



## Course and Examination Fact Sheet: Autumn Semester 2024

### 7,364: Gender and Armed Conflict

ECTS credits: 4

#### Overview examination/s

(binding regulations see below)

decentral - Active participation, Analog, Individual work individual grade (25%)

Examination time: Term time

decentral - Written work, Digital, Individual work individual grade (45%)

Examination time: Term time

decentral - Written work, Digital, Individual work individual grade (30%)

Examination time: Term time

#### Attached courses

Timetable -- Language -- Lecturer

[7,364,1.00 Gender and Armed Conflict](#) -- English -- [Sjoberg Laura](#)

#### Course information

#### Course prerequisites

There are no formal prerequisites for this course.

#### Learning objectives

**Course Objectives.** This course has been designed with three main purposes in mind:

- To learn about how taking genders and sexualities seriously alters how armed conflict is conceptualized, defined, experienced, observed, analyzed, theorized, and recounted;
- To learn about gender and armed conflict in a wide variety of situations around the world; and
- To be able to formulate the questions that you would ask about gender were you exposed to a 'new' armed conflict to analyze.

**Learning Outcomes.** By the end of this course, participants should be able to:

- Identify and explain the significance of a number of gendered dimensions of 'armed conflict';
- Discuss the ways that genders and sexualities might influence how one understands what armed conflict is, and how one conceptualizes knowledge of it;
- Identify gendered ways that armed conflicts are defined, understood, presented, and experienced;
- Articulate what nationalisms are and how they are or can be related to genders;
- Articulate what militarisms are and how they are or can be related to genders;
- Provide examples of the ways in which gender has mattered to interstate military relations in the past;
- Discuss empirical examples of 'female fighters' and their significance (or lack thereof) for thinking about gender and armed conflict(s);
- Provide nuanced analysis of the many positions in debates about women, femininity, and 'peace';
- Discuss the complications with the conflict/post-conflict dichotomy through gender lenses; and
- Discuss gender in peace-building, peace-making, and transitional justice.

#### Course content



Despite the importance of gender in global politics, gender is still not fully integrated in the academic study of international politics. Feminist approaches are offering new views of a field previously defined as devoid of gender politics. Early IR feminists challenged the discipline to think about how its theories might be reformulated and how its understandings of global politics might be improved if gender were included as a category of analysis and if women's experiences were part of its subject matter. IR feminists critically re-examined some of the key concepts in the field - concepts such as sovereignty, the state, and security. They began to ask new questions - such as whether it makes a difference that most foreign policy leaders, military personnel and heads of international corporations are men and why women remain relatively disempowered in matters of foreign and military policy. IR feminists have also sought to make women visible as subjects in international politics and the global economy. They draw attention to women's invisibility and gender subordination in the theory and practice of international politics.

This course looks to explore the relationship between gender and armed conflict. As it does, it looks to show that 'gender' is not a euphemism for 'women,' and that women can be found in many places in armed conflict other than on its sidelines or as its civilian victims. In its overview of gender and armed conflict, the course looks at armed conflict through 'gender lenses' (h/t Peterson and Runyan, *Global Gender Issues*), looking for gender, and seeing what else is seen along the way. In this journey, it engages with how genders and sexualities matter in how 'we' see armed conflict; how armed conflict is lived and experienced; the conceptual and practical interdependence of genders, nationalisms, and militarisms; the dimensions of gender-based and sexual violence in/around armed conflict; women's engagement in political violence; associations of femininities and peace; and a wide variety of gender-based insights about whether 'post-conflict' periods exist and how they can be understood.

Note that the course *will not* go over the basic readings in gender, feminism, and/or global politics/International Relations (IR). It *is* assumed that you have some background in IR, with their included gender content. It *is not* assumed that you have read the readings that would be in a general course on gender and IR. Having some background in those readings may make doing the readings that *are* assigned easier, but it is not required that you do that work. If you decide to do some preparation reading, you are free to choose your own background readings - many syllabi for gender and IR courses are available around the internet (a central location is the Consortium on Gender, Security, and Human Rights' syllabus collection: <https://genderandsecurity.org/projects-resources/syllabus-collection>).

## Course structure and indications of the learning and teaching design

The course will be delivered as a block seminar over a period of five days. The course will consist of ten blocks - two hours forty-five minutes in the morning and afternoon, in lecture-discussion format, where there is a one-hour lecture, a fifteen-minute break, and one and a half hours for discussion and activity.

The topics are as follows:

- Unit 1. Thinking about 'Knowing' Gender and/of Armed Conflict
- Unit 2. Gender and Armed Conflict(s) (Experiences)
- Unit 3. Gender, Nation, Nationalism, and War(s)
- Unit 4. Gender, 'Terrorism' and (Other) (Neo-)Orientalisms
- Unit 5. Genders and Militarisms
- Unit 6. (Conflict) Sexual Violence and Gender-Based Violence
- Unit 7. Rethinking Gender and Armed Conflict: Other 'Arms'
- Unit 8. 'Female Fighters'
- Unit 9. 'Women', Gender, and Peace
- Unit 10. Gender(ing) Peace-making, Peace-keeping, and Other 'Post'-Conflict Phenomena

## Course literature

There is no assigned textbook for this course. Readings will consist of academic papers, book chapters, and occasional multimedia supplements. A detailed reading list will be made available in the syllabus with plenty of notice before the course. In preparation, I recommend the following:

- L. H. M. Ling, "Feminist International Relations: From Critique to Reconstruction," *The Journal of International Communication* 3(1) (1996): 26-41.  
This piece provides an overview of early feminist IR work, as well as a guide to moving from critique to reconstruction.
- Katrina Lee-Koo, "Feminist International Relations in Australia," *Australian Journal of Politics and History* 55(3) (2009): 415-432.  
This piece provides some background on feminist work in IR, and addresses key difficulties in promoting dialogues between feminist and 'mainstream' work.



- Anna M. Agathangelou, "From the Colonial to Feminist IR: Feminist IR Studies, the Wider FSS/GPE Research Agenda, and the Questions of Value, Valuation, Security, and Violence," *Politics & Gender* 13(4) (2017): 739-746. This piece identifies and criticizes the increasing segmentation and specialization of feminist research about global politics.
- Swati Parashar, "Feminist (In)Securities and Camp Politics," *International Studies Perspectives* 14(4) (2013): 440-443. This piece emphasizes the importance of intersectional approaches to the study of gender and IR, and discusses what is lost when they are neglected.
- Geeta Chowdhry and L. H. M. Ling, "Race(ing) International Relations: A Critical Overview of Postcolonial Feminism in International Relations," *Oxford Research Encyclopedia of International Studies* doi: 10.1093/acrefore/978190846626.0133.413. This piece outlines some key tenets that the authors see in postcolonial feminist IR, many of which will recur throughout this module.

## Additional course information

Laura Sjöberg is British Academy Global Professor of Politics and International Relations at Royal Holloway University of London, Director of the Gender Institute and Head of the Department of Politics, International Relations, and Philosophy. Her research addresses issues of gender and security, with foci on politically violent women, feminist war theorizing, sexuality in global politics, and political methodology. She teaches, consults, and lectures on gender in global politics, and on international security. Her work has been published in more than 50 books and journals in political science, law, gender studies, international relations, and geography.

Dr. Sjöberg's recent books include [Women as Wartime Rapists](#) (New York University Press, 2016), (with J. Samuel Barkin) [Interpretive Quantification](#) (University of Michigan Press, 2017), (with Caron E. Gentry and Laura J. Shepherd) [Routledge Handbook of Gender and Security](#) (Routledge, 2018), (with J. Samuel Barkin) [International Relations' Last Synthesis?](#) (Oxford, 2019), and (with Jessica Peet) [Gender and Civilian Victimization](#) (Routledge, 2019). Her recent articles have explored, [failure in critical security studies](#), [characterizations of women in and around the Islamic State](#), [what counts as feminist work in Security Studies](#), [sexuality in US-Cuba rapprochement](#), [gendered insecurity](#), and [everyday counterterrorism](#). Dr. Sjöberg has recently taught in the areas of international law, gender and armed conflict, international relations theorizing, and international security.

## Examination information

### Examination sub part/s

#### 1. Examination sub part (1/3)

##### Examination modalities

Examination type	Active participation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Synchronous
Examination location	On Campus
Grading type	Individual work individual grade
Weighting	25%
Duration	--

##### Examination languages

Question language: English  
Answer language: English

##### Remark

Discussion of the readings

##### Examination-aid rule

Free aids provision



Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

## Supplementary aids

In the “Active Classroom Participation” examination form, regular contribution to class is assessed.

The assessment criteria can be as follows:

- Requests to speak enrich the discussion (productive) / requests to speak disturb the discussion (counterproductive);
- Requests to speak are correct / requests to speak are incorrect;
- Requests to speak are frequent / average / rare
- No requests to speak, but students follow the lesson / no requests to speak and students do not noticeably follow the lesson

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## 2. Examination sub part (2/3)

### Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	45%
Duration	--

### Examination languages

Question language: English

Answer language: English

### Remark

Answer to final essay prompt

### Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

## Supplementary aids

- Written work must be written without outside help according to the known citation standards, and a declaration of authorship must be attached, which is available as a template on the StudentWeb
- Documentation (quotations, bibliography, etc) must be carried out universally and consistently according to the requirements of the chosen standard such as APA or MLA
- The reference sources of information (paraphrases, quotations, etc.) that has been taken over literally or in the sense of the original text must be integrated into the text in accordance with the requirements of the citation standard used.
- Informative and bibliographical notes must be included as footnotes (recommendations and standards e.g. in METZGER, C., Lern- und Arbeitsstrategien (latest edition)).
- For all written work at the University of St.Gallen, the indication of page numbers is mandatory, regardless of the standard chosen. Where page numbers are missing in sources, the precise designation must be made differently: chapter or section title,
- section number, article, etc.



## 3. Examination sub part (3/3)

### Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	30%
Duration	--

### Examination languages

Question language: English  
Answer language: English

### Remark

Two reviews of readings

### Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

### Supplementary aids

- Written work must be written without outside help according to the known citation standards, and a declaration of authorship must be attached, which is available as a template on the StudentWeb
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## Examination content

### Active participation (25%):

Engage the readings and the ideas discussed in class. By 'participation,' I do not mean being the person who is most willing to talk in front of the class. Participation grades are based on the *quality* of participation – students who offer engaging and critical perspectives on course readings and discussion topics. Respectfulness towards your colleagues is also required. Attendance will be checked, and preparedness will be expected. If for some reason you are unprepared for a particular class session, please email the instructor beforehand. If you would like to contribute to class discussions but prefer not to speak in front of your classmates, feel free to contribute by discussing the readings by email to the Professor. The Professor may share your thoughts with the class without identifying you.

### Review of readings (30%):

For any two units of the course, you pair one discussion question and one required reading. In 250 words, you provide your argument about how that reading addresses that question, including: a clear argument, the warrants for that argument (why you think it is the case), and evidence from the reading which supports your argument. You may choose any question and any



reading. It is simply required that you address two units, and that each 'entry' in your reading journal match one reading from a particular unit with a question in that particular unit. The entries will be turned in together. Each entry will be graded individually, and each one will count for 15% of your final grade, for a total of 30%. You will receive feedback. In addition to your Reading Journal counting as a part of your final grade, it is expected that it will help you prepare for and understand the requirements of the final essay.

## Final Essay (45%):

You write an essay. I *do not* grade on language or grammar, so long as the essays are readable. As they engage the topic, essays should clearly demonstrate competence in at least three of the Learning Outcomes laid out above. Students may write their essays on any one of the discussion questions listed under each Unit. Unlike the journal reviewa, students are expected to engage multiple readings, including but not necessarily limited to the required readings from that unit, the supplemental readings from that unit, and/or required readings from other units. If students choose to use examples which we have not explicitly discussed in class, or which we have discussed without reference to relevant research on those examples, students are expected to document their claims and assertions with the use of outside (credible academic or news) sources. You are expected to demonstrate knowledge and understanding, provide a clear and supported answer, structure your answer such that it can be followed, engage the relevant literature, provide critical analysis, use evidence, and reference your sources.

## Examination relevant literature

All required readings will be listed on Canvas/StudyNet at the start of the course.

### Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW51) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 42 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 34 (Thursday, 22nd August 2024);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 18 March 2024);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 42 (Monday, 14 October 2024);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 45 (Monday, 04 November 2024).

