

**POSC 490: Sex & Warfare Senior Seminar**  
Spring 2017  
Monday, Wednesday, Friday: 12-12:50 am  
CHBS Building 3020

**Instructor:** Dr. Theresa Schroeder

**Office Location:** CHBS 5307

**Office Hours:** Monday 2-3:30 & Wednesday 2-3:30, and by appointment

**E-mail:** [tschroeder@radford.edu](mailto:tschroeder@radford.edu)

**Phone Number:** 540-831-6598

**Course Description:**

War demands the full participation of both men and women, each in their respective places. This course delves in to the way war impacts both men and women through exploring the gendered nature of warfare. The course will not only analyze the roles men and women are expected to play but also what happens when they take on roles outside their assigned place.

**Course Goals:**

The course seeks to enable students to achieve the following goals:

1. To provide knowledge of the influence of conflict on men and women and the roles of women during peace and conflict.
2. Encourage students to critically evaluate gendered stereotypes of men's and women's place in society.
3. To enhance research, writing, and public speaking skills.

**Student Learning Outcomes:**

By the end of the semester, students will be able to:

1. Demonstrate knowledge of the varying roles women play in times of peace and conflict.
2. Demonstrate knowledge of the influence of conflict on gender roles.
3. Improves their ability to communicate clearly and coherently in oral and written form.
4. Demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims.

**Required Materials:**

*Mothers, Monsters, and Whores*, by Laura Sjoberg and Caron Gentry

*Women and War*, by Jean Bethke Elshtain

*Female Soldiers in Sierra Leone: Sex, Security, and Post-Conflict Development*, by Megan Mackenzie

**Earning Grades:** *Note---the syllabus is subject to change. Any alterations to assignments or course schedule will be announced in class.*

Class Expert: 10%

Participation: 25%

Group Student Lecture: 25%

Midterm: 20% (Feb. 15)

Comprehensive Final Exam 25%

### Course Policies

#### **Grading Policy**

Final course grades will be assigned using the following scale:

A 100% - 90%	B 89.9% - 80%
C 79.9% - 70%	D 69.9% - 60%
E 59.9% - 0%	

#### **E-mail Policy:**

Students should ask their questions directly to the professor in person, before class or during office hours. I have ample office hours and am willing to set up an appointment with the student if they are unable to meet during normal office hours. However, when e-mailing me, students must adhere to the follow netiquette rules explained at the following website: “How to E-mail a Professor” <http://www.wikihow.com/Email-a-Professor>. Please check the syllabus prior to e-mailing a question. I stop checking e-mails at 5pm but will respond to all e-mails within 24hrs during the week and within 48 hrs on the weekend.

#### **Technology in the Classroom:**

Laptop computers and tablets may be used to take notes during lecture. Students should refrain from using facebook or checking e-mail during lecture. The use of cell phones is strictly forbidden. Students seen texting during class will have their cell phones taken away for the rest of the class period.

#### **Submission of Assignments:**

Late assignments will NOT be accepted with the exception of University recognized reasons.

#### **Appealing Grades**

If a student wishes to appeal a grade on an assignment, they must first provide a written statement explaining why additional points should be given. This statement must be typed and does not mean a simple request for more points. The student must tell why s/he believes some specific aspect of his/her answer is correct or of more value. The instructor reserves the right to subtract points as well as to add points during the review process and

to re-grade the entire exam or assignment, not just the portion under appeal.

### **Plagiarism and Cheating**

Students are advised to retain all notes and drafts for all work until after they receive their final grade. Students should also be aware that the instructor takes matters of plagiarism and cheating very seriously and is prone to imposing the most severe penalty allowed by university rules, which includes, but is not limited to, issuing an automatic grade of 0.0 for the entire course. Plagiarism also includes turning in a paper for POSC 241 that has already been submitted to fulfill the requirements for a different class. Students will be held to the Radford University Honor Code: (<http://www.radford.edu/content/student-conduct/home.html>)

### **Excused Absences & Make-up Exams**

There is no excuse for late assignments, thus late assignments will not be accepted. Make up exams for either an exam or final will be permitted only under the gravest of circumstances and with appropriate documentation such as illness or 3 or more final exams on the same day. Students will be allowed to make-up an exam due to sickness if the student can provide a doctor's note stating the dates the student should be excused from classes within the note. This does not include regularly scheduled doctor's appointments, but is only for acute illness when the student has been instructed by the medical provider to NOT go to class. Students are required to notify their instructor one month before the exam takes place if they wish to change the exam date or time due to non-medical reasons. The student must submit the "Change in Final Exam Schedule" form found on the Registrar's website to the professor:

<https://www.radford.edu/content/registrar/home/students.html>

*Note: personal travel plans are not a legitimate reason for requesting to take an exam at a different time.*

### **Academic Accommodations**

If you are seeking academic accommodations under the Americans with Disabilities Act, you must register with the Disability Resource Office (DRO). Submit disability documentation to the DRO in the lower level of Tyler Hall Suites 54-69, by fax to 540-831-6525, or by email to [dro@radford.edu](mailto:dro@radford.edu). Once documentation is received and reviewed, a Disability Services Specialist (DSS) will contact you for an interview. You will be notified via RU email when your accommodation package is complete. Meet with **each** course professor, during his or her office hours, to discuss the accommodations and return signed documents to the DRO. For additional information and disability documentation guidelines, visit [www.radford.edu/dro](http://www.radford.edu/dro) or call 540-831-6350.

### **Changes to the Syllabus and Course Schedule:**

It may be necessary to alter the syllabus including the assignments, due dates, assigned readings, and other components during the course of the semester. Any alterations will be announced in class.

## **POSC 490**

### **Assignment Description**

Expert: 2-3 students will be assigned to be a reading expert for each class period with assigned readings. The student experts will be primarily in charge of leading the class discussion on the readings. To facilitate the discussion, each expert will independently write a summary of the readings followed by a discussion of any similarities/connections/differences in the readings or previous readings. The write-up should be 3-5 double spaced pages. The student will hand in their write-up at the end of class. Student experts must also each have 3 discussion questions prepared to pose to the class and encourage all student participation.

#### Group Student Lecture:

In groups of 6, students will be in charge of lecturing on a topic. The students will be in charge of all materials for the lecture including: research on the topic using scholarly sources, assigning readings, delivering the content in class, promoting class discussion on the topic. The professor will work closely with each group to assist with the preparation of the lecture. There will be class time devoted to this endeavor but it is expected that the students will use time outside of class, independently and during office hours, to complete the assignment. This is a group project and ALL students are required to contribute to all aspects of the lecture. It is the responsibility of the group members to adequately communicate with one another about meetings, individual responsibilities and contributions to the project, as well as keep each other accountable. The professor will only intercede in the group as a last resort. If this happens, the student in need of reprimand will have their grade on the group lecture reduced by one letter.

After the lecture, independently, students will write a summary of the lecture material and conclude with a reflection on the project: what they learned about the content as well as creating a lecture and materials for the class period. This is to be uploaded on D2L by 11:59 pm one week after the lecture. Recommended length of the paper is 3-5 double spaced pages. Students must cite any sources used for the lecture and the summary.

## POSC 490 Course Schedule

The instructor reserves the right to make alterations to the syllabus and course schedule as needed. Any alternations will be announced **in class**. All assigned readings are to be completed prior to lecture. If students come unprepared to discuss the readings, a pop quiz may be given. Non book readings will be available on D2L or on library 2 days prior to the date assigned and will be removed from D2L a week after they are assigned.

### **Week 1:**

W: Introduction to the Course

F: Sex vs. Gender

### **Week 2: The Gendering of War**

Reading:

M: Goldstein, Joshua. 2001. *Gender and War: How Gender Shapes the War System and Vice Versa*, pgs 1-23; 34-46

Elshstain, Jean Bethke. 1995. *Women and War*. Pgs 1-24.

W: Elshstain, Jean Bethke. 1995. *Women and War*. Chp 2(skim), 5, 6,7

F: Tickner, Ann. 1992. *Gender in International Relations* Pgs 22-42

Schroeder, Theresa. Forthcoming. "When Security Dominates the Agenda: The Influence of Ongoing Security Threats on Female Representation." *Journal of Conflict Resolution*.

### **Week 3: War's Creation of Gender**

Reading:

M: Reardon, Betty. 1996. *Sexism and the War System*. Introduction, Chp 2, 3.

Cohn, Carol. 1993. "Wars, Wimps and Women: Talking Gender and Thinking War." In *Gendering War Talk*. Pgs 227-246.

W: Goldstein, Joshua. 2001. *Gender and War: How Gender Shapes the War System and Vice Versa*. Chp 5, pgs 251-291; 301-322

Cohn, Carol, and Cynthia Enloe. 2003. "A Conversation with Cynthia Enloe: Feminists Look at Masculinity and the Men Who Wage War." *Signs* 28 (4):1187-207.

**No Class Friday:** Attendance at Gendered Dynamics of International Security Conference at the University of Central Florida

Watch Film "The Mask We Wear"

Assignment: Summarize what you learned in the film. Upload on D2L by Friday at 11:59pm

#### **Week 4: Making of Men.**

M:

Dunivin, Karen. 1997. "Military Culture: A Paradigm Shift?", ed. A. W. College: Air War College

Kimmel, Michael. 2006. "The Masculine Mystique." In *Manhood in America: A Cultural History*. Oxford: Oxford University Press. Pgs 173-191

Rosin, Hanna. 2010. "The End of Men," *The Atlantic*

W: Research Day: Combat, Masculinity & War In Our Everyday Life

F: Discussion: Combat, Masculinity & War In Our Everyday Life

#### **Week 5**

M: Review/Catch-up

W: Midterm (Feb. 15)

#### **F: Group Meetings with Professor**

#### **Week 6: War & Sex**

M:

Goldstein, Joshua. 2001. *Gender and War: How Gender Shapes the War System and Vice Versa*. Pgs. 332-371

Karim, Sabrina, and Kyle Beardsley. 2016. "Explaining Sexual Exploitation and Abuse in Peacekeeping Missions: The Role of Female Peacekeepers and Gender Equality in Contributing Countries." *Journal of Peace Research* 53 (1):100-115.

Enloe, Cynthia. 1998. "All the Men Are in the Militias, All the Women are Victims: The Politics of Masculinity and Femininity in Nationalist Wars." In *The Women and War Reader*, Pgs. 50-62

**W & F: No class** for attendance at the International Studies Association Annual Conference

Watch: Invisible War

Write: Summary & Reflection of what you learned. Due on D2L Friday by 11:59pm

#### **Week 7: Catch-up/Review**

M: Discussion of Film

W & F: Group meetings with professor

### ***Spring Break***

#### **Week 8: Breaching the Gender Roles**

Reading:

M: Sjoberg, Laura, and Caron Gentry. 2007. *Mothers, Monsters, and Whores: Women's Violence in Global Politics*. London: Zed Books. Pgs. 1-140

W: Sjoberg, Laura, and Caron Gentry. 2007. *Mothers, Monsters, and Whores: Women's Violence in Global Politics*. London: Zed Books. Pgs. 141-225

F: Lwambo, Desiree. 2013. "Before the War I Was A Man': Men and Masculinities in the Eastern Democratic Republic of Congo." *Gender and Development* 21 (1): 47-66.

#### **Week 9: Presentation Prep**

**Due Monday (March 20) in class: List of peer-reviewed sources in used to create lecture. List of required reading for classmates. Must be cited in recognizable citation format (APA; MLA; Chicago; APSA)**

M, W, &F:

Class time will be devoted to working on lectures. Students will check in professor at the 5<sup>th</sup> Floor Lab in CHBS to work on group projects.

#### **Week 10: Women in the Military**

M: Group Prep---assigned readings must sent/given to Dr. Schroder no later than 1 pm today.

*W: Student Lecture 1*

Readings: TBD

F: Catch-up/Review

#### **Week 11: Women in Rebel Forces**

M: Group Prep---assigned readings must sent/given to Dr. Schroder no later than 1 pm today.

*W: Student Lecture 2*

Readings: TBD

F: Catch-up/Review

#### **Week 12: Women in Peace building**

M: Group Prep---assigned readings must sent/given to Dr. Schroder no later than 1 pm today.

*W: Student Lecture 3*

Readings: TBD

F: Catch-up/Review

**Week 13: Women in Political Leadership**

M: Group Prep

*W: Student Lecture 4*

Readings: TBD

F: Catch-up/Review

**Week 14: Women After Wars**

M: MacKenzie, Megan. 2012. *Female Soldiers in Sierra Leone: Sex Security, and Post-Conflict Development*. New York: New York University Press.

W: Bigio, Jamille, and Rachel Vogelstein. 2016. "How Women's Participation in Conflict Prevention and Resolution Advances U.S. Interests." Council of Foreign Relations.

F: Review

Finals Week