

Political Science 6900 – Fall 2015
Women, War, and Peace

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Office Hours: W 1:30-3pm and by appointment. E-mail anytime with questions.

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:

| | |
|-----------------------------------------------------------|----|
| Critical Evaluation of Literature (complete minimum of 5) | 25 |
| Research Project | |
| Part 1: Research Question and Annotated Bibliography | 10 |
| Part 2: Completed Research Paper | 25 |
| 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 *critical evaluation of the literature short papers* are designed to help you focus on the key points made by the author(s), to provide practice in rephrasing those points in your own words, and to critically evaluate 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 *research project* allows you to build on the extant literature and write your own original research paper. Ideally, this paper will be a first draft for a paper you present at a professional conference and revise for submission to a journal.

The *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 and participating in class discussions.

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

Recommended:

*McIntosh, Peggy. 1988. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies." Working Paper No.189 Wellesley College, Center for Research on Women.

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."

Recommended:

Reiter, Dan. 2014. "The Positivist Study of Gender and International Relations." *Journal of Conflict Resolution* EarlyView:1-26. DOI: 10.1177/0022002714560351

Youngs, Gillian. 2004. "Feminist International Relations: A Contradiction in Terms? Or: Why Women and Gender are Essential to Understanding the World 'We' Live In." *International Affairs* 80 (1):75-87.

Krook, Mona Lena, and Jacqui True. 2012 "Rethinking the life cycles of international norms: The United Nations and the global promotion of gender equality." *European Journal of International Relations* 18/1:103-127. DOI: 10.1177/1354066110380963

[Sjoberg, Laura. 2013. *Gendering Global Conflict: Toward a feminist Theory of War*. New York: Columbia University Press. "Introduction." Pp.1-6 are most useful, rest of chapter previews the book's argument. Chapter 2, "Gender Lenses Look at War(s)."]

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."

Recommended:

Hudson, Valerie M. and Andrea M. den Boer. 2002. "A Surplus of Men, A Deficit of Peace: Security and Sex Ratios in Asia's Largest States." *International Security* 26/4:5-38.

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.

Recommended:

Gardam, Judith Gail, and Hilary Charlesworth. 2000. “Protection of Women in Armed Conflict.” *Human Rights Quarterly* 22(1):148-166.

Caprioli, Mary. 2005. “Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict.” *International Studies Quarterly* 49:161–178.

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.

Recommended:

*Ellerby, Kara. 2013. “(En)gendered Security? The Complexities of Women's Inclusion in Peace Processes.” *International Interactions* 39(4):435-460.

Anderlini, Sanam Naraghi. 2000. *Women at the Peace Table: Making a Difference*. New York: United Nations Development Fund for Women. See www.unifem.org

UNIFEM. 2005. *Securing the Peace: Guiding the International Community towards Women's Effective Participation throughout Peace Processes*. New York: United Nations Development Fund for Women. See www.unifem.org

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.

Recommended:

Alison, Miranda. 2004. "Women as Agents of Political Violence: Gendering Security." *Security Dialogue* 35(4):447-463.

Fox, Mary-Jane. 2004. "Girl Soldiers: Human Security and Gendered Insecurity." *Security Dialogue* 35(4): 465-479.

Viterna, Jocelyn S. 2006. "Pulled, Pushed, and Persuaded: Explaining Women's Mobilization into the Salvadoran Guerrilla Army." *American Journal of Sociology*. 112/1:1-45. DOI: 10.1086/502690

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.

Recommended:

- Cohen, Dara K. 2013. "Causes of Rape During Civil War: Cross-National Evidence (1980-2009)." *American Political Science Review* 107(3): 461–477.
- *Nordas, Ragnhild, and Siri C. A. Rustad. 2013. "Sexual Exploitation and Abuse by Peacekeepers: Understanding Variation." *International Interactions* 39(4):511-534.
- *Karim, Sabrina, and Kyle Beardsley. 2013. "Female Peacekeepers and Gender Balancing: Token Gestures or Informed Policymaking?" *International Interactions* 39(4):461-488.
- *Schjolset, Anita. 2013. "Data on Women's Participation in NATO Forces and Operations." *International Interactions* 39(4):575-587.
- *Olsson, Louise, and Frida Moller. 2013. "Data on Women's Participation in UN, EU, and OSCE Field Missions: Trends, Possibilities, and Problems." *International Interactions* 39(4):587-600.

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.

Recommended:

- Aoláin, Fionnuala Ní. 2012. "Advancing Feminist Positioning in the Field of Transitional Justice." *International Journal of Transitional Justice* 6(2):205-228.
- Aoláin, Fionnuala Ní. 2009. "Women, Security, and the Patriarchy of Internationalized Transitional Justice." *Human Rights Quarterly* 31(4):1055-1085.
- Aoláin, Fionnuala Ní, and Eilish Rooney. 2007. "Underenforcement and Intersectionality: Gendered Aspects of Transition for Women." *International Journal of Transitional Justice* 1(3):338-354.
- Bell, Christine, and Catherine O'Rourke. 2007. "Does Feminism Need a Theory of Transitional Justice? An Introductory Essay." *International Journal of Transitional Justice* 1(1):23-44.
- Buss, Doris. 2011. "Performing Legal Order: Some Feminist Thoughts on International Criminal Law." *International Criminal Law Review* 11:409–423.

- Chappell, Louise, Rosemary Grey, and Emily Waller. 2013. The Gender Justice Shadow of Complementarity: Lessons from the International Criminal Court's Preliminary Examinations in Guinea and Colombia *International Journal of Transitional Justice* doi:10.1093/ijtj/ijt018
- Handrahan, Lori. 2004. "Conflict, Gender, Ethnicity and Post-Conflict Reconstruction." *Security Dialogue* 35: 429-445.
- Mertus, Julie. 2004. "Shouting from the Bottom of the Well: The Impact of International Trials for Wartime Rape on Women's Agency." *International Feminist Journal of Politics* 6(1), March, pp. 110-128.
- Rubio-Marin, Ruth, ed. 2006. *What Happened to the Women? Gender and Reparations for Human Rights Violations*. New York: Social Science Research Council. (Edited volume, downloaded as one file.)

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.

Recommended:

- Asal, Victor, Richard Legault, Ora Szekely, and Jonathan Wilkenfeld. 2013. "Gender ideologies and forms of contentious mobilization in the Middle East." *Journal of Peace Research* 50: 305-318.
- *Bjarnegard, Elin, and Erik Melander. 2013. "Revisiting Representation: Communism, Women in Politics, and the Decline of Armed Conflict in East Asia." *International Interactions* 39(4):558-574.
- Caprioli, Mary. 2004. Democracy and Human Rights Versus Women's Security: A Contradiction?" *Security Dialogue* 35:411-428.
- Corrin, Chris. 2001. "Post-Conflict Reconstruction and Gender Analysis in Kosova." *International Feminist Journal of Politics* 3(1):78-98.
- Gizelis, Theodora-Ismene. 2011. "A Country of their Own: Women and Peacebuilding." *Conflict Management and Peace Science* 28(5):522-542.

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

Recommended:

- *Gizelis, Theodora-Ismene, and Nana Afua Pierre. 2013. "Gender Equality and Postconflict Reconstruction: What Do We Need to Know in Order to Make Gender Mainstreaming Work?" *International Interactions* 39(4):601-611.
- Jenkins, J. Craig, Stephen J. Scanlan, and Lindsey Peterson. 2007. "Military Famine, Human Rights, and Child Hunger." *Journal of Conflict Resolution* 51/6:823-847. DOI 10.1177/0022002707308215
- *Justino, Patricia, Ivan Cardona, Rebecca Mitchell and Catherine Müller. 2012. *Quantifying the Impact of Women's Participation in Post-Conflict Economic Recovery* HiCN Working Paper 131.
- *Urdal, Henrik, and Chi Primus Che. 2013. "War and Gender Inequalities in Health: The Impact of Armed Conflict on Fertility and Maternal Mortality." *International Interactions* 39(4):489-510.

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.

Recommended:

Moghadam, Valentine M., and Lucie Senftova. 2005. "Measuring Women's Empowerment: Participation and Rights in Civil, Political, Social, Economic, and Cultural Domains." *International Social Science Journal* 57(128):389-412 (12pp).

Zwingel, Susanne. 2005. "From Intergovernmental Negotiations to (Sub)national Change: A Transnational Perspective on the Impact of CEDAW." *International Feminist Journal of Politics* 7(3):400-424.

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.

Recommended:

Yousefzai, Malala. 2013. *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Little, Brown, and Company.

Additional sources can be found at: <http://www.ungei.org/>

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."

Recommended:

Moussa, Ghada. 2008. "Gender Aspects of Human Security." *International Social Science Journal* 59(s1):81–100.

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

CRITICAL EVALUATION OF LITERATURE

Students complete a series of five critical evaluations of the readings. Each summary will address *all* of the readings for one topic. These papers will restate *in your own words* the key points made by the author(s), and evaluate the theory and methods (if relevant) employed. Use these papers to reflect on the contributions and limitations of the existing literature.

These papers should be about 3-5 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 paper 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.

RESEARCH PAPER

The research paper assignment is intended as an opportunity to write your own original research paper. Ideally, you will produce the first draft for a paper you will present at a professional conference and/or revise for submission to a journal.

The assignment will be completed in two installments, but you are encouraged to consult with the instructor on a frequent basis to stay on track and make progress towards an excellent paper.

Part 1: Research Question and Annotated Bibliography

- Schedule a consultation with the instructor to discuss your research interests and determine a (preliminary) research question.
- Research the existing literature related to your research question. Create an annotated bibliography or rough draft for a literature review by the due date for this initial portion of the paper.
- 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: Completed Research Paper

- This will be the completed draft, as agreed upon in consultations with the instructor.

Format and length:

- The final paper should be about 8,000 words long. This is the maximum length for manuscripts submitted to many field-specific academic journals. There are journals who require less (6,000 words) and those who allow more (up to 12,000 or even 14,000 words), but 8,000 seems a good general guideline.
- For the course, 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, as is conventional for academic journal articles. You may wish to consult specific publications and write with a specific publication in mind.
- 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 research during the final weeks of the semester. These presentations focus on the completed the paper and should be structured as if you are preparing a conference presentation. The instructor and the student audience will provide feedback on the presentation.

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/>

<http://lkfound.org/what-we-support/>

PBS Frontline documentary about ISIS treatment of women:
<http://www.pbs.org/wgbh/pages/frontline/>

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