Course Overview:
The purpose of this course is to study the recursive relationship between conflict and gender, and to familiarize students with the ways scholars use gender as a lens when analyzing international conflict. The course will begin by examining why, despite the variety in conflict types and genders, women have historically been absent from combat. We will consider various theories to explain this outcome, cases that refute this relationship, and evaluate the recent increase and legitimation in women's combat participation around the world. Students will consider how norms about gender and violence shape the behavior of warring parties during conflict, with regard to treatment of civilians as well as soldiers. Students will also consider the role of gender in conflict resolution, and how international norms and laws about equality have affected the establishment and maintenance of peace. A significant portion of students' grades will come from completing a literature review that examines some aspect of the relationship between war and gender.

Course Requirements:
- **Readings**: You are expected to complete the readings listed on the syllabus prior to coming to class. Failure to do so will be evident in your lack of participation during class discussions. Occasionally an article relevant to the topic we are covering will be published and I will assign it on short notice. In that case I will post the article to the “ANNOUNCEMENTS” section of the class ELC page. **PLEASE REGISTER FOR ANNOUNCEMENTS NOTIFICATIONS**

There are 2 required texts:

ISBN: 978-0521001809

**All other readings can be found on ELC, unless otherwise noted.**  
**You are also required to keep up with current events – see below**

- **Grading:**
  - Final Exam - 25%
  - Journal – 20%
  - Quizzes – 22%
  - Participation – 10%
  - Final Project – 23% (10% presentation; 10% paper; 3% Reflection)

Letter grades correspond to the following 0-100 scale:

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<th>Grade</th>
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- **Written Assignments:** All assignments are to be typed and handed in at the **START** of class on the due date (unless otherwise noted). Late assignments will be **penalized 1% of your overall grade for each day late**. All written assignments should meet the following formatting requirements: 12-point font, double spaced, 1” margins, and page number in bottom right hand corner.

- **Quizzes:** There will be 6-10 unannounced quizzes throughout the semester that will cover **assigned readings** and **current events**. Quizzes will be administered in the first 5 minutes of class – if you are late to class you will not be given additional time to complete the quiz. **There are no makeup quizzes.** Students who miss more than one quiz will have their first missed quiz dropped and receive a grade of **zero** for any additional missed quizzes.

- **Journal:** Each student will maintain an online journal where they can reflect on the issues discussed in the readings and class that week. You are free to draw on current events or pop-culture to motivate your post, however each post should make an explicit reference to at least one reading/lecture (**include citation**). Student must have **10 journal entries of at least 250 words with no more than 1 entry per week** (**the week start on Sunday**) – you may not submit entries for Weeks 14 & 15. Late posts will receive the same penalty as a late paper.

- **Final Project:** Each student will be part of a group that will be responsible for choosing an issue that falls under the topic of “War & Gender” (one that is not covered in depth in class) that they will conduct research on throughout the semester. Each group will submit a literature review on the issue and make a 10-minute video presentation to teach the class about the issue. Further details will be given in class.

- **Participation:** This course will require a great deal of discussion and active listening.  
  **Simply showing up to class does not constitute participation.** Your participation grade will be evaluated based on your **ability to draw upon insights from the readings, the depth**
of the thoughtfulness of your questions/comments, and your activeness in class, on discussion boards, and/or on twitter using #WomenWP

- The nature of the topics we will discuss may often be contentious. Everyone is expected to be respectful of others’ perspectives and experiences.
- Some topics may be emotionally challenging. Please know that you are always free to step outside the classroom if you need a break (although you are accountable for getting the notes on our discussion).

- **Attendance:** I will take attendance every class and I expect you to be present. You are allowed **three** absences without penalty. You can use these as you like (e.g. illness, sports travel, interviews, sleep, conferences). Each absence beyond these three will result in a **1-point deduction from your final overall average.**

**Other important information:**

- **Current Events:** Students are **required** to stay up to date on world politics. I suggest that you browse the world news sections of the *New York Times*, *The Wall Street Journal*, *The Guardian* (UK), or the *Washington Post* on a **regular basis**. You can subscribe to various daily world news briefs and have them emailed to you (e.g. FP, CFR, The Economist). CFR has a monthly bulletin on Women & Foreign Policy. It will be clear from your (lack of) participation in our discussions whether you are keeping up with world politics and this will be factored into your participation grade.

- **Technology:**
  - Laptops are **not** welcome in class, unless I instruct you to bring one. Should you need to use a laptop please provide proper documentation from UGA’s DRC.
  - All cell phones/Blackberries, etc. should be **shut off** or set to **silent** – NOT VIBRATE – before arriving to class. The use or interruption of these devices during regular class time will result in a reduction of your participation grade.

- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class ELC page – **PLEASE REGISTER FOR NOTIFICATIONS!**
  - When emailing me please use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus and the news page** of the ELC site to be sure that your question has not been previously addressed.
  - *A note on etiquette:* please use appropriate **salutations**, including my name in the opening and your name in the closing. (Hint: you can’t go wrong with “Hi Professor Gallagher”). For further guidance see [http://www.wikihow.com/Email-a-Professor](http://www.wikihow.com/Email-a-Professor).

- **Office Hours** – I will be available to meet with students during the office hours listed above, however the only way to guarantee that we will have time to meet is for you to sign up for an appointment using the following link (also posted to the ELC page): [https://docs.google.com/document/d/11V8ETwJbmKJ8ah9eIUtH0YRyf0B7wFSLWYUS3j4GTc/edit](https://docs.google.com/document/d/11V8ETwJbmKJ8ah9eIUtH0YRyf0B7wFSLWYUS3j4GTc/edit).

- **Academic Dishonesty** – As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: [http://www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic
honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.

- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of special accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from DRC within the **first two weeks** of classes.

- UGA’s code of conduct protects student privacy and intellectual property and thus prohibits recording and digital release of classroom lectures and conversations unless a student has an accommodation from the DRC. If this is your situation, please let me know and we will devise an accommodation that protects your right to privacy, that of your classmates, and everyone’s intellectual property.

- **This syllabus is subject to changes throughout the semester.**

**CLASS SCHEDULE AND READINGS**

**WEEK 1: Introduction to the Field**

**Fri., Jan. 16 (class 1) – Introduction**

**Mon., Jan. 9 (class 2) – Understanding “Gender” and “War”**

**Wed., Jan. 11 (class 3) – Feminist IR Theories (Last Day to Add/Drop)**

**Fri., Jan. 22 (class 4) – Traditional Explanations for War**
- TBD

**WEEK 2: Women’s Participation in War**

**Mon., Jan. 16 – No Class: MLK Day of Service**

**Wed., Jan. 18 (class 5) – The Participation (And absence) of women in War**
- Goldstein Ch. 1 pp. 1-11
Fri., Jan. 20 (class 6) – Men are From Mars… Women are from?

*Suggested:*

**WEEK 3: Nature vs. Nurture?**

Mon., Jan. 23 (class 7) – Biological basis for the absence of female combatants
- Goldstein Ch. 3

Wed., Jan. 25 (class 8) – Examining Social Hierarchy and Sex Segregation
- Goldstein Ch. 4 (you can skim p. 184-194 on primates)

Fri., Jan. 27 (class 9) – Discussing the Final Project
- No reading

**WEEK 4: Women’s Inclusion in Combat**

Mon., Jan. 30 (class 10) – War: The Making of Masculinity
- Goldstein Ch. 5

Wed., Feb. 1 (class 11) – The U.S.’s Decision to Lift the Ban on Women in Combat
- “Putting Women in Combat is a Disastrous Decision.” Available at: [http://www.usnews.com/debate-club/should-women-be-allowed-to-fight-in-combat/putting-women-in-combat-is-a-disastrous-decision](http://www.usnews.com/debate-club/should-women-be-allowed-to-fight-in-combat/putting-women-in-combat-is-a-disastrous-decision)
Fri., Feb. 3 (class 12) – Female Engagement Teams and CSTs


**WEEK 5: Women's Participation in Political Violence**

Mon., Feb. 6 (class 13) – Organizations and Incentives


Wed., Feb. 8 (class 14) – Women and Armed Rebellion


Fri., Feb. 10 (class 15) – “Idealized Militarized Femininity”


**WEEK 6: Terrorism**

Mon., Feb. 13 (class 16) – Gender and Terrorism

- Sjoberg, Cooke and Neal. 2011. “Introduction: Women, Gender, and Terrorism” in Women, Gender, and Terrorism. Pp. 1-15 only (you don’t have to read the last section of the chapter).


Wed., Feb. 15 (class 17) – Female Suicide Terrorists

  - **only pages 681-700

Fri., Feb. 17 (class 18) – Agency or Exploitation?


**WEEK 7: Gender and State Security**
Mon., Feb. 20 (class 19) – Inequality and Conflict

Wed., Feb. 22 (class 20) – Gendered Security Discourse

Fri., Feb. 24 (class 21) – ISA
- Meet with groups!

Week 8: Gender and International Actors
Mon., Feb. 27 (class 22) – Gender Norms During War

Wed., March 1 (class 23) – UNSCR 1325

Fri., March 3 (class 24) – Implementing 1325: Challenges

March 6 – 10 – NO CLASSES: SPRING BREAK

WEEK 9: Women & Conflict Resolution
Mon., March 13 (class 25) – Getting Women to the Table
- Carol Cohn and Ruth Jacobson. 2013. “Women and Political Activism in the Face of War and Militarization” in Women and Wars. 102-123.

Wed., March 15 (class 26) - “Pray the Devil Back to Hell”
- Sanam Naraghi Anderlini. 2007. “Getting to the Peace Table” (excerpt from *Women Building Peace*)

Fri., March 17 (class 27) – Finish & Discuss “Pray the Devil Back to Hell”
• No Reading (but be prepared to discuss Anderlini reading from Wed)

**WEEK 10: Gendering the Post-Conflict State**

Mon., March 20 (class 28) – Disarmament, Demobilization, and Reintegration

**Withdrawal Deadline – March 20**

Wed., March 22 (class 29) – Post-War Gender Reconstruction

Fri., March 24 (class 30) – Refugees

**WEEK 11: Sexual Violence in War**

Mon., March 27 (class 31) – Rape as a “weapon” of War
  • Carter. 2010. Should International Relations Consider Rape a Weapon of War? *Politics & Gender*. 343-371

Wed., March 29 (class 32) – Complicating the Perpetrator/Victim Binary

Fri., March 31 (class 33) – Sexual Violence Against Men During War

**WEEK 12: Sexual Violence in the Military**

Mon., April 3 (class 34) – Sexual Assault in the Military
  • CQ Researcher. 2013. Sexual Assault in the Military.
Wed., April 5 (class 35) – Group work
- No Reading

Fri., April 7 (class 36) – Introduction to The Underground Girls of Kabul (TUGK)
- Nordberg p. 1-48

**WEEK 13: TUGK**

Mon., April 10 (class 37) – TUGK
- Nordberg p. 49-160

Wed., April 12 (class 38) – TUGK
- Nordberg – pgs. 163-192
- "US Soldiers Told to Ignore Sexual Abuse of Boys by Afghan Allies." 9/20/15. *NYT*

Fri., April 14 (class 39) – TUGK
- Nordberg – pgs. 193-231

**WEEKS 14 & 15: Conclusion & Presentations**

Mon., April 17 (class 40) – TUGK Conclusion
- Nordberg – pgs. 233-311

Wed., April 19 (class 41) – Presentations

Fri., April 21 (class 42) – Presentations

Mon., April 24 (class 43) – Presentations

Wed., April 26 (class 44) – Presentations

*****Final Exam due Monday, May 1 at noon*****