

# PSCI 620/GG634/PSCI490-002: Gender and Global Politics

Winter 2015

HH227, 08:30-11:20 Thursday

---

**Instructor:** Veronica Kitchen

**Email Address:** [vkitchen@uwaterloo.ca](mailto:vkitchen@uwaterloo.ca)

**Office Location:** Hagey Hall 312

**Office Hours:** Tuesday, 10am-11:30am (after reading week only); Thursday 2:30-4:30pm

**Contact Policy:** The best way to contact me is by email or in person during office hours. I am in and out of my office and I do not check my telephone messages on a regular basis. I will respond to your email as soon as possible, generally within 48 hours during business hours (9am-5pm) on weekdays.

**Course Description:** This course is a survey of the relationship between gender and world politics. Does looking at the world through the lens of gender change how we see the state, sovereignty, diplomacy, security, trade, migration, globalization, governance, and other foundational concepts in global politics? We review feminist theories of politics, with a particular focus on international relations and global governance; examine how gender shapes the roles and experiences of women and men in global politics; and discuss how to do feminist research.

Each class session will comprise a class discussion facilitated by the instructor or a graduate student on a series of articles related to a gender and international relations. We will also spend time thinking about research methods and our own research topics. Each class session will conclude with a few minutes for individual reflective writing; this is designed to be an opportunity for you to think about how the seminar and workshop integrate with your own research, other courses, your life or your career. The course is participation-intensive and writing-intensive.

**Pre-Requisites:** PSCI 281, 282 or 283 & at least 3B, or enrolment in a graduate program of study. This is an advanced seminar most suited for students with some background in International Relations. No background in gender studies or feminist theory is required or assumed.

## **Course Objectives:**

By the end of this course, students should be able to:

- Differentiate between various theories of gender and feminism in International Relations
- Distill the major arguments and critiques from a book or journal article

- Design a research project and apply theories of gender and international relations to new cases or topic areas
- Compose and defend clear, articulate and audience appropriate written and oral arguments
- Cultivate reflective practices in research and scholarship

## University Regulations:

### Academic Integrity:

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [Student Discipline](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, [Student Petitions](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult [Student Grievances](http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes) <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts’ grievance processes.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, [Student Appeals](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

**Academic Integrity website (Arts):** [Academic Integrity website](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html) [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo):** [Academic Integrity Office](http://uwaterloo.ca/academic-integrity/) <http://uwaterloo.ca/academic-integrity/>

### Accommodation for Students with Disabilities:

**Note for students with disabilities:** The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

### **Texts:**

Shepherd, Laura J. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. 2<sup>nd</sup> Edition (Routledge, 2014). **Required.** This text is available in the Bookstore and as an ebook.

Ackerly, Brooke, Maria Stern, and Jacqui True, ed. 2006. *Feminist Methodologies for International Relations*. Cambridge: Cambridge University Press. Available online through PRIMO.

All other texts are available online, on 3-hour reserve at the Dana Porter library, or from the instructor.

### **Zotero Database:**

I maintain a Zotero Group on Gender & Global Politics. It is in no way systematic or complete, and I haven't read much of what's in it; I simply add references as I come across them. However, you may find it useful as a starting point for looking for literature on gender & global politics. You can see the database here: [Zotero Database \(Zotero Database https://www.zotero.org/groups/gender\\_global\\_politics\\_reading\\_list/items\)](https://www.zotero.org/groups/gender_global_politics_reading_list/items) or if you are a Zotero user (I highly recommend using it or another bibliographic management software), you should be able to join the group and access it through your own library.

You can also find lots of readings in the syllabus collection of the Gender & Security Consortium (not just security): <http://genderandsecurity.org/projects-resources/syllabus-collection>

### **Course Requirements, Expectations, and Standards:**

#### **Graduate vs. Undergraduate:**

Graduate and undergraduate students complete the same assignments. Graduate students will be expected to perform at a higher level commensurate with their additional experience. Please see the graduate grading standards on the D2L website.

#### **Assignments:**

##### *Class Participation 30%:*

Class participation will be evaluated in the following ways:

- **Peer Review 5%.** Each student will read, and provide comments on, the papers of two of their colleagues. The commentary must be submitted to the D2L dropbox by **Thursday, April 2, 4pm to the D2L Dropbox. No late peer reviews will be accepted.**
- **Discussion Participation 20%.** See the rubric. The instructor will assign you a base mark, which may go up or down based on the following two adjustment factors:

- **Adjustment 1: Attendance & Discussion Prompts.** Students are required to post at least one discussion question or prompt for each class, on the D2L discussion board. Failure to post a question by **4pm the day before class** will result in a 1% deduction from the base class participation mark (equal to 1% of the final grade). So too will failure to attend class, beyond a first “free” absence for which no excuse is required. Any further absences beyond the first one will result in a 1% deduction on the final grade, regardless of the excuse. This is because most of the learning happens in discussion, which cannot be made up. **Note:** You only lose this 1% once; if you’re absent, you lose 1% (but not an additional 1% for not posting a question); if you are present but don’t post a question, you lose 1%.
- **Adjustment 2: Self & Peer Review.** At the midpoint and again at the end of the semester, students will evaluate themselves and their peers on their class participation. This evaluation will be turned into a numerical multiplier which will raise or lower the base mark. The self and peer reviews are due in Dr. Kitchen’s physical dropbox by midnight on **February 12, 4:30pm** and **April 3, 4:30pm**.

*Personal or Fictional Reflection 10%*

The narrative approach is gaining currency in international relations scholarship, and is closely linked to gender scholarship through the idea that (a) the self is a source of knowledge; and (b) there are many ways of knowing. Once you’ve decided on your research topic, you should write either an autoethnographic reflection on how you, personally, engage with the research topic, or a very short piece of fiction that engages with your topic. You may write whatever you like; we will discuss as a group how this kind of paper should be evaluated. Some potential models here:

[Methodology and narrative forum](http://thedisorderofthings.com/tag/methodology-and-narrative-forum/) <http://thedisorderofthings.com/tag/methodology-and-narrative-forum/>

You should write a minimum of 500-800 words; if you need to write longer, you may. Due to the D2L dropbox **midnight, February 6**.

*Document Analysis 10%:*

Each student is to complete a media or document analysis. For this paper, you will find a media report or policy document on some issue relevant to global politics: security, terrorism, trade, peace keeping, human rights, international organizations, environmental management, etc. You should then write an analysis explaining how the study of gender gives insight to the report you have chosen. For example, if the report ignores gender, you could explain or raise questions about the implications it has ignored. Conversely, if the report focuses on gender, but you feel this perspective is either analytically incomplete or wrongheaded, you could critique the use of gender. The critique should be 500-800 words (no more than 2 pages single spaced). Include a citation for the document you are analyzing at the top of the page. Use your preferred reference system for other citations. Citations & bibliography do not count towards the word count. Due to the D2L Dropbox **Midnight, February 20**.

*Research & Writing 50%:*

Students may choose from one of three models of evaluation.

**Model 1: Scaffolded Research Paper [Undergraduates MUST choose this option]**

- *Topic Proposal.* No mark, but no further assignments will be accepted until this is submitted. The topic proposal is merely a few sentences (no more than 1 page, single spaced) outlining the topic to be studied and some possible questions. Due by midnight **January 16** in the D2L dropbox.
- *Literature Review & Statement of the Research Question 10%.* Due by midnight, **February 13** in the D2L dropbox.
- *Methods Paper 10%.* Due by midnight, **March 13**, in the D2L dropbox.
- *Draft for Peer Review* no mark, but only those authors who submit a paper will be allowed to participate in the peer review. Due by midnight, **March 27, by email** to Dr. Kitchen. [See also ‘peer review’ under class participation]
- *Final Paper 30%.* Due by midnight, **April 10**, in the D2L dropbox.

*Further details on the assignments in this model are available on the website.*

**Model 2: Research Paper**

- *Topic Proposal.* No mark, but no further assignments will be accepted until this is submitted. The topic proposal is merely a few sentences (no more than 1 page, single spaced) outlining the topic to be studied and some possible questions. Due by midnight **January 16** in the D2L dropbox.
- *Draft for Peer Review* no mark, but only those authors who submit a paper will be allowed to participate in the peer review. Due by midnight, **March 27**, by email to Dr. Kitchen. [See also ‘peer review’ under class participation]
- *Final Paper 50%.* Due by midnight, **April 10**, in the D2L dropbox.

**Model 3: Literature Review + Research Design**

- *Topic Proposal.* No mark, but no further assignments will be accepted until this is submitted. The topic proposal is merely a few sentences (no more than 1 page, single spaced) outlining the topic to be studied and some possible questions. Due by midnight **January 16** in the D2L dropbox.
- *Literature Review 25%.* A literature review of 3000-5000 words including notes and bibliography. The goal of the literature review is to identify major research trends, points of debate or contention, and research gaps with an eye to generating good research questions. A literature review should make an argument, it’s just an argument about a body of literature. Good models of scholarly literature reviews can

be found in the journals *International Studies Review*, *World Politics*, and *Perspectives on Politics*. Due by midnight **March 13**, in the D2L dropbox.

- *Draft of Research Design for Peer Review* no mark, but only those authors who submit a paper will be allowed to participate in the peer review. Due by midnight, **March 27**, by email to Dr. Kitchen. [See also ‘peer review’ under class participation]
- *Research Design 25%*. A research design of 3000-5000 words for a research question generated from same topic area on which they wrote the literature review. The literature review and research design are intended to be parts of a whole; writing a literature review is meant to assist in generating research questions. The goal of the research design is to plan a research project without actually undertaking it. Students should consider how their question will contribute to the literature, how they would research the question (methods), what kinds of evidence would support or undermine their hypothesis, what sort of timeline or budget would be necessary to undertake the research. Due by midnight, **April 10**, in the D2L dropbox.

### **Attendance Policy:**

Attendance is of paramount importance in a seminar. You are expected to come to every seminar, and to come prepared. Each person in the class gets one “free” absence for which is it not necessary to provide an excuse. Beyond that, each person will have 1% of the weighted final class participation grade deducted for each absence, regardless of the excuse. This is because it is impossible to “make up” a seminar.

### **Late Policy:**

Assignments in this course are normally submitted in class or by email. Extensions are granted at the discretion of the instructor and usually only with appropriate documentation from the OPD or Counselling Services, or with the Verification of Illness Form, although there is more room for manoeuvre with graduate students than undergraduates.

Late assignments are penalized at the rate of 1% of the *weighted final grade* per day, including weekends (astute students will notice that this is equivalent to 1% of your final mark in the course). For example: If a student receives 40/50 on an assignment worth 20%, the weighted final grade is 16/20, and if the student hands in the assignment 1 day late, she would receive a mark of 15/20.

If an assignment is due in class, it is considered 1 day late if you submit it after class is over.

**Schedule:**

**Week 1 (Jan 8): Introduction: Why Gender?**

Shepherd, Chapter 1 in Shepherd

Hansen, Chapter 2 in Shepherd

Zalewski, Chapter 3 in Shepherd

Shrewsbury, Carolyn M. (1987) "What is Feminist Pedagogy?" *Feminist Pedagogy* 15 (3/4), p. 6-14.

**Think about:** What makes a feminist classroom?

**Note:** Please read these texts before the course begins, so that we can discuss them in the first class. If it is not possible for you to complete all the readings before the course begins, prioritize Shepherd and Shrewsbury for our discussion.

**Week 2 (Jan 15): IR Encounters Feminism**

Tickner, J. Ann. 1997. "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists." *International Studies Quarterly* 41 (4): 611–632.

Keohane, Robert O. 1998. "Beyond Dichotomy: Conversations Between International Relations and Feminist Theory." *International Studies Quarterly* 42 (1): 193–197.

Tickner, J. Ann. 2011. "Retelling IR's Foundational Stories: Some Feminist and Postcolonial Perspectives." *Global Change, Peace & Security* 23 (1): 5–13.

Sjoberg, Laura. 2012. "Toward Trans-gendering International Relations?" *International Political Sociology* 6 (4): 337–354.

**Think about:** What will your research topic be?

**Supplementary**

Zalewski, Ch. 3 in Ackerly, Stern & True.

Park-Kang, Sungju. "Utmost Listening: Feminist IR as a Foreign Language." *Millennium - Journal of International Studies* 39, no. 3 (May 1, 2011): 861–77. doi:10.1177/0305829811403024.

Keohane, Robert O. (1989), 'International relations theory: Contributions of a feminist standpoint,' *Millennium*, 18(2): 245-254.

Weber, Cynthia (1994) 'Good girls, little girls and bad girls: Male paranoia in Robert Keohane's critique of feminist International Relations,' *Millennium*, 23(2): 337-349.

Jones, Adam (1996) "'Does gender make the world go round'?" Feminist critiques of International Relations', *Review of International Studies*, 22(4): 405-29.

Carver, Terrell, Molly Cochran and Judith Squires (1998) 'Gendering Jones: Feminisms, IRs, masculinities', *Review of International Studies*, 24(2): 283-297 and Jones's response, 'Engendering debate', in the same issue.

Sylvester, Christine. 2004. "Woe or Whoa! International Relations Where It's Not Supposed to Be." *Brown Journal of World Affairs* 10 (2): 57-68.

### **Week 3 (Jan 22): Methods I: Gender and IR**

Read at least one chapter from each of Parts I, II, and III of Ackerly, Stern, and True.

Rowley, Chapter 29 in Shepherd

Supplementary:

Tickner, J. Ann. 2005. "What Is Your Research Program? Some Feminist Answers to International Relations Methodological Questions." *International Studies Quarterly* 49 (1): 1-22.

### **Week 4 (Jan 29): Methods II: Aesthetics, Narrative and Emotion**

Sylvester, Christine et. al. (2011) "The Forum: Emotion and the Feminist IR Researcher" *International Studies Review* 13(4), p. 687-708.

Brigg, Morgan, and Roland Bleiker. "Autoethnographic International Relations: Exploring the Self as a Source of Knowledge." *Review of International Studies* 36, no. 03 (July 2010): 779-98.  
doi:10.1017/S0260210510000689.

Hutchison & Bleiker in Shepherd, Chapter 27

Park-Kang, Sungju. "Fictional IR and Imagination: Advancing Narrative Approaches." *Review of International Studies* FirstView (September 2014): 1-21. doi:10.1017/S0260210514000291.

One of the entries in the Methodology and Narrative Miniforum on the *Disorder of Things* blog:

[methodology and narrative forum http://thedisorderofthings.com/tag/methodology-and-narrative-forum/](http://thedisorderofthings.com/tag/methodology-and-narrative-forum/)

**Think about:** Questions and methods

**Supplementary:**

Richard Jackson, *Confessions of a Terrorist*

Elizabeth Dauphinee, *The Politics of Exile*

Naeem Inayatullah, *I, IR*

Wibben, Annick T. R. *Feminist Security Studies: A Narrative Approach*. 1 edition. London ; New York: Routledge, 2011.

**Think About: Question Generation.** Come prepared with some ideas for a research question, which we will refine during the workshop.

**Note: First Start/Stop/Continue Assessment due by Tuesday at midnight.**

**Week 5: (Feb 5) Gender and International Institutions**

True, Chapter 19 in Shepherd

Griffin, Chapter 18 in Shepherd

One of Chapter 20, 21, or 22 in Shepherd

Snyder, Margaret. 2006. "Unlikely Godmother: The UN and the Global Women's Movement." Ferree, Myra Marx, and Aili Mari Tripp, ed. *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*. New York University Press.

Shepherd, Laura J. 2011. "Sex, Security and Superhero(in)es: From 1325 to 1820 and Beyond." *International Feminist Journal of Politics* 13 (4): 504–521.

**Think About: Topic Generation.** Come prepared with your ideas for a research paper.

## Supplementary

Shepherd, Laura J. 2008. "Power and Authority in the Production of United Nations Security Council Resolution 1325." *International Studies Quarterly* 52 (2): 383–404.

Reeves, Audrey. 2012. "Feminist Knowledge and Emerging Governmentality in UN Peacekeeping." *International Feminist Journal of Politics* 14 (3): 348–369.

If you are having trouble generating a topic, consider reading:

## Week 6 (Feb 12) Gender, Globalization and Development

Shepherd, Laura J., and Lucy Ferguson. 2011. "Gender, Governance and Power: Finding the Global at the Local Level." *Globalizations* 8 (2): 127–133. (typology on p. 127-top of p. 129 only)

Pettman & Hall, Ch. 23 in Shepherd

Moghadam, Ch. 27 in Shepherd.

Broughton, Chad. "Migration as Engendered Practice: Mexican Men, Masculinity, and Northward Migration." *Gender & Society* 22, no. 5 (October 1, 2008): 568–89. doi:10.1177/0891243208321275.

Jolly, Susie. "Why Is Development Work so Straight? Heteronormativity in the International Development Industry." *Development in Practice* 21, no. 1 (2011): 18–28.

And one of:

Roy, Ananya. 2007. "Under the Western Eyes of Fashion: Marie Claire's Construction of Global Feminism," Cabezas, Amalia, Ellen Reese and Marguerite Waller, eds. *The Wages of Empire: Neoliberal Policies, Repression, and Women's Poverty*. Paradigm Publishers. Available on reserve.

Chapter 5 "The Economist, Globalization and Masculinities" in Hooper, Charlotte. 2000. *Manly States*. ed. Columbia University Press. Available online via Primo.

## Week 7 (Feb 26) Gender and IPE

Peterson, Ch. 15 in Shepherd.

Elias & Ferguson, Ch. 16 in Ferguson.

Safri, Maliha, and Julie Graham. "The Global Household: Toward a Feminist Postcapitalist International Political Economy." *Signs* 36, no. 1 (September 1, 2010): 99–125. doi:10.1086/651184.

Bedford, K. (2007) "The Imperative of male Inclusion: How Institutional

Context Influences World Bank Gender Policy', *International Feminist Journal of Politics*, 9 (3), 289-311

One of:

Prügl, Elisabeth, and Jacqui True. "Equality Means Business? Governing Gender through Transnational Public-Private Partnerships." *Review of International Political Economy* 21, no. 6 (November 2, 2014): 1137–69. doi:10.1080/09692290.2013.849277.

Roberts, Adrienne. "The Political Economy of "Transnational Business Feminism."" *International Feminist Journal of Politics* 0, no. 0 (2014): 1–23. doi:10.1080/14616742.2013.849968.

### **Week 8 (March 5) Gender, Health and the Environment**

Foster, Emma A. "Sustainable Development: Problematizing Normative Constructions of Gender Within Global Environmental Governmentality." *Globalizations* 8, no. 2 (2011): 135–149.

Detraz, Nicole, and Leah Windsor. "Evaluating Climate Migration." *International Feminist Journal of Politics* 16, no. 1 (January 2, 2014): 127–46. doi:10.1080/14616742.2013.789640.

Bretherton, Charlotte. "Movements, Networks, Hierarchies: A Gender Perspective on Global Environmental Governance." *Global Environmental Politics* 3, no. 2 (May 1, 2003): 103–19. doi:10.1162/152638003322068245.

1 or 2 further articles on gender & global health, TBD

#### **Supplementary:**

Foster, Chapter 6 in Shepherd

### **Week 9 (March 12) Gender and Human Rights**

Steans, Ch. 7 in Shepherd.

Sullivan, Ch. 8 in Shepherd.

Duncan, Bettina. 2008. "From Health to Human Rights: Female Genital Cutting and the Politics of Intervention." *American Anthropologist* 110 (2): 225–236.

Sheill, Kate. 2009. "Losing Out in the Intersections: Lesbians, Human Rights, Law and Activism." *Contemporary Politics* 15 (1): 55–71.

Abou-Habib, Lina. "The 'right to Have Rights': Active Citizenship and Gendered Social Entitlements in Egypt, Lebanon and Palestine." *Gender & Development* 19, no. 3 (November 1, 2011): 441–54. doi:10.1080/13510347.2011.625633.

### **Week 10 (March 19) Militarized Masculinities**

Cockburn, Ch. 10 in Shepherd.

Hooper, Charlotte. 1999. "Masculinities, IR and the 'gender variable': a Cost-benefit Analysis for (sympathetic) Gender Sceptics." *Review of International Studies* 25 (03): 475–491.

Sylvester, Christine. "War Experiences/War Practices/War Theory." *Millennium - Journal of International Studies* 40, no. 3 (June 1, 2012): 483–503. doi:10.1177/0305829812442211.

Jennifer Heeg Maruska, "When are states hypermasculine?" in Sjoberg, Laura. *Gender and International Security: Feminist Perspectives*. Taylor & Francis, 2009.

Veronica Kitchen, Romancing the Military Hero: Popular Romance Fiction and the Transformation of Military Masculinity. Conference paper, available from instructor.

### **Week 11 (March 26) Women as Agents of Violence**

Sjoberg, Laura, and Caron E. Gentry. 2008. "Reduced to Bad Sex: Narratives of Violent Women from the Bible to the War on Terror." *International Relations* 22 (1) (March 1): 5–23.

McKenzie, Megan H. "Women in Combat: Beyond 'can They?' or 'should They?': Introduction." *Critical Studies on Security* 1, no. 2 (August 1, 2013): 239–42. doi:10.1080/21624887.2013.814838.

Denov, Myriam, and Christine Gervais. "Negotiating (In)Security: Agency, Resistance, and Resourcefulness among Girls Formerly Associated with Sierra Leone's Revolutionary United Front." *Signs* 32, no. 4 (June 1, 2007): 885–910. doi:10.1086/500753.

Gowrinathan, Nimmi. "The Women of ISIS." *Foreign Affairs*, August 21, 2014. [Articles  
http://www.foreignaffairs.com/articles/141926/nimmi-gowrinathan/the-women-of-isis.](http://www.foreignaffairs.com/articles/141926/nimmi-gowrinathan/the-women-of-isis)

Louise Pears, Trailblazer, Anti-hero, Unruly Woman. Conference Paper, 2014. Available from Instructor.

One of:

Sjolander, Claire Turenne and Kathryn Trevenen. 2010. "Constructions of nation, constructions of war: media representations of Captain Nichola Goddard" in Cox, Wayne S., and Bruno

Charbonneau. *Locating Global Order: American Power and Canadian Security After 9/11*. UBC Press.

Stachowitsch, Saskia. "Professional Soldier, Weak Victim, Patriotic Heroine." *International Feminist Journal of Politics* 15, no. 2 (June 1, 2013): 157–76. doi:10.1080/14616742.2012.699785.

### **Supplementary**

MacKenzie, Megan. 2009. "Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone." *Security Studies* 18 (2): 241–261.

Laura Sjoberg, *Mothers, Monsters, Whores* 2007.

### **Week 12 (April 2) Gender-Based & Sexual Violence in War**

Pankhurst, Ch. 11 in Shepherd.

Wood, Elisabeth Jean. 2009. "Armed Groups and Sexual Violence: When Is Wartime Rape Rare?" *Politics & Society* 37 (1) (March 1): 131–161.

Eriksson Baaz, Maria, and Maria Stern. "Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC)." *International Studies Quarterly* 53, no. 2 (June 1, 2009): 495–518.

Carpenter, R. Charli. 2006. "Recognizing Gender-Based Violence Against Civilian Men and Boys in Conflict Situations." *Security Dialogue* 37 (1) (March 1): 83–103.

Krystalli, Roxanne. "Deconstructing the 2012 Human Security Report: Examining Narratives on Wartime Sexual Violence." *International Journal: Canada's Journal of Global Policy Analysis* 69, no. 4 (December 1, 2014): 574–93. doi:10.1177/0020702014544916.