Gender and War
CAS IR518, POS83
Fall 2016, v1.0

Ivan Arreguín-Toft
156 Bay State Road, Room 305
imat@bu.edu

Tuesdays and Thursdays, 11:00 a.m.–12:30 p.m., COM 210.
Office hours: Tuesdays and Wednesdays, 12:45–2:15 p.m.

Gender and War
The course examines gender constructions in relation to the biological and social determinants of aggression, violence, and war. Some topics include gender biases in international relations theories, women in combat, homosexuals in the military, discourse, attitudes towards war, rape, and female and male roles in the conduct of war. The course also assesses the ongoing evolution of the roles of women as leaders, actors, and agenda-setters in, and objects of, foreign policy.

Course Requirements
There are three course requirements:
1. Class participation (15%)
2. A midterm paper (20%);
3. A formal group presentation (25%); and
4. A final term paper (40%).

Participation is vital in this course. Course participants will therefore be expected to attend each session, to show up on time, and to contribute arguments, criticism, and opinions to the discussion; engaging major themes of the course on an ongoing basis.

Participants will be responsible for two papers for the course: (1) a midterm paper of 6–8 double-spaced pages length, analyzing a current issue relating sex, gender, and war in terms of core course concepts and theories (topics given by me in class on 25 October, papers due in class on 17 November); and (2) a final paper of 12–15 double-spaced pages exploring one of the major themes of the course in greater depth (topic chosen by you, due in class 8 December).1

In addition to mid-term and final papers, students will also make a formal team presentation. These will take place on 4 and 6 December. Students will be divided into six groups of 4–5 people on 17 November. Each group will be responsible for pulling together a fifteen-minute presentation on a key theme in the course (e.g. women in combat, homosexual military service, women as leaders). A short topic selection statement (one–two sentences) will be due to the instructor by in class on 22 November.

For important information about student and University rights and obligations, see:
http://www.bu.edu/academics/policies/academic-conduct-code/ and
http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/academic-discipline-procedures/

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1 All paper assignments must be formatted double-spaced; with a twelve-point (or equivalent) font and one-inch margins on all sides. Page limits are to be strictly observed. Title pages, bibliographies, and endnotes will not count against page limits. Double-sided printing is encouraged but not required.
Readings

Books (the following are required)
• Goldstein, Joshua, War and Gender (Cambridge University Press, 2003).
• Tannen, Deborah, You Just Don't Understand (New York: Morrow, 2007).
• Wrangham, Richard and Dale Peterson, Demonic Males (Mariner Books, 1997).

Articles & Book Chapters
• Ehrenreich, Barbara, et. al. "Fukuyama's Fallacies: So What if Women Ruled the World?" Foreign Affairs, Vol. 78. No. 1 Jan/Feb 1999), pp. 118-.

Films (Required)²
• Edward Zwick, *Courage Under Fire* (1996);
• Ridley Scott, *G.I. Jane* (1997); and

² These will be made available for viewing at Geddes Video Library. We will also review excerpts in seminar.
Part I: Gender, Sex, and War

6 SEP Session 1.1: Overview (sex vs. gender) [378]

Issues
• What is sex and what is gender?
• Are males and females different, and if so, how (if at all) do those differences matter?
• Is war a male phenomenon, why might that matter?

Assigned Readings
2. Goldstein. Gender and War, pp. 1–58. (59 pp)
4. Tannen. You Just Don't Understand (Chapters 1–10 and Afterward). (287 pp)

8 SEP Session 1.2: The Nature of War and Killing [94]

Issues
• What is war like?
• Do males like to kill?

Assigned Readings
1. Clausewitz, On War, pp. 101–103. (3 pp)
2. Ehrenreich, Blood Rites, pp. 7–35. (29 pp)
4. Fussell, Wartime, chapter 18. (30 pp)

Recommended

13 SEP Session 1.3 The Biology of Conflict? [131]

Issues
• Is killing natural?
• Is war natural?
• Why the obsession with war?

Assigned Readings
5. Johnson and Duffy Toft, "Grounds for War," pp. 7–38 (31 pp)

Part II: A Male Violence Gene?

13 SEP Session 2.1 [55]

Issues
• How does biology affect our understanding of gender?
• What is violence?

Assigned Reading
Goldstein, Gender and War, pp. 128–182. (55 pp)
15 SEP Session 2.2 [164]

Issues
• Is killing a male act?
• What role do women, reproduction, status, territory and food play?

Assigned Reading
Wrangham and Peterson, Demonic Males, read chapters 1, 4, 6, and 8–12; skim other chapters. (164 pp)

Recommended

Part III: Males as Killers

20 SEP Session 3.1 [67]

Issues
• Does male bonding account for why women [aren't] warriors?

Assigned Reading
Goldstein, Gender and War, pp. 183–250. (67 pp)

22 SEP Session 3.2 [50]

Issues
• Is violence natural for males?
• Does violence define male-ness?

Assigned Reading
Goldstein, Gender and War, pp. 251–301. (50 pp)

27 SEP Session 3.3 [56]

Issues
• Is male violence the result of socialization?
• How are males socialized to violence, what functions might that serve?

Assigned Readings
1. Ahmad and Smith, “Bullying in Schools and the Issue of Sex Difference,” pp. 70–86. (17 pp)

Recommended

**Part IV: Women as Peacemakers**

**29 SEP Session 4.1: Women as Peacemakers? [30]**

**Issues**
- What roles do women play (or are women imagined to play) in socializing males to violence?

**Assigned Reading**
Goldstein, *Gender and War*, pp. 301–331 (30 pp)

**4 OCT Session 4.2: Women as Peacemakers? [103]**

**Issues**
- Are women naturally peacemakers or is this a role they have been socialized into?

**Assigned Readings**

**Recommended**

**Part V: Women in Combat**

**6 OCT Session 5.1 [69]**

**Issues**
- What roles have women historically played in combat?
- Is a relative lack of physical strength decisive in explaining the distribution of the sexes on the battlefield?

**Assigned Reading**
1. Goldstein, *Gender and War*, pp. 59–127. (69 pp);
2. Haring, "Insights from the Women in Combat Symposium;"
3. Tufekci, "2 Graduating Rangers, Aware of Their Burden;"
11 OCT [Monday schedule of classes; no meeting]

13 OCT Session 5.2 [78]

Issues
• Should women serve in combat?
• Which arguments for and against do you find most convincing?

Assigned Readings
6. Miller, Laura and Charles Moskos, "Humanitarians or Warriors?: Race, Gender, and Combat Status in Operation Restore Hope," pp. 615–635. (21 pp)

Recommended

Part VI: Homosexuality and Military Service

18 OCT Session 6.1: Homosexuality and Military Service [76]

Issues
• Should homosexuals be allowed to serve in the military?
• If yes, should combat units be off limits?
• How might arguments regarding homosexuals in the military affect arguments about women in combat?

Assigned Readings

Recommended
Adair and Myers "Admission of Gays to the Military: A Singularly Intolerant Act." Parameters, Spring 1993, pp. 10-19.
Part VII: The Impact of War on Females and Males

20 OCT Session 7.1: The Impact of War on Females [115]

Issues
• Women as victims of war
• Rape, genocide, sanctions, social change and movement

Assigned Readings
1. Goldstein, Gender and War, pp. 380–399. (20 pp)
5. Benard, "Rape as Terror: The Case of Bosnia," pp. 29–43. (15 pp)
7. Turshen, "The Political Economy of Rape: An Analysis of Systematic Rape and Sexual Abuse of Women during Armed Conflict in Africa," pp. 55–68. (14 pp)

Recommended
Film: The Invisible War (98 minutes, Kirby Dick, Docurama Films, 2012)

25 OCT Session 7.2: The Impact of War on Males [82]: Midterm Paper Topics Given

Issues
• Men as victims of war
• Fear of dying, killing, and their psychological impact.
• Who suffers more in war: males or females?

Assigned Readings
1. Selected Poetry from WWI (Sassoon, Graves, Owen) (5 pp)
5. Goldstein, Gender and War, pp. 400–402 (3 pp)
6. Goldstein (Joseph), "U.S. Soldiers Told to Ignore Sexual Abuse of Boys by Afghan Allies" (2 pp)

Recommended [Films]
Erich Maria Remarque, All Quiet on the Western Front (1930).
Ari Folman, Waltz With Bashir (2007).
**Part VIII: Views of Diplomacy and War**

**27 OCT Session 8.1 [82]**

*Issues*
- Are there general differences in how males and females/men and women, view the limits and possibilities of diplomacy?

*Assigned Readings*

**1 NOV Session 8.2 [105]**

*Issues*
- What accounts for observed differences in how males and females/men and women view diplomacy and war?

*Assigned Readings*

**3 NOV Session 8.3 [45]**

*Issues*
- If women ruled the world, how (if at all), might interstate affairs be better?

*Assigned Readings [debate]*

**Part IX: International Relations Theory and Feminist Thought**

**8 NOV Session 9.1 [126]: Midterm Papers Due in Class, Presentation Groups Assigned**

*Issues*
- How, if at all, is international relations theory gendered?

*Assigned Reading*
Sjoberg, ed., Parts I & II, pp. 1–126 (126 pp)
10 NOV Session 9.2 [152]

Issues
• If international relations theory is masculinized, why might that matter?

Assigned Reading
Sjoberg, ed., Parts III & IV, 127–279 (152 pp)

15 NOV Session 9.3 [40]

Issues
• What does a feminist international relations theory look like, and how might that help or hurt us?

Assigned Readings [debate]

Part X: Societal Features and War Propensity

17 NOV Session 10.1: Sex Ratios and Conflict [286] Midterm Papers Due in Class

Issues
• If poverty and hopelessness cause war, and women's participation in economic development reduce poverty and hopelessness, can increased women's participation in economic life reduce the frequency or intensity of war?
• Under what conditions do excess males affect the likelihood of life, liberty, and prosperity?
• How might the presence of too many females affect the same things?

Assigned Reading
1. Kristof and WuDunn, Half the Sky (252 pp)
3. Reeves and Sawhill, "Men's Lib."

22 NOV Session 10.2: Equality and War [68] Team Presentation Topics Due in Class

Issues
• In what ways does gender equality or inequality contribute to war and peace?

Assigned Readings

24 NOV [Thanksgiving recess, no meeting]
Part XI: Sex and War in Three Films

29 NOV Session 11

Issues
• What are the key themes of each film? Are they dated, how and how much?
• What key course concepts are engaged in each film?
• Do you agree with each filmmaker’s point of view? Why or why not?

Assigned Films
1. Courage Under Fire (1996);
2. G.I. Jane (1997); and

Part XII: Team Presentations

1 DEC Session 12.1
• Three ten-minute presentations.
• Discussion.

6 DEC Session 12.2
• Three ten-minute presentations.
• Discussion.

Part XIII: Course Conclusion [no assigned readings]

8 DEC Session 13: Final Papers Due

Issues
• A reprise of key issues and debates: nature v. nurture, tooth-to-tail, la difference?
• Are women ‘taking over’ the world? If so, how; and what might we expect as a result?