



## **PCS/ITS 401 GENDER IN WAR AND PEACE (2 Units)**

### **COURSE SYLLABUS**

**FIRST SEMESTER 2017/2018 SESSION**

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## Course Description

Gender issues and convention in wars; the relevance of gender to nationalism, conflict and war, association of hostility, aggression, and bloodshed with masculinity--and conciliation and peace-seeking with female attributes; images of motherhood; the course examines works in several disciplines and media and evaluates generalizations that link gender, nationalism, and war.

## Course Objective

This is the only course on gender in our current curriculum from 100 to 400 Level! Hence, this course will introduce students to gender studies and its interconnectedness with peace and conflict studies. It will intimate students with the gender discourse, from the fundamental to the emergent issues in gender studies. Students will gain gender perspectives/sensitivity skills on issues ranging from conflict, war, peace, nationalism and governance.

## Student Learning Outcomes

At the end of the course students should be able to:

1. differentiate between the concepts of sex and gender and trace the history of the word gender in modern vocabulary;
2. understand and be able to explain basic concepts (such as patriarchy, feminism, gender equity, gender equality, gender mainstreaming) in gender discourse;
3. appreciate the different ways conflict situations impact on each gender;
4. appreciate the various roles that men and women play in peacebuilding; and
5. be conversant with various documents, policies, frameworks, guidelines, and organisations (UN's, ECOSOC, CEDAW, UN Res 1325, etc.) on gender mainstreaming.

## Course Outline

- a) **Introductory class** Week 1  
This class will introduce students to the course syllabus and methods of instruction. It will give an overview of the gender discourse.
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- Part One**
  2. **Gaining Gender Perspectives: Concepts and Definitions** Week 2  
Concepts such as patriarchy, feminism, masculinity, gender mainstreaming, gender equity, gender equality, women empowerment, and gender sensitivity/perspective will be treated.
  3. **Gender Mainstreaming** Weeks 3&4  
The topic treats gender mainstreaming as a strategy for promoting gender equality. It covers the emergence of gender mainstreaming in global discourse by examining relevant landmarks documents, reports and frameworks for gender mainstreaming from the UN and other organisations. These include the Declaration on the Elimination of Discrimination Against Women (1967); the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); Beijing Platform for Action from the Fourth United Nations World Conference on Women in Beijing in 1995; Economic and Social Council adopted a resolution (ECOSOC resolution 2001/41) on gender mainstreaming (July 2001);

### Part Two

4. Gender, Conflict and Peace Week 5&6  
Covers how gender and conflict intersect in conflict onset, dynamics, and resolution; the impact of conflict on gender; and explores four myths related to gender & war:
- a) Men are combatants and women are victims.
  - b) Women and children constitute 80% of refugees and IDPs —a skewed demographic composition.
  - c) Rape and sexual violence are inevitable, are committed by all fighting groups, and women are always the victims.
  - d) War does not change gender relations and roles.

### Part Three

5. Women, Peace and Security Weeks 7-9

### Part Four

6. Women in Politics Week 10-12

### Typical Class Agenda

1.	Review of last class (discussion, questions and answers, quiz, etc.)	10 minutes
2.	Overview of today's class	5 minutes
3.	Teaching	70 minutes
4.	Discussion (Q&A)	35 minutes
	<b>Total</b>	<b>120 minutes</b>

### Required Readings:

1. Dina Rodriguez and Edith Natukunda-Togboa (eds.) 2005. Gender and Peacebuilding in Africa. University for Peace.
2. Consolata Kabonesa (2005) *Gender mainstreaming and implications for peace* in Dina Rodriguez and Edith Natukunda-Togboa (eds.) 2005. Gender and Peacebuilding in Africa. University for Peace
3. Mary E. King (2005) *What Difference does it make? Gender as a Tool in Building Peace United States of America* in Dina Rodriguez and Edith Natukunda-Togboa (eds.) 2005. Gender and Peacebuilding in Africa. University for Peace
4. Desmond Olounphe and George-Williams (2005) *Changing Gender Roles in Conflict and Post-Conflict Situations in Africa Sierra Leone* in Dina Rodriguez and Edith Natukunda-Togboa (eds.) 2005. Gender and Peacebuilding in Africa. University for Peace
5. Catherine Onkalit (2005) *The Frightful Actuality: Girls Tools of War in Africa Uganda* in in Dina Rodriguez and Edith Natukunda-Togboa (eds.) 2005. Gender and Peacebuilding in Africa. University for Peace

6. Emebet Mulugeta Tefera (2005) *The Invincible Invisibles: Ethiopian Women in Conflict Ethiopia and Peace Making* in in Dina Rodriguez and Edith Natukunda-Togboa (eds.) 2005. Gender and Peacebuilding in Africa. University for Peace
7. UNIFEM (no date). Women, Peace and Security CEDAW and Security Council Resolution 1325: A Quick Guide [www.unifem.org](http://www.unifem.org)
8. United Nations (2002). Women, Peace and Security. Study submitted by the Secretary-General pursuant to Security Council resolution 1325 (2000)
9. United Nations (2002) Report of the Secretary-General on women, peace and security
10. United Nations (2003) Report of the Second Session of the Inter-Agency Network on Women and Gender Equality New York, 24 to 27 February 2003
11. Working Group on Women, Peace and Security (no date) *Security Council resolution 1325: Basic Overview*

### Useful websites

1. <http://www.un.org/womenwatch/osagi/gendermainstreaming.htm>
2. <http://www.unwomen.org/en/digital-library/publications/2006/1/cedaw-and-security-council-resolution-1325-a-quick-guide>
3. <http://www.peacewomen.org/>
4. [http://www.usip.org/gender\\_peacebuilding/about\\_UNSCR\\_1325](http://www.usip.org/gender_peacebuilding/about_UNSCR_1325)

### Course Assessment Structure

Students' assessment in this course include continuous assessment—class attendance, test, and term paper—and examination. Students should get familiar with the marks allocated to each required academic activity for this course as shown below.

### Grading

<b>Activity</b>		<b>Marks</b>
A.	A. Continuous Assessment	40%
	a. Class Attendance	10%
	i. Punctuality	75% (minimum) 3%
	ii. Regularity	75% (minimum) 3%
	iii. Participation (question, answering, debate,)	4%
	b. Test (Written and/or Oral)	15%
	c. Term Paper <sup>1</sup>	15%
B.	Examination:	60%
<b>Total</b>		<b>100%</b>

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<sup>1</sup> You must show originality of thoughts in your term paper. Under no circumstance must you 'copy and paste' from the internet. That's plagiarism and it's a serious offence

## Continuous Assessment

Continuous Assessment (CA) makes up 40% of the total marks for this course. It comprises class attendance, a written test, term paper and oral presentation and it is spread out throughout the semester.

## Class Attendance

Students are expected to attend classes regularly, punctually and to participate in class discussions and activities. I mark attendance in each class and note students' punctuality and participation. The university requires 75% class attendance for students to sit for the examination of the affected course. I will not take any excuse for absenting yourself in class unless you have genuine reason to do so AND you contact me before the class. Consulting the reading materials ahead will make it easier to participate in class. Refer to the list of required and recommended readings in this Course Syllabus. The list may be updated as the course proceeds.

## Test

Test will normally be conducted mid-semester and/or towards the end of the semester. It will cover all topics treated as at the time of the test. So you already know the AOC—area of concentration. As it is against the ethics of the teaching profession to give IMPROMPTU test, all students will be duly notified of the date and format of the test. I will normally NOT conduct make-up test except in EXCEPTIONAL cases—health<sup>2</sup> or circumstances which I adjudge to be outside the control of the affected student. I will treat each case on its merits.

## Term Paper

Term papers offer students opportunity to present their original thoughts, critical thinking and creativity. I therefore take it as a VERY SERIOUS form of assessment. I'm aware that a few students are in the habit of 'copying and pasting' from internet and other sources and presenting them as their original ideas. This is called **PLAGIARISM** and it's a very grievous offence in the university system. Academic staff and students have been severely punished for plagiarizing. This unpopular act of STEALING is almost becoming the order of the day among Nigerian undergraduates. To check plagiarism, I have installed on my personal computer special computer software (plagiarism checker) to help me check students' papers for plagiarism. And believe me they are effective. I will STRONGLY encourage you, therefore, not to plagiarize. This will save both of us some embarrassment, time and effort. To be on the safe side and save all of us some embarrassing moments, I do STRONGLY encourage you to use online plagiarism checker to check your paper before submitting them. Free plagiarism checking is provided online. Google plagiarism checker and Google will give you several to choose from. Here is one of such websites offering this service:

1. [www.grammarly.com/Plagiarism\\_Check](http://www.grammarly.com/Plagiarism_Check). (This checks your grammar as well!)

Reference ALL materials you use for your term paper appropriately, using the **APA referencing style**<sup>3</sup> (5<sup>th</sup> or 6<sup>th</sup> edition). There is an automated way you can do this using Microsoft Word processor<sup>4</sup>. I have developed a format for the layout of the term paper. You MUST use this template for your term paper.

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<sup>2</sup> There must be hard evidence in form of doctor's report showing that students is actually unfit or receiving medical treatment during the period of the test.

<sup>3</sup> I will also provide electronic copy of APA referencing style on our online forum.

<sup>4</sup> I'll take few minutes during one of the classes to teach those of you who might not know this facility.

**PLEASE NOTE: Term Paper Question:** Write a 2,500-3,000 words on aspects of the course that the course tutor will discuss with the class later.

### Examination

Examination in this course carries 60% of the marks. It will normally be a three-hour paper in which candidates will be asked to answer between four of six questions provided. I encourage you to spend ENOUGH time on your answers. Examiners or invigilators don't eat EXAM TIME. There is NO SENSE in showing off or bragging that you finished the paper before the allotted time. Nobody awards marks or prizes to those who finish their papers earliest. Rather, marks and sometimes, prizes are awarded to students who demonstrate critical thinking, originality of thought and supply sufficient information in answering exam questions. Note that generally exam questions are properly 'weighed' before time is allotted to the paper. There are technical ways of doing this. So, generally speaking, if you think you have finished a three-hour paper in one-and-a-half hours, chances are you have not supplied sufficient information in your answers.

### Punishment for non-compliance

1. Plagiarism: Losing the 15marks for the term paper and reporting the student to the appropriate quarters in the university.
2. Bad referencing: Deduction of marks (at my discretion) and returning the paper to the student to re-do the referencing part.
3. Not using the term paper template: Deduction of marks (at my discretion) and return of the paper to student to make rework the paper using the template.
4. Absenteeism, non-punctuality and irregularity in class: loss of appropriate marks. Possibility of not being allowed to write the exam.

### Students' Responsibility

For a most rewarding teaching and learning experience students are required to:

1. Read the assigned readings before each class;
2. Attend classes punctually, participate in class discussions and other course activities;
3. Write the written test;
4. Turn in your term paper in the **required format** and on or before the due date;
5. Complete other course assignments on a timely basis;
6. Sit for the final exam.

### Other Important Information

**Student-Teacher Relationship:** I do look forward to fruitful relationship with students of this course. So, feel free to discuss with me as often as you deem necessary on issues relating to the course and others about your academic life. I am available to provide students with support services in form of learning assistances, advising and mentoring in line with the vision of ABUAD in producing world-class graduates. You may book appointment with me during my visiting hours (to be communicated in class) or correspond with me via email, phone, or through an course online platform that I will provide in class. Ordinarily, I will respond to your e-mail and phone messages. If I do not respond to them in a reasonable amount of time, then you should assume that I did not receive your message and try to re-send them or use other means.

Students are responsible for all relevant announcements and information provided during classes and online media (there is a WhatsApp group for the course. Endeavor to join). If you must miss a lecture for whatever reason, let me know ahead of the class and be sure to get a copy of the notes and information updates from your classmate(s).

I will do all that I can to help you learn the material and succeed in this course. However, you are responsible for learning the material. I have assigned the books for a reason — they will help you to better understand the course. I expect you to read them! I have **NO** sympathy for students who do not put in required effort.

You will succeed in this course if you complete the readings and assignments by the due dates, attend class regularly, and ASK QUESTIONS when you don't understand. I encourage you to make frequent use of my office hours and other media for contact.

**Student with Physical Challenges:** In order to give all students level playing ground, students with physical challenges in hearing, sight, etc. should see me to discuss appropriate provisions for their peculiar situations.

**Academic Honesty and Integrity:** Academic dishonesty is a completely unacceptable mode of conduct and is not tolerated in a university environment. It is punishable offence in ABUAD regulations and procedures. Discipline may include suspension or expulsion from the University. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, lying for another person, signing the attendance sheet for someone absent, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

It will be unfair to everyone if I make exceptions to the policies described in this syllabus. **I WILL THEREFORE NOT MAKE EXCEPTIONS.**

Looking forward to a rewarding teaching and learning experience with you. Thanks.