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.

Part One of our course examines the evolution of warfare and theories that attempt to describe and account for gender differences in situations of conflict. Next, we examine conflict and warfare in non-state societies. Specifically, we focus on the major subsistence strategies (hunting/gathering, horticulture, pastoralism, and agriculture) and show the links between ways of getting food and conflict, warfare and its resolution. Given that hunters and gatherers account for 98% of human history and that industrialized societies have only been in existence for about 300 years, it is critical to have a sense of the significance of subsistence strategies and economies and their interplay with gender as these relate to militarization, armed conflict and peacemaking.

In Part Two, we turn to gender and conflict in contemporary state societies. We examine the ways in which gender is implicated in the process of militarization and the conduct and consequences of armed conflict. One central focus is on ideologies of masculinity and their links to warfare. We also turn to non-academic accounts (Comfort Woman and
You Know When the Men are Gone) to provide examples, which enrich the previously examined topics.

Part Three focuses on the ways in which gender is implicated in the process of demilitarization and peacemaking.

Topics include:

- What is gender and why it matters
- Biological theories of gender difference particularly as they relate to issues of power, aggression, and nurturance/compromise
- Psychological theories of gender difference particularly as they relate to issues of power, aggression, and nurturance/compromise
- Socio-cultural 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:

- Examine and evaluate causes of warfare and their relationship to issues of gender
- Gain familiarity with warfare and gender among non-state/non-industrialist societies
- Examine and critique biological, psychological, sociological, feminist, and anthropological theories and warfare and gender
- Explore the real-world experiences of men and women in the U.S. military as well as those of their partners and children
- 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 women in society
- Explore and gain an understanding of the gendered nature of post-conflict situations and peacemaking efforts
- Reflect on and develop integrated theories on the relationship between gender and warfare

COURSE TEXTS

Required
- Fallon, Siobhan. 2011. You Know When the Men Are Gone. New York: Putnam’s Sons
- Articles/Chapters on Blackboard (see Appendix for full list)

The required books are available for purchase at the UO Bookstore.

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 to the course, and that some learning styles may require adjustment to course structure. We are happy to talk with you about such adjustments. Please be in touch with the professor if there are aspects of the instruction or design of this course that result in barriers to your participation as a result of learning style or diagnosed disability. For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

Inclusion and Collegiality: Our 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 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

Attendance and Participation: Attendance and participation accounts for 20% of your final grade. For each class session you attend, you will receive ½ a point. You can earn another ½ point by your class participation. This means you can earn 1 point per class session, two points per week. You will receive 2 point for “nothing” since I will give everyone two points during Thanksgiving week when there are no class sessions.
**Classroom Behavior:** It is, of course, expected that students and professor will be respectful of other students and that all students will be respectful to the professor. For our purposes this means: paying attention to the lecture, no talking, and no use of any electronics for purposes other than taking notes. I reserve the right to disallow the use of a laptop, iPad, etc., if it is used for any other purpose.

**What You Can Expect from Your Professor:**
You can expect me to:
- plan and facilitate learning opportunities that will help you meet the course goals and objectives
- provide constructive feedback on your performance
- be open to constructive feedback on my performance
- bring my teaching expertise and experience into the classroom
- be open-minded in responding to your ideas and suggestions
- allow you to wrestle with ideas to shape your own conclusions

**COURSE ASSIGNMENTS**

**UNDERGRADUATE STUDENT REQUIREMENTS**

1. **Attendance & Participation:** 20 points possible: Each class session attended gives you ½ a point. You earn the other ½ point by your class participation. This means you can earn 1 point per class session, two points per week. You will receive 2 points for “nothing” since I will give everyone points Thanksgiving week when there are no classes. (2 pts per week x 10)

2. **Six Quizzes:** 30 points possible (drop lowest quiz): Six quizzes will be given during the first 10 minutes of class, Tuesdays, weeks 2-6 & 10. Each quiz consists of six objective questions that will test your knowledge of the readings for the week. The quizzes will primarily test your overall understanding of the readings, rather than small details. The quizzes will encourage you to keep up with the readings, which will allow for better class discussions. 5 quizzes x 6 points each=30 (weeks 2—6 and 10)

3. **Group Exercise and Writing Exam Questions:** 10 points possible: On Nov. 13 and 20, we will have small group work and presentations which will focus on *Comfort Woman and Congo articles (Chiwengo, Human Rights Watch, Mechanic)* and on *You Know When the Men Are Gone* respectively. Students will be divided into small groups and each group will be assigned a specific question to address, after which the groups will present their answers to the class. The last part of the activity will be for students to write an essay question based on their analysis/presentation/class discussion. Each exercise, including the essay question, is worth 5 points.

4. **Film Review:** 10 points possible: Students will select a film to watch (outside of class) that reflects one of the course topics. For example, a student may select to watch Top Gun, Since You Went Away, or All Quiet on the Western Front. There are many, many choices and students should look for a film in which the theme(s) is/are of particular interest to him/her. After viewing the film, students will write a 4-5-page review and analysis. Details to follow, including film suggestions. Due: Thursday, Nov. 7, in class.

5. **Final Essay Exam:** 30 points possible (due online Tuesday, Dec. 9 by 6 pm): The final exam consists of three essays. Part one consists of one question that all students will answer. It will primarily be a reflective essay that focuses on your own thoughts about particular course topics. Part two consists of four questions and students will choose two to answer. The final will be approximately 8 pages in length. The exam will be posted on Blackboard on Wednesday, Dec. 3. More details to follow.
GRADUATE STUDENT REQUIREMENTS

Grad students will complete the above 1-3 requirements.

In addition, grad students will write a research paper and make a presentation during week 10 based on their research. Research paper: 30 points possible and presentation 10 points possible. Grad students will submit a one-page research paper proposal no later than Thursday, Oct. 16. Guidelines will be provided.

GRADING

Policy on Quizzes & Final Exam: Quizzes will be given during the first ten minutes of class, each Tuesday, weeks 2-6 and 10. Quizzes will be collected at 4:10 on those Tuesdays. Students who come to class late will NOT be able to take the quiz! The final exam is due online (Blackboard) on Tuesday, Dec. 9 by 6 p.m. It is very rare that I will give a student an extension. If you have an emergency situation, contact me immediately. Do remember, however, that extensions are rarely granted!

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, incompletes are rarely given and are solely up to the discretion of the professor.

Policy on Extra Credit: There is no possibility for extra credit in this course. No requests regarding extra credit will be granted!!

Grading Guideline:
A: Overall, outstanding essays, exams, quizzes, and participation. Shows a very high quality of understanding of course material.
B: Overall, very good essays, exams, quizzes, and participation. Shows a high quality of understanding of course material.
C: Overall, acceptable essays, exams, quizzes, and participation. Shows an understanding of course material.
D: Overall, poor essays, exams, quizzes, and/or participation. Shows minimal understanding of course material.
F: Incomplete work and/or shows an overall lack of understanding of course material.

Grading Rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98+</td>
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<tr>
<td>A</td>
<td>93-97</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>83-87</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
<td>73-77</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>62-69</td>
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<tr>
<td>F</td>
<td>61 and below</td>
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Points are NOT rounded up so, for example, a score of 87.5 translates to a B grade. Please don’t ask for your grade to be rounded up. The answer will be “NO!”

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week One: Sept 30 &amp; Oct. 2</th>
<th>The Evolution of Armed Conflict</th>
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<tbody>
<tr>
<td></td>
<td>Has warfare/armed conflict always existed among humans?</td>
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|                           | **Read:** Resource Unpredictability, Mistrust and War (*Ember*)
|                           | Does infectious disease cause global variation in the frequency of intrastate-armed conflict and civil war? (*Letendre*) |

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<tr>
<th>Week Two: Oct. 7 &amp; 9</th>
<th>Armed Conflict &amp; Gender</th>
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<tr>
<td></td>
<td>Why do males dominate armed conflict? Consider cultural, evolutionary psychology, biosocial theories of gender.</td>
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|                     | **Read:** A Cross-Cultural Analysis of the Behavior of Men & Women (*Wood*)
|                     | Family Structure & Feminine Personality (*Chodorow*)
|                     | Oct. 9: Film: *Guardians of the Flute* with Guest Lecturer Dr. Angela Montague |

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<tr>
<th>Week Three: Oct. 14 &amp; 16</th>
<th>Warfare in Nonindustrial Societies</th>
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<tbody>
<tr>
<td></td>
<td>What is warfare like among nonindustrial peoples?</td>
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|                          | **Read:** Toward an Ecological-Evolutionary Theory of the Incidence of Warfare in Preindustrial Societies (*Nolan*)
|                          | Conflict, Violence, and Conflict Resolution in H/G Societies (*Lomas*)
|                          | **Due:** Research paper proposals (grad students only) |

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<tr>
<th>Week Four: Oct. 21 &amp; 23</th>
<th>Masculinities and Warfare</th>
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<tr>
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<td>How do concepts of masculinity encourage warfare and how does warfare encourage particular conceptions of masculinity?</td>
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</table>
|                        | **Read:** Creating Citizens, Making Men: Military/Masculinity/Brazil (*Gill*)
|                        | Gendering War and Peace: Masculinities No. Ireland (*Ashe*)
|                        | Juggling Models of Masculinity-Israeli Army (*Lomsky-Feder*)
|                        | White Men Are This Nation-Militias & OPTIONAL Rural American Masculinity (*Kimmel*) |
Week Five: Oct. 28 & 30  Women and Warfare

What are the roles of and the effects on women in warfare?

Read:  Women in Latin American Guerilla Movements (Reif)
Equality to Die For? Women Guerilla Fighters Eritrea (Bernal)
Primed for Violence: The Role of Gender (Caprioli)
Sexual Violence and War (Skjelsbek)

Week Six: Nov. 4 & 6  Post-Conflict and Gender

What part does gender play in post-conflict situations?
Nov. 6: Tucker Mollers, Guest Speaker, former UO student and army veteran of the wars in Iraq and Afghanistan

Read:  Posttraumatic Stress Disorder & Mortality among U.S. Army Veterans after Military Service (Boscarino)
These Women, They Force Us to Rape Them: Rape as Narrative of Social Control in Post-Apartheid South Africa (Moffett)

Nov. 6: Guest Speaker: Tucker Mollers

Due:  Film Review (on Nov. 6, at start of class)

Week Seven: Nov. 11 & 13  Comfort Woman & Congo Articles*

Read:  Finish Comfort Woman and Congo Articles (Chiwengo, Human Rights Watch, Mechanic)

Week Eight: Nov. 18 & 20  War Stories (You Know When the Men are Gone)

Read:  Finish You Know When the Men are Gone

Week Nine: Nov. 25  NO CLASS

Week Ten: Dec. 3 & 5  Gender and Peacemaking

How do issues of gender relate to peacemaking?

Read:  Women in Post Conflict Reconstruction (Cahn)
Sexual The Relevance of Gender for Eliminating WMD (Cohn)
Conflict Resolution among Peaceful Societies: The culture of Peacefulness (Bonta)
Note that the FINAL EXAM will be posted on Blackboard on Wednesday, Dec. 3. 
The exam is due (online) no later than Tuesday, Dec. 9, at 6 P.M.

APPENDIX – COURSE PACKET READINGS

Required Readings in order: Author and Full Title

**Ember**, Resource Unpredictability, Mistrust, and War: A Cross-Cultural Study  
**Letendre**, Does Infectious Disease Cause Global Variation in the Frequency of Intrastate Armed Conflict and Civil War?  
**Wood**, A Cross-Cultural Analysis of the Behavior of Women and Men: Implications for the Origins of Sex Differences  
**Chodorow**, Family Structure and Feminine Personality  
**Nolan**, Toward an Ecological-Evolutionary Theory of the Incidence of War in Pre-Industrial Societies  
**Lomas**, Conflict, Violence, and Conflict Resolution in Hunting and Gathering Societies  
**Gill**, Creating Citizens, Making Men: The Military and Masculinity in Bolivia  
**Ashe**, Gendering War and Peace: Militarized Masculinities in Northern Ireland  
**Lomsky-Feder**, Juggling Models of Masculinity: Russian-Jewish Immigrants in the Israeli Army  
**Reif**, Women in Latin American Guerrilla Movements: A Comparative Perspective  
**Bernal**, Equality To Die For? Women Guerrilla Fighters and Eritrea’s Cultural Revolution  
**Caprioli**, Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict  
**Skjelsbek**, Sexual Violence and War: Mapping Out a Complex Relationship  
**Boscarino**, Posttraumatic Stress Disorder and Mortality among U.S. Army Veterans 30 Years After Military Service  
**Moffett**, ‘These Women, They Force Us to Rape Them’: Rape as Narrative of Social Control in Post-Apartheid South Africa  
**Chiwengo**, When Wounds and Corpses Fail to Speak: Narratives of Violence and Rape in Congo (DRC)  
**Mechanic**, Why Gender Still Matters: Sexual Violence and the Need to Confront Militarized Masculinity: A Case Study of the Conflict in the Democratic Republic of the Congo  
**Cahn**, Women in Post Conflict Reconstruction: Dilemmas and Directions  
**Cohn**, The Relevance of Gender for Eliminating Weapons of Mass Destruction  
**Bonta**, Conflict Resolution among Peaceful Societies: The Culture of Peacefulness