

POSC 280: Feminist Security Studies
Fall 2019
Willis 211
MW: 12:30PM – 1:40PM
F: 1:10PM – 2:10PM

Professor Summer Forester
Office: Willis 408
Office Hours:
Tuesdays 2:00PM – 4:30PM (and by appointment)

Course Description

Feminist security studies question and challenge traditional approaches to international relations and security, highlighting the myriad ways that state security practices can actually increase *insecurity* for many people. How and why does this security paradox exist and how do we escape it? In this class, we will explore the theoretical and analytical contributions of feminist security scholars and use these lessons to analyze a variety of policies, issues, and conflicts. The cases that we will cover include the UN resolution on women, peace, and security, Sweden's feminist foreign policy, the Global War on Terror, and conflicts in Africa and the Middle East.

Course Objectives

By the end of this course, you will:

1. Conceptualize gender not as an equivalent of sex or “women,” but rather a system of social constructs that creates social hierarchies associated with masculine and feminine characteristics;
2. Explore the relationship between human security and gender with a focus on situations of political violence;
3. Evaluate current theories of international security from a feminist perspective;
4. Critically question various taken-for-granted categories and dualities, such as male/warrior versus female/peacemaker, or female/feminine versus male/masculine;
5. Conduct feminist analyses of international, national, and local (in)security

Required Texts

1. Enloe, C. (2014). *Bananas, beaches and bases: Making feminist sense of international politics*. Univ of California Press.
2. Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. American Psychological Association.

Class Structure and Expectations

The success of this course relies on quality input from both you, the student, and me, the professor. As such, I expect you to:

- Complete the readings *before* you arrive in class. I recommend taking notes, writing questions, highlighting exciting (or depressing or confusing) sections while you are reading. That is, you should read *actively*.
- Engage with the course materials. I will typically lecture on the daily readings and topics for no more than 30 minutes. The remainder of our daily class time will involve discussions of current events, in-class activities, and class discussions. Use the discussion time to ask questions, interact with your colleagues, and respond to questions or controversies that I (or your colleagues) raise.
- Treat each everyone in the class with respect. We will be discussing a variety of politically charged issues and I expect all of us to interrogate, critique, and discuss these issues in a safe environment free from judgement or fear of reprisal from any member of the class. In other words, I hope that you feel free to disagree with your colleagues, but I will require that you disagree *respectfully*.

What you can expect of me:

- I will arrive on time and end class on time
- I will return assignments in a timely manner
- I will be available and accessible during my office hours. If you cannot meet me during my office hours, please do not hesitate to contact me and we will arrange for an alternative time to meet.

- I will strive to make this course understandable and accessible for everyone. If you have any questions about the content or structure of the course or about specific assignments, please do not hesitate to contact me. I am always happy to help if you come to me *before* assignments or exams are due. Please do not wait to ask for help until after the due date – come talk to me before if you have lingering questions or would like me to elaborate on some aspect of the readings or an assignment.

Course Requirements & Grading

The requirements for this course involve both the completion of assignments on your own and your active and informed contributions to our class discussions. Most of your assignments will be submitted electronically via Moodle. It is your responsibility to make sure the file is not corrupted (you can download and view the file after you upload it to Moodle). I will often provide in-text commentary or line edits for your written work. **Please submit your documents in Word (.doc or .docx).** This is a ‘writing rich’ course and I will provide detailed comments on your written work. I can make line edits most easily when we both use Word. Corrupted files will be treated as though they are late until they are correctly uploaded.

Your grade will be based on the following requirements:

Participation	25 points
Feminist Analysis of Campus Security	20 points
FSS Lit Review:	
Developing a research question	Required, no grade
Annotated bib	Required, no grade
Draft 1 lit review	Required, no grade
Peer Review	Required, no grade
Final lit review	40 points
Carls helping Carls project	15 points

Description of Assignments

Participation (25 points)

A large portion of your grade is based on your ability and willingness to contribute to our class. What does this require of you? Please prepare for, attend, and participate meaningfully in class weekly. “Meaningful” participation comes in a number of forms: asking questions to clarify course topics, answering questions that I pose in class, drawing connections between course topics and current events, and participating respectfully in class discussions. In other words, good participation is simply being a good member of our class community. Everyone’s experience in this course is enhanced by regular attendance and active participation; conversely, everyone’s experience suffers if individuals do not participate. Remember that a sincere question often adds as much (if not more) to our understanding of the course material as an explanation of the week’s readings. So, don’t be afraid to speak up!

Feminist Analysis of Campus Security (20 points)

You will write an analytical paper describing some aspect of campus security. Your paper should be no more than 1500 words and should include properly formatted citations. What evidence can you find of martial politics and security practices on campus or in your community and how is gender, race, class, ethnicity, and/or religion (and more!) affected by these martial politics? In contrast, how do these different identities (and their myriad intersections) affect the martial politics and security practices that you identify? We will discuss this assignment in greater detail in class and I will provide a more thorough description of this paper later in the term.

Feminist Security Studies Literature Review (40 points)

Each student will write a literature review that identifies and articulates a specific research question based on the gaps in our scholarly knowledge of some aspect of feminist security studies. Many classes culminate with a major research paper and you will all be required to do some type of integrative exercise before graduation. However, little attention is given to how to write a comprehensive literature review. We will rectify this oversight and spend the entire term writing and revising literature reviews in order to ~~perfect~~ improve our craft of review and argumentation.

A good literature review is neither a summary of prior research nor an all-inclusive list of everything written on a subject. Instead, a literature review begins with a research question and synthesizes relevant academic literature to make an argument. This may be different than what you have written in the past, but with your dedication to the practice of writing a literature review, the end product will be a concise piece of writing of which you can be very proud.

You'll notice a number of components marked "Required (No Grade)." These pieces of the literature review can be thought of as low stakes requirements. In order to receive a final grade on your literature review, you must turn in all of these components, even though your performance on these assignments does not factor into your grade. Failing to turn in these assignments will lower your final project grade by 1/3 of a letter grade for each missing piece. For instance, if your grade for the entire literature review project was a B+, but you failed to turn in your research 5 questions, your final grade for the project would be a B. If you were missing both the research questions and proposal, your B+ would become a B-. More information on each component will be provided in class.

Carls Helping Carls (15 points)

Your final project is to teach some concept, issue, or question to the next class of Carls that will take the FSS course. You are free to choose the format – a short film, a graphic novel, a podcast, whatever! – to deliver the material. You'll present a draft of your project during the last week of class and then submit the final version during finals week. Think of this as an opportunity to pay it forward!

Citation Style:

Please adhere to the APA citation guidelines in your papers and other assignments:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Grading Scale

The course will follow a standard grading scale:

- A: Achievement outstanding relative to the basic course requirements
 - A 93 or higher
 - A - 90-92
- B: Achievement significantly above the basic course requirements
 - B+ 87-89
 - B 83-86
 - B- 80-82
- C: Achievement meeting the basic course requirements
 - C+ 77-79
 - C 74-76
 - C- 70-72
- D: Achievement worthy of credit but below the basic course requirements
 - D+ 67-69
 - D 63-66
 - D- 60-62
 - F Below 60

Additional Grading Policies

1. I will not consider grade complaints if more than one week has passed after the assignment has been returned to you.
Before I review your grade, you must first:
 - Wait 24 hours.
 - Schedule a time to meet with me to discuss your grade.
 - Submit a formal appeal in writing (email is sufficient—but be clear that it is the appeal in the subject heading) that clearly identifies content in the assignment and the reasons why you think your grade should be changed. These appeals should refer to specific things in the assignment, and not vague reasons like "I worked really hard."
 - The second grade, higher or lower, will become your grade on the assignment.

2. Murphy's Law¹ Deadline Extension: Over the course of the semester, you have **one** no-questions-asked opportunity to submit an assignment 24 hours after the deadline has passed. You may only use this grace period once per term. Because I have included this provision, I will not accept late work for full credit, unless official documentation is provided.
 - a. The only acceptable (not penalized) excuses for not completing an assignment on time are family emergencies or illnesses. However, in these cases, I will arrange to give you extra time only if you communicate with me before the assignment is due and you provide documentation of the circumstance.
 - b. If you submit work late after you have used your Murphy's Law extension, then your grade will be lowered a full letter grade for each 24-hour period it is late. For example, if your assignment is due by 7:00PM on Friday and you submit it sometime between 7:01PM on Friday and 7:00PM on Saturday, the highest score you can earn is an B. Please note that I will not accept any (unexcused) work that is more than 48-hours late.

Accommodations for Students with Disabilities

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Jan Foley, Student Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Academic Integrity

In writing course papers, students must document all passages, paraphrases and/or ideas that are borrowed from any source, and direct quotations must be placed within quotation marks. Similarly, papers must represent research conducted for the course in which they are assigned and no other; it is not appropriate to submit a paper that has already been or will be submitted to another course. Finally, papers must be the product of students' own work. Papers written by anyone other than the student, including those purchased from commercial research services, are unacceptable.

All work is expected to be your own. Cheating, plagiarism (using someone else's words or ideas without properly citing them), and all forms of academic misconduct will not be tolerated and will be strictly handled according to university policy. If you are uncertain, cite your sources! A discussion of plagiarism can be found at: <https://apps.carleton.edu/campus/doc/integrity/>.

Well-Being

Carleton College urges you to make yourself--your own health and well-being--your priority throughout this ten-week term and your career here. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as [Student Health and Counseling](#) or the [Office of Health Promotion](#).

An additional word² on wellness and health: Audre Lorde once said, "Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare." Please see your wellness as an act of power and perseverance. The core to your success. Hold each other – and me – accountable. Go for walks. Let your mind wander. Take a deep breath. Drink water. All of your work will wait for you, and your final product will be better when you are in balance.

Weekly Course Outline & Assignment Due Dates

¹ Murphy's Law: anything that can go wrong, will go wrong.

² Thank you to Dr. Nicole Gonzalez Van Cleve at Brown University and Dr. Simon Weffer at Northern Illinois Univ for this addition

Please note that some of the readings may change over the course of the term, depending on the interests of the class and on events happening in the world. I will notify you well in advance of any changes.

Week 1 – Putting feminist in security studies

16 September:

- Course introduction
- Do we study “serious” issues or what?

18 September:

- Required readings:
 1. Enloe, *Bananas, Bases, and Beaches* (henceforth known as BBB) chapter 1
 2. Sjoberg, L. (2015). Seeing sex, gender, and sexuality in international security. *International Journal*, 70(3), 434-453.

20 September:

- Required:
 1. Tickner, J. A. (1992). *Gender in international relations: Feminist perspectives on achieving global security*. Columbia University Press. Chapters 1 & 2

Supplemental:

- Wibben, A. T. (2011). Feminist politics in feminist security studies. *Politics & Gender*, 7(4), 590-595.

Week 2 – Masculinity

23 September

Research question due by 7PM.

Required readings:

1. Enloe BBB, Chapter 3 – Nationalism & Masculinity

Supplemental:

- Jennifer Mathers [“The British Army’s Belonging Campaign Finally Recognizes that Masculinity has Changed”](#) in *The Conversation*.

A word on supplemental readings: **you are not expected to read these additional papers**. I am simply providing them as extra resources should you care to learn more about a given topic.

25 September:

Required readings:

1. Cohn, C. (1987). Sex and death in the rational world of defense intellectuals. *Signs: Journal of women in culture and society*, 12(4), 687-718.
2. Carol Cohn “The Perils of Mixing Masculinity and Missiles” *New York Times*

Supplemental:

- Alison, M. (2007). Wartime sexual violence: women’s human rights and questions of masculinity. *Review of International Studies*, 33(1), 75-90.

27 September: A brief hiatus from FSS to discuss writing!

Required readings:

1. Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. American Psychological Association. Chapters 1 – 6 and 9.

[Note: This seems like a lot, but it’s not dense reading. Make notes about techniques and plans that appeal to you. We’ll discuss these in class!]

2. Stephen King chapter from *On Writing*

Week 3 – Feminist security in practice? The Women, Peace, and Security (WPS) Agenda

30 September: UNSCR 1325

Required readings:

1. Read the [full text of the United Nations Security Council Resolution 1325](#)
2. Peruse the [United States Institute of Peace's website](#) on UNSCR 1325
3. Nicola Pratt & Sophie Richter-Devroe (2011) Critically Examining UNSCR 1325 on Women, Peace and Security, *International Feminist Journal of Politics*, 13:4, 489-503

Depending on your group, you will read **ONE** of the following articles in addition to the papers listed above:

1. Laura J. Shepherd (2011) Sex, Security and Superhero(in)es: From 1325 to 1820 and Beyond, *International Feminist Journal of Politics*, 13:4, 504-521
2. Sheri Lynn Gibbings (2011) No Angry Women at the United Nations: Political Dreams and the Cultural Politics of United Nations Security Council Resolution 1325, *International Feminist Journal of Politics*, 13:4, 522-538
3. Vanessa Farr (2011) UNSCR 1325 and Women's Peace Activism in the Occupied Palestinian Territory, *International Feminist Journal of Politics*, 13:4, 539-556
4. Carol Harrington (2011) Resolution 1325 and Post-Cold War Feminist Politics, *International Feminist Journal of Politics*, 13:4, 557-575
5. Sahla Aroussi (2011) 'Women, Peace and Security': Addressing Accountability for Wartime Sexual Violence, *International Feminist Journal of Politics*, 13:4, 576-593
6. Laura McLeod (2011) Configurations of Post-Conflict: Impacts of Representations of Conflict and Post-Conflict upon the (Political) Translations of Gender Security within UNSCR 1325, *International Feminist Journal of Politics*, 13:4, 594-611

2 October: Intersectionality & WPS

Required Readings

1. Martin de Almagro, M. (2018). Producing participants: gender, race, class, and women, peace and security. *Global Society*, 32(4), 395-414.
2. Hagen, J. J. (2016). Queering women, peace and security. *International Affairs*, 92(2), 313-332.

Supplemental:

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, 43, 1241.

4 October:

Annotated bib due by 7PM

Required Readings:

1. Olonisakin, F., Hendricks, C., & Okech, A. (2015). The convergence and divergence of three pillars of influence in gender and security. *African Security Review*, 24(4), 376-389.

Circulate assignment on feminist security on campus

Week 4 – Feminist Analyses of Militaries

7 October: No class, Professor Forester attending a workshop on feminist mobilizations

On your own, watch “Where Soldiers Come From” available on Kanopy:

<https://carleton.kanopy.com/video/where-soldiers-come>

Write a 500-750 word review of the film from a feminist security standpoint. “where are the women?” How is masculinity / femininity deployed? Due by 7PM

[This assessment will count towards your participation grade]

9 October:

Required Readings:

1. Enloe, BBB chapters 4 & 5

11 October:

Required Readings:

1. Henry, M. (2017). Problematizing military masculinity, intersectionality and male vulnerability in feminist critical military studies. *Critical Military Studies*, 3(2), 182-199.
2. Read: short article from Sjoberg (209 – 217) in *Gender, War, and Militarism*

Week 5 – War is all around us: connecting international security issues to the local & everyday

14 October:

Required Readings:

1. Cuomo, C. J. (1996). War is not just an event: Reflections on the significance of everyday violence. *Hypatia*, 11(4), 30-45.
2. Howell, A. (2018). Forget “militarization”: race, disability and the “martial politics” of the police and of the university. *International Feminist Journal of Politics*, 20(2), 117-136.

16 October:

Required Readings

1. Basham, V. M. (2016). Gender, race, militarism and remembrance: The everyday geopolitics of the poppy. *Gender, Place & Culture*, 23(6), 883-896.
2. Decker, A. C., Forester, S., & Blackburn, E. (2016). Rethinking Everyday Militarism on Campus: Feminist Reflections on the Fatal Shooting at Purdue University. *Feminist Studies*, 42(1), 194-216.

18 October:

Feminist analysis of campus security due by 8AM

Be prepared to discuss papers in class

Required Readings:

1. [“10 Reasons Why We Need a Feminist Foreign Policy”](#)

Week 6: Feminist Foreign Policy

21 October: Midterm break, no class

23 October: Sweden

Required Readings:

1. [The Swedish Feminist Foreign Policy](#)
2. [How feminist is the Swedish feminist foreign policy?](#)
3. Aggestam, K., & Bergman-Rosamond, A. (2016). Swedish feminist foreign policy in the making: Ethics, politics, and gender. *Ethics & International Affairs*, 30(3), 323-334.

Supplemental:

Aggestam, K., Bergman Rosamond, A., & Kronsell, A. (2019). Theorising feminist foreign policy. *International Relations*, 33(1), 23-39.

The [Centre for Feminist Foreign Policy](#)'s [reading list](#) on FFP

25 October:

Rough draft due by 7PM. In addition to your submission to me, you should also send a copy to your peer reviewer.

Required Readings:

1. Saiya, N., Zaihra, T., & Fidler, J. (2017). Testing the Hillary doctrine: Women’s rights and anti-American terrorism. *Political Research Quarterly*, 70(2), 421-432.
2. “Trump, Duterte, and the Authoritarian War on Women” *The Atlantic*
3. “At the U.N., America Turns Back the Clock on Women’s Rights” *Foreign Policy*
4. “Women’s Rights are a National Security Issue” *The New York Times*

Week 7 – The Global War on Terror

28 October

Required Readings:

1. Young, I. (2003.) The logic of masculinist protection: Reflections on the current security state. *Signs: journal of women in culture and society*, 29(1), pp.1-25.
2. Wibben, A. T. (2018). Why we need to study (US) militarism: A critical feminist lens. *Security Dialogue*, 49(1-2), 136-148.

30 October

Required Readings:

1. Salime, Z. (2007). The War on Terrorism: Appropriation and subversion by Moroccan women. *Signs: Journal of Women in Culture and Society*, 33(1), 1-24.

1 November:

Peer Reviews due by 7PM

Required Readings:

1. Kuokkanen, R. (2008) Globalization as Racialized, Sexualized Violence, *International Feminist Journal of Politics*, 10:2, 216-233.

Supplemental:

[War on Terror or War on Women? The View from Latin America](#)

Week 8: Feminist Security Issues Across Africa

4 November

Required Readings:

1. Okech, A. (2016). *Gender and Security in Africa*. The African Women's Development Fund. [Skim]
2. Clarke, Y. (2008). "Security Sector Reform in Africa: A Lost Opportunity to Deconstruct Militarised Masculinities?" *Feminist Africa*, 10, 49-66.

Supplemental:

Durie-Smith, D. (2014). Is Manhood a Causal Factor in the Shifting Nature of War? The Case of Sierra Leone's Revolutionary United Front. *International Feminist Journal of Politics*, 16(2), 236-254.

6 November

Required Readings:

1. Ayiera, E. (2010). "Sexual violence in conflict: A problematic international discourse," *Feminist Africa*, 14, 7-20.
2. Mama, A. (1998). Khaki in the family: Gender discourses and militarism in Nigeria. *African Studies Review*, 41(2), 1-18.

8 November

Required Readings:

1. Tadros, M. (2016). Challenging reified masculinities: Men as survivors of politically motivated sexual assault in Egypt. *Journal of Middle East Women's Studies*, 12(3), 323-342.

Week 9 - TBD

11 November

Final paper due by 7PM

13 November

15 November

Week 10 Presentations

18 November: Carls helping Carls Panel Presentations

20 November: Carls helping Carls Panel Presentations

22 November: No classes, reading day

Week 11: Finals Week

Final Carls helping Carls due