

GOVT1101: Women and Political Violence

Monday and Wednesday 2:55pm-4:10pm, White Hall 106

Spring 2017

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Office Hours: Monday and Wednesday 4:15pm-5pm

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Course Description: What is the relationship between sex, gender and violence? Why do some armed groups engage in rampant wartime sexual violence while others do not? Are women always victims of violence or can they be perpetrators too? In this course, we will seek to understand how gender and violence interact during times of war and times of peace, and critically examine government policies surrounding these issues. We will investigate not only sexual violence during war but the trafficking of women as slaves and “mail order brides”, and women’s participation in violence as leaders, soldiers, guerillas and terrorists. Students will critically engage with these topics through a series of writing assignments.

Learning Outcomes: There are two overarching writing goals for this course. The first is to learn how to engage critical with research in the social sciences and more specifically, political science. The second goal is to learn how to adjust these skills to write for different audiences, which will be beneficial in your future courses and careers. Therefore, to achieve these two objectives, this course will teach students how to:

1. Engage with social science research and more specifically, political science research
2. Learn how to construct arguments
3. Learn how to find, read and use secondary sources as evidence for arguments
4. Learn how to write for different audiences including academic and non-academic
5. Write clearly, concisely and convincingly

Additionally, this course aims increase student knowledge about the interaction between women and violence. Women are more likely to be the victims of violence during times of war and during times of peace. Yet, far too often these forms of violence are under-investigated by social scientists. Additionally, women are often perpetrators of violence - another fact that is ignored. By the end of this course, not only should students have a greater knowledge of the relationship between sex, gender and political violence but they should also be able to critical examine policies surrounding these issues.

ASSIGNMENTS

All assignments are to be submitted as **PDFs** through Blackboard by 11:59pm on the due date and will automatically be checked by Turnitin. Assignments should be in Times New Roman in 12 point, double-spaced with 1 inch margins and numbered pages. Any type of citation style is acceptable (footnotes, endnotes, in-text) as long as it is consistent. To ensure fairness, assignments will be graded blindly. In order to facilitate this, please do **NOT** write your name on your assignments. Rather, include **ONLY** your NetID.

All written work for this course is considered public domain. This means written work can and will be read and shared by all member of the seminar.

Assignment 1: Documentary Reflection (Ungraded)

Due: January 30

Assignment 2: List of Works (5%)

Due: Feb 13

Assignment 3: Annotated Bibliography (10%)
Due: March 6

Assignment 4: Op-Ed Draft (Ungraded)
Due: March 20

Assignment 5: Peer Review (10%)
Due: March 27

Assignment 6: Op-Ed Final (25%)
Due: April 17

Assignment 7: Review Article (25%)
Due: May 10

CLASS EXPECTATIONS

1. *Attendance.* Seminars account for 25% of your final grade in this class. Attendance is **MANDATORY** and I take it very seriously. If you are unable to attend class for a legitimate reason (e.g. illness, family emergency), you must notify me in advance. Repeated or unexcused absences will reduce your participation grade.
2. *Please be on time.* Late arrivals are disruptive and disrespectful to everyone. Consistent tardiness will reduce your participation grade. Arriving more than 15 minutes late will count as an absence.
3. *In class participation.* Fruitful discussions and engagement with the course material can only occur if everyone comes to class prepared and I expect everyone to be able to participate in a meaningful manner. Note I may use “cold-calling” to promote discussion, especially if you are excessively quiet. Consistent lack of participation will affect your participation grade. If you are uncomfortable speaking up in class, please come to office hours so we can discuss a possible solution. It is everyone’s responsibility to make the classroom a welcoming and tolerant space. I, therefore, expect you to engage thoughtfully, listen attentively, behave considerately and act professionally.

DISCUSSION GUIDELINES

- *Don't be afraid to ask.* It is unnatural not to have questions about the material and they are an important (and intelligent!) form of participation. If you have a question, please ask. Chances are others have the same question or problem.
- *Quality over quantity.* Learning is a collaborative process and I, therefore, expect seminar to be an interactive forum with plenty of discussion. Thoughtful participation, however, is much more valuable than frequent participation. Please give your peers the time and respect to express their thoughts.
- *Participation can take many forms.* Asking questions about the readings and lectures, responding to questions posed by me, and sharing your thoughts on lectures or readings all count as participation.
- *Again, be respectful of your fellow students.* Differences in opinion and background provide an opportunity for intellectual growth. We all stand to benefit from being aware of and welcoming these differences. Furthermore, we can only have a successful discussion if the classroom is a comfortable space for all participants. Confrontational or disrespectful behavior and offensive language will not be tolerated and you will be asked to leave.

EMAIL POLICY

Please feel free to email me with quick questions or to set up a meeting. Longer discussions and **ALL** discussions about grades must take place in person. I will guarantee a response to emails within 48 hours during the week and will check my email more regularly in the day or two before assignment due dates.

Please do not wait until the last minute. You will not get a response if you email me 10 minutes before an assignment is due!

ELECTRONIC DEVICES IN CLASS

In order to promote discussion and minimize distractions, laptops will **not** be allowed in seminar. Please be prepared to bring your notes. The use of cell phones and other electronic devices is not permitted during class except under emergency circumstances.

GRADING POLICY

Assignment expectations will be discussed in class before the due date. If you have concerns about your ability to complete an assignment, please see me during office hours **before** the assignment is due. Extensions will only be given in the case of serious illness (requiring a doctor's note), family emergency (requiring a Dean's note) or religious observance (requiring advanced approval within the first two weeks of the semester).

Once grades are returned there is a 72 hour "cooling off" period before appeals will be heard. Keep in mind that appeals may result in a lower grade.

Late assignments will lose one full letter grade. Papers later than 24 hours will receive a grade of 0/100.

COURSE OUTLINE

1. January 25: Introduction and Documentary

Section 1: Violence during "Peace"

2. January 30: Scope and Magnitude of Violence Against Women
 - Watts, Charlotte, and Cathy Zimmerman. "Violence against Women: Global Scope and Magnitude." *The Lancet* 359, no. 9313 (April 6, 2002): 1232-37.
 - Jewkes, Rachel, Emma Fulu, Tim Roselli, and Claudia Garcia-Moreno. "Prevalence of and Factors Associated with Non-Partner Rape Perpetration: Findings from the UN Multi-Country Cross-Sectional Study on Men and Violence in Asia and the Pacific." *The Lancet Global Health* 1, no. 4 (October 1, 2013): e208-18.

Documentary Reflection DUE

3. February 1: Domestic Violence
 - FRA. "Violence Against Women: An EU-Wide Survey. Results at a Glance." Luxembourg: European Union Agency for Fundamental Rights, 2014.
4. February 6: Library Session
5. February 8: Sexual Trafficking

- Cameron, Sally, and Edward Newman. *Trafficking in Humans: Social, Cultural and Political Dimensions*. New York: United Nations University, 2008. Chapters 2 and 4.
- Bales, Kevin, and Zoe Trodd. *To Plead Our Own Cause: Personal Stories by Today's Slaves*. Cornell University Press, 2008, pp. 103-106, 175-180.

6. February 13: Mail Order Brides

- Jackson, Suzanne H. "Marriages of Convenience: International Marriage Brokers, 'Mail-Order Brides,' and Domestic Servitude." *University of Toledo Law Review* 38, no. 895 (August 15, 2007): 895-922.

List of Works DUE

7. February 15: Gendercide

- Sen, Amartya. "More Than 100 Million Women Are Missing." *The New York Review of Books*. <http://www.nybooks.com/articles/1990/12/20/more-than-100-million-women-are-missing/>. SKIM.
- Hudson, Valerie M., and Andrea M. den Boer. "A Surplus of Men, A Deficit of Peace: Security and Sex Ratios in Asia's Largest States." *International Security* 26, no. 4 (March 1, 2002): 5-38.
- Shi, Yaojiang, and John James Kennedy. "Delayed Registration and Identifying the 'Missing Girls' in China." *The China Quarterly* 228 (December 2016): 1018-38.

Section 2: Gendered Causes and Consequence of Conflict

8. February 20: February Break

9. February 22: Female Leaders and War

- Nye, Joseph S. "A More Peaceful World If Women in Charge?" <http://globalpublicsquare.blogs.cnn.com/2012/02/08/a-more-peaceful-world-if-women-in-charge/>.
- Fukuyama, Francis. "Women and the Evolution of World Politics." *Foreign Affairs*, September 1, 1998. <https://www.foreignaffairs.com/articles/1998-09-01/women-and-evolution-world-politics>.
- Tickner, J. Ann. "Why Women Can't Run the World: International Politics According to Francis Fukuyama." *International Studies Review* 1, no. 3 (January 1, 1999): 3-11.

10. February 27: Gender, Public Opinion and Support for War

- Eichenberg, Richard C., and Richard J. Stoll. "Gender Difference or Parallel Publics? The Dynamics of Defense Spending Opinions in the United States, 1965-2007." *Journal of Conflict Resolution* 56, no. 2 (April 1, 2012): 331-48.

11. March 1: Citation Management Session

12. March 6: Gendered Effects of War

- Plümper, Thomas, and Eric Neumayer. "The Unequal Burden of War: The Effect of Armed Conflict on the Gender Gap in Life Expectancy." *International Organization* 60, no. 3 (July 2006): 723-54.
- "UN Says Women, Children Are Biggest Victims of War." VOA. <http://www.voanews.com/a/a-13-2009-03-08-voa9-68678402/408727.html>.

Annotated Bibliography DUE

13. March 8: Combatants and Victims

- Carpenter, R. Charli. “‘Women, Children and Other Vulnerable Groups’: Gender, Strategic Frames and the Protection of Civilians as a Transnational Issue.” *International Studies Quarterly* 49, no. 2 (June 1, 2005): 295-334.
- Associated Press. “In Gaza, Dispute over Civilian vs Combatant Deaths.” *Mail Online*, August 8, 2014. <http://www.dailymail.co.uk/wires/ap/article-2720157/In-Gaza-dispute-civilian-vs-combatant-deaths.html>.

Section 3: Sexual Violence During War

14. March 13: Rape and Sexual Violence during War

- Cohen, Dara Kay. “Explaining Rape during Civil War: Cross-National Evidence (1980-2009).” *American Political Science Review* 107, no. 3 (August 2013): 461-77.

15. March 15: Sexual Violence Against Men

- Sivakumaran, Sandesh. “Sexual Violence Against Men in Armed Conflict.” *European Journal of International Law* 18, no. 2 (April 1, 2007): 253-76.
- Gettleman, Jeffrey. “Symbol of Unhealed Congo: Male Rape Victims.” *The New York Times*, August 4, 2009. <http://www.nytimes.com/2009/08/05/world/africa/05congo.html>.

16. March 20: Women as Perpetrators of Sexual Violence

- Cohen, Dara Kay. “Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War.” *World Politics* 65, no. 3 (August 5, 2013): 383-415.
- Hatcher, Jessica. “Congo’s Forgotten Curse: Epidemic of Female-on-Female Rape.” *Time*, December 3, 2013. <http://world.time.com/2013/12/03/congos-forgotten-curse-epidemic-of-female-on-female-rape/>.

Op-Ed Draft DUE

17. March 22: Challenges to Measuring Violence during War

- Roth, Francoise, Tamy Guberek, and Amelia Hoover Green. “Using Quantitative Data to Assess Conflict-Related Sexual Violence in Columbia: Challenges and Opportunities.” *San Francisco: Benetech*, March 22, 2011, pp. 23-38, 61-71.

Section 4: Women as Perpetrators of Violence

18. March 27: Violent Women

- Sjoberg, Laura, and Caron E. Gentry. *Mothers, Monsters, Whores: Women’s Violence in Global Politics*. Zed Books, 2007. Chapter 2.

Peer Review DUE

19. March 29: Women and Genocide

- Brown, Sara E. “Female Perpetrators of the Rwandan Genocide.” *International Feminist Journal of Politics* 16, no. 3 (July 3, 2014): 448-69.
- Landesman, Peter. “A Woman’s Work.” *The New York Times*, September 15, 2002. <http://www.nytimes.com/2002/09/15/magazine/a-woman-s-work.html>.

20. April 10: Women as Terrorists and Suicide Bombers

- O’Rourke, Lindsey A. “What’s Special about Female Suicide Terrorism?” *Security Studies* 18, no. 4 (December 2, 2009): 681-718.

- Huckerby, Jayne. "When Women Become Terrorists." The New York Times, January 21, 2015. <http://www.nytimes.com/2015/01/22/opinion/when-women-become-terrorists.html>.

21. April 12: Women and Torture

- Gourevitch, Philip. "Exposure: The Woman behind the Camera at Abu Ghraib." The New Yorker. March 24, 2008. <http://www.newyorker.com/magazine/2008/03/24/exposure-5>.
- Gronnvoll, Marita. "Gender (In)Visibility at Abu Ghraib." Rhetoric & Public Affairs 10, no. 3 (February 14, 2008): 371-98.

Women in Armed Groups

22. April 17: Women as Insurgents and Guerrillas

- Coulter, Chris. *Bush Wives and Girl Soldiers: Women's Lives through War and Peace in Sierra Leone*. Cornell University Press, 2015. Chapter 4.

Op-Ed Final DUE

23. April 19: Women in National Militaries

- Baaz, Maria Eriksson, and Maria Stern. "Fearless Fighters and Submissive Wives: Negotiating Identity among Women Soldiers in the Congo (DRC)." *Armed Forces & Society* 39, no. 4 (October 1, 2013): 711-39.

24. April 24: Women in Combat

- Creveld, Martin van. "The Great Illusion: Women in the Military." *Millennium* 29, no. 2 (June 1, 2000): 429-42.
- Levitt, Nathaniel Penn, Danielle. "United States Military Women - May 2013." *GQ*, April 23, 2013. <http://www.gq.com/story/united-states-military-women-gq-may-2013>.

25. April 26: Sexual Assault in the Military

- Chappell, Bill. "Australian General's Frank Talk On Sexual Abuse Wins Fans." NPR.org. June 14, 2013. <http://www.npr.org/sections/thetwo-way/2013/06/14/191684468/australian-generals-frank-talk-on-sexual-ab>
- *The Invisible War*

26. May 1: Women as Peacekeepers

- Carvajal, Doreen. "A Female Approach to Peacekeeping." The New York Times, March 5, 2010. <http://www.nytimes.com/2010/03/06/world/africa/06iht-ffpeace.html>.
- Karim, Sabrina. "Reevaluating Peacekeeping Effectiveness: Does Gender Neutrality Inhibit Progress?" *International Interactions* 0, no. 0 (September 6, 2016): 1-26.

27. May 3: Student Presentations

28. May 8: Student Presentations

29. May 10: Student Presentations

Review Article DUE

ACADEMIC INTEGRITY

A Cornell student assumes responsibility for the content and integrity of his or her academic work in any course or lab. Students are guilty of violating the Cornell Code of Academic Integrity and are subject to proceedings under it if, for example, they

1. knowingly represent the work of others as their own;

2. use, obtain, or provide unauthorized assistance in any academic work;
3. fabricate data in support of laboratory or field work;
4. forge a signature to certify completion of a course assignment or recommendation to graduate school;
5. unfairly advance their academic position by hoarding or damaging library materials;
6. misrepresent their academic accomplishments

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