

# **SOCI 5806X – Masculinities, Violence and (In)security**

## **Course outline – Winter Term 2011-2012**

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Date: Tuesday 8:30-11:30  
Location: Southam 308

Office hours: Tuesday 2:30-4:00 (or anytime by appointment)

### **Course Content and Objectives**

**Masculinities, Violence and (In)security** examines the significance of culturally-specific masculinities for understanding different forms of violence and (in)security. Using examples from across the globe, the course explores how attention to masculinities and gender hierarchies helps to refine and elaborate existing approaches to conflict, violence and (in)security. The course focuses on military conflicts, with particular attention to new more informal conflicts emerging in the post-Cold War period. The end of bipolar tensions fueled hope for a peace dividend, yet instead, conflicts increased around the world, often involving high levels of civilian casualties and widespread insecurity. These “new wars” with their emphasis on disruption and economic gain rather than state building, have been hotly debated. While greed and grievances have been seen as key drivers, the role of gender has largely been ignored. Yet a growing literature contests this assumption. The course will explore this literature and the broad argument that gender and gender relations has played (and continues to play) a key role in conflict. The course will examine the way notions of masculinity are shaped by conflict and the consequences for men and women and gender relations around the world. The course will also examine various new approaches to insecurity, particularly human security, with its emphasis on freedom from fear and want as well as more critical approaches to conflict and insecurity. The course will introduce gendered critiques of these approaches, and explore their relevance to particular cases. It will focus on rape as a weapon of war, states and militaries, the new wars, women combatants, as well as human security and critical security. Finally, the course will explore the gendered nature of peace-making and- building and the possibilities for social transformation in post-conflict contexts.

### **Course organization**

**The course has three main sections:**

***In section 1*** (sessions 2-8), we will cover key themes in the emerging literature on gender politics and global democracy. Each student will present a ten to fifteen minute critique of one of the readings in this period. The student will also prepare two questions for discussion and will play a key role in the class discussions on the article. A written version of the talk will be due that same day. Students will also identify two other weeks for writing reflection papers on each

week's readings. These will be two pages – one on the key ideas and one commentary. These seminar classes are designed to facilitate understandings and critical thinking about the debates and literature on the gender politics and global democracy.

***In section 2*** (sessions 9 and 10) students will work in groups to prepare a group presentation of the readings on a topic of their choice. 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 politics and global democracy. A list of potential topics and possible readings will be handed out on the first day of class.

***In section 3*** (sessions 11 and 12), each student will have the opportunity to present an outline of their proposal final paper to the class. 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**.

**Please note** – the exact format for weeks 8-13 will depend on the numbers enrolled in the course.

### **Assessment**

Assessment for this course involves four components: **participation, reading reviews, group presentations and a final paper**.

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 11 or 12); and
- 3) act as a discussant for another student's paper presentation (session 11,12 or 13).

Completion of all participation components will be assessed as an A grade. Incomplete participation will result in a grade reduction for each component missed.

The **reading reviews** (**20%**) require students to:

- 1) Choose one reading in the sessions 2-8. This reading is to be presented in that week's class. The presentation will be a short (no longer than 15 minute) discussion of the reading's key arguments as well as its strengths and weaknesses. The student will also prepare two questions for discussion and play a key role in the group discussion on the article. A written version of the presentation is due that day and should be about 2-3 typed double spaced pages. (**10%**)
- 2) Students will pick two other weeks during the first section of the course (sessions 2-7), when they will do an overview and critique of the week's readings. They must choose weeks other than the week of their presentation. The summaries should be about two pages, with the first half summarizing the key arguments of the readings and the second

commenting on the articles' strengths and weaknesses. The reviews will be due in class in session 8 (March 6th). (10%)

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

- 1) Join a group of about three or four students, identify a topic and, as a group, find and decide upon three key readings to be presented in class. The choice of topics and readings must be agreed upon by the professor. The students will work together to organize a presentation. The presentation will be about 30 minutes, followed by 20 minutes of discussion, led by the presenters. The presentation must discuss both present the key arguments of the papers as well as their strengths and weaknesses. How they speak to each other (or not) and to larger debates on the subject are also important.
- 2) Each student will write up a 4-5 page summary on the topic and the readings chosen. Students will be marked on both their participation in the group presentation and their individual presentation.

The **final paper** (50%):

The final paper should be between 15-20 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 8 – 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 on April 12<sup>th</sup> in my office.

### **Required readings**

All journal articles are available electronically. Books (for specific book chapters) are on reserve in the Main Library. Hard copies for those not available at Carleton will be in the office of IPE. Consider buying Laura Sjoberg, ed., *Gender and International Security* (Routledge). It is not a text but is very helpful for understanding the course readings.

### **Schedule**

**Session 1: (January 10<sup>th</sup>) Introduction (readings for background –do at own pace)**

K. Beckwith (2005) "A Common Language of Gender?," *Politics and Gender* 1(1): 128-137.

L. McCall (2005) "The Complexity of Intersectionality," *Signs* 30 (3): 1771-1800.

V. S. Peterson (2007) "Thinking through Intersectionality and War," *Race, Gender and Class* 14 (3-4): 10-27.

## **Session 2: (January 17<sup>th</sup>) Masculinities, Gender and Violence**

R.W. Connell and J. Messerschmidt (2005) "Hegemonic Masculinity: rethinking the category," **Gender and Society** 19 (6): 829-859.

N. Wedgwood (2009) "Connell's theory of masculinity – its origins and influences on the study of gender," **Journal of Gender Studies** 18 (4): 329-339.

C. Beasley (2008) "Rethinking Hegemonic Masculinity in a Globalizing World," **Men and Masculinities** 11 (1): 86-103.

C. Cockburn (2010) "Gender Relations as Causal in Militarization and War," **International Feminist Journal of Politics** 12 (2): 139-157.

C. Cohn and C. Enloe (2003) "A Conversation with Cynthia Enloe: feminists look at masculinity and the men who wage war," **Signs** 28 (4): 1187-1207 (background)

## **Session 3: (January 24<sup>th</sup>) Rape as a Weapon of War**

L. Hansen (2001) "Gender, Nation, Rape: Bosnia and the Construction of Security," **International Feminist Journal of Politics** 3 (1): 55-75.

M. E. Baaz and M. Stern (2009) "Why do Soldiers Rape? Masculinity, violence, and sexuality in the armed forces in the Congo (DRC)," **International Studies Quarterly** 53: 495-318.

M. Mackenzie (2010) "Securitizing Sex: towards a theory of the utility of wartime sexual violence," **International Feminist Journal of Politics** 12 (2): 202-221.

M. Alison (2007) "Wartime sexual violence: women's human rights and questions of masculinity," **Review of International Studies** 33: 75-90.

L. S. Price (2001) "Finding the Man in the Soldier-Rapist," **Women's Studies International Forum** 24 (2): 211-227 (as background)

## **Session 4: (January 31st) States, Militaries and Gendered (In)security**

I.M. Young (2003) "The Logic of Masculinist Protection: reflections on the current security state," **Signs** 29 (1): 1-25.

J.D. Wadley (2010) "Gendering the State: performativity and protection in international security," in L. Sjoberg (ed) **Gender and International Security** (Routledge): 38-58.

J. H. Maruska (2010) "When are States Hypermasculine?" in L. Sjoberg (ed) **Gender and International Security** (Routledge): 235-255.

C. Cohn (1987) "Sex and Death in the World of Rational Defense Intellectuals," *Signs* 12 (4): 687-718 (background reading)

### **Session 5: (February 7th) Masculinities, Gender and the New Wars**

J. L. Parpart (2010) "Masculinity, Gender and the 'New Wars'," *Nordic Journal for Masculinity Studies* 5 (2): 85-99.

K. Peters and P. Richards (1998) "Why we Fight: Voices of Youth Combatants in Sierra Leone," *Africa* 68 (2): 183-210.

D. Zarkov (2001) "The Body of the Other Man: Sexual Violence and the Construction of masculinity, Sexuality and Ethnicity in Croatian Media," in C. Moser and F. Clark (eds) *Victims, Perpetrators or Actors?* (Zed Books): 69-82.

C. Dolan (2002) "Collapsing Masculinities and Weak States—a Case Study of Northern Uganda," in F. Cleaver (ed) *Masculinities Matter: men, gender and development* (Zed Books): 57-83. (choose either Zarkov or Dolan)

E. Newman (2004) "The 'New Wars' Debate," *Security Dialogue* 35 (2): 173-189 (background)

### **Session 6: (February 14th) Women Combatants and the New Wars**

M. E. Baaz and M. Stern (2011) "Whores, Men, and Other Misfits: undoing 'Feminization' in the Armed Forces in the DRC," *African Affairs* 110 (441): 563-585.

M. Denov and C. Gervais (2007) "Negotiating (In)Security: agency, resistance and resourcefulness among girls formerly associated with Sierra Leone's Revolutionary United Front," *Signs* 32 (4): 885-910.

M. Alison (2004) "Women as Agents of Political Violence: gendering security," *Security Dialogue* 35 (4): 447-463.

C. Coulter (2008) "Female Fighters in the Sierra Leone War: challenging the assumptions?," *Feminist Review* 88: 55-73.

M.J Fox (2004) "Girl Soldiers: Human Security and Gendered Insecurity," *Security Dialogue* 35 (4): 465-479.

### **Spring Break (Week of Feb 20<sup>th</sup>)**

### **Session 7: (February 28th) Engendering Human Security and Critical Security Studies**

H. Hudson (2005) “‘Doing’ Security as though Humans Matter: a feminist perspective on gender and the politics of human security,” **Security Dialogue** 36 (2): 155-174.

L. Hansen (2000) “The Little Mermaid’s Silent Security Dilemma and the Absence of Gender in the Copenhagen School,” **Millennium – Journal of International Studies** 29 (2):285-306.

M. S. Denov (2006) “Wartime Sexual violence: assessing a human security response to war-affected girls in Sierra Leone,” **Security Dialogue** 37 (3): 320-342.

E. Newman (2004) “A Normatively Attractive but Analytically Weak Concept,” **Security Dialogue** 35 (3): 358- 3??.

### **Session 8: (March 1<sup>st</sup>) Gender, Masculinities and Peace-making/building**

J. El Bushra (2007) “Feminism, Gender and Women’s Peace Activism,” **Development and Change** 38 (1): 131-147.

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):

P. Highgate (2007) “Peacekeepers, masculinities and Sexual Exploitation,” **Men and Masculinities** 10 (1): 99-119.

I. R. Silber (2004) “Mothers/fighters/Citizens: violence and disillusionment in Post-war El Salvador,” **Gender and History** 16 (3): 561-587.

**Session 9: March 13<sup>th</sup> : Group Presentations**

**Session 10: March 20<sup>th</sup> : Group Presentations**

**Session 11: March 27<sup>th</sup>: Individual Paper Outline Presentations**

**Session 12: April 3<sup>rd</sup>: Individual Paper Outline Presentations**

**Websites: Make use of these and other websites in your research.**

<http://www.imow.org>

<http://www.ywcatt.org>.

<http://www.cafra.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.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.iccnw.org/documents>

## **Please Note - Academic Regulations and Accommodations**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://www.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html>

### **Requests for Academic Accommodations**

#### ***For Students with Disabilities:***

Students with disabilities needing academic accommodations are required to contact a co-ordinator at the Paul Menton Centre to complete the necessary *letters of accommodation*. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the first class or ITV test. This is to ensure sufficient time is available to make the necessary accommodation arrangements.

#### ***For Religious Obligations:***

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

#### ***For Pregnancy:***

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

## **Plagiarism**

Plagiarism is a very serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures, please refer to the section on Instructional Offences in the Graduate Calendar.

### ***What are the Penalties for Plagiarism?***

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

### ***What are the Procedures?***

1. All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.
2. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.
3. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

## **Important Information**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, they must be written from your valid CONNECT address.