

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	<b>Department</b> Women, Gender, and Sexuality Studies  <b>College</b> Arts and Letters		
<b>Current Course Prefix and Number</b> WST 6185		<b>Current Course Title</b> Women, War, and Peace Building	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Template</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b> Gender, War, and Peace Building  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b>   <b>Change prerequisites/minimum grades to:</b>   <b>Change corequisites to:</b>   <b>Change registration controls to:</b>   Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> Fall 2024		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Nicole Morse, morsen@fau.edu, 7-3083			
<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		<b>Date</b> 10/4/23 _____ 10-16-23 _____ 10-16-23 _____ 11/09/2023 _____ 11/09/2023 _____ 11/09/2023 _____ _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



## Gender, War, & Peace Building WST6185

Mondays, 4-6:50pm

SSO # 270

Fall 2024, 3 credits

Prof. Luisa Turbino Torres

Office hours: T, 12:30-2:30 & by appointment

Email: lturbinotorres@fau.edu



### **Course Description and Objectives**

This graduate course examines women's experiences in both war and peace, as well as the consequences of those experiences. Using an interdisciplinary approach, we will examine and analyze how gender & gendered constructs shape both war and peace. We will read work that does this from a variety of perspectives including, but not limited to system level theories, comparative analyses, case studies, and individual lived experiences.

### **Instructional Method**

This is an in-person course. We meet weekly in SSO 270.

### **Course Materials**

The following books are required for this class:

Crawford, K.F., 2017. Wartime sexual violence: From silence to condemnation of a weapon of war. Georgetown University Press.

Darden, J.T., Henshaw, A. and Szekely, O., 2019. Insurgent Women: Female Combatants in Civil Wars. Georgetown University Press.

Hudson, V.M., Ballif-Spanvill, B., Caprioli, M. and Emmett, C.F., 2012. Sex and world peace. Columbia University Press.

McKelvey, Tara. 2007. One of the Guys: Women as Aggressors and Torturers. Seal Press.

Sjoberg, L., 2013. Gendering global conflict: Toward a feminist theory of war. Columbia University Press.

Tripp, A.M., 2015. Women and power in post-conflict Africa. Cambridge University Press.

Other reading assignments typically come from academic and policy journals, and are available from three sources:

- google scholar
- directly from an online provider (typically JSTOR)

JSTOR is likely your best option to access the assigned material. JSTOR is an academic journal service that FAU provides for us. Access is free from any FAU computer (e.g., in computer labs or dorms, or via FAU wireless networks); you can search for individual articles by author or title, or browse by journal name and issue at [www.jstor.org](http://www.jstor.org). Additionally, you can access the FAU electronic journal library via <http://www.fau.edu/library/ecollect/ejournals.php>.

The remaining readings are available online, via links provided in this syllabus. Be sure to access these readings early in the semester, because pages on the Web may move or disappear at inconvenient times.

### **Student Assignments & Responsibilities**

Case Study: You must complete a case study for this course. You will select one case of conflict and analyze the role of women in that conflict and/or peace process. You will describe the case you have chosen and why you have chosen it in a one-page (not more than 300 words) proposal due February 1. You should also be prepared to discuss how each week's readings apply to the case you have selected during class discussions. Your final case study must be a minimum of 2,000 words, but may not exceed 3,000 words, not including your references page(s). A minimum of 12 scholarly sources must be cited appropriately. Make sure to include language, sources, and themes discussed in class in your case study. *The final version of this assignment is worth 20% of your final grade and is due on April 19<sup>th</sup> at 4pm.* THIS ASSIGNMENT IS NOT OPTIONAL AND MUST BE COMPLETED IN ORDER TO RECEIVE A PASSING GRADE IN THIS COURSE.

Reaction Paper & Presentation: Beyond regular class attendance and active participation in class discussion, each student is expected to make two short presentations (about 10 mins) to the rest of the class on the week's topic and assigned readings (you will sign up for these during the first or second course meeting). The presentations should involve identifying one or more important questions related to the week's topic/issue that have been left unanswered or answered incompletely by the readings (and offering tentative suggestions on how such gaps might be addressed by future research), and/or proposing some extension of the week's readings to a new question or area.

These presentations are meant to help focus the class discussion on new directions from the week's readings, and to help identify interesting directions for future research. They should be written from a research-oriented, academic perspective, rather than a literature review or a Siskel-and-Ebert-style review (I liked/hated this article), and should be constructive; criticisms of assigned readings should be accompanied by one or more suggestions about how to overcome the problems, with appropriate discussion of the implications of these suggestions for the body of research. Each presentation should be described in a roughly 2-to-3-page paper to be handed in for evaluation. These are due the same time as the presentation is given and should be uploaded to canvas prior to our class meeting. *These writing assignments are worth 30% of your final grade.*

Annotated Bibliography & Literature Review: One of the more useful tools in conducting research is writing an annotated bibliography and literature review. An annotated bibliography combines the citations found in a references list at the end of documents in appropriate and consistent format (discipline based) with annotations summarizing each of the sources. For each assigned reading in this course, an annotated entry is required. In addition, you must identify 10 other sources that are related to the material covered in class, but not assigned to include in both your annotated bibliography and your literature review. *This assignment is due at midnight on May 1<sup>st</sup> and worth 30% of your final grade.*

Attendance & Participation: The topics and issues we will cover throughout the semester can be most clearly understood through discussion and the evaluation of alternative perspectives. In other words, participation increases active learning. While this course will have a substantial lecture component, there will also be opportunities for participation in classroom exercises and discussions. Thus, attending class and participating regularly are key to achieving the course objectives discussed above.

To this end, *attendance and participation is worth 20% of your final grade.* I will take attendance daily throughout the semester. I will also take note of how regularly you participate in class, both in productive and distractive ways. Your base attendance and participation grade will be based upon the proportion of times you are in class. Then, I will adjust that grade up or down depending on your participation. To maximize this part of your grade, it is highly recommended that you come to class prepared (e.g., having done the assigned readings) and willing to participate. Merely showing up and occupying a seat will not constitute full participation. Other ways to lose participation points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes), repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

### **Grading & Evaluation**

Grades are assigned in accordance with the following scale:

90 - 100% = A	86 - 89% = B+	76 - 79% = C+	66 - 69% = D+	below 60% = F
	83 - 85% = B	73 - 75% = C	63 - 65% = D	
	80 - 82% = B-	70 - 72% = C-	60 - 62% = D-	

### **Classroom Etiquette Policy**

Class discussions of political issues can often stimulate strong feelings and heated debate. I ask all of you to respect the opinions of your fellow students, even if you do not agree with them. In simple terms, that means not interrupting other students while they are speaking and not verbally attacking them for their beliefs. While I believe that it is essential to connect theory to current events, I will cut short debates of current events that do not enhance the understanding of course concepts. I expect you to offer substantive comments and questions when appropriate in class. I also expect you not to dominate a discussion, but to allow free discussion and exchange of ideas.

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are

adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

## **Attendance Policy**

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

## **Counseling and Psychological Services (CAPS) Center**

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provide FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## **Code of Academic Integrity**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

## **CLASSROOM RESPONSE TIME & FEEDBACK**

## Email

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 72 hours.

## Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 72 hours.

## Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

## Course Content & Schedule

The following is an approximate calendar of class discussions. Every attempt will be made to adhere to this schedule. However, departures from the schedule may occasionally occur. Exam and activity dates should be considered firm, and you should arrange your personal schedule to be present at the appointed dates and times.

### *Week 1: Introduction*

Introduction, no required reading

### *Week 2: Labor Day, no class*

### *Week 3: Sexual Violence as a Security Issue*

Crawford Introduction and Chapters 1-2

Cohen, D.K., 2013. Explaining rape during civil war: Cross-national evidence (1980-2009). *American Political Science Review*, 107(3), pp.461-477.

### *Week 4: State and International Responsibility*

*UNSC Resolution 1820*

Crawford Chapter 3-4

*Week 5: The Weapon of War Frame*  
Crawford Chapter 5 and Conclusion

*Week 6: Female Rebels*

Wood, R.M. and Thomas, J.L., 2017. Women on the frontline: Rebel group ideology and women's participation in violent rebellion. *Journal of Peace Research*, 54(1), pp.31-46.

Nivat, A., 2005. The black widows: Chechen women join the fight for independence and Allah. *Studies in Conflict Terrorism*, 28(5), pp.413-419.

*Week 7: Where Women Rebel*

Henshaw, A.L., 2016. Where Women Rebel: Patterns of Women's Participation in Armed Rebel Groups 1990?2008. *International Feminist Journal of Politics*, 18(1), pp.39-60.

Thomas, J.L. and Bond, K.D., 2015. Women's participation in violent political organizations. *American Political Science Review*, 109(3), pp.488-506.

case study proposal due

*Week 8: Women and Peacebuilding*

Gizelis, T.I., 2011. A country of their own: Women and peacebuilding. *Conflict Management and Peace Science*, 28(5), pp.522-542.

Aharoni, S.B., 2017. Who needs the Women and Peace Hypothesis? Rethinking modes of inquiry on gender and conflict in Israel/Palestine. *International Feminist Journal of Politics*, 19(3), pp.311-326.

*Week 9: Women and Post-Conflict Peace*

Shair-Rosenfield, S. and Wood, R.M., 2017. Governing Well after War: How Improving Female Representation Prolongs Post-Conflict Peace. *The Journal of Politics*, 79(3), pp.995- 1009.

Haglund, J. and Richards, D.L., 2018. Enforcement of sexual violence law in post-civil conflict societies. *Conflict Management and Peace Science*, 35(3), pp.280-295.

*Week 10: Women and Terrorism*

Speckhard, A., 2008. The emergence of female suicide terrorists. *Studies in Conflict & Terrorism*, 31(11), pp.995-1023.

Sjoberg, L., 2018. Jihadi brides and female volunteers: Reading the Islamic State's war to see gender and agency in conflict dynamics. *Conflict Management and Peace Science*, 35(3), pp.296-311.

*Week 11: Gender and War & One of the Guys*

Goldstein, J.S., 2003. War and gender. In *Encyclopedia of sex and gender* (pp. 107-116). Springer, Boston, MA.

McKelvey pages 1-36

*Week 12: One of the Guys*

McKelvey pages 37-90

*Week 13: One of the Guys*

McKelvey pages 91-144

*Week 14: One of the Guys*

McKelvey pages 145-188

*Week 15: One of the Guys*

McKelvey pages 189-266



This syllabus is a guideline and is subject to change at any time.