

POSC 280: Feminist Security Studies
Fall 2021
LEIG305
MW: 9:50AM – 11AM
F: 9:40AM – 10:40AM

Professor Summer Forester
Office: Willis 408
Office Hours:

Professor Forester's Welcome Message

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.

I fully acknowledge and appreciate the exceptional circumstances facing us this term. I want to encourage you all to embrace chaos with a solid sense of grace, patience, and flexibility.

I have done my best to design the course so that everyone can be successful, regardless of personal circumstances. Communication will be key; please keep me updated about your situation in addition to reaching out to the other relevant offices on campus. If you experience significant technological problems that limit your ability to participate, please contact the ITS Helpdesk at 507-222-5999 or helpdesk@carleton.edu. For announcements of known technical issues, visit the [Helpdesk portal](#). If your personal situation (due to COVID-19 illness or other circumstances) begins to impact your ability to engage with the course, please contact the Dean of Students Office.

Course Objectives & Learning Outcomes

Course objectives:

1. Articulate the origins and contributions of the subfield of Feminist Security Studies
2. Destabilize state-centric understandings of security
3. Provide the necessary tools for conducting feminist analyses of security

Learning outcomes:

1. Understand the unique contributions of feminist security scholars and practitioners
2. Evaluate the utility of feminist security studies for cultivating peace and justice
3. Craft a polished qualitative research design

Ethics & Expectations

Confidentiality

I believe in transparency and open communication, and strive to ensure you understand the purpose and intent of the readings, activities, grading, and other course-related materials/decisions. My goal is for us to create a collaborative environment where we can grapple with difficult topics and sharpen our intellect in a trusted and secure space. As such, I require that you treat our course, course content, and all communication (e.g., emails, Moodle posts, discussion forums, etc.) with confidentiality. I will not share your comments, communication, or other submissions and ask that you do the same for your colleagues and me.

Mutual Respect

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 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.

Other Additions?

As this is your class, too, I'd like to hear what you think we should include in our course's rules of engagement. Please reach out to me if you have additional ideas for building an inclusive and effective class.

Course Components & Assessment

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	
Annotated bib	
Draft 1 lit review	
Peer Review	
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, less 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 do not typically 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.
 - a. 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.
3. In general, I encourage you to come talk to me if you are struggling with a deadline or a particular assignment, text, or concept. I want you to succeed in this class!

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.

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

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.

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

Weekly Course Outline & Assignment Due Dates

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

September 15 (Wednesday):

Course introduction

Do we study “serious” issues or what?

September 17 (Friday):

Required readings:

1. Shepherd, L. J. (2016). Feminist security studies. In *Handbook on Gender in World Politics*. Edward Elgar Publishing.
2. Enloe, *Bananas, Bases, and Beaches* (henceforth known as BBB) chapter 1

**Supplemental: Sjoberg, L. (2015). Seeing sex, gender, and sexuality in international security. *International Journal*, 70(3), 434-453.

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

Week 2 Key Concepts & Questions

September 20 (Monday):

Required:

1. Tickner, J. A. (1992). *Gender in international relations: Feminist perspectives on achieving global security*. Columbia University Press. Chapters 1 & 2
2. Wibben, A. T. (2018). Why we need to study (US) militarism: A critical feminist lens. *Security Dialogue*, 49(1-2), 136-148.

Supplemental: Blanchard, E. M. (2003). Gender, international relations, and the development of feminist security theory. *Signs: Journal of Women in Culture and Society*, 28(4), 1289-1312.

September 22 (Wednesday)

Required readings:

1. Eichler, M. (2014). Militarized masculinities in international relations *Brown Journal of World Affairs*, 21(1), 81-94.
2. Jennifer Mathers [“The British Army’s Belonging Campaign Finally Recognizes that Masculinity has Changed”](#) in *The Conversation*.

September 24 (Friday):

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.

Week 3 – Feminist security in practice?

September 27 (Monday):

1. Hooks, B. (1995). Feminism and militarism: A comment. *Women's Studies Quarterly*, 23(3/4), 58-64.
2. Mama, A., & Okazawa-Rey, M. (2012). Militarism, conflict and women's activism in the global era: Challenges and prospects for women in three West African contexts. *Feminist Review*, 101(1), 97-123.

September 29 (Wednesday):

1. Olsson, Louise & Theodora-Ismene Gizelis (2013) An Introduction to UNSCR 1325, *International Interactions*, 39:4, 425-434, DOI: 10.1080/03050629.2013.805327
2. Read the [full text of the United Nations Security Council Resolution 1325](#)
3. Peruse the [United States Institute of Peace's website](#) on UNSCR 1325

Supplemental: Joachim, J. (2003). Framing issues and seizing opportunities: The UN, NGOs, and women's rights. *International Studies Quarterly*, 47(2), 247-274.

Research question due by 7PM

October 1 (Friday): UNSCR 1325, continued

Required readings:

1. 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

Supplemental:

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

Martin de Almagro, M. (2018). Producing participants: gender, race, class, and women, peace and security. *Global Society*, 32(4), 395-414.

Hagen, J. J. (2016). Queering women, peace and security. *International Affairs*, 92(2), 313-332.

Week 4 – War is all around us: connecting international security issues to the local & everyday

October 4 (Monday):

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. Wibben, A. T. (2020). Everyday security, feminism, and the continuum of violence. *Journal of Global Security Studies*, 5(1), 115-121.
3. 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.

Circulate assignment on feminist security on campus

October 6 (Wednesday):

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.

October 8 (Friday):

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. Lewis Turner: “Are Syrian Men Vulnerable, Too?”
<https://www.mei.edu/publications/are-syrian-men-vulnerable-too-gendering-syria-refugee-response>

Annotated bib due by 7PM

Week 5 – Feminist Analyses of Militaries & Militarized Institutions

October 11 (Monday):

Required Readings:

1. Enloe, *Bananas, Bases, and Beaches* chapters 4 & 5

October 13 (Wednesday):

Required Readings:

1. Duncanson, C., & Woodward, R. (2016). Regendering the military: Theorizing women's military participation. *Security dialogue*, 47(1), 3-21.
2. Nikoghosyan, A. (2017, March). Co-optation of feminism: Gender, Militarism and the UNSC Resolution 1325. In *Materials of the V International Gender Workshop* (p. 10).

Supplemental: 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.

October 15 (Friday):

NO CLASS MEETING

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

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

Write a 250 word review of the film from a feminist security standpoint. Consider these questions: "where are the women?" How is masculinity / femininity deployed?

Due by 7PM

[This assessment will count towards your participation grade]

Week 6: Feminist Foreign Policy

October 18 (Monday):

MIDTERM BREAK – NO CLASS

October 20 (Wednesday):

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"](#)
2. "Women's Rights are a National Security Issue" *The New York Times*

October 22 (Friday): 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

Week 7 – The Global War on Terror

October 25 (Monday):

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. 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.

October 27 (Wednesday)

Required Readings:

1. Cynthia Enloe (2004) Wielding Masculinity inside Abu Ghraib: Making Feminist Sense of an American Military Scandal, *Asian Journal of Women's Studies*, 10:3, 89-102, DOI: 10.1080/12259276.2004.11665976
2. Richter-Montpetit, M. (2016). Militarized masculinities, women torturers, and the limits of gender analysis at Abu Ghraib. In *Researching War* (pp. 92-116). Routledge.

October 29 (Friday): After the endless war on terror?

Required Readings:

1. [What's next for women's rights in Afghanistan?](#)
2. The cost of misogyny: Societies that treat women badly are poorer and less stable
3. Why Nations that Fail Women Fail
(from *The Economist*)

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

Week 8: Feminist Security Issues Across Africa

November 1 (Monday):

Required Readings:

1. Kuokkanen, R. (2008) Globalization as Racialized, Sexualized Violence, *International Feminist Journal of Politics*, 10:2, 216-233.
2. Khalid, M. (2011). Gender, Orientalism and Representations of the 'Other' in the War on Terror. *Global Change, Peace & Security*, 23(1), 15-29.

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

November 3 (Wednesday)

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

November 5 (Friday)

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.

Peer Reviews due by 7PM

Week 9 - TBD

November 8 (Monday)

November 10 (Wednesday)

November 12 (Friday)

Week 10 Presentations

November 15 (Monday)

Final paper due by 7PM

November 17 (Wednesday)

November 19 (Friday)

Week 11: Finals Week

Final Carls helping Carls due