There has been an explosion of policy, academic and media interest in issues of sex, gender and political violence. Recent debates and discussions include topics as diverse as the decision to lift the ban on women serving in combat roles in the US military, the increasing concern over sexual violence during conflict, and the use of sexual slavery by ISIS.

Both academic research and current policy are informed by powerful—and often unquestioned—assumptions about sex, gender and violence. Conventional wisdom, for example, includes gendered notions about who is a victim of violence and who is a perpetrator, which in turn contributes to deeply entrenched beliefs about motivations for violence. New research has started to question some of these ideas, and policymakers are responding with calls for better data, increased attention to long-hidden problems, and new strategies to confront these difficult challenges.

In this course, we will consider a series of questions about violence against—and by—both men and women, during peacetime and within the context of war. We will critically examine policies around issues of sex and violence, and explore why some issues of gendered violence capture sustained global attention while others—like intimate partner violence—fail to do so.

Over the semester, we will discuss major theoretical constructs, and address debates drawn from the wealth of recent research on sex, gender, victimization and perpetration of violence. Topics that we will cover include peacetime violence, the gendered causes and consequences of war, women’s involvement in violent political organizations (militaries, insurgencies and terrorist groups), and conflict-related sexual violence, both against noncombatants and members of armed groups. The course also includes examinations of policy responses and interventions intended to solve problems of gendered violence.

We will host a series of invited guest speakers, all of whom are experts actively engaged in research, advocacy and/and activism on issues relating to the themes of the course. These speakers provide a unique opportunity for students to learn about the nexus of research and policy engagement.

We will draw from a variety of materials in this course, including academic articles, policy studies, newspaper articles and documentary film. Readings will be posted or linked to on the course website, where they can be downloaded or printed. Please bring the assigned reading to each class session.
Students are strongly encouraged to stay informed of current events, especially those that relate to the themes of the course, by reading a major daily newspaper such as the *New York Times* or the *Washington Post*, and/or a serious weekly news magazine like *The Economist*. The HKS library also has a wide variety of current newspapers and magazines freely available to students.

**Course Requirements**

This class is a graduate-level lecture/seminar hybrid course. Although there are no formal prerequisites, it is expected that students have some familiarity with international relations literature, as well as an ability to read and to understand quantitative social science research. *It is essential for students to complete the reading prior to the class meeting.* Students must come prepared for class and ready to participate actively in discussion, and to ask informed questions. We will occasionally break into small groups for activities and discussion, and will sometimes have debates on course topics in class.

Your final grade will be based on the following:

1. **Class participation** (20%): Attendance at every class meeting, for the full length of the class, is required and expected. Class participation is not an attendance grade, but instead reflects active participation during class, including asking questions and grappling with arguments, concepts and evidence. Active participation necessitates completion of the required reading prior to the class meeting. If you are not present in class, you are unable participate and, as a result, will receive no participation credit for that class. There are no excused absences per se, but I will drop your two lowest class participation grades in the calculation of your final grade in the course.

2. **Group presentations** (20%): Students will be divided into small groups (of approximately 2-3 people, depending on the class size) at the beginning of the semester. Starting on September 13, each class meeting (with the exception of days with guest speakers) will begin with one group giving a presentation on the topic of the day. The presentation should feature three important points or questions to help generate discussion. These presentations are not a summary of the readings; rather, students should highlight questions or critiques that cut across themes in several readings, or relate the readings to other relevant course concepts. In addition, the presentation and discussion questions should address some of the policy implications of the readings. The presentation can include a short exploration of a relevant case. The use of multimedia material is strongly encouraged. For example, groups may wish to distribute a news article or to screen a brief video (1-2 minutes) that might inspire a debate in the class. Students will be responsible for presenting a number of times (probably about twice, depending on class size) throughout the semester. Presentation dates will be assigned at the beginning of the course. In addition to the oral presentation, each group should prepare a Powerpoint slide summarizing each of the assigned readings. Within 24 hours of your presentation, please email your slides to Leah Knowles so that they can be posted on the course website as a resource for all students in the course. Each student’s grade on the presentations will be based in part on evaluations by the other members of the group.

3. **Op-ed article** (20%): An 800-1,000-word op-ed piece for a newspaper or online site (e.g. *Foreign Affairs*, *Foreign Policy* or *Huffington Post*) dealing with the themes of the course. The op-ed should draw attention to a current issue and must make an explicit argument about a specific policy that is or is not working. Grading will be based on the quality of the writing, the clarity of the argument and how well it is supported by relevant literature from the course. See this HKS handout for tips on writing an effective op-ed. Extra credit of an additional half-grade (5 points) will be awarded to
students who successfully publish their op-eds in local or national newspapers or websites (self-published blogs do not count). Students can also earn extra credit by meeting with one of the HKS writing consultants to discuss their op-ed draft. The op-ed is due in hard copy in class on Wednesday, October 11.

4. **Final paper (40%)**: A 12-15 page final paper will be due Monday, December 11 by 5:00 p.m. Final papers should be posted to the course website. The assignment and instructions about submission of the exam will be distributed later in the semester. The paper will be a multi-stage process with several interim deadlines in the latter half of the semester. In accordance with HKS policy, consultation and collaboration with other students are both strictly prohibited, and all rules of attribution apply, including but not limited to providing complete and correct citations to others’ work.

**Course Policies**

**Missed classes**: This course requires that you manage your time well, keep track of the assigned readings and, most importantly, attend and participate actively in every class session. Plan your schedule around the class meeting; avoidable conflicts such as doctor’s appointments or job interviews are not excused absences. If you will be absent for a total of two full weeks or more over the course of the semester due to non-emergency and/or avoidable reasons (including vacations, travel or training), you may be ineligible to take this course. Please let me know in the first week of the course if you have planned an extended absence.

**Extensions**: In the interest of fairness to your colleagues, the deadlines in the syllabus are firm. Extensions for assignments and/or makeup exams will not be granted except in the case of serious illness, family emergency or religious observance (see below). Late papers will lose a half-letter grade for each 24 hours or portion thereof.

**Grading concerns**: Students are encouraged to consult with me during office hours about questions on an assignment prior to submitting the assignment. In the event of a low grade on an assignment, students will not be allowed to rewrite or to resubmit an assignment for an improved grade, except in rare—and extraordinary—circumstances. If you have faced an extraordinary circumstance that resulted in a lower grade on an assignment and you would like the opportunity to resubmit an assignment, students must contact me within one week of receiving your grade. If you feel that there was an error in the calculation of your grade, you may submit a re-grading request. All such requests must be submitted to me in writing, along with a memo explaining where you believe an error was made. If you elect to have an assignment re-graded, please be aware that it may result in a lower final grade on the assignment.

**Religious conflicts**: Students may ask for reasonable and timely accommodations for religious observances. Please review the syllabus closely to determine if religious obligations will present scheduling conflicts with any of the assignments. Students must inform me of any conflicts within the first two weeks of the semester.

**Accommodations**: In compliance with Harvard University policy, I will provide appropriate accommodations for students with documented disabilities. Please provide your accommodations paperwork to me as soon as you have it available, within the first two weeks of the semester. For further information, please see the HKS Student Disability Coordinator.
**Academic integrity:** Plagiarism and cheating are absolutely unacceptable and will be pursued to the fullest extent of the University’s policies in accordance with the HKS Academic Code. Providing proper citations in your writing is both necessary and expected. If you have any questions about what constitutes correct citations, it is your responsibility to seek guidance prior to submitting your assignment. As stated in the Academic Code, in all writing, you must put any words that are not your own between quotation marks. All suspected violations will be reported to the Associate Dean of Students. I may make use of anti-plagiarism software both to detect and to confirm suspected plagiarized writing. Please consult the following resource for further information on academic integrity at HKS: [http://www.hks.harvard.edu/degrees/Registrar/procedures/integrity](http://www.hks.harvard.edu/degrees/Registrar/procedures/integrity)

**Laptop and mobile device policy:** Surfing the web during class is distracting to you and to your colleagues sitting near you. During class, I ask that you disconnect your wireless access if you choose to take notes on your computer, and to refrain from using cell phones and other mobile devices except for emergencies. Violations of this policy may result in a reduction in your class participation grade or in a ban of laptop use in class. (Note that research has found that students better absorb class material when taking notes by hand than on a computer.)

**Writing in This Course**

As someone engaged in policy-relevant research, you will need to communicate your ideas—often in written form—to a variety of audiences, including policymakers, the public, academic researchers, NGOs and grant-making agencies and foundations. Being able to write effectively is essential to your success in this course and to your future career. For all course assignments, you can avail yourself of the many resources at HKS to receive help with and feedback on your writing. These resources include the HKS library reference desk and the writing consultants ([http://shorensteincenter.org/students/communications-program/writing-consultants](http://shorensteincenter.org/students/communications-program/writing-consultants)). As a policy, I will not read or provide written comments on rough drafts, but I will provide verbal feedback, during office hours, about your ideas prior to the deadline.

**Questions and Concerns About the Course Website**

Students should direct any questions, concerns or problems about the course website and its content—including any difficulties accessing the reading—to Leah Knowles ([leah_knowles@hks.harvard.edu](mailto:leah_knowles@hks.harvard.edu)). Cross-registered students from other universities should have full access to course readings and materials. If you experience any problems accessing course materials, please contact Leah Knowles ([leah_knowles@hks.harvard.edu](mailto:leah_knowles@hks.harvard.edu)) as soon as possible.

**Auditing This Course**

Depending on the class size, students who are enrolled in HKS programs may audit this course, with prior permission only. Auditors are expected to be fully integrated members of the class, including attending all class sessions, completing all reading, participating actively in class discussion, and completing the group presentation assignment. If you wish to attend one (or a few) class session(s) as a visitor rather than auditing the class, please speak to me at the beginning of the semester.

**Office Hours and Email**

I encourage you to see me during office hours with any questions or comments. Please plan to attend office hours for any questions relating to course content or assignments; in person discussion is far
preferable to email. I hold weekly office hours on Wednesdays from 1:30-3:00 p.m. Student must sign up for a time online at [http://www.wejoinin.com/daracohen](http://www.wejoinin.com/daracohen). Please be sure to cancel your reserved time if you cannot come so that this time slot can be made available to other students.

Email should generally be used for brief questions only. I will respond to email between the hours of 9:00am and 7:00pm.

**Extra Credit Opportunity**

There are a large number of events relevant to this course that will take place over the course of the semester, both around the school and the university. Two weekly events are: (1) the International Security Brown Bag Seminar at the Belfer Center, which takes place every Thursday from 12:15-2:00pm (bring your lunch; coffee provided), and (2) the Research Seminar Series at the Women and Public Policy Program, which takes place every Thursday from 11:40-1:00pm (lunch provided!). In these seminar series, scholars present their in-progress work on a range of topics related to international security and research on sex and gender. In order to encourage—and incentivize—you to attend these seminars, you can earn one point on your final course grade—up to three points total—for attending a seminar and emailing the course assistant a 250-word reaction/critique of the talk. If you intend to take advantage of this extra credit opportunity, please send your reactions by Friday, December 1.
Course Schedule and Overview of Topics

Shopping Day
Tuesday, August 29, 10:15-11:30am (two optional 30-minute sessions, separated by a 15-minute break)
Note: We will meet in room T-135 just for today; all other classes are in L-382

Wednesday, August 30: No class; class rescheduled to September 8
Friday, September 1: No class; class rescheduled to September 15; optional session on How to Read a Regression Table with Connor Huff
Monday, September 4: Labor Day (No class)

Introduction
1. Wednesday, September 6: Is gender an important factor in global politics—or research?
Syllabus review and discussion of class norms and expectations

Part 1. Violence Against Women During Peacetime
2. Friday, September 8: The Scope and Costs of Global Violence Against Women
3. Monday, September 11: Sex-Selective Abortion and Missing Girls

Part 2. Gendered Causes and Consequences of War
4. Wednesday, September 13: Does gender inequality cause conflict?
5. Friday, September 15: Do women leaders wage peace?
6. Monday, September 18: Gender, Public Opinion and Support for War
7. Wednesday, September 20: How does war affect civilians—both men and women?
8. Monday, September 25: Who is a combatant? Who is a victim?
9. Wednesday, September 27: Armed Conflict and Maternal Health (Guest speaker: Andreas Kotsadam)

Part 3. Wartime Rape and Sexual Violence
10. Monday, October 2: Rape and Sexual Violence During War
11. Wednesday, October 4: Female Perpetrators and Male Victims of Rape and Sexual violence
Monday, October 9: Columbus Day (No class)
12. Wednesday, October 11: The Challenges of Accountability for Rape as a War Crime (Guest speaker: Kate Cronin-Furman) Op-eds due in class

Part 4. Perpetrators and Agents of Violence
13. Monday, October 16: How should we think about “violent” women? Midterm Course Evaluations
14. Wednesday, October 18: Women as Perpetrators of Genocide
15. Monday, October 23: Women as Terrorists and Suicide Bombers
16. Wednesday, October 25: Women, Men and the Abu Ghrabi Scandal

Part 5. Women in Armed Groups: Soldiers, Rebels and Peacekeepers
17. Monday, October 30: Women as Insurgents/Rebels/Guerrillas
18. Wednesday, November 1: Gender and Disarmament, Demobilization and Reintegration of Former Fighters (Guest speaker: Roxanne Kristall)
19. Monday, November 6: Are rebel women more likely to accept peace treaties? (Guest speaker: Connor Huff)
20. Wednesday, November 8: Women in National Militaries
Sunday, November 19: Evening film screening of The Invisible War (2012), 7:00pm in Weil Town Hall (optional)
23. Monday, November 20: Sexual Assault in the U.S. Military (including a discussion of the film)
Wednesday, November 22: Thanksgiving Break (No class)
24. Monday, November 27: Do women peacekeepers make a difference?
25. Wednesday, November 29 (Last class): Conclusion/Course Evaluations

Monday, December 11: Final papers due
**Introduction**

1. Wednesday, September 6: Is gender an important factor in global politics—or academic research?


**Part 1. Violence Against Women in Peacetime**

2. Friday, September 8: The Scope and Costs of Global Violence Against Women


3. Monday, September 11: Sex-Selective Abortion and Missing Girls


**Part 2. Causes and Consequences of War**

4. Wednesday, September 13: Does gender inequality cause conflict? Does gender equality cause peace?


5. **Friday, September 15:** Do women leaders wage peace?


6. **Monday, September 18:** Gender, public opinion and support for war


7. Wednesday, September 20: How does war affect civilians—both men and women?


VOA. 2009. “UN Says Women, Children Are Biggest Victims of War,” November 2. [LINK]


8. Monday, September 25: Who is a combatant? Who is a victim?


9. Wednesday, September 27: Armed Conflict and Maternal Health

Guest speaker: Andreas Kotsadam, senior researcher at The Frisch Centre and affiliated researcher at the Department of Economics at the University of Oslo

Part 3. Wartime Rape and Sexual Violence

10. Monday, October 2: Rape and Sexual Violence During War


11. Wednesday, October 4: Female Perpetrators and Male Victims of Rape and Sexual Violence


Hatcher, Jessica. 2013. “Congo’s Forgotten Curse: Epidemic of Female-on-Female Rape,” Time, December 3 [LINK]


Monday, October 9: Columbus Day (No class)

12. Wednesday, October 11: The Challenges of Accountability for Rape as a War Crime  
**Op-ed Assignment Due in Class**

Guest speaker: Kate Cronin-Furman, Postdoctoral Fellow, Belfer Center for Science and International Affairs


Part 4. Perpetrators of Violence

13. Monday, October 16: How should we think about “violent” women?  
**Midterm Course Evaluations Due in Class**


14. Wednesday, October 18: Women as Perpetrators of Genocide


15. Monday, October 23: Women as Terrorists and Suicide Bombers


16. Wednesday, October 25: Women, Men and the Abu Ghraib Scandal


Part 5. Women in Armed Groups: Soldiers, Rebels and Peacekeepers

17. Monday, October 30: Women as Insurgents/Rebels/Guerrillas


18. Wednesday, November 1: Gender and Disarmament, Demobilization and Reintegration (DDR) of Former Fighters

Guest speaker: Roxanne Kristalli, PhD Candidate at The Fletcher School of Law and Diplomacy and Program Manager at the Humanitarian Evidence Program at Feinstein International Center.


19. Monday, November 6: Are rebel women more likely to accept peace treaties?

Guest speaker: Connor Huff, PhD candidate at the Government Department, Harvard University


20. Wednesday, November 8: Women in National Militaries


Two blog posts from the NYT series “At War” [LINK] and [LINK]


**22. Wednesday, November 15: Women in Combat Roles: Now What?**

*Guest speaker: Megan MacKenzie, Associate Professor, Department of Government and International Relations*


**Sunday, November 19: Evening film screening of *The Invisible War* (2012), 7:00pm in Weil Town Hall (optional)**

Note: *Available to stream on Amazon Prime and on Netflix DVD for students unable to attend the evening screening. I also have one copy that students may borrow.*

**23. Monday, November 20: Sexual Assault in the U.S Military**

Discussion of the film *The Invisible War* (2012)


View “The Battle Within” photo essay here [LINK]

**Wednesday, November 22: Thanksgiving Break (No class)**
24. Monday, November 30: Do women peacekeepers make a difference?


25. Wednesday, December 2: Conclusion/Course Evaluations

Monday, December 11: Final papers due by 5:00pm