Gender, Peace and Security  
Master of Arts, Gender Studies  
Winter 2015  
DRAFT SYLLABUS  
(subject to revision)

Dr. Sara Meger, Asst. Prof.  
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Office: Zrinyi u. 14, 513  

Class: TBD.  
Place: TBD.  
Office hours: TBD.

Course Description
What effects do gender relations have on war, peace and security policy? This course aims to uncover the dynamic impact that gender has in the causes of war and armed conflict, as well as the behaviours of actors in ‘wartime’ and ‘peacetime.’ Through an exploration of topics such as the nature of warfare, terrorism, military prostitution, and sexual violence in war, this course introduces students to connections between security and sex/gender relations. We will consider the merits of different analytical approaches to gender as applied to conventional security issues, as well as feminist critiques of the concepts of ‘peace’ and ‘security’.

Learning Outcomes
Upon completion of this course, students should:
- Be able to identify and critique the predominant/traditional assumptions that inform how we think about war, peace, and security.
- Understand the relevance of gender to thinking about issues of peace and security.
- Exhibit a greater awareness of - and interest in - how gender shapes global politics and economics, and in turn, how global politics and economics shape gender relations.
- Know what it means to apply a ‘gender lens’ to looking at issues of international relations.
- Be able to use gender as a tool of analysis for the study of political relationships.
- Demonstrate a competency in critical feminist IR theory.
- Be able to think critically about what counts as security, and of whose security we are speaking.

Assessment Criteria
Participation – 10%
Midterm exam – 20%
Annotated Bibliography – 15%
Research Presentation – 15%
Research Essay – 40%
Participation:
As the major component of this course is seminar discussion, active participation from all students is required. It is the responsibility of students to come to each seminar prepared, having completed all of the assigned readings and ready to engage in seminar discussion.

Your participation grade will reflect your degree of engagement with the course materials and concepts. Demonstrated critical engagement with the required readings and respectful discussions with classmates will predominantly determine the discussion participation component of your grade.

Discussion, exchange, and participation are critical components of this class and class time will be important in facilitating your understanding of the readings. Therefore, attendance is mandatory. More than two absences during the course of the term will dramatically affect your participation grade.

Midterm Exam:
The midterm exam will be held in class and comprise of short-answer and long-answer responses.

Annotated Bibliography:
For your research paper, you will be expected to complete 3 pieces of assessment towards this project. The first is an annotated bibliography. The first task you must do is formulate an essay question, which you must do in consultation with the instructor. This assessment requires you to locate and analyze 7 key references that you feel are helpful in answering your essay question. The aim here is not simply to restate what the authors say, but to show why their claims are important and how they have relevance to broader debates around the question you are investigating. You should write at least 250 words on each source.

Research Presentation:
The second task towards your research paper is a presentation of your work. However, the presentation should not be a public reading of your research paper. Rather, while you need to present the same analytical points as in your paper (descriptive, critical, synthetic), your primary responsibility is to teach/involve the class in your research and argument. Presentations should include visual aids and a clear statement of your research question, methods, and findings. These presentations will be made before the due date for your essay, and provide an opportunity for peer review and feedback, which you are expected to incorporate into your final essay draft.

Research Essay:
The major research essay is a chance for you to explore an issue important to you, drawing on the themes, concepts and theories covered in the course. You are required to develop an essay question independently, but you will also have the opportunity to discuss your essay questions and research ideas in a one on
one session with the instructor. To be able to complete your annotated bibliography assignment task, you must finalise this question well before the end of February. You are expected to schedule a time to discuss your progress with the lecturer to ensure your question and research plan is appropriate. A list of suitable times and days will be distributed in class.

Your final essay should be no longer than 5,000 words in length, and is due at the end of the semester. Your essay is expected to be fully researched and referenced.

**Writing Guidelines**

Written assignments (the critical readings and final paper) must be typed in a 12-point standard font, as well as double-spaced and with page numbers inserted. You must also title your paper. **Only hard copy submissions will be accepted.** Please print double-sided. Provide full references and be sure to avoid plagiarism. APA and Chicago are both acceptable modes of citation. You may find the guidelines for these, as well as other helpful formatting rules, at the Purdue Owl (https://owl.english.purdue.edu/owl/).

Extensions are generally not granted, except in exceptional circumstances and with greater than 24 hours notice. Late papers will only be accepted with a valid excuse (other than the exceptional circumstances that may warrant an extension) and **with prior approval.** A late penalty of 5 points per day late will be applied to late papers.

Plagiarism is a serious offence. Cases of academic dishonesty will be evaluated for severity and may result in a referral to the Committee on Academic Dishonesty. Punishment for offences of academic dishonesty, including ‘mild plagiarism’, will be administered as per CEU Guidelines on Handling Cases of Plagiarism (http://archive.ceu.hu/sites/default/files/official_policies/Guidelines%20on%20Handling%20Cases%20of%20Plagiarism%20G-1009-1.pdf). Students should consult myself or the Centre for Academic Writing if they are unclear about the difference between appropriate citation and plagiarism.
**SEMINAR TOPICS**

**Week 1 – 11 January – 17 January**

1) **Introduction** – exploring the meanings of gender, peace, and security

2) **Gender and the Geneology of Feminist IR** – the emergence of a feminist analysis of IR.


**Week 2 – 18 January – 24 January**

1) **Gendering the study of IR and security.** What have been the key debates/interventions of feminist IR?


**Recommended**


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1 Topics and readings are indicative only and subject to change.
2) Feminist Epistemologies/Methodologies in IR


Recommended


Ackerly, Stern and True, Feminist Methodologies for International Relations.


Week 3 – 25 January – 31 January
1) Feminist Theories of Security


Recommended


2) Gender and Security Institutions
**Week 4 – 1 February – 7 February**

1) Primed for Violence: Gender as Driver for War


**Recommended**

2) Gendering the State and the Nation - For whom do we fight?

Sjoberg, Laura. 2013. “Gender, States, and War(s).” *Gendering Global Conflict* pp. 133-156.

**Recommended**
J. Maruska, “When are States Hypermasculine?” ch. 12 in Sjoberg (ed), *Gender and International Security*

**Week 5 – 8 February – 14 February**


2) Who fights? Gendering the actors of armed conflict (2): Women as Soldiers


Week 6 – 15 February – 21 February
1) MIDTERM EXAM

2) Gendering Terrorism


Recommended


Week 7 – 22 February – 28 February
1) Human Security

2) Securitization


Week 8 – 29 February – 6 March
1) Security-Development Nexus

2) **Militarization of the Everyday**  
Enloe. "How Do They Militarize a Can of Soup?"

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<th>Week 9 – 7 March – 13 March</th>
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<tr>
<td>1) Research Presentations</td>
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<td>2) Research Presentations</td>
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<td>3) Research Presentations (make-up class for next week)</td>
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<th>Week 10 – 14 March – 20 March (Monday &amp; Tuesday are holidays)</th>
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<td>NO CLASS – Dr. Meger is attending <em>International Studies Association</em> Conference.</td>
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<th>Week 11 – 21 March – 27 March</th>
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<tr>
<td>1) Research Presentations</td>
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<td>2) Research Presentations</td>
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<th>Week 12 – 28 March – 1 April</th>
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<tr>
<td>1) <strong>Gendering Peace</strong></td>
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<tr>
<td>Betty Reardon, Sexism and the War System (New York: Teachers College Press Research Center, 1985) chapters 4 and 5</td>
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<th>2) <strong>Peacekeeping and Post-conflict Peacebuilding</strong></th>
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*Recommended*


Course Guidelines
This course will comprise of a mix of lecture and seminar formats. Each class, I will lecture for approximately 30-45 minutes on that day's topic before we turn to seminar discussions. Students are expected to form their own opinions through critical evaluation of the readings and material presented in the lecture. For each seminar, there will two or three key texts (which are in the course reader). The purpose of the seminar is to analyse and evaluate ideas. Seminar discussion depends on serious preparation by students. It is therefore crucial that you do all of the reading required and come into the seminar fully prepared to actively take part in the discussion.

Please help maintain a collegial environment necessary for learning by keeping comments civil and respectful, and being attentive to the contributions of the instructor and fellow students.

As the lectures and discussions will demand full use of your undivided cognitive abilities, the use of laptops is discouraged. Before the start of each class, please put away all electronic devices and turn your mobile phones to silent. The use of electronic devices in any manner that distracts from classroom activities will not be tolerated and will detrimentally affect your participation grade.

Students are expected to consult the e-Learning site regularly for messages, assignments, and updates to the course. If you would like to reach me, the best way is to attend my regularly scheduled office hours. Outside of this time, I am contactable through email. However, please understand that I will not necessarily respond immediately to emails, and will not respond on weekends/holidays.

Tardiness is not acceptable; if you are more than 10 minutes late to class, it will count as an absence. If you are consistently late by a few minutes, this will affect your participation grade as well.

While attendance is mandatory, in general, there is no need to contact me to “excuse” your absence. If you are absent more than twice during the term for medical or other personal reasons, then please keep me informed. I expect that everyone will have once or twice in the semester when they cannot come due to sickness or an important appointment. Two or fewer absences will not affect your participation grade.