

Political Science 4700 – Fall 2015
Women, War, and Peace

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COURSE OBJECTIVES

What is the impact of gender inequality on war and peace? What are the ways in which war affects women differently from men? What roles have women played during war, peace negotiations, post-conflict reconciliation, and post-conflict governance and reconstruction?

This course surveys the broad landscape of women, war, and peace. The emphasis will be on the role gender, gender hierarchies, and gender inequality play in the prevalence of conflict and the prospects for peace. Women's experiences and roles during conflict and war have traditionally not received much attention. The course brings women's experiences and roles into focus, but does not ignore that impact of gender on conflict and peace ultimately demands a rebalancing of the roles of both men and women.

This course introduces students to works by both scholars and practitioners, and includes both theoretical and policy oriented reading materials. The course aims to deepen students' critical thinking and problem solving skills. One, students will encounter different viewpoints in the readings and during class sessions. Two, students will consider how peace might be advanced in a specific context by designing a project or program aimed at building and/or consolidating peace.

STUDENT RESPONSIBILITIES AND EVALUATION

It is essential for productive class discussion that you come to class prepared. It is also essential that you are respectful of everyone else's opinions -- including those of your fellow students, the authors of the material you read, and your instructor. Be open to new and different ideas and points of view. Ask for clarification. Work to understand different perspectives and allow them to enrich your own thinking. Form your own opinions and be able to explain and defend your positions.

To ensure the success of your learning experience, you are expected to: complete reading assignments on time, attend and participate in class, and to take the examinations at the scheduled time. All written assignments are *due as specified in the syllabus*, on the day noted in this syllabus. Please be aware that the five required summaries of the readings are *not* noted in the course outline. It is *your responsibility* to keep track of the completion of the requisite number of summaries.

As a courtesy to your fellow students (and the instructor), plan to arrive on time, shut off (or mute) cell phones and other electronic devices, and remain in the classroom for the duration of the class. You may take notes on a laptop or tablet if you wish, but may not use it for other tasks during class. Taking notes with pen and paper is preferred – it is more conducive to active class participation.

Your attendance and participation will be monitored and factored into your grade. If you are absent because of university-sponsored and/or educational activities, provide the instructor with written confirmation of the reason for your absence. Notify the instructor at your earliest convenience of the need to be absent due to observance of religious holidays – especially if assignments are due or an exam is scheduled for those days. On the other hand, do avoid scheduling doctor’s appointments or any other appointments during class time.

If you cannot meet a deadline or cannot be present for an exam, you should contact the instructor *prior* to the date the work is due or the exam is to take place. E-mail and office phone for the instructor are listed at the top of this syllabus. E-mail is the preferred option for contacting me. If you leave a phone message, be aware it may not reach me as quickly as an e-mail message, and please include your name and a number where you can be reached.

Unless you have reached *prior* agreement with the instructor, the following rules apply: *No* late assignments will be accepted. *No* make-up examinations will be given.

The course grade will be determined on basis of the following, with the various assignments weighted as indicated:

Summaries of Readings (complete minimum of 5)	25
Building Peace Project	
Part 1: Research on Gendered Aspects of Recent/Current Conflict	15
Part 2: Design Project/Program Aimed at Peacebuilding	20
Project Presentation	10
Exam	20
Class Attendance and Participation	10

Course grades are determined on the basis of your final cumulative average, using the above weights. The maximum score in the final cumulative average is 100 and a standard scale is employed (i.e. A \geq 90, B \geq 80, C \geq 70, D \geq 60, F $<$ 60). Fractions of .5 and higher are rounded up and small modifications are made when warranted by the performance of the class as a whole – although excellent classes are not penalized with a more stringent scale than the standard one!

ASSIGNMENTS AND LEARNING

The assignments for the course will together add up to your grade for the course. However, they are also targeted to achieve specific learning outcomes. Here’s what each type of assignment is designed to do:

The *reading* list below includes materials from the four books that students are expected to purchase, but also a number journal articles. Reading helps to acquire information and serve as preparation for the class discussions.

Students are expected to *locate and download* the journal articles from the UNT library website. Students must use the library website to obtain *free access* to these materials. The ability to find these materials through the library website is a prerequisite for finding additional materials for the research-based project for the course.

The *summaries of readings* are designed to help students focus on the key points made by the author(s), to provide practice in rephrasing those points in your own words, and to reflect on your reactions to the material. Additional aims of this assignment are: 1. Preparation for class

discussion; 2. Practice in consolidating information from multiple sources and reconciling contradictions between sources (contrast and compare); 3. Preparation for the course examination.

The *building peace project* serves both to enhance your research skills and to practice problem solving skills by designing a project or program. Part 1 of the project is more clearly research based, whereas part 2 asks you to design a program to help strengthen the prospects for durable peace. In other words, the project asks that you think creatively to find a solution to an impediment to durable peace.

The *project presentation* is an opportunity to practice your public speaking skills and to share your ideas with your fellow students. It's also an opportunity to receive valuable feedback that can lead to improvements in the final paper.

The *examination* encourages students to attain command of the material presented in the course beyond memorization. The examination will use an essay format and will go beyond testing your knowledge of course concepts, theories, and facts. The examinations will ask you to apply and/or critically evaluate theories and concepts in light of historical and contemporary facts.

Class attendance and participation is essential and is rewarded. You will earn a small proportion of your grade just by showing up. Attendance is rewarded to help you cultivate a positive habit: showing up matters and contributes to success.

REQUIRED MATERIALS

(All book prices listed are the publisher's list prices.)

Anderlini, Sanam. 2007. *Women Building Peace: What They Do, Why It Matters*. Boulder, CO: Lynne Rienner Publishers. ISBN: 978-1-58826-512-8 Price: \$23.00

Hudson, Valerie M., Bonnie Ballif-Spanvill, Mary Caprioli, and Chad F. Emmett. 2012. *Sex and World Peace*. New York: Columbia University Press. ISBN: 978-0-231-13183-4 Price: \$20.00

Kuehnast, Kathleen, Chantal de Jonge Oudraat, and Helga Hernes, Eds. 2011. *Women and War: Power and Protection in the 21st Century*. Washington, DC: United States Institute of Peace Press. ISBN: 978-1-60127-064-1 Price: \$16.95

Tickner, J. Ann. 2001. *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. New York: Columbia University Press. ISBN: 978-0-231-11367-0 Price \$28.00

Additional readings:

Students may download the PDFs free of charge by accessing these journals through the UNT library website. Exceptions are noted with * and will be made available through BlackboardLearn.

COURSE OUTLINE

Week 1

Mon 8/24

I. Course Overview and Introduction

Introduction to the course and the assignments.

Wed 8/26

II. *The Impact of Gender on the Study of War and Peace*

Berdahl, Jennifer L., Eric Luis Uhlmann, and Feng Bai. 2015. "Win-win: Female and Male Athletes from More Gender Equal Nations Perform Better in International Sports Competitions." *Journal of Experimental Social Psychology* 56:1-3.
doi:10.1016/j.jesp.2014.08.003

Week 2

Mon 8/31

III. *Women, Gender, & Feminist Theory*

Tickner, J. Ann. 2001. *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. New York: Columbia University Press. Chapter 1, "Troubled Encounters: Feminism Meets IR."

Tickner, J. Ann. 2001. *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. New York: Columbia University Press. Chapter 5, "Conclusions and Beginnings: Some Pathways for Feminist Futures."

Wed 9/2

IV. *Gender and Human Security*

A. *Gendered Dimensions of War*

Tickner, J. Ann. 2001. *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. New York: Columbia University Press. Chapter 2, "Gendered Dimensions of War, Peace, and Security."

Kuehnast, Kathleen, Chantal de Jonge Oudraat, and Helga Hernes. 2011. "Introduction." In *Women and War: Power and Protection in the 21st Century*, edited by Kathleen Kuehnast, Chantal de Jonge Oudraat, and Helga Hernes. Washington, DC: United States Institute of Peace Press.

Anderlini, Sanam. 2007. *Women Building Peace: What They Do, Why It Matters*. Boulder, CO: Lynne Rienner Publishers. Chapter 1, "Introduction."

Week 3

Mon 9/7 Labor Day, no class

Wed 9/10

B. *Ideas for Improving Human Security*

Anderlini, Sanam. 2011. "Translating Global Agreement into National and Local Commitments." In *Women and War: Power and Protection in the 21st Century*, edited by Kathleen Kuehnast, Chantal de Jonge Oudraat, and Helga Hernes. Washington, DC: United States Institute of Peace Press.

Steinberg, Donald. 2011. "Women and War: An Agenda for Action." In *Women and War: Power and Protection in the 21st Century*, edited by Kathleen Kuehnast, Chantal de Jonge Oudraat, and Helga Hernes. Washington, DC: United States Institute of Peace Press.

Recommended:

Texts of Resolutions 1325, 1820, 1888, and 1889. In *Women and War: Power and Protection in the 21st Century*, edited by Kathleen Kuehnast, Chantal de Jonge Oudraat, and Helga Hernes. Washington, DC: United States Institute of Peace Press.

Week 4

Mon 9/14 &

Wed 9/16

V. *Gender Hierarchies and Security*

Hudson, Valerie M., Bonnie Ballif-Spanvill, Mary Caprioli, and Chad F. Emmett. 2012. *Sex and World Peace*. New York: Columbia University Press. Chapter 1, “Roots of National and International Relations.”

Hudson, Valerie M., Bonnie Ballif-Spanvill, Mary Caprioli, and Chad F. Emmett. 2012. *Sex and World Peace*. New York: Columbia University Press. Chapter 2, “What Is There To See, and Why Aren’t We Seeing It?”

Hudson, Valerie M., Bonnie Ballif-Spanvill, Mary Caprioli, and Chad F. Emmett. 2012. *Sex and World Peace*. New York: Columbia University Press. Chapter 3, “When We Do See the Global Picture, We Are Moved to Ask How This Happened.”

Week 5

Mon 9/21 &

Wed 9/23

VI. *Gender Inequality and Conflict*

Hudson, Valerie M., Bonnie Ballif-Spanvill, Mary Caprioli, and Chad F. Emmett. 2012. *Sex and World Peace*. New York: Columbia University Press. Chapter 4, “The Heart of the Matter: The Security of Women and the Security of States.”

*This chapter was previously published as: Hudson, Valerie M., Mary Caprioli, Bonnie Ballif-Spanvill, Rose McDermott, and Chad F. Emmett. 2008. “The Heart of the Matter: The Security of Women and the Security of States.” *International Security* 33/3:7-45.

Caprioli, Mary, and Mark A. Boyer. 2001. “Gender, Violence, and International Crisis.” *Journal of Conflict Resolution* 45(4): 503-518.

Melander, Erik. 2005. “Gender Equality and Intrastate Armed Conflict.” *International Studies Quarterly* 49:695–714.

Week 6

Mon 9/28

VII. *Women and Conflict Prevention*

Anderlini, Sanam. 2007. *Women Building Peace: What They Do, Why It Matters*. Boulder, CO: Lynne Rienner Publishers. Chapter 2, “Preventing and Transforming Conflict Nonviolently.”

Shoemaker, Jolynn. 2002. “In War and Peace: Women and Conflict Prevention.” *Civil Wars* 5(1): 27-54.

Wed 9/30

VIII. Women and Peace Negotiations

- Anderlini, Sanam. 2007. *Women Building Peace: What They Do, Why It Matters*. Boulder, CO: Lynne Rienner Publishers. Chapter 3, "Getting to the Peace Table."
- Karam, Azza. 2001. "Women in War and Peace-building." *International Feminist Journal of Politics* 3(1):2-25.

Week 7

Mon 10/5 &

Wed 10/7

IX. Women as Combatants

- Henshaw, Alexis Leanna. 2015. "Where Women Rebel." *International Feminist Journal of Politics* DOI: 10.1080/14616742.2015.1007729
- Thomas, Jakana L., and Kanisha D. Bond. 2015. "Women's Participation in Violent Political Organizations." *American Political Science Review*, 109:488-506.
doi:10.1017/S0003055415000313.
- McDermott, Rose. 2015 "Sex and Death: Gender Differences in Aggression and Motivations for Violence." *International Organization* 69:753-775.

DUE Wed 10/7: Building Peace Project Part 1

Week 8

Mon 10/12 &

Wed 10/14

X. Violation of Women's Rights: Wartime Rape

- Skjelsbaek, Inger. 2011. "Sexual Violence in the Post-Yugoslav Wars." In *Women and War: Power and Protection in the 21st Century*, edited by Kathleen Kuehnast, Chantal de Jonge Oudraat, and Helga Hernes. Washington, DC: United States Institute of Peace Press.
- Fitzpatrick, Brenda. 2012. "Tactical Rape as a Threat to International Security: A Norm Develops" *Journal of Conflict Transformation & Security* 2/1:28-50.
- Wood, Elizabeth Jean. 2011. "Rape is not Inevitable During War." In *Women and War: Power and Protection in the 21st Century*, edited by Kathleen Kuehnast, Chantal de Jonge Oudraat, and Helga Hernes. Washington, DC: United States Institute of Peace Press.
- Baines, Erin. 2014. "Forced Marriage as a Political Project: Sexual Rules and Relations in the Lord's Resistance Army." *Journal of Peace Research* 51/3:405-417.

Week 9

Mon 10/19

XI. Women and Disarmament, Demobilization, and Reintegration (DDR) Programs

- Anderlini, Sanam. 2007. *Women Building Peace: What They Do, Why It Matters*. Boulder, CO: Lynne Rienner Publishers. Chapter 4, "Disarming, Demobilizing, and Reintegrating Fighters."
- *Basini, Helen S. A. 2013. "Gender Mainstreaming Unraveled: The Case of DDR in Liberia." *International Interactions* 39(4):535-557.

Wed 10/21

XII. Women, Transitional Justice and Reconciliation

- Anderlini, Sanam. 2007. *Women Building Peace: What They Do, Why It Matters*. Boulder, CO: Lynne Rienner Publishers. Chapter 6, “Transitional Justice and Reconciliation.”
- Baines, Erin. 2011. “Gender, Responsibility, and the Grey Zone: Considerations for Transitional Justice.” *Journal of Human Rights* 10/4:477–493. DOI: 10.1080/14754835.2011.619405
- Grenfell, Laura. 2004. “Paths to Transitional Justice for Afghan Women.” *Nordic Journal of International Law* 73(4):505–534.

Week 10

Mon 10/26 &

Wed 10/28

XIII. Women and Governance in Post-Conflict Societies

- Tickner, J. Ann. 2001. *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. New York: Columbia University Press. Chapter 4, “Democratization, the State, and the Global Order: Gendered Perspectives.”
- Anderlini, Sanam. 2007. *Women Building Peace: What They Do, Why It Matters*. Boulder, CO: Lynne Rienner Publishers. Chapter 5, “Postconflict Governance and Leadership.”
- Anderson, Miriam J., and Liam Swiss. 2014. “Peace Accords and the Adoption of Electoral Quotas for Women in the Developing World, 1990–2006.” *Politics & Gender* 10(1): 33–61. doi:10.1017/S1743923X13000536.
- Burnet, Jennie E. 2008. “Gender Balance and the Meanings of Women in Governance in Post-Genocide Rwanda.” *African Affairs* 107/428:361–386.

Week 11

Mon 11/2 &

Wed 11/4

XIV. Women’s Livelihoods in Post-Conflict Societies

- Tickner, J. Ann. 2001. *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. New York: Columbia University Press. Chapter 3, “Gender in the Global Economy.”
- Brück, Tilman, and Marc Vothknecht. 2011. “Impact of Violent Conflicts on Women’s Economic Opportunities.” In *Women and War: Power and Protection in the 21st Century*, edited by Kathleen Kuehnast, Chantal de Jonge Oudraat, and Helga Hernes. Washington, DC: United States Institute of Peace Press.
- Menon, Nidhiya, and Yana van der Meulen Rodgers. 2015. “War and Women’s Work: Evidence from the Conflict in Nepal.” *Journal of Conflict Resolution* 59/1:51–73. DOI: 10.1177/0022002713498699
- Annan, Jeannie, Christopher Blattman, Dyan Mazurana, and Khristopher Carlson. 2011. “Civil War, Reintegration, and Gender in Northern Uganda.” *Journal of Conflict Resolution* 55/6:877–908. DOI: 10.1177/0022002711408013

Week 12

Mon 11/10 &

Wed 11/12

XV. Women's Empowerment and Gender Equality

A. Theoretical Perspectives on Women's Empowerment

- Arat, Zehra. 2015. "Feminism Women's Rights and the UN: Would Achieving Gender Equality Empower Women?" *American Political Science Review* Forthcoming.
- Zwingel, Susanne. 2012. "How Do Norms Travel? Theorizing International Women's Rights in Transnational Perspective." *International Studies Quarterly* 56, 115–129
- Fraser, Arvonne S. 1999. "Becoming Human: The Origins and Development of Women's Human Rights." *Human Rights Quarterly* 21(4):853-906.

B. Practical Solutions to Improve Gender Equality

- Delprato et al 2015. "On the impact of early marriage on schooling outcomes in Sub-Saharan Africa and South West Asia" *International Journal of Educational Development* 44:42–55. <http://dx.doi.org/10.1016/j.ijedudev.2015.06.001>
- *Save The Children Denmark. 2008. "A Study on Violence against Girls in Primary Schools and Its Impacts on Girls' Education in Ethiopia." Addis Ababa, Ethiopia: Save the Children Denmark/Ministry of Education/Ministry of Women's Affairs.
- *Psaki, Stephanie R. 2014. "Addressing early marriage and adolescent pregnancy as a barrier to gender parity and equality in education." Background Paper for the 2015 UNESCO Education for All Global Monitoring Report. New York: Population Council.

Week 13

Mon 11/17 &

Wed 11/19

C. Women and World Peace: Ideas and Actions

- Anderlini, Sanam. 2007. *Women Building Peace: What They Do, Why It Matters*. Boulder, CO: Lynne Rienner Publishers. Chapter 7, "How the International System Lets Women Down."
- Hudson, Valerie M., Bonnie Ballif-Spanvill, Mary Caprioli, and Chad F. Emmett. 2012. *Sex and World Peace*. New York: Columbia University Press. Chapter 5, "Wings of National and International Relations, Part One: Effecting Positive Change Through Top-Down Approaches."
- Hudson, Valerie M., Bonnie Ballif-Spanvill, Mary Caprioli, and Chad F. Emmett. 2012. *Sex and World Peace*. New York: Columbia University Press. Chapter 6, "Wings of National and International Relations, Part Two: Effecting Change Through Bottom-Up Approaches."
- Hudson, Valerie M., Bonnie Ballif-Spanvill, Mary Caprioli, and Chad F. Emmett. 2012. *Sex and World Peace*. New York: Columbia University Press. Chapter 7, "Taking Wing."

Week 14

Mon 11/24 &

Wed 11/26

Student Project Presentations

Thur-Fri 11/27-11/28 Thanksgiving Break, no class

Week 15

Mon 12/1

Student Project Presentations

Wed 12/3

Review and Evaluations

DUE Fri 12/5: Building Peace Project Final Paper (Part 1 and Part 2)

Finals Week

Wed 12/10

Exam @ 1:30-3:30pm

SUMMARIES OF READINGS & REFLECTIONS

Students complete a series of five summaries of the readings. Each summary will address *all* of the readings for one topic. The summaries will restate *in your own words* the key points made by the author(s) of the readings. The best papers will move beyond a sequential presentation of summaries, and will instead contrast and compare the readings. In addition, thoughtfully reflect on your reactions to the material.

The summaries, including the discussion questions, should be about 3 double-spaced pages in length (12pt font, 1 inch margins). At the top of the page, include your name. Also include the topic (number and description, as given on the syllabus) that the paper addresses.

Each summary is due at the start of class on the day that we begin that section. E.g., if you complete the paper for topic III (Women, Gender, & Feminist Theory), you must submit that paper at the start of class on August 31. *No late papers will be accepted.*

Students may choose the five topics for which they'll complete the summaries, but are encouraged to space the work across the semester. Students may turn in additional summaries. If additional papers are turned in, the five highest scores will be used to calculate the grade for this portion of the course grade.

BUILDING PEACE PROJECT

This project combines aspects of a "traditional" research paper with a problem solving task. Students will develop a context-specific proposal for a project or program that is designed to create and/or consolidate the prospects for durable peace. The project will pay specific attention to the gendered aspects of peace building.

The assignment will be completed in two installments that each have a distinct purpose as part of the overall project.

Part 1: Research on Recent/Current Conflict

- Choose a recent or current conflict and investigate how this conflict has affected women and men in different ways. Pay specific attention to the status and role(s) of women before, during, and after the conflict. Pay attention to the multifaceted impacts of conflict: Did women serve as combatants or in supporting roles to combatants? How did the conflict affect civilian women? Was there widespread sexual violence? Did women (and children) experience displacement? How did the conflict affect women's economic situation? How did it affect their role in governance?
- This portion of the paper must demonstrate thorough research into the gendered aspects of the chosen conflict. Learn as much as you can through a variety of sources and become an expert on the gendered aspects of the conflict.
- The final section of this paper indicates an initial outline for three possible programs/projects to facilitate peacebuilding. *The instructor will use these options to create pairs or small groups that will brainstorm on project design together.*
- You may use books, journal articles, newspapers, and various web-based sources, including those of international organizations and NGOs. However, you *must* be careful to evaluate sources for bias and may not use columns or opinion pieces, whether printed or on blogs.
- Cite your sources. Make careful distinctions between your own assessments, and ideas and assessments from your sources. If you summarize or paraphrase material from a source,

include a source citation (author's last name and year of publication). If you quote the exact words from a source (i.e. use a phrase, sentence fragment, full sentence, or longer passage), then include the author's last name, year of publication, and page(s) on which the quote can be found.

Part 2: Design Peace Building Project/Program

- Now that you have become an expert on the gendered aspects of the chosen conflict, use your knowledge to formulate a project or program that is designed to foster peace. You are encouraged to pay particular attention to possibilities to improve the condition of women and/or improve gender relations.
- You will work on the design of the project/program in pairs, but each write an independent paper that shows the common aims as well as the adaptation to the local situation.
- You will need to specify:
 - o What does the program aim to do? In what way does this contribute to peace?
 - o Who is the target audience? Does the program serve women/men, adults/children, a specific age group or other specific target group (e.g. mothers/widows, ex-combatants, victims of sexual violence, etc.)?
 - o What will be the duration of the program? Will it be a short term intervention or an ongoing endeavor? And why is the proposed duration appropriate to the program's objectives?
 - o Who will implement the program? Why are these individuals qualified to successfully implement the program? How will these implementers be located?
 - o How will the success (or failure) of the program be evaluated? What will be the criteria for evaluation?

Format and length:

- The final paper, including both part 1 and part 2, should be about 15 pages (or about 5000 words) long. Write for content, not to fill the requisite number of pages or meet the word count. You may want to aim for the two parts to be about equal in length. You will have an opportunity to improve upon part 1 after the graded version is returned to you. As you design your program, you may also discover you need additional information about some aspect(s) of the conflict. Although part 1 will have received a grade on its own, the final paper is judged not only in terms of the quality of the proposed project (although part 2 will weigh heavily in the evaluation of the final paper), but also in terms of its coherence and logic as a single, unified paper.
- Use the template for the title page that is included at the end of this syllabus. The title page must include the paper's title, your name, the course for which the paper was written, and the semester you wrote it. The title page must also include the signed and dated statement (in the box) that pledges the paper is your own, original work. ***Papers that do not include this statement and your signature will be considered to not have been submitted and will not be graded!***
- Use subheadings. At a minimum, it must be clear what portion of the paper is part 1 and what is part 2.
- Use an author-date, in-text citation style, such as APA or APSA. UNT's Writing Lab has an online resource for APA style at <http://ltc.unt.edu/labs/resources/online-style-guides>.

Another (very detailed) resource on APA style that's readily accessible is online is: <http://owl.english.purdue.edu/owl/resource/560/01/> (There is no need to provide an abstract, but the title page format example may be useful.)

- Start your bibliography on a new page. Bibliographies should contain *only* those works actually cited or referenced in the text. In this case, your bibliography is likely to consist only of the two articles reviewed in the paper.
- Number your pages.
- Edit your paper. Check for any spelling or grammatical errors. Do not rely exclusively on your software's built-in spellchecker to catch your errors!
- Double space the text. Use an acceptable font size, such as Times New Roman 12 pt. Use reasonable margins, such as 1 inch on all sides.
- Staple your paper in the upper left-hand corner. **No** folders, plastic covers, paper clips, etc.
- **Turn in both a paper and an electronic version in MS Word.** E-mail the electronic version to me at marijke.breuning@unt.edu and make sure the file name is in the following format:
 - o Part 1: lastname-Part1
 - o Part 2: lastname-Final

PROJECT PRESENTATION

Students present their project proposals during the finals weeks of the semester. These presentations focus on Part 2 of the paper. The objective of each presenter is to convey the essence of the project's design and objectives. This is an opportunity for each presenter to demonstrate the clarity of the project's objectives and its realistic potential for implementation. The student audience will evaluate each project and presentation from the point of view of a funding agency.

RESOURCES

Organizations and Websites:

CodePink Women for Peace, see: <http://www.codepink4peace.org/>

Days for Girls, see <http://www.daysforgirls.org/>

FEMNET, see: <http://femnet.co/index.php/en/>

Gendercide Awareness Project, see: <http://www.gendap.org/>

The Girl Effect, see: <http://www.girleffect.org/>

Girl Rising, see: <http://girlrising.com/>

Girls Discovered, see: <http://www.girlsdiscovered.org/>

Human Rights Watch, see: <http://www.hrw.org/>

International Peace Institute, section on Women, Peace, and Security, see:

<http://www.ipinst.org/women-peace-a-security/programslist.html>

No Women, No Peace, see: <http://www.nowomennopeace.org/>

Peacebuilders, see: <http://www.peacebuilders.com/>

PeaceMakers Incorporated, see: <http://www.peacemakersincorporated.org/>

PeaceWomen, see: <http://www.peacewomen.org/>

PeaceWomen Across the Globe, see: <http://www.1000peacewomen.org/eng/aktuell.php>

Room to Read, see: <http://www.roomtoread.org>

Silence Speaks, see: <http://silencespeaks.org/>

UN Action Against Sexual Violence in Conflict, see: <http://www.stoprapenow.org/>
UNGEI (Girls' Education Initiative), see: <http://www.ungei.org/>
UN Women, see: <http://www.unwomen.org/>
UN women sourcebook, see: <http://www.unwomen.org/en/digital-library/publications/2012/10/un-women-sourcebook-on-women-peace-and-security>
United States Institute of Peace (USIP), see: <http://www.usip.org/>
Wilson Center's Environmental Change and Security Program (includes gender equity issues), see: <http://www.newsecuritybeat.org/>
Women for Women International, see: <http://www.womenforwomen.org/>
Women's International League for Peace and Freedom (WILPF), see: <http://www.wilpfinternational.org/>
Women Peacemakers Program, see: <https://www.womenpeacemakersprogram.org/>
Women's Refugee Commission, see: <http://womensrefugeecommission.org/>
Women's Rights Worldwide, see: <http://womensrightsworldwide.org/organizations.html>
WomenStats Project and Database, see: <http://www.womanstats.org/>
WomenWatch, see: <http://www.un.org/womenwatch/>
Women Without Borders, see: <http://www.women-without-borders.org/>

University of North Texas -- Department of Political Science
STATEMENT OF ADA COMPLIANCE

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation.

Note that students must obtain a new letter of accommodation for *every* semester and must meet with *each* faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940-565-4323.

University of North Texas -- Department of Political Science
POLICY ON CHEATING AND PLAGIARISM

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as the use of unauthorized books, notes, or otherwise securing help in a test; copying others' tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.

Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the field faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, theses, or dissertations shall automatically be referred to the departmental Graduate Studies Committee. Cases of cheating or plagiarism in ordinary coursework may, at the discretion of the instructor, be referred to the Undergraduate Studies Committee in the case of undergraduate students, or the Graduate Studies Committee in the case of graduate students. These committees, acting as agents of the department Chair, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

University of North Texas -- Department of Political Science
POLICY ON ACADEMIC INTEGRITY

The Political Science Department adheres to and enforces UNT's policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy (UNT Policy Manual Section 18.1.16), which may be located at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Violations of academic integrity in this course will be addressed in compliance with the penalties and procedures laid out in this policy. Students may appeal any

decision under this policy by following the procedures laid down in the UNT The UNT Policy Manual Section 18.1.16 “Student Standards of Academic Integrity.”

Policies on academic dishonesty: <http://www.vpaa.unt.edu/academic-integrity.htm>

University of North Texas -- Department of Political Science
ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

Course drop information: see schedule at <http://essc.unt.edu/registrar/schedule/scheduleclass.html>

Template for Cover page/Title page

TITLE (provide a title that summarizes the paper's content)

AUTHOR (your name)

University of North Texas

Women and Peace, PSCI 4700, Fall 2014

I have read the Policy on Cheating and Plagiarism of the Department of Political Science at the University of North Texas, as included in the course syllabus. I understand that this paper falls under this policy and I pledge that this paper is my own original work.

Sign and date