

INTL4475: War & Gender

University of Georgia – Spring 2022

MWF 11:30am-12:20pm (MLC 245) & MWF 12:40-1:30pm (MLC 247)

Dr. Maryann E. Gallagher

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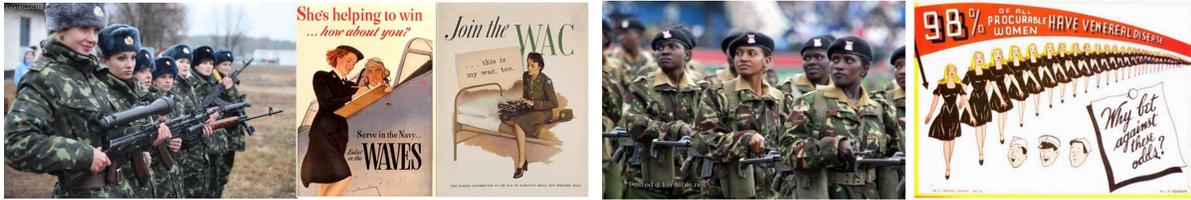
Office: IA Building, Rm 217

Office Hours: Tu 2-4, by appointment.

UGTAs:

Jena Jibreen (11:30am-12:20pm section) – jena.jibreen@uga.edu

Rosa Brown (12:40-1:30pm section) – rosasharn.brown@uga.edu



Course Overview:

The purposes of this course are (1) to study the recursive relationship between conflict and gender and (2) to develop gender analysis skills. Throughout the course we will consider how gender(ed) norms shape conflict and are likewise shaped by conflict. Students will also learn how to use gender as a lens to analyzing the world around them. By the end of the course students will be able to analyze how the construction, performance, and symbolic representations of masculinities and femininities shape international relations, especially conflict-related issues.

The course will begin by examining why, despite variance in conflict types and gender, have gender roles in conflict been constant. That is, why have women historically been absent from combat? We will consider various theories to explain this outcome, cases that refute this relationship, and evaluate changes to 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. They will also analyze the role of gender in conflict resolution, and how international norms and laws about equality have affected the establishment and maintenance of peace.

This course will be largely discussion based and requires students to come to class prepared to engage with the assigned readings. Each week you will have a written assignment – either in the form of a group discussion or an applied gender analysis assignment. A significant component of your grade in this course will come from a group assignment that will require you to make a video applying your gender analysis skills and teaching your colleagues about some aspect of conflict and gender that we did not cover in depth in class.

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 ANNOUNCEMENT NOTIFICATIONS!**
 - Click on your name in the top right corner on the class ELC page > Notifications > Instant Notifications > Announcements

There is 1 **required** text:

Joshua S. Goldstein. 2003. *War and Gender: How Gender Shapes the War System and Vice Versa*. Cambridge University Press.
ISBN: 978-0521001809

****All other readings can be found on ELC, unless otherwise noted.** You will be required to have all major reading in class with you (we'll discuss this in class).

****You are also required to keep up with current events – see below****

- **Grading:**
Participation – 10%
ELC Group Discussions (6 total) – 20%
6 Short Assignments – 30%
Group Video Assignment – 30%
Final Essay - 10%

Letter grades correspond to the following 0-100 scale:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	00-59	F

- **Short Assignments:** Each student will upload 6 short (~300 words) assignments to the relevant ELC discussion forum. These are applied assignments, intended to build your gender analysis skills. Your grade will be based on the depth of your analysis, completeness (did you follow instructions?), and quality of the writing. Assignments are to include proper references/citations. A rubric for the assignments will be on ELC. Please be sure to read the assignments well in advance as most require time to research the topic.
- **Discussion Groups:** All students will be organized into discussion groups and most weeks there will be a discussion forum for the week on ELC. You will participate in 6 group discussion forums starting in week 3. You will serve as the leader for 1 of the forums and a responder for the other 5.
 - **Leader** – Selects 2 points from *any of the assigned readings for the week* to interrogate. It could be something you agree/disagree with, is counter intuitive, makes you look at past readings differently, etc. Be sure to include the actual quotes from the reading and proper citation (including page number) so that your groupmates can find easily find the points in the reading. Your post must be uploaded BEFORE the start of class on **Mondays**.
 - **Responses** – You will respond to the leader's post by addressing one of their points. Your response should bring some *new insight* to their point. Perhaps you disagree/agree and have additional evidence to bring to light from previous class readings, or maybe some other reading from later in the week sheds new light on the leader's point. Be sure to include proper bibliographic citations in your response. Responses must be posted BEFORE the start of class on Fridays.
- **Video Project** – each student will participate in a group video assignment where they will conduct a gender analysis of some conflict or event (I will circulate topics). The purpose of this assignment is to: (1) provide you the opportunity to practice doing gender analysis of a current policy issue or conflict (2) to teach your classmates about an issue we did not

cover in depth in class. Details on the different parts of the assignment and associated grades will be given in class.

- 2/19 – Proposals Due (5%)
 - 4/9 – Full Script Draft Due (5%)
 - 4/26 – Video on Youtube (10%) and Final Script on ELC (5%)
 - 4/29 – Final Reflection (5%)
- **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 the ELC discussion board, 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.

COVID & This Class

I am committed to making this an academically rigorous course, while also prioritizing compassion and the health of all of us in the room. The COVID-19 pandemic will create extenuating circumstances for many students. It is crucial that you understand the following:

- This course meets in-person MWF, unless otherwise noted on the syllabus.
 - **IF YOU DO NOT FEEL WELL, DO NOT COME TO CLASS!**
 - UGA follows [GA DPH guidelines](#) for quarantine/isolation

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and get tested. You can schedule an appointment with the University Health Center by calling 706-542-1162. Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>

What do I do if I test positive for COVID-19? (Isolation guidance)

If you test positive for COVID-19 at any time, either through a PCR test, an Antigen test, or a home test kit, **you are **REQUIRED to report it through DawgCheck** (<https://dawgcheck.uga.edu/>)

As of December 29, 2021, when an **individual receives a positive COVID-19** test, **everyone**, regardless of vaccination status, should:

- **Stay home for 5 days.**
- If you don't have symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class.
- Continue to wear a mask around others for 5 additional days.

What do I do if I have been exposed to COVID-19? (Quarantine guidance)

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period – unmasked**) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

- **Boosted**, or have become **fully vaccinated within the last 6 months** (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)
 - You do not need to quarantine at home and may come to class.
 - You should wear a mask around others for 10 days.
 - If possible, get tested on day 5.

- If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- **Unvaccinated**, or became fully vaccinated **more than 6 months ago** (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
 - You **MUST** quarantine at home for 5 days – A NEGATIVE TEST DOES NOT MEAN YOU DO NOT HAVE TO QUARANTINE
 - After that you may return to class but continue to wear a mask around others for 5 additional days.
 - If possible, get tested on day 5.
 - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

** “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine. **You should report the need to quarantine on DawgCheck (<https://dawgcheck.uga.edu/>)** and communicate directly with your professors to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu).

The primary ways to protect yourself and the other members of the UGA community, including the people in this class are:

- 1.***Get vaccinated!
- 2.*** **WEAR A MASK** when indoors on campus (irrespective of vaccine status)
- 3.*** Again, Do NOT come to class if you feel sick - GET TESTED ASAP!
- 4. Pro-tip: Use UGA’s free asymptomatic testing regularly!
<https://clia.vetview.vet.uga.edu/>

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**. I suggest signing up for CFR’s daily news summary and their 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** 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 **announcements board** on ELC 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>.

- Office hours are **STUDENT HOURS!** This is the time to ask questions about class assignments, the major, my 2 cents on what you should do with your life, get recommendations for good food in Athens, etc. **The link to schedule an office hours meeting is on the class ELC page.**
- **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>. 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.
- **Prohibition on Recording Lectures/Discussions.** In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:
 - Will use the records only for personal academic use during the specific course.
 - Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
 - Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
 - Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
 - Will erase/delete all recordings at the end of the semester.
 - Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.
- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly. Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA’s Equal Opportunity Office. UGA’s Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.
 - **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu
 - **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
 - **Relationship and Sexual Violence Prevention** – 706-542-SAFE (The advocates at RSVP can provide student confidentiality).
- **This syllabus is subject to change throughout the semester.**

CLASS SCHEDULE AND READINGS

WEEKS 1 & 2: Understanding Gender in IR

Mon., Jan. 10 (class 1) – No Class Meeting

- Read the syllabus
- TURN NOTIFICATIONS ON FOR COURSE!
- Write your Introduction Discussion Board Post

Wed., Jan 12 (class 2) – Introduction

- Read the syllabus
- TURN NOTIFICATIONS ON FOR COURSE!
- Write your Introduction Discussion Board Post

Fri., Jan. 14 (class 3) – An Introduction to “Gender” in IR

- Carol Cohn. 2013. “Women and Wars: Toward a Conceptual Framework” in *Women and Wars*. Pp.1-30
- “What is UNSCR 1325? An Explanation of the Landmark Resolution on Women, Peace, and Security.” United States Institute for Peace:
https://www.usip.org/gender_peacebuilding/about_UNSCR_1325
 - Be sure to click through the 7 major headings (i.e.: How did UNSCR 1325 come about? What is the focus of UNSCR 1325? What are the 4 pillars of UNSCR 1325? Etc.)

Mon., Jan. 17 – NO CLASS MLK

Wed., Jan. 19 (class 4) – Feminist IR Theories

- Goldstein pp. 34-52
- Ann Tickner. 1997. “You just Don’t Understand: Troubled Engagements Between Feminists and IR Theorists” *International Studies Quarterly*. Pp. 611-632

Fri., Jan. 21 (class 5) – How Scholars Study “War”

- **Skim*: Frieden, Lake, and Schultz. 2012. *World Politics: Interests, Interactions, Institutions*. Ch. 3: Why are there wars?
- **Revisit*: Carol Cohn. 2013. “Women and Wars: Toward a Conceptual Framework” in *Women and Wars*. Pp.1-30

WEEK 3: Where are the Women?

**Group Discussion 1*

Mon., Jan. 24 (class 6) - The Participation (And absence) of Women in War

- Goldstein Ch. 1 pp. 1-11
- Goldstein Ch. 2
 - **It’s a long chapter! GET STARTED EARLY!
- Women’s Perception of Drones: <http://www.pewresearch.org/fact-tank/2013/07/25/big-gender-gap-in-global-public-opinion-about-use-of-drones/>

Wed., Jan 26 (class 7) – Is There a Biological Basis for the Absence of Female Combatants?

- Goldstein Ch. 3

Fri., Jan 28 (class 8) – UNSCR 1325: The Women, Peace, and Security Agenda

- Paul Kirby and Laura J. Shepherd. 2016. The Futures Past of the Women, Peace, and Security Agenda.” *International Affairs*.

Week 4: Whose Security Matters?

**Group Discussion 2*

Mon., Jan. 31 – Traditional vs Gendered Security Discourse

- Carol Cohn. 1987. “Sex and Death in the Rational World of Defense Intellectuals.” *Signs*.

Wed., Feb. 2 (class 10)– Queer Identities and Conflict

- Jamie J. Hagen. 2016. “Queering Women, Peace, and Security.” *International Affairs*.
- Meredith Loken. July 2018. “No, Your Trump-is-gay-for-Putin Jokes Aren’t Funny”
https://www.washingtonpost.com/news/posteverything/wp/2018/07/17/no-your-trump-is-gay-for-putin-jokes-arent-funny/?utm_term=.2586560bc063

Fri., Feb. 4 - (class 11) – Gender(ed) Norms and Conflict

- R. Charli Carpenter. 2003. ‘Women and Children First’: Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95. *International Organization*.

WEEK 5: Militarized Masculinity and Femininity

**Group Discussion 3*

Mon., Feb. 7 (class 12) – War: Making Boys into Men

- Goldstein Ch. 5

Wed., Feb. 9 (class 13) – When Women Participate in War: “Idealized Militarized Femininity”

- Laura Sjoberg. 2007. “Triple Transgressions at Abu Ghraib.” In *Mothers, Monsters, and Whores*.
- Laura Sjoberg. 2007. “Agency, Militarized Femininity, and Enemy Others: Observations from the War in Iraq.” *International Feminist Journal of Politics*.
 - ****Read only** p. 85-87 (the Jessica Lynch story) and 92-99.

Fri., Feb. 11 (class 14) – Final Project Discussion & Careers Doing Gender Analysis

- Read Assignment and Resources Provided on ELC

WEEK 6: WOT, Gender, and Changing Roles in Combat

**Group Discussion 4*

Mon., Feb. 14 (class 15) – CSTs & FETs

- Synne Dyvik. 2013. Women as ‘Practitioners’ and ‘Targets’: Gender and Counterinsurgency in Afghanistan.” *International Feminist Journal of Politics*.

Wed., Feb. 16 (class 16) – The U.S.’s Decision to Lift the Ban on Women in Combat

- Dardent and Szekely. 2015. “Warfare Isn’t Just a Man’s Game Anymore.” *WaPo*. Available at: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/02/09/warfare-isnt-just-a-mans-game-anymore/>
- Ellen Haring and Megan MacKenzie. “Exclusive Access to Marine Corps Study Show it Misses the Mark.” http://meganhmackenzie.com/2015/10/14/exclusive-access-to-marine-corps-study-shows-it-misses-the-mark/?preview_id=456

- “For 3 Women, Combat Option Came a Bit Late.” 1/26/13. *NYT*. Available at: http://www.nytimes.com/2013/01/27/us/for-3-women-combat-option-came-a-bit-late.html?ref=jamesdao&_r=1
- “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>

Fri., Feb. 18 (class 17) – Transgender and Serving in the Military

- Pentagon Releases New Policies Enabling Transgender People to Serve in the Military. 3/31/21. NPR. <https://www.npr.org/2021/03/31/983118029/pentagon-releases-new-policies-enabling-transgender-people-to-serve-in-the-milit>
- Thomas Spoehr. 4/14/21. “Biden’s New Policy on Transgender Troops Will Weaken Our Military.” Heritage Foundation (Commentary Defense Blog). <https://www.heritage.org/defense/commentary/bidens-new-policy-transgender-troops-will-weaken-our-military>
- Agnes Gereben Schaefer. March 27, 2018. “On RAND’s Research Findings Regarding Transgender Military Personnel Policy.” (RAND Blog). <https://www.rand.org/blog/2018/03/on-rands-research-findings-regarding-transgender-military.html>

***Final Project Proposals due on ELC by Saturday, 2/19*

WEEK 7 & 8: Gender and Terrorism

Mon., Feb. 21 (class 18) – Masculinity and Terrorism

- Valerie Hudson and Hilary Matfess. 2017. In Plain Sight: The Neglected Linkage Between Bride Price and Violent Conflict. *International Security*. Pp. 7-40.

Wed., Feb. 23 (class 19) – Female Suicide Terrorists

- Lindsey O’Rourke. 2009. What’s Special About Female Suicide Terrorism? *Security Studies*.

***Short Assignment 1 – Media Analysis due BEFORE the start of class 2/25*

Fri., Feb. 25 (class 20) – Media Portrayals of the Motivations of Violent Women

- Brigitte L. Nacos. 2005. The Portrayal of Female Terrorists in the Media: Similar Framing Patterns in the News Coverage of Women in Politics and in Terrorism. *Studies in Conflict and Terrorism*. 435-451.

Mon., Feb. 28 (class 21) – Women’s Agency & Anti-State Liberatory Nationalism

- Miranda Alison. 2004. “Women as Agents of Political Violence: Gendering Security.” *Security Dialogue*. 447-463.
- Lihi BenShitrit. 2015. Excerpt on Reem Riyashi in *Righteous Transgressions*. Pp. 168-179.

***Short Assignment 2 – Gender & CT due BEFORE the start of class 3/2*

Wed., March 2 (class 22) – Gender and Counterterrorism

- TBD

Fri., March 4 (class 23) – Working on Group Script

- No Reading

March 7 -11 Spring Break

Week 9: Sexual Violence in Conflict

*Group Discussion 5

Mon., March 14 (class 24) – Is rape a “weapon” of war?

- Carter. 2010. Should International Relations Consider Rape a Weapon of War? *Politics & Gender*. 343-371
- Letter from the Missing Peace Young Scholar Network:
<http://www.usip.org/sites/default/files/files/UK-ESVC-Letter-20140609.pdf>

Wed., March 16 (class 25) – Complicating the Perpetrator/Victim Binary

- Cohen, Dara Kay. 2013. Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War. *World Politics*. 383-415.
- “The Rape of Men: The Darkest Secret of War.” 7/16/11. *The Guardian*.
<http://www.theguardian.com/society/2011/jul/17/the-rape-of-men>

Fri., March 18 (class 26) – Responses to SVIC

- Anne-Kathrin Kreft. 2019. “Responding to Sexual Violence: Women’s Mobilization in War.” *Journal of Peace Research* 56: 220-233.

WEEK 10: Military Sexual Assault

Mon., March 21 (class 27) – Sexual Assault in the Military

- Elisabeth Jean Wood and Nathaniel Toppelberg. 2017. The Persistence of Sexual Assault Within the US Military. *Journal of Peace Research*. Pp. 620-633
- “In the War Against Sexual Assault, the Army Keeps Shooting Itself in the Foot.” 12/19/15. WaPo. <https://www.washingtonpost.com/news/checkpoint/wp/2015/12/19/in-the-war-against-sexual-assault-the-army-keeps-shooting-itself-in-the-foot/>
- Nathaniel Penn. 2014. “Son, Men Don’t Get Raped.” *GQ Longform*. Available at: <http://www.gq.com/long-form/male-military-rape>

Wed., March 23 (class 28) – Movie: *The Invisible War*

**Short Assignment 3 - Movie Response due BEFORE the start of class 3/25

Fri., March 25 (class 29) – Discussing the Movie and Recent Developments

- “Lawmakers Reach Deal to Overhaul How Military Handles Sexual Assault Cases.” 12/7/21. NYT. (on ELC)

WEEK 11: State Security vs. Human Security

*Group Discussion 6

Mon., March 28 (class 30) – Gender Inequality and Conflict

- Mary Caprioli. 2005. Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict. *International Studies Quarterly*.
- Valerie Hudson. 2012. “What Sex Means for World Peace.” *Foreign Policy*.

Wed., March 30 (class 31) – Gendered Dimensions to Refugee Security and State Security

- Alison Gerard and Sharon Pickering. 2013. Gender, Securitization and Transit: Refugee Women and the Journey to the EU. *Journal of Refugee Studies*, Vol. 27, No.3. 338-359.
- Columba Achilleos-Sarll, Julia Sachesder, and Saskia Sachowitsch. March 31, 2021. “#SecurityHasNoGender: FRONTEX, Border Security, and the Politics of Gender Neutrality” <https://blogs.lse.ac.uk/wps/2021/03/31/securityhasnogender-frontex-border-security-and-the-politics-of-gender-neutrality/>

Fri., April 1 (class 32) – Reconstructing Gender in Response to State Security

- Nadje Al-Ali. 2005. Reconstructing Gender: Iraqi Women Between Dictatorship, War, Sanctions, and Occupation. *Third World Quarterly*. 739-758.

WEEK 12: WPS in Action

Mon., April 4 (class 33) – Securitizing Reproductive Health?

- Sara E. Davies and Sophie Harman. 2020. “Securing Reproductive Health: A matter of International Peace and Security.” *International Studies Quarterly*. 64: 277-284. <https://academic.oup.com/isq/article-abstract/64/2/277/5819129>

****Short Assignment 4 –Critical Assessment of NAP due BEFORE the start of class 4/6**

Wed., April 6 (class 34) – Implementation of WPS National Action Plans

- Joan Johnson-Freese. Women, Peace, and Security: Moving Implementation Forward. *War on the Rocks* (blog). <https://warontherocks.com/2021/07/women-peace-and-security-moving-implementation-forward>
- Toni Hastrup and Jamie J. Hagen. 2020. “Global Racial Hierarchies and the Limits of Localization via National Action Plans” in *New Directions in Women, Peace, and Security*. Eds. Soumita Basu, Paul Kirby, and Laura J. Shepherd. Bristol University Press.

Fri., April 8 (class 35) - Working on Final Project

****Full Script Draft Due Sat 4/9**

WEEK 13:

Mon., April 11 (class 36) – Conflict Resolution: Disarmament, Demobilization, and Reintegration

- Megan MacKenzie. 2009. Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone. *Security Studies*. Pp. 241-261

Wed., April 13 (class 37) – Feminist Solutions for Ending War

- TBD

Fri., April 15 (class 38) – * Watch “Pray the Devil Back to Hell”

****Short Assignment 5 - Movie Response due Sat 4/16**

WEEK 14:

Mon., April 18 (class 39) – State Manipulation of Gender through Social Media

- TBD

Wed., April 20 (class 40) – State Manipulation of Gender through Social Media (day 2)

- TBD

Fri., April 22 (class 41) – SPIA Undergrad Research Colloquium

***Short Assignment 6 – Research Colloquium Response due Sat 4/23*

Week 15 & 16:

Mon., April 25 (class 42) – Finalizing Videos

***All Videos Uploaded to Class Youtube Channel (Final Scripts on ELC) by Tuesday 4/26*

Wed., April 27 (class 43) – Video Presentations

Fri., April 29 (class 44) – Video Presentations

***All Project Reflections on ELC by Friday 4/29*

Mon., May 2 (class 45) – Wrapping Up the Semester

****Final Exam – Take Home**
(Prompt given last day of class)**