

INR 4931 / WST 4930: CONFLICT, GENDER & DATA

UNIVERSITY OF FLORIDA – SPRING 2024

Professor: Lindsey A. Goldberg, Ph.D. (she/her)

<u>CLASS INFORMATION</u>	<u>PROFESSOR INFORMATION</u>
Days: Tuesdays and Thursdays	Email: lindsey.goldberg@ufl.edu
Times: (T) 1:55 – 2:45 PM; (Th) 1:55 – 3:50 PM	Student Drop-In Hours: Mondays 2 – 3:30 PM, Tuesdays 10 – 11:30 AM, or by appointment
Classroom Location: Anderson Hall (AND) #101	Office Location: Anderson Hall (AND) #311

To schedule a meeting with me during Student Drop-In Hours, please use the following link:

<https://calendly.com/lindseyagoldberg/student-drop-in-hours>.

COURSE DESCRIPTION

This course explores how data collection and analysis relate to understandings of gender in global conflict. While the field of international relations (IR) has a long history of misconstruing and minimizing the role of gender in conflict processes and of presuming data science to be a ‘gender-neutral’ endeavor, this course challenges those assumptions and centers gender as an analytic framework and organizing principle that shapes international relations in meaningful, observable ways. In this course, we will examine the foundations and gendered dynamics of armed conflict and political violence across the globe. We will also explore how feminist IR scholars have historically critiqued the quantitative study of armed conflict and political violence, building a stronger understanding of feminist research methodologies. Students will learn about both qualitative and quantitative methods for studying global conflict. However, more attention in this course will be paid to quantitative data and methods of analysis. Students will apply what they learn through the completion of regular homework assignments, participation in class discussions about the assigned readings, and by conducting original research on relevant topics of their choice. Students will be evaluated throughout the semester based on their ability to critically reflect on the concepts, theories, and methodological approaches explored throughout the course, as well as their understanding of introductory data analysis skills. The main objective of this course is to enhance students’ knowledge of how to utilize data in gender-based research on global conflict.

<u>GUIDING QUESTIONS</u>	<u>COURSE GOALS</u>
<ul style="list-style-type: none">• <i>What are feminist approaches to researching conflict and violence?</i>• <i>What are the relationships between gender and armed conflict and political violence?</i>• <i>What are the differences across IR in the collection and use of conflict-related data?</i>• <i>How do IR researchers analyze conflict-related data?</i>	<ul style="list-style-type: none">• To understand and evaluate feminist IR methodologies• To critically examine armed conflict and political violence through gender lenses• To compare and evaluate different sources and applications of conflict-related data• To introduce qualitative and quantitative methods for analyzing conflict-related data

REQUIRED TEXTBOOKS

The books we will use in this course are listed below. Seawright (2016) is available as an eBook through the UF Libraries website (www.uflib.ufl.edu), and Engle Merry (2016) must be purchased separately. Articles will also be assigned throughout the semester. Whenever possible, assigned readings will be available in PDF format on our course Canvas site.

- Engle Merry, Sally. 2016. *The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking*. Chicago, IL: University of Chicago Press.
- Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge, UK: Cambridge University Press.

REQUIRED SOFTWARE

Below is the data analysis software required for this course. Students must purchase and install this software by the third week of the course in order to complete relevant assignments throughout the semester. Students are only required to purchase and install the 6-month license, priced at \$48. Once you purchase the license, Stata will email you the installation instructions. Please contact the professor as soon as possible if you need additional guidance on how set up Stata on your device.

- Stata Student Single-User Basic Edition (BE) 6-month License
- Link for Purchasing Stata: <https://www.stata.com/order/new/edu/profplus/student-pricing/>

COURSE ASSIGNMENTS

Attendance & Participation

Students are expected to arrive on time for class every day. Each student is allowed **a maximum of 2 unexcused absences throughout the semester** without penalty to their Attendance & Participation grade. For an absence to be considered excused, students must discuss their absence with the professor **in advance** and receive confirmation that their absence will be excused. Providing relevant documentation supporting your need to miss class (e.g., a doctor's note) significantly increases the probability that I will excuse your absence; however, documentation is not always necessary. To read more about UF's attendance policies and what circumstances qualify students for an excused absence, visit <https://gradcatalog.ufl.edu/graduate/regulations/>.

In addition to attending class, students are expected to complete the assigned readings and be prepared to participate in class discussions or activities related to those readings. Participation in the course will be evaluated based on the general criteria described below.

- **Poor Participation (Grade of D or F):** *The student rarely offers comments and questions in class and does not demonstrate that they have completed and engaged with the assigned readings.*
- **Adequate Participation (Grade of C):** *The student regularly offers comments and questions in class that demonstrate completion of the assigned readings and surface-level engagement with the material.*
- **Excellent Participation (Grade of A or B):** *The student regularly offers comments and questions in class that demonstrate not only completion of the assigned readings but also deep engagement with and analysis of the material.*

While this class is intended to be a free space for students to share their honest thoughts and questions, I will not tolerate discriminatory, hateful, or antagonistic dialogue. It is okay to disagree with others, and I encourage students to embrace opportunities to exchange perspectives. However, those exchanges must be conducted with respect for different backgrounds, identities, and beliefs and remain relevant to the content of this course.

Failure to communicate respectfully in this class will, at minimum, result in receiving a failing grade for participation.

Reading Response Papers

Students are expected to write two reading response papers throughout the semester. **Reading Response #1 is due on Canvas by 11:59 PM on Friday, February 2nd. Reading Response #2 is due on Canvas by 11:59 PM on Friday, February 16th.**

Reading response papers should be 4-6 pages in length (double-spaced, 12-point font, 1-inch margins). For this assignment, students must select at least 4 readings that have been assigned up to that point in the course schedule. Each student will dedicate no more than one paragraph of the response paper to **summarizing** the assigned readings, and they will use the rest of the paper to **analyze** those readings. Students do not need to follow formal academic writing standards when completing this assignment (NOTE: quotation marks and citations are **always** required when copying direct lines from the assigned readings). First-person pronouns, casual language, and incomplete sentences are all acceptable. Likewise, students are encouraged to share their opinions and personal experiences while drawing connections between course content and the world around them. Reading responses will be evaluated based on how deeply the student engages with the assigned readings through their analysis. Students should avoid focusing too much on summarizing or straying too far off-topic from the assigned readings. Again, discriminatory, hateful, or antagonistic commentary will not be tolerated in any context of this course. A student's failure to present personal thoughts and opinions in a respectful manner will, at minimum, result in receiving zero points for their reading response paper.

Below are some prompting questions you may want to consider as you write your reading responses:

- Do you take issue with any part of the authors' arguments? If so, why?
- Do you find the authors' arguments convincing? If so, why?
- Do you agree with the conclusions the authors reach? Why or why not?
- Do these readings connect (or disconnect) in an interesting way with/from the readings from a previous week of the course?
- Do these readings connect (or disconnect) in an interesting way with/from contemporary world politics?
- Do you have an experience that somehow engages with the readings in an interesting way?
- Do these readings challenge arguments and understandings you have come across in other courses you've taken? If so, how?
- What assumptions are the authors' making in their research/analysis, and how do those assumptions affect their overall arguments?
- Are you satisfied by the approach the authors took for conducting this research/analysis? Why or why not?

Data Exercises

Students will complete three data exercises over the course of the semester. Data Exercise #1 is **due on Canvas by 11:59 PM on Friday, February 23rd**. Data Exercise #2 is **due on Canvas by 11:59 PM on Friday, March 8th**. Data Exercise #3 is **due on Canvas by 11:59 PM on Friday, March 29th**. These exercises are intended to evaluate students' understanding of the quantitative data analysis skills taught in class throughout the weeks leading up to each assignment. Students are expected to use their Stata software to complete these exercises. Although students are allowed to help each other with these exercises, everyone is expected to complete and

submit their own assignment reflecting their own individual effort. The general themes of these exercises are listed below:

- Data Exercise #1: Descriptive Statistics—Getting Familiar with Quantitative Data
- Data Exercise #2: Linear Regression—Univariate and Multivariate Analysis
- Data Exercise #3: Logistic Regression—Analyzing Binary Outcomes

Final Research Paper

NOTE: *Your total grade on the research paper is constituted by your grade on multiple assignments. 75% of your Research Paper grade is determined by your final paper, while the remaining 25% is determined by your completion of the Research Paper Questionnaire and your participation in the Research Paper Workshops noted on the course schedule.*

Students are expected to conduct original research in order to write a final paper for this class that is **due by 11:59pm on Tuesday, April 30th**. There will not be a final exam given for this class; this research paper will be the final assignment of each student's performance in the course. The final research paper must be 10-12 pages in length (double-spaced, 12-point font, 1-inch margins). Students are expected to follow formal academic writing standards, cite their references, and include a bibliography at the end of their essay (NOTE: your bibliography will not apply to the total page count of your research paper). Students may use whatever citation style they prefer, but the formatting should remain consistent throughout the entire paper and bibliography. Students may choose any research topic that is related to gender and global conflict / political violence. They are expected to develop a coherent research question that they then analyze using the theoretical and methodological approaches covered throughout the semester. The purpose of this assignment is to encourage students to reflect on and apply the material covered throughout the semester while developing and supporting an argument related to gender and global conflict / political violence. Your research paper will be evaluated based on the following criteria:

- Is there a coherent research question framing your paper? Does your paper regularly stray away from or lose sight of the research question? Does the reader have a clear sense of how you have answered/addressed the research question by the end of the paper?
- Do you provide a theoretical argument that is grounded in existing research on relevant topics? Does the reader have a clear sense of how you have developed your arguments / where your ideas have come from based on the existing research you discuss?
- Do you describe your data in enough detail that the reader can clearly understand what it is you are specifically analyzing? Do you discuss the strengths and weaknesses of this data in your paper?
- Is your methodology for analyzing your data clear and reasonable? Do you explain not only *how* you analyze the data in your research, but also *why* you chose this approach? Do you discuss the strengths and weaknesses of this methodology in your paper?
- Are your findings connected to the analysis you conduct? Does the reader have a clear sense of how you found these results based on the research presented? Do you discuss the importance of your findings and suggestions for future work based on your research?

Research Paper Questionnaire (5% of Final Research Paper grade)

Students are expected to identify the research question they plan to explore in their final paper by Week 11 of the semester. Students will share this information by answering the questions provided in the Research Paper Questionnaire, which the professor will then use to provide any necessary additional feedback or guidance. This

assignment is **due on Canvas by 11:59pm on Friday, March 22nd**, and it will be graded as pass or fail based on whether the student has provided adequate details in response to all of the questions. Students may change their research plans after completing this assignment but are encouraged to ask for additional feedback to ensure that any new plans still align with the expectations for the final research paper. The purpose of this assignment is to encourage students to begin working on their papers in a timely manner and to receive feedback on their plans of action before proceeding with their research.

Research Paper Workshops (20% of *Final Research Paper* grade)

20% of each student's grade on their final research paper will be determined by their participation in the **Research Paper Workshops scheduled for Week 14 and Week 16 of the semester**. For the first research paper workshop, students are expected to come to class prepared with a thorough description of their research design to discuss with their peers for feedback. This first workshop will be graded as pass or fail, based on whether each student came prepared to discuss the following information related to their final research paper:

- **Data**: What dataset(s) do you plan to use in your research? Which indicators are your primary independent and dependent variables, and how are they measured?
- **Method**: How do you plan to analyze these data? What do you hope to learn about your research topic(s) through this approach?
- **General**: What are some strengths and weaknesses of your research design? What do you think will be your greatest challenge in conducting your analysis?

For the second research paper workshop, students are expected to come to class with a completed rough draft of their papers. They will then be tasked with reading one another's drafts and providing substantive feedback intended to help with the process of revising these papers before the final drafts are due. The professor will provide a form for students to use as a tool for structuring and sharing their feedback on their classmates' papers. Participation in the second research paper workshop will be graded as pass or fail, based on whether students provide adequate levels of feedback to their peers.

Extra Credit Movie Review

In Week 13 of the semester, students will have an opportunity to earn extra credit toward their Data Exercises grade by reviewing one of the following documentaries or movies related to gender/war:

- Pray the Devil Back to Hell (2008) (Documentary)
- To See if I'm Smiling (2007) (Documentary)
- Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb (1964) (Movie)
- G.I. Jane (1997) (Movie)
- Chi-Raq (2015) (Movie)

For this assignment, students must watch one of these films in its entirety and write a 3-5 page (double-spaced, 12-point font, 1-inch margins) paper drawing connections between the film and course themes. Students must reference at least 3 of the assigned readings in their review. Reviews should be less about whether the student enjoyed the movie and more about whether and how the movie contributes to understandings of gender and armed conflict / political violence. Students should avoid simply summarizing the film and instead focus on analysis of the film's main points as they relate to this course. This extra credit assignment is **due on Canvas by 11:59 PM on Friday, April 5th**.

OVERVIEW OF COURSE ASSIGNMENTS		
Assignment	Due Date	Percentage of Overall Grade
Attendance & Participation	Whole Semester	20%
Reading Response Papers (2)	Friday, February 2 nd Friday, February 16 th	25%
Data Exercises (3)	Friday, February 23 rd Friday, March 8 th Friday, March 29 th	25%
Final Research Paper: (1) Research Paper Questionnaire (2) Research Paper Workshop #1 (3) Research Paper Workshop #2 (4) Final Research Paper	(1) Friday, March 22 nd (2) Tuesday, April 9 th (3) Tuesday, April 23 rd (4) Tuesday, April 30 th	30%
Extra Credit Movie Review	Friday, April 5 th	+ 5% to overall Data Exercises grade

GRADING

At the end of the semester, you will receive one of the letter grades listed below based on the total percentage points you earn throughout the course. Students should not contact the professor asking for their final grade in the class to be changed. The scoring criteria utilized throughout the semester is clearly stated in this syllabus, and students are expected to manage their efforts and expectations accordingly. I will round up a student's final grade in the class only if that student meets the following criteria:

- The student's overall grade is less than 1% away from the next letter grade range
- The student had no more than 2 unexcused absences (the allotted maximum) throughout the semester

For more information about UF's grading policies, please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%

B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
E	Less than 60%

PRELIMINARY COURSE SCHEDULE

The assignments and readings on this schedule are subject to change throughout the semester. Students will be given as much advance notice as possible if any changes are made. It is the responsibility of students to keep themselves apprised of any course changes by regularly attending class, checking their emails and Canvas notifications, and communicating with the professor.

*Students are expected to complete all readings listed under “**Assigned Readings**” by the date noted on the schedule below. Students will be evaluated on their comprehension and engagement with these texts via in-class participation and writing assignments. Texts listed under “**Suggested Readings**” are not mandatory in the sense that students will be evaluated on whether or not they read the material. However, these texts are intended to guide students through the methodological training they will receive throughout the semester and thus should not be neglected.*

Content Warning: Some of the material covered in this course might be triggering. Topics we will discuss include (but are not limited to) sexual violence, death, prejudice, and other forms of emotional and physical injury. I have curated the content of this course to teach IR students to the best of my abilities. As such, I believe that everything we will cover holds notable educational value. However, I encourage students to do what is necessary to protect their own emotional and mental health. You may step out of the classroom at any point throughout the semester if you do not wish to be present for certain discussions. Please keep in mind that whether you are physically present in class or not, you are still responsible for learning the course material. If you have specific questions or concerns regarding this content warning, please contact me as soon as possible

WEEK 1: Introduction to the Course	
Tuesday, January 9	Thursday, January 11
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Course Syllabus 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Sjoberg, Laura. 2015. “Seeing Sex, Gender, and Sexuality in International Security.” <i>International Journal</i> 70(3): 434-453. • True, Jacqui. 2015. “Winning the Battle but Losing the War on Violence: A Feminist Perspective on the Declining Global Violence Thesis.” <i>International Feminist Journal of Politics</i> 17(4): 554-572.

WEEK 2: Theories of Interstate Wars	
Tuesday, January 16	Thursday, January 18
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Kaufman, Joyce P. 2022. “Chapter 2: Theoretical Overview,” in <i>Introduction to International Relations: Theory and Practice</i> (Third Edition). Lanham, MD: Rowman and Littlefield. 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Levy, Jack S. 1998. “The Causes of War and the Conditions of Peace.” <i>Annual Review of Political Science</i> 1: 139-165.

WEEK 3: Theories of Civil Wars	
Tuesday, January 23	Thursday, January 25
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Wallensteen, Peter. 2014. “Theoretical Developments in Understanding the Origins of Civil War,” in <i>Routledge Handbook of Civil Wars</i>. London, UK: Routledge. • Jesse, Neal G. 2014. “Ethnicity and Identity Conflict,” in <i>Routledge Handbook of Civil Wars</i>. London, UK: Routledge. • Langer, Arnim and Frances Stewart. 2014. “Horizontal Inequalities and Violent Conflict: Conceptual and Empirical Linkages,” in <i>Routledge Handbook of Civil Wars</i>. London, UK: Routledge. 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Lujala, Päivi. 2014. “Valuable Natural Resources,” in <i>Routledge Handbook of Civil Wars</i>. London, UK: Routledge. • Fox, Jonathan. 2014. “Religion and Intrastate Conflict,” in <i>Routledge Handbook of Civil Wars</i>. London, UK: Routledge.

WEEK 4: Feminist Theories of War and Violence	
Tuesday, January 30	Thursday, February 1
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Tickner, J. Ann. 1997. “You Just Don’t Understand: Troubled Engagements Between Feminists and IR Theorists.” <i>International Studies Quarterly</i> 41: 611-632. • Welland, Julia. 2018. “Gender and War,” in <i>Routledge Handbook of Gender and Security</i>. London, UK: Routledge. 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • True, Jacqui and Maria Tanyag. 2018. “Violence Against Women/Violence in the World,” in <i>Routledge Handbook of Gender and Security</i>. London, UK: Routledge. • Gentry, Caron E. 2018. “Gender and Terrorism,” in <i>Routledge Handbook of Gender and Security</i>. London, UK: Routledge.
<p><u>Homework:</u></p> <p>READING RESPONSE #1 (see assignment description for details)</p> <p><i>Due on Canvas by 11:59 PM on Friday, February 2nd</i></p>	

WEEK 5: Women in War and Violence	
Tuesday, February 6	Thursday, February 8
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Gentry, Caron E and Laura J. Sjoberg. 2015. <i>Beyond Mothers, Monsters, Whores: Thinking About Women's Violence in Global Politics</i> London, UK: Zed Books. Chapter 1 (pp.1-26). • Sjoberg, Laura J. 2010. "Women Fighters and the 'Beautiful Soul' Narrative." <i>International Review of the Red Cross</i> 92(877): 53-68. 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Henshaw, Alexis. 2016. <i>Why Women Rebel: Understanding Women's Participation in Armed Rebel Groups</i>. London, UK: Routledge. Chapter 1 (pp. 1-12). • Henshaw, Alexis. 2016. <i>Why Women Rebel: Understanding Women's Participation in Armed Rebel Groups</i>. London, UK: Routledge. Chapter 5 (pp. 77-97).

WEEK 6: Men and Militarized Masculinities	
Tuesday, February 13	Thursday, February 15
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Higate, Paul. 2018. "Men, Masculinity, and Global Insecurity," in <i>Routledge Handbook of Gender and Security</i>. London, UK: Routledge. • Duriesmith, David. 2014. "Is Manhood a Causal Factor in the Shifting Nature of War? The Case of Sierra Leone's Revolutionary United Front." <i>International Feminist Journal of Politics</i> 16(2): 236-254. 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Wegner, Nicole. 2021. "Helpful Heroes and the Political Utility of Militarized Masculinities." <i>International Feminist Journal of Politics</i> 23(1): 5-26. • Dietrich Ortega, Luisa Maria. 2012. "Looking Beyond Violent Militarized Masculinities: Guerrilla Gender Regimes in Latin America." <i>International Feminist Journal of Politics</i> 14(4): 489-507.
<p><u>Homework:</u></p> <p>READING RESPONSE #2 (see assignment description for details)</p> <p><i>Due on Canvas by 11:59 PM on Friday, February 16th</i></p>	

WEEK 7: Evaluating Research Design	
Tuesday, February 20	Thursday, February 22
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> Engle Merry, Sally. 2016. <i>The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking</i>. Chicago, IL: University of Chicago Press. Chapter 1 (pp.1-26). 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> Engle Merry, Sally. 2016. <i>The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking</i>. Chicago, IL: University of Chicago Press. Chapter 3 (pp. 44-74).
<p><u>Suggested Reading:</u></p> <p>Seawright, Jason. 2016. <i>Multi-Method Social Science: Combining Qualitative and Quantitative Tools</i>. Cambridge, UK: Cambridge University Press. Chapter 2 (pp. 19-44).</p>	
<p><u>Homework:</u></p> <p>DATA EXERCISE #1 (see assignment description for details)</p> <p><i>Due on Canvas by 11:59 PM on Friday, February 23rd</i></p>	

WEEK 8: The Quantitative vs. Qualitative Debate	
Tuesday, February 27	Thursday, February 29
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> Engle Merry, Sally. 2016. <i>The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking</i>. Chicago, IL: University of Chicago Press. Chapter 4 (pp.75-111). 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> Caprioli, Mary. 2004. "Feminist IR Theory and Quantitative Methodology: A Critical Analysis." <i>International Studies Review</i> 6: 253-269. Parisi, Laura. 2009. "The Numbers Do(n't) Always Add Up: Dilemmas in Using Quantitative Research Methods in Feminist IR Scholarship." <i>Politics & Gender</i> 5(3): 410-418. Apodaca, Clair. 2009. "Overcoming Obstacles in Quantitative Feminist Research." <i>Politics & Gender</i> 5(3): 419-425.
<p><u>Suggested Reading:</u></p> <p>Seawright, Jason. 2016. <i>Multi-Method Social Science: Combining Qualitative and Quantitative Tools</i>. Cambridge, UK: Cambridge University Press. Chapter 3 (pp. 45-74).</p>	

WEEK 9: Conflict-Related Sexual Violence	
Tuesday, March 5	Thursday, March 7
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Nordås, Ragnhild and Dara Kay Cohen. 2021. “Conflict-Related Sexual Violence.” <i>American Review of Political Science</i> 24: 193-211. • Boesten, Jelke. 2017. “Of Exceptions and Continuities: Theory and Methodology in Research on Conflict-Related Sexual Violence.” <i>International Feminist Journal of Politics</i> 19(4): 506-519. 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Koos, Carlo. 2018. “Decay or Resilience? The Long-Term Social Consequences of Conflict-Related Sexual Violence in Sierra Leone.” <i>World Politics</i> 70(2): 194-238.
<p><u>Suggested Reading:</u></p> <p>Seawright, Jason. 2016. <i>Multi-Method Social Science: Combining Qualitative and Quantitative Tools</i>. Cambridge, UK: Cambridge University Press. Chapter 4 (pp. 75-106).</p>	
<p><u>Homework:</u></p> <p>DATA EXERCISE #2 (see assignment description for details)</p> <p><i>Due on Canvas by 11:59 PM on Friday, March 8th</i></p>	

WEEK 10: Spring Break
<p>NO CLASS</p> <p><i>No assigned readings. Enjoy your break! :-)</i></p>

WEEK 11: Gender in Conflict Negotiations and Settlements	
Tuesday, March 19	Thursday, March 21
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Ellerby, Kara. 2018. “Peace Processes and Women’s Inclusion,” in <i>Routledge Handbook of Gender and Security</i>. London, UK: Routledge. • True, Jacqui and Yolanda Riveros-Morales. 2019. “Towards Inclusive Peace: Analysing Gender-Sensitive Peace Agreements 2000-2016.” <i>International Political Science Review</i> 40(1): 23-40. 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Henshaw, Alexis. 2020. “Female Combatants in Postconflict Processes: Understanding the Roots of Exclusion.” <i>Journal of Global Security Studies</i> 5(1): 63-79. • Thomas, Jakana L. 2023. “Sisters Are Doing It for Themselves: How Female Combatants Help Generate Gender-Inclusive Peace Agreements in Civil Wars.” <i>American Political Science Review</i> 1-17.
<p><u>Homework:</u></p> <p>RESEARCH PAPER QUESTIONNAIRE (see assignment description for details)</p> <p><i>Due on Canvas by 11:59 PM on Friday, March 22nd</i></p>	

WEEK 12: Gender and Peacekeeping Operations

Tuesday, March 26

Thursday, March 28

Assigned Readings:

- Karim, Sabrina. 2018. "Gender and Peacekeeping," in *Routledge Handbook of Gender and Security*. London, UK: Routledge.
- Jennings, Kathleen M. 2019. "Conditional Protection? Sex, Gender, and Discourse in UN Peacekeeping." *International Studies Quarterly* 63: 30-42.

Assigned Readings:

- Karim, Sabrina. 2017. "Reevaluating Peacekeeping Effectiveness: Does Gender Neutrality Inhibit Progress?" *International Interactions* 43(5): 822-847.

Homework:

DATA EXERCISE #3 (see assignment description for details)

Due on Canvas by 11:59 PM on Friday, March 29th

WEEK 13: Gender and War in Pop Culture

NO CLASS & NO TUESDAY STUDENT DROP-IN HOURS (Dr. Goldberg is out of town at a conference)

Assigned Reading:

- Åhall, Linda. 2018. "Gender, Popular Culture, and (In)Security," in *Routledge Handbook of Gender and Security*. London, UK: Routledge.

Homework:

EXTRA CREDIT MOVIE REVIEW (see assignment description for details)

Due on Canvas by 11:59 PM on Friday, April 5th

WEEK 14: Research Paper Workshop I

Tuesday, April 9

Thursday, April 11

Assigned Readings:

No assigned readings.

Assigned Readings:

No assigned readings.

Homework:

Come to class on Tuesday and Thursday prepared to discuss your research design with your peers (see RESEARCH PAPER WORKSHOPS assignment description for details).

WEEK 15: Paths Forward for Gender and Conflict Research

Tuesday, April 16	Thursday, April 18
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none">• Krystalli, Roxani. 2022. “Feminist Methodology,” in <i>Gender Matters in Global Politics</i> (Third Edition). London, UK: Routledge.• Foster, Emma. 2022. “Ecology/Environment,” in <i>Gender Matters in Global Politics</i> (Third Edition). London, UK: Routledge.	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none">• Masters, Cristina. 2018. “Gender, Violence, and Technology,” in <i>Routledge Handbook of Gender and Security</i>. London, UK: Routledge.• Proctor, Keith and Dyan Mazurana. 2018. “The Role of Gender in Mobilizing and Countering Fundamentalist Violent Extremist Organizations,” in <i>Routledge Handbook of Gender and Security</i>. London, UK: Routledge.

WEEK 16: Research Paper Workshop II

Tuesday, April 23	Thursday, April 25
<p><u>Assigned Readings:</u></p> <p><i>No assigned readings.</i></p>	<p>NO CLASS (University Reading Day)</p>
<p><u>Homework:</u></p> <p>Come to class on Tuesday prepared to discuss your rough draft with your peers (see RESEARCH PAPER WORKSHOPS assignment description for details).</p>	

WEEK 17: Finals Week

<p>FINAL RESEARCH PAPER (see assignment description for details)</p> <p><i>Due on Canvas by 11:59 PM on Tuesday, April 30th</i></p> <p><i>Thank you for your hard work this semester. Enjoy your break! :-)</i></p>
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COURSE POLICIES

Academic Honesty

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, are held to the Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” It is your responsibility to avoid plagiarism, cheating, and dishonesty. Follow the link below to review UF’s policy on academic integrity:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

In this course, papers and other assignments should be your own work. Any material drawn from other sources must be properly cited. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a

violation. Questions related to course assignments and the academic honesty policy should be directed to the professor.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Visit <https://disability.ufl.edu/get-started/> to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their professor and discuss their access needs as early as possible in the semester.

Communicating with the Professor

The best way to communicate with me is via email (lindsey.goldberg@ufl.edu). If you send me an email, please allow 48 hours for me to respond before following up with me about your original message. I will often respond faster than 48 hours later. However, because I avoid checking my work emails in the evenings and on weekends, if you email me during those times, I may not see your message and respond to you right away. That being said, if you send me an email and do not get a response within a few days, please **do** follow up with me, as it's possible that I have not received or read your message.

Given my 48-hour communication policy, it is your responsibility to practice good time management and begin your assignments in a timeframe that allows you to reach out to me with any questions you may encounter along the way. For example, if an assignment is due by 11:59pm on Friday, you wait to begin the assignment until 5pm on Friday, and you email me a question about it that same evening, I cannot guarantee that I will read your email and answer your question before the assignment is due. Nonetheless, you would be held accountable to the original assignment due date/time.

To schedule a meeting with me during Student Drop-In Hours (see first page of syllabus for days/times), please use the following link: <https://calendly.com/lindseyagoldberg/student-drop-in-hours>.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Late Work & Due Date Extensions

The late submission of an assignment will result in a deduction of ten percentage points per day it is late, unless alternative arrangements have been made with the professor **prior to the assignment due date**. Due date extensions will be determined on a case-by-case basis and require the student to initiate communication with the professor about the need for an extension with as much advance notice as possible.

Recording

I will not be recording our class sessions. Regular attendance is expected; when you are absent, you are encouraged to reach out to a classmate to get their supplementary notes from the day of class you missed. For

guidance on in-class recording, please visit <http://aa.ufl.edu/policies/in-class-recording/>. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University of Florida, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives will be well-served by this course, that students’ learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, a strength, and a benefit for all. It is my intent to present materials and activities that are respectful of diverse genders, sexual orientations, dis/abilities, ages, socioeconomic statuses, ethnicities, races, cultures, perspectives, and other background characteristics. Your suggestions about how to improve the value of diversity in this class are encouraged and appreciated. Additionally, if I have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

CAMPUS RESOURCES

Health, Wellness, and Safety

- [*Aid-a-Gator*](#): Visit for information about how to receive funding for unanticipated travel, additional technology requirements, or other needs related to an emergency situation.
- [*Center for Inclusion & Multicultural Engagement*](#): This organization advocates for an inclusive campus for all students across identities and offers a wide range of services, educational opportunities, learning, support, outreach, and activities to students.
- [*Counseling and Wellness Center*](#): If you are feeling depressed or otherwise concerned about your mental health, please reach out to UF’s Counseling and Wellness Center (CWC). Visit for information on crisis services as well as non-crisis services. You can also call (352) 392-1575 for more information.
- [*GatorWell Health Promotion Services*](#): Visit for prevention services focused on optimal wellbeing,

including Wellness Coaching for Academic Success. You can also call (352) 273-4450.

- [Hitchcock Field & Fork Pantry](#): This organization provides free non-perishable food items, toiletries, and fresh produce for UF students (and others) in need. There is also an online order form.
- [Student Health Care Center](#): Visit for 24/7 information to help you find the care you need. You can also call (352) 392-1161.
- [UF Health Shands Emergency Room / Trauma Center](#): Visit for more information about various medical resources. For immediate medical care, call (352) 733-0111, or go to the emergency room located at 1515 SW Archer Road, Gainesville, FL 32608.
- [U Matter, We Care](#): Visit for information about making healthcare appointments, reporting incidents of bias, substance abuse recovery and support, sexual violence response, mental health and academic support, support for students experiencing homelessness, and more. Please call (352) 392-1575 or email umatter@ufl.edu to report a concern, and a team member will reach out to the student in distress.
- [University Police Department](#): Visit for information on victim services and how to submit tips to the police. Call (352) 392-1111, or call 9-1-1 for emergencies.

Academic Support

- [Career Connection Center](#): Visit for career assistance and counseling services. Located in Reitz Union (Suite 1300), or call (352) 392-1601.
- [CLAS Academic Resources](#): Visit for more information about general studying skills and tutoring. Located in Broward Hall, or call (352) 392-2010. To make an appointment, call (352) 392-6420.
- [E-learning Technical Support](#): Visit for computing assistance. You can also contact the Help Desk by calling (352) 392-4357 or emailing helpdesk@ufl.edu.
- [Library Support](#): Visit for more information about various ways to receive assistance with respect to using the libraries or finding academic resources.
- [Student Complaints, On-Campus](#): Visit for updated information and procedures for on-campus students.
- [Student Complaints, Online](#): Visit for updated information and procedures for online students.
- [Writing Studio](#): Visit for help with brainstorming, formatting, and writing papers. Located at 2215 Turlington Hall, or call (352) 846-1138.

ACKNOWLEDGEMENT OF INDIGENOUS LAND & SOVEREIGNTY

The University of Florida is located on the homelands of the Muscogee (Este Mvskokvlke), Timucua, Seminole (simanó-li) peoples, and many more Nations who traded and migrated through these lands and waters that we now call Gainesville. The main campus sits on the original lands of the Potano people, a Timucua-speaking society that was victimized by colonial disease and violence. Their legacy includes advocating for the natural world, farming practices that heal the earth, and connecting to indigenous plants and wildlife through deep respect and conservation. Native peoples are not a relic of the past but continue to thrive in the state of Florida and elsewhere. As an academic institution, it is our responsibility to acknowledge the sovereignty and the traditional territories of these tribal nations, the violence that was used to remove them, and the histories of dispossession that have allowed for the growth of this institution since 1853. Consistent with the university's commitment to diversity, equity and inclusion, understanding the historical and current experiences of Native Nations will help inform the work that we do and foster a more just educational environment.