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

Instructor: Dr. Marijke Breuning
Office: Wooten Hall 159
Office Phone: 940-369-8116
E-Mail: marijke.breuning@unt.edu
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:

- 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≥90, B≥80, C≥70, D≥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.)


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

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Week 2

Mon 8/31

**III. Women, Gender, & Feminist Theory**

Wed 9/2

**IV. Gender and Human Security**
A. **Gendered Dimensions of War**

Week 3

Mon 9/7 Labor Day, no class

Wed 9/10

**B. Ideas for Improving Human Security**
Recommended:

**Week 4**

Mon 9/14 &
Wed 9/16

V. **Gender Hierarchies and Security**


**Week 5**

Mon 9/21 &
Wed 9/23

VI. **Gender Inequality and Conflict**


**Week 6**

Mon 9/28

VII. **Women and Conflict Prevention**


Wed 9/30

**VIII. Women and Peace Negotiations**


**Week 7**

Mon 10/5 &  
Wed 10/7

**IX. Women as Combatants**


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**


**Week 9**

Mon 10/19

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


Wed 10/21

XII. **Women, Transitional Justice and Reconciliation**


Week 10

Mon 10/26 &
Wed 10/28

XIII. **Women and Governance in Post-Conflict Societies**


Week 11

Mon 11/2 &
Wed 11/4

XIV. **Women’s Livelihoods in Post-Conflict Societies**


Week 12  
Mon 11/10 &  
Wed 11/12  

**XV. Women’s Empowerment and Gender Equality**

**A. Theoretical Perspectives on Women’s Empowerment**


**B. Practical Solutions to Improve Gender Equality**


Week 13  
Mon 11/17 &  
Wed 11/19  

**C. Women and World Peace: Ideas and Actions**


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:
  - What does the program aim to do? In what way does this contribute to peace?
  - 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.)?
  - 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?
  - Who will implement the program? Why are these individuals qualified to
    successfully implement the program? How will these implementers be located?
  - 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 you 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](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:
  - Part 1: lastname-Part1
  - 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/
- 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/
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.

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.

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 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