COURSE DESCRIPTION
Issues of gender are of central importance to the study of conflict and violence, yet, until recently, there has been scant research on the specific topic of the place of gender in militarization, armed conflict, and warfare. Indeed, it has generally been assumed that these processes are the purview of men and that women are bystanders with a limited role. Recently, research has disputed this claim of a simplistic dichotomy and has shown that there are complex relationships between gender/notions of masculinity/femininity and situations of militarization and armed conflict. Given that gender is so foundational to human behavior, it is important for students interested in conflict and peace studies to understand how notions of sexual difference, whether viewed as essential to human nature or constructed according to social and environmental facts (or both) are utilized in the rhetoric and processes of conflict. In this course, we will examine these complexities and, additionally, will explore the role of gender in peacemaking such conflicts.

Course Objectives: By the end of the term, you will have the tools to discuss and even teach the following:
• What is gender and why it matters in conflict studies
• Biological, evolutionary, socio-cultural, and psychological theories of gender difference particularly as they relate to issues of power, aggression, and nurturance/compromise
• Gender and conflict among hunters/gatherers, horticulturalists, pastoralists, and agriculturalists
• Gender and conflict in contemporary state societies
• Gender and conflict in post-conflict societies
• Gender and peacemaking

**LEARNING OBJECTIVES**

As a result of taking this course, students will be able to:

• Complete a detailed annotated bibliography entry for each required reading and video for the course.
• Examine and evaluate causes of warfare and their relationship to issues of gender and to peacemaking.
• Gain familiarity with warfare and gender among some select non-state/non-industrialist societies.
• Examine and critique biological, psychological, sociological, feminist, and anthropological theories of warfare and gender.
• Assess the relationship between warfare/militarization and sexual exploitation, including sex slavery.
• Gain an understanding of the multiple ways in which warfare/militarization affects the status of gender and sexuality in society
• Reflect on and develop integrated theories on the relationship between gender and warfare

**Course TEXTS:**

• Articles not in *Women and Wars* will be on Canvas

**COURSE POLICIES**

**Accessible Education for All Students:** The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles and language backgrounds to this course. I’m happy to do what I can to accommodate you, so please contact me--Dr. O’Bryan-- if you need support in managing the curriculum. If you have a diagnosed learning issue, please make sure that you have contacted the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.
Inclusion and Collegiality: The University of Oregon strives to maintain a community that values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please make your concerns known to the professor. You may also contact Associate Dean of Students Jennifer Espinola. The University Bias Response Team is also a resource that can assist you. See http://bias.uoregon.edu or call 541-346-2037.

Academic Integrity: Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for reporting the student in question to the Office of the Dean of Students and automatic failure in the course.

If you have questions about conduct please ask your professor or review the University Student Conduct Code (available at http://conduct.uoregon.edu) or the UO policy at http://www.uoregon.edu/~stl/programs/student_judi_affairs/conduct-code.htm

Classroom Behavior:
The most interesting kinds of learning often take place where there is argument, so we should not be afraid to care about sharing our opinions. This happens most effectively when we are also polite and respectful of one another--you of me, me of you and all of you toward each other. Respect in the class also includes paying attention to lectures (even if it doesn't seem interesting at the time) and presentations as well as putting away phones as laptops or tablets unless they are part of classroom exercises or notetaking.

I am almost always polite and I expect the same from you, even if you're annoyed or angry. I will always listen to you even if I can't always give you the outcome you prefer.

Policy on Incompletes: By university regulations, incompletes can only be considered if a student has finished almost all of the course work. Taking an incomplete is almost never a good idea! Many students who do get incompletes never finish the course and wind up with an automatic FAIL. Therefore, it will be difficult to obtain an incomplete from me, so keep up with assignments even if you can't turn in perfect work. In a point-driven course like this, some points are always better than none.
Policy on Extra Credit: no extra credit is possible.

COURSE ASSIGNMENTS and REQUIREMENTS

1. Preparation, Attendance & Participation (15%): Attendance will be taken every day. With the exception of the first day of class, students should arrive having read the required material. Occasionally, I may ask you to view a film beforehand.

2. Weekly Assignments (30%): An assignment will be due every week except Week 5. Assignments for Modules 1-7 will include building blocks for the Research Project. Therefore, extensions will be given sparingly and only on condition that the work be turned in within a day or 2. There is no late-term submission for weekly assignments.

Research Project

3. Presentation for the class: (20%) on Part 1 of the project—the conflict you have chosen to study—including some discussion of your interviewee’s perspective.

4. Peer feedback (10%): Peer evaluations of an assigned subset of your colleagues’ presentations.

5. Final report (25%): 1500-3000-page paper and presentation analyzing what you learned about the nature of conflict/warfare and peace building from your research and what you learned about at least one individual’s perspective on those issues.

Grading Guidelines:
Effort counts in this course and, overall, just doing the assignment equals a ‘C.’ If you aspire to an ‘A’ or a ‘B,’ do more than just the assignment.
A: Overall, outstanding essays, presentations, and participation. Shows a very high quality of understanding of course material. (90-100% of pts)
B: Overall, very good essays, presentations, and participation. Shows a high quality of understanding of course material. (80-89%)
C: Overall, acceptable essays, presentations, and participation. Shows an understanding of course material. (70-79%)
D: Overall, poor essays, presentations, and/or participation. Shows minimal understanding of course material. (60-69%)
F Incomplete work and/or shows an overall lack of understanding of course material. (<60%):
SCHEDULE (subject to minor changes)

Module 1: Introduction

Read:

Module 1 Assignment DUE by midnight 1 October: (as we decided on Day 1, most assignments will be due Sunday nights. In this first assignment, you will begin your research project (see Research Project Guidelines under Modules):
1. Choose a) 3 possible conflicts and b) 3 possible peacebuilding processes to study.
2. Begin your literature search: for each topic, find 5 scholarly sources (if you don't know what this is, check the reading about scholarly sources at http://ctl.yale.edu/writing/using-sources/scholarly-vs-popular-sources).
3. Using a) course readings from this Module and b) the sources you have found in your literature search, create an annotated bibliography—the citation and a short summary of the reading (a paragraph is enough).
4. Decide on 3 possible people to interview or observe for your ethnographic component. (We will talk about this on Day 1.)
5. Start thinking about which of the 3 possible topics and 3 possible interview/observation subjects you think are strongest so you can make a choice for each by Module 3.

Module 2: Theories about the Evolution of War

Read:


Module 2 Assignment DUE by midnight Sunday 8 October. (The remaining assignments will be in Discussions for each Module.)

Module 3: Women and Wars

Read:

Module 3 Assignment DUE by midnight Sunday October 15.

Module 4: Masculinities and Warfare

Read:

Module 4 Assignment DUE by midnight Sunday 22 October.

Module 5: Women and Warfare

Read:


Module 5 Assignment: NOTHING DUE

Module 6: Sexual Violence in Conflict & War

Read:

Module 6 Assignment DUE by midnight Sunday 5 November.

Module 7: Migration and Displacement

Read:

Module 7 Assignment DUE by midnight Sunday 12 November.

Module 8: Gender and the Military

Read:
Research and Conceptualizing a Way Forward.” *Journal of Homosexuality*


**Module 8: Presentations Due**: Upload by midnight Sunday 19 November.

**Module 9: Presentations begin**

**PEER EVALUATIONS DUE** by midnight **THURSDAY 30** November.

**Module 10**

**FINAL PAPERS DUE** by midnight **3 December** (Sunday **before** finals week).

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**Research Project**

One of the hallmarks of both conflict and peace building is that warmaking and peacemaking usually have at their core a few people making decisions for everyone else. In this project, I want you to familiarize yourselves with a conflict or war from the past 50 years and then study a peacemaking process or organization—either from the same war or something entirely different. In the course of your studies, you will interview at least one real person, asking questions about the conflict and the peacemaking processes that you have been studying and then put together an analysis of what you have learned and about what you learned from that person about his or her views on war/conflict and on peacemaking in relation to the area you studied.

**Part 1 Research and present a conflict** (Some ideas below)

1. Prepare a brief summary report including:
   a. who the combatants are
   b. what each side claims to be fighting for
   c. the nature of the conflict (e.g. a tribal civil war, a drug war)
   d. whether one or both sides have outside assistance or sponsors. If so, who? What are their motivations for support?
   e. what casualties have been caused by the conflict? Who are they (e.g. military vs. non-combatants, male vs. female)?
   f. What has traditionally been women’s role and place in this society? How has the conflict affected them? Are they
combatants? Has rape been a tactic employed by either side? Are women playing a prominent role in working for peace? If so, who? If not, why not?

2. Create a presentation from your report and present it to the class either in person or as an online presentation.

3. View and respond to some of your classmates' presentations (you will be assigned to a subgroup of students in the class).

<table>
<thead>
<tr>
<th>Iraq</th>
<th>Afghanistan</th>
<th>Israel/Palestine</th>
<th>Ireland</th>
<th>Congo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bosnia</td>
<td>Chechnya</td>
<td>Darfur/Sudan</td>
<td>India/Pakistan</td>
<td>Sri Lanka</td>
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<tr>
<td>Libya</td>
<td>Rwanda</td>
<td>Somalia</td>
<td>Columbia</td>
<td>Mexico</td>
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**Part 2: Analyze Conflict and Peacebuilding:**
Choose a peacemaking/peacebuilding movement or anti-war group and describe who they are, what focus (problems or issues) do they identify, what they are trying to accomplish. Then analyze how their approach to peacemaking might or might not be useful for solving the conflict you chose to study.

<table>
<thead>
<tr>
<th>Women in Black (global)</th>
<th>New Profile (Israel)</th>
<th>Code Pink (US)</th>
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</thead>
<tbody>
<tr>
<td>Another Mother for Peace (US)</td>
<td>Leave My Child Alone (US)</td>
<td>Women’s International League for Peace and Freedom (global)</td>
</tr>
<tr>
<td>The Rukus Society (US)</td>
<td>Anarchists Against the Wall (Israel)</td>
<td>Women’s Peace Camps (Greenham, Seneca Falls, etc.)</td>
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<tr>
<td>Soldier, Say No (US)</td>
<td>American Friends Service Committee (global)</td>
<td>West Point Graduates Against the War (US)</td>
</tr>
<tr>
<td>Women Against Military Madness (US)</td>
<td>Women and Life on Earth (Germany)</td>
<td>Women Building Peace (England)</td>
</tr>
<tr>
<td>Women, Peace and Security (UN)</td>
<td>Women Peacemakers Program (global)</td>
<td>Okinawa Peace Network</td>
</tr>
<tr>
<td>Gold Star Families for Peace (US)</td>
<td>Neve Shalom/Wahat al Salam (Israel)</td>
<td>War Resisters League</td>
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</table>

**Part 3: Analyze your results.** In the final paper, you will analyze something about the relationship between conflict and peace that you discovered in your research, combining earlier assignments, adding to them and editing them to provide a coherent discussion of your interviewee(s)’s perspectives on war and peace.