from the winter 2007 edition of *Critical Half: Bi-Annual Journal of Women for Women International*

"Involving Men in Gender Policy and Practice"

"Gender is Society: Inclusive LAWmaking in RWANDA's Parliament"

"Negotiating with Men to Help Women: Success of Somali Women Activists"

”Women are Not Islands”

Film: Why is Kofi Annan not a woman? - Gender & leadership at the United Nations