

GENDER AND HUMAN SECURITY IN TRANSITIONAL STATES AND SOCIETIES

Professors: Dyan Mazurana, PhD, Associate Research Professor, Fletcher School, Research Director, Feinstein International Center, Tufts University

Elizabeth Stites, PhD, Assistant Research Professor, Fletcher School, Research Director, Feinstein International Center, Tufts University

Course Offering: Spring Semester 2014

Field Designation: Human Security

Course Meeting Times & Location: Fridays 12:30- 2:30, Mugar 200

Credit: 1 credit

Office Hours: Please note that Stites only has office hours in the weeks she is teaching the class (see syllabus below).

Mazurana: Friday 10:00-12:00 pm and Wednesdays by appointment. Due to the large numbers of students that take this course, appointments are generally for 15 min at a time. For appointments with Mazurana, please contact Anita Robbins at anita.robbins@tufts.edu. Mazurana's office is located at Feinstein International Center, 114 Curtis Street (right across from Fletcher on Curtis Street, 1 min walk). Check in with the receptionist upon arrival.

Stites: Friday 10:00-12:00 PM on weeks she is teaching, with additional slots possible via Skype by appointment. For appointments please email Liz directly at elizabeth.stites@tufts.edu. Stites' office is located at Feinstein International Center, 114 Curtis Street (right across from Fletcher on Curtis Street, 1 min walk). Check in with the receptionist upon arrival.

Teaching Assistant: Roxanne Krystalli (rkrySTALLI@gmail.com)

Assignments for Course: 5% in-class writing assignments, 20% policy memos, 25% conference presentation and all related materials, 50% final group paper.

Course Description

This course uses gender as a key analytical tool to examine states and societies transitioning from armed conflict or other large-scale social and political upheaval. It explores key gender dimensions of such transitions and their implications for states, societies and citizens, including

those that have moved toward more democratic forms of governance and those that transitioned (or appear to be transitioning) into more authoritarian or fundamentalist regimes.

The course will balance a population-focused approach (examining the evolving roles, expectations, norms and positions for both men and women, and to a lesser extent boys and girls) with an analysis of the security, justice/legal, health, humanitarian and development sectors. Using both a thematic approach and case studies, we will conduct gender analyses of peace accords, negotiations, disarmament, demobilization and reintegration (DDR) of combatants, and violence and continuing upheaval in 'post-conflict' societies. We will focus on key gender dimensions of parliamentary oversight of security sector reform, defense, police, and penal reform, accountability for serious crimes, and a range of factors within remedy and reparation. We will investigate post-conflict humanitarian and development responses, including the actions of civil society and local human rights defenders to engage in the topic areas considered throughout the course. Throughout, we will examine how social and political space for gendered freedom of expression, access to power, representation and influence evolves as part of these transitions.

Course Readings

Readings should be done in the order listed as they build off of and inform one another

Class 1. Gender, Human Security and States and Societies in Transition: Introduction (Mazurana and Stites) – January 17TH

This class presents some of the key theoretical and conceptual frameworks that we will draw on to help guide our analyses and discussions for the entire course.

Carol Cohn, 'Women and Wars: Towards a Conceptual Framework,' Women & Wars, (ed) Carol Cohn, Polity Press 2012: pp.1-35.

Susie Jacobs, "Globalisation, States and Women's Agency: Possibilities and Pitfalls," States of Conflict: Gender, Violence and Resistance, (ed.) Susie Jacobs, Ruth Jacobson and Jennifer Marchbank, Zed Press (2000): pp. 215-236.

Cynthia Enloe, "Feminism, Nationalism and Militarism after the Cold War," in The Morning After: Sexual Politics at the End of the Cold War, University of California Press (1995): pp. 228-250.

Frances Cleaver, "Men and Masculinities: New Directions in Gender and Development," Masculinities Matter! Men, Gender and Development, (ed.) Frances Cleaver, Zed Press (2002): pp. 1-27.

Margaret Urban Walker, "Gender and Violence in Focus," The Gender of Reparations: Unsettling Sexual Hierarchies while Redressing Human Rights Violations, (ed.) Ruth Rubio, Cambridge University Press (2009).

Angela Raven-Roberts, "Women and the Political Economy of War," Women & Wars, (ed.) Carol Cohn, Polity Press (2013): pp. 36-53.

Ruth Jacobsen, "Women after Wars," Women & Wars, (ed) Carol Cohn, Polity Press (2012): pp. 215-241.

Recommended Readings (Not Required)

Wenona Giles and Jennifer Hyndman, "Gender and Conflict in a Global Context," Sites of Violence: Gender and Conflict Zones, (ed.) Wenona Giles and Jennifer Hyndman, University of California Press (2004): pp. 3-23.

Class 2. Gender, Non-violent Resistance, Peace Processes and DDR (Mazurana) – Jan. 24th

This class looks at the key gendered dimensions of political activism by civil society groups to counter war and militarism. It then applies a gender analysis to non-violent civil resistance, formal peace processes and disarmament, demobilization and reintegration (DDR).

Carol Cohn and Ruth Jacobsen, "Women and Political Activism in the Face of War and Militarization," Women & Wars, (ed) Carol Cohn, Polity Press 2012: pp. 102-123.

Malathi de Alwis, Julie Mertus, and Tazreena Sajjad, "Women and Peace Processes," Women & Wars, (ed) Carol Cohn, Polity Press 2012: pp. 169-193.

Maria J. Stephan and Erica Chenoweth, "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict," International Security, Vol. 33, No. 1 (2008): 7-44 (read selections and skim the rest)

Victor Asal, et al., "Gender Ideologies and Forms of Contentious Mobilization in the Middle East," Journal of Peace Research, 50(3) (2013): 305–318.

Sophie Richter-Devroe, "Palestinian Women's Popular Resistance After the Second Intifada," International Feminist Journal of Politics, 14:2 June 2012, 181–201.

Dyan Mazurana and Linda Eckerbom Cole, "Women, Girls and DDR," Women & Wars, (ed.) Carol Cohn, Polity Press 2012: pp. 194-214.

Gunhild Hoogensen and Svein Vigeland Rottem, "Gender Identity and the Subject of Security," Security Dialogue, 35:155 (2004), pp. 155-171

Recommended Readings (not required)

Carolyn Nordstrom, "The Institutionalization of the Shadows," "The Time of Not-War-Not-Peace," "Peace," "The Problems with Peace," in Shadow Wars: Violence, Power and International Profiteering in the Twenty-first Century (2004) University of California Press: Berkeley, pp.139-204.

Christine Mason, "Women, Violence and Nonviolent Resistance in East Timor," Journal of Peace Research, vol. 42, no. 6 (2005): 737–749.

Chris Coulter, Bush Wives and Girl Soldiers: Women's Lives Through War and Peace in Sierra Leone, Cornell University Press (2009), selections.

Class 3. Gender, War, Public Health and Post Conflict (Mazurana) – Jan 31st

War has a devastating impact on people's health and wellbeing and on public health systems. Thus, restoration of public health services is often a priority focus for humanitarian and development intervention, bringing together the efforts of local people, governments, INGOs and NGOs. This class focuses on the multi-dimensional impact of armed conflict on public health and health care systems both during war and in the aftermath, with particular attention to the various gendered dimensions of the impact of war and the post-war period. The class also provides a good overview of some of the key trends within armed conflict historically and today regarding: development of international law to regulate war; mortality and morbidity related to war; use of various weapons; impact on the environment; impact on women and children. We

then investigate the implications for these impacts in the transition out of conflict.

Thomas Plumber and Eric Neumayer, "The Unequal Burden of War: The Effect of Armed Conflict on the Gender Gap in Life Expectancy," International Organization 60 (3) (2004): 723-754.

Barry Levy and Victor Sidel, "War and Public Health: An Overview," War and Public Health, (eds.) Barry Levy and Victor Sidel, Oxford University Press (Second Edition) (2008): pp. 3-22.

Richard Garfield, "The Epidemiology of War," War and Public Health, (eds.) Barry Levy and Victor Sidel, Oxford University Press (Second Edition) (2008): pp. 23-36.

George Annas and H. Jack Geiger, "War and Human Rights," War and Public Health, (eds.) Barry Levy and Victor Sidel, Oxford University Press (Second Edition) (2008): pp. 37-50.

Aruthur Westing, "The Impact of War on the Environment," War and Public Health, (eds.) Barry Levy and Victor Sidel, Oxford University Press (Second Edition) (2008): pp. 69-85.

Joanna Santa Barbara, "The Impact of War on Children" War and Public Health, (eds.) Barry Levy and Victor Sidel, Oxford University Press (Second Edition) (2008): pp. 179-192.

Mary-Wynne Ashford, "The Impact of War on Women," War and Public Health, (eds.) Barry Levy and Victor Sidel, Oxford University Press (Second Edition) (2008): pp. 193-206.

Barry Levy and Victor Sidel, "The Iraq War," War and Public Health, (eds.) Barry Levy and Victor Sidel, Oxford University Press (Second Edition) (2008): pp. 243-263.

Susannah Sirkin et al., "The Roles of Health Professionals in Postconflict Situations," War and Public Health, (eds.) Barry Levy and Victor Sidel, Oxford University Press (Second Edition) (2008): pp. 409-423.

Class 4. Gender, Displacement and Return (Mazurana) – Feb 7th

This class looks at gender dimensions of displacement with a focus on being forced to flee, living as a refugee or displaced person and the multi-faceted and complicated experience of return.

Wenona Giles, "Women Forced to Flee: Refugees and Internally Displaced Persons," Women & Wars, (ed) Carol Cohn, Polity Press 2012: pp. 80-101.

International Rescue Committee (IRC): The IRC Commission on Syrian Refugees, Syria: A Regional Crises, available at <http://www.rescue.org/sites/default/files/resource-file/IRCReportMidEast20130114.pdf>

Donny Meertens, Forced Displacement and Gender Justice in Colombia: Between Disproportional Effects of Violence and Historical Injustice, ICTJ / Brookings available at <http://ictj.org/sites/default/files/ICTJ-Brookings-Displacement-Gender-Colombia-CaseStudy-2012-English.pdf>

Isis Nusair, "Negotiating Identity, Space and Place Among Iraqi Women Refugees in Jordan," Research Methods in Conflict Settings: A View from Below, (ed.) Dyan Mazurana, Karen Jacobsen, and Lacey Gale, Cambridge University Press (2013).

Class 5: Gender and Enforced Disappearance (Mazurana) – Feb 14

This class will illustrate how long-lasting serious crimes can be for generations of victims, to help students understand that even in the 'post-conflict' period the effects of serious crimes are long lasting and extremely complex. These points will be illustrated through an examination of the crime of enforced disappearance, the gendered and inter-generational impact of the crime.

Review the crime of "Enforced Disappearance" under the Rome Statute, referring to the Elements of Crime.

Review of **International Convention for the Protection of All Persons from Enforced Disappearance** (ICCPED) (skim to familiarize yourself)
<http://www.refworld.org/docid/47fdfaeb0.html>

Jennifer Schirmer, "Those Who Die for Life Cannot be Called Dead," Surviving Beyond Fear: Women, Children & Human Rights in Latin America, (ed.) Marjorie Agosin, White Pine Press: New York (1993) pp. 31-57.

Rita Arditti, Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina, University of California Press (1999). Read the entire book.

Recommended Reading (Not Required)

Simon Robins, "Constructing Meaning from Disappearance: Local memorialization of the Missing in Nepal," paper presented at the International Studies Association, 2012, San Diego, California.

Then, search online on the disappeared in many other countries (Bosnia, Columbia, Nepal, Sri Lanka, Kashmir, etc.) to familiarize yourself with how widespread this crime is.

No class February 21st; Fletcher School DC Career Trip

Class 6: Livelihood Transformations in the Post-Conflict Period (Stites) -- Feb 28

This class will examine changes and transformations in livelihood strategies and opportunities in post-conflict period and the ways in which these changes are gendered. We will examine impacts at the household level, for gender identities of men and women, and for those living in situations of protracted displacement and upheaval.

V. Spike Peterson, "Gendering Insecurities, Informalization, and 'War Economies,'" Gender, Violence, and Human Security, (ed.) Aili Mari Tripp, Myra Marx Ferree, and Christina Ewig, New York University Press (2013), pp 50-75.

Jonathan Goodhand, "Frontiers and Wars: the Opium Economy in Afghanistan," Journal of Agrarian Change 5, no. 2, April 2005: 191-216.

Desiree Lwambo, "'Before the war, I was a man,' Men and Masculinities in the Eastern Democratic Republic of Congo," Gender & Development 21, no. 1, 2013: 47-66.

Oxfam International, "Shifting Sands: Changing Gender Roles among Refugees in Lebanon," September 3, 2013.

Rufa Cagoco-Guiam, "Gender and Livelihoods among Internally Displaced Persons in Mindanao, Philippines," The Brookings Institute – London School of Economics Project on Internal Displacement (July 2013)

Louise Waite, "How Is Household Vulnerability Gendered? Female-headed Households in the Collectives of Suleimaniyah, Iraqi Kurdistan," *Disasters*, 2000, 24(2):153-172.

Jackie Pollock & Soe Lin Aung (2010) Critical times: gendered implications of the economic crisis for migrant workers from Burma/Myanmar in Thailand, *Gender & Development*, 18:2, 213-227.

Class 7: Gender, Rule of Law and Security Sector Reform (Mazurana) -- March 7

The security sector is understood to encompass all the organizations that have the authority to use, or order the use of, force in order to protect communities, individuals and the state. These include the military, police, border guards, intelligence services, government bodies that monitor such organizations, and those institutions charged with upholding the rule of law, including the judiciary and the penal system. It is also recognized that civil society organizations, international donors and the media can have an important role in SSR processes, and that non-state actors such as private security and military companies and non-state armed groups and justice mechanisms need to be included within SSR. This class includes theoretical approaches, historical overviews, current critiques and best practices to examine the centrality of gender analyses to the conceptualization and the practice of SSR.

Eirin Mobekk, "Gender, Women and Security Sector Reform," International Peacekeeping, 17:2 (2010): 278-291.

Margarete Jacob, Daniel Bendix, Ruth Stanley, "Engendering Security Sector Reform: A Workshop Report," (2009), selections, available at http://www.ssrnetwork.net/uploaded_files/4534.pdf

Ilja Luciak, "Parliamentary Oversight of the Security Sector and Gender," Gender and Security Sector Reform Toolkit, Geneva Center for the Democratic Control of Armed Forces and INSTRAW, Geneva (2008).

Karen Barnes and Peter Albrecht, "Civil Society Oversight of the Security Sector and Gender," Gender and Security Sector Reform Toolkit, Geneva Center for the Democratic Control of Armed Forces and INSTRAW, Geneva (2008).

International Centre for Prison Studies, "Penal Reform and Gender," Gender and Security Sector Reform Toolkit, Geneva Center for the Democratic Control of Armed Forces and INSTRAW, Geneva (2008).

Cheryl Hendricks and Lauren Hutton, "Defence Reform and Gender," Gender and Security Sector Reform Toolkit, Geneva Center for the Democratic Control of Armed Forces and INSTRAW, Geneva (2008).

Toiko Tonisson Kleppe, "Gender Training for Security Sector Personnel," Gender and Security Sector Reform Toolkit, Geneva Center for the Democratic Control of Armed Forces and INSTRAW, Geneva (2008).

Class 8: International Intervention: Implications of the Transition from Relief to Development (Stites) - March 14

This class will revisit the idea of a "transition" from conflict to post-conflict environments from the perspective of international organizations and bilateral donors and their programs and priorities. We will examine the local and gendered implications of the emergence of development programs in protracted crisis and the shift from humanitarian to development models. We will discuss the political implications of how the international community views and chooses to respond to protracted crises.

Adele Harmer and Joanna Macrae, eds, "Beyond the continuum: the changing role of aid policy in protracted crises," Overseas Development Institute, Humanitarian Policy Group Research Report 18, July 2004. Selections *TBD*.

Marian Leonardo Lawson, "USAID's Office of Transition Initiatives after 15 Years: Issues for Congress," Congressional Research Services Report, May 27, 2009.

Mark Bradbury, "State-building, Counterterrorism, and Licensing Humanitarianism in Somalia," Briefing Paper, Feinstein International Center, Tufts University, September 2010.

Helen Young, "Diminishing Returns: The Challenges Facing Humanitarian Actors in Darfur," *The Golden Fleece: Manipulation and Independence of Humanitarian Action*, (ed.) Antonio Donini, Sterling, VA: Stylus Publishers, Ltd, (2012): pp. 89-108.

Naomi Cahn, Dina Haynes and Fionnuala Ni Aolain, "Returning Home: Women in Post-Conflict Societies," *University of Baltimore Law Review*, 393, (2010): pp. 339-363.

No class March 21st, Fletcher Spring Break

Class 9: Violence after Transitions: State, Militia and Vigilante (Stites) – March 28

This class will examine the nature of violence in the post-conflict period with a focus on state violence and militia and vigilante groups. We will focus on the transformation of the masculine role and social expectations and ideals for men in this post-conflict period, as well as the ways in which women experience violence and security in the transition period. We will also look at some of the gendered impacts of militarization and of demobilization.

Paper/conference topic and names of group members due to TA

Geneva Declaration on Armed Violence and Development, "Armed Violence After War: Categories, Causes, Consequences," *Global Burden of Armed Violence* (2011).

R.W. Connell, "Masculinities, the Reduction of Violence and the Pursuit of Peace," in *The Postwar Moment: Militaries, Masculinities, and International Peacekeeping*, (eds.) Dubravka Zarkov and Cynthia Cockburn, London, Lawrence & Wishart Ltd, 2002.

Neil Jarman (2004) "From War to Peace? Changing Patterns of Violence in Northern Ireland, 1990–2003," *Terrorism and Political Violence*, 16:3, 420-438.

Gary Kynoch, "Crime, Conflict and Politics in Transition-Era South Africa," *African Affairs* 104/416 (2005): pp. 493-514.

Kimberly Theidon, "Reconstructing Masculinities: The Disarmament, Demobilization, and Reintegration of Former Combatants in Colombia," *Human Rights Quarterly* 31, no. 1, Feb. 2009.

Megan MacKenzie (2009) Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone, *Security Studies*, 18:2, 241-261.

Class 10: Violence after Transitions: Local and Interpersonal (Stites) - April 4

This class will examine the nature of violence in the post-conflict period with a focus on the individual and household level. We will examine trends in interpersonal violence, domestic

violence, and gender-based violence, and will discuss linkages between these trends and the changing political, cultural and economic environment.

Conference abstract due to TA

Fredy Hernán Gómez Alcaraz and Carlos Iván García Suárez, “Masculinity and Violence in Colombia: Deconstructive the Conventional Way of Becoming a Man,” in The Other Half of Gender: Men’s Issues in Development ed. Ian Bannon and Maria C. Correia (Washington: The World Bank, 2006)

Elizabeth Stites, “A Struggle for Rites: Masculinity, Violence and Livelihoods in Karamoja, Uganda,” Gender, Violence, and Human Security, (ed.) Aili Mari Tripp, Myra Marx Ferree, and Christina Ewig, New York University Press (2013), 132-162.

Anu Pillay, “Violence Against Women in the Aftermath” in The Aftermath: Women in Post-Conflict Transformation, eds. Sheila Meintjes, Meredith Turshen, and Anu Pillay, London: Zed Books, 2001.

Silber, I. C. (2004), Mothers/Fighters/Citizens: Violence and Disillusionment in Post-War El Salvador. *Gender & History*, 16: 561–587.

Jeanne Ward, If Not Now, When? Addressing Gender-based Violence in Refugee, Internally Displaced, and Post-conflict Settings: A Global Overview, The Reproductive Health for Refugees Consortium, (2002), selections.

Class 11: Gender and the Right to and Struggle for Remedy and Reparation (Mazurana) (April 11)

The purpose of this class is to introduce students to the parameters of remedy and reparation for victims of serious crimes under international law, and how these processes unfold in highly gendered ways in post-conflict societies. This class both introduces students to the main components of remedy and reparation under law (including comparing jurisprudence from the European Court of Human Rights and the Inter-American Court of Human Rights), as well as more theoretical literature and case studies from gender perspectives.

Final paper bibliography due via email to TA

UN General Assembly, *Basic Principles and Guidelines on the Right to a Remedy and Reparation for Victims of Gross Violations of International Human Rights Law and Serious Violations of International Humanitarian Law* : resolution / adopted by the General Assembly, 21 March 2006, A/RES/60/147, available at <http://www2.ohchr.org/english/law/remedy.htm>

Pablo de Greiff, “Justice and Reparations,” in Pablo de Greiff (editor), The Handbook of Reparations, Oxford University Press (2006), pp. 451–477.

Ruth Rubio-Marin, "Introduction: A Gender and Reparation Taxonomy," in Ruth Rubio-Marin editor, The Gender of Reparations: Unsettling Sexual Hierarchies while Redressing Human Rights Violations, Cambridge University Press (2009), pp. 1-17.

Ruth Rubio-Marin, "The Gender of Reparation in Transitional Societies," in Ruth Rubio-Marin editor, The Gender of Reparations: Unsettling Sexual Hierarchies while Redressing Human Rights Violations, Cambridge University Press (2009), pp. 63-120.

Ruth Rubio-Marin, Clara Sandoval, and Catalina Diaz, "Repairing Family Members: Gross Human Rights Violations and Communities of Harm," in Ruth Rubio-Marin editor, The Gender of Reparations: Unsettling Sexual Hierarchies while Redressing Human Rights Violations, Cambridge University Press (2009), pp. 215-290.

Ruth Rubio-Marin, "Gender and Collective Reparation in the Aftermath of Conflict and Political Repression," in Ruth Rubio-Marin editor, The Gender of Reparations: Unsettling Sexual Hierarchies while Redressing Human Rights Violations, Cambridge University Press (2009), pp.381-402.

Harvey Weinstein, Laurel Fletcher, Patrick Vinck, and Phuong Pham, "Stay the Hand of Justice: Whose Priorities Take Priority?" in Rosalind Shaw and Lars Waldorf (editors), Localizing Transitional Justice: Interventions and Priorities After Mass Violence, Stanford University Press, pp. 27-48.

Class 12: Class Conference, Mazurana and Stties, April 18th

April 17th (day before the conference): Conference presentation due by email to the TA

As a student in the course you are *required* to take part in a conference where your teams will present their papers, to be held from 10 am to 4 pm. The conference is often noted by the students as the highlight of the course. Students with overlapping courses should talk with the professors about how to manage this.

Class 13: Gender, Truth Seeking, Prosecution and Memory of Serious Crimes (Mazurana) (April 25)

This class engages with two forms of remedy and reparation, truth seeking and prosecution. In the study of truth seeking, the class sets a foundation of understanding the development and rationale of TRCs. It then moves into critiques of these bodies, their processes and results from gender perspectives, where we see women and their experiences and testimonies are often marginalized and reasons why. We then look at the most recent developments for prosecution of serious gender-based and sexual crimes in international law, including an overview of the jurisprudence and cases, the incorporation of gender-based and sexual crimes in the Rome Statute, and detailed discussion of how such cases are proven in the courts. The purpose is to familiarize students with the development of international law as pertains to these crimes and for them to understand practically what actions can constitute these crimes.

Priscilla Hayner, "Truth Commissions: a Schematic Overview," International Review of the Red Cross, Volume 88 Number 862 June 2006.

Rosalind Shaw, Rethinking TRCs, Special Report 130 USIP 2005

Fiona Ross, "An Acknowledged Failure: Women, Voice, Violence and the South African Truth and Reconciliation Commission," in Rosalind Shaw and Lars Waldorf (editors), Localizing Transitional Justice: Interventions and Priorities After Mass Violence, Stanford University Press, pp. 69-91.

Elizabeth Oglesby, "Educating Citizens in Postwar Guatemala: Historical Memory, Genocide and the Culture of Peace," Radical History Review, Issue 97 (2007): 77-98.

Laura Arriaza and Naomi Roht-Arriaza, "Weaving a Braid of Histories: Local Post-Armed Conflict Initiatives in Guatemala," in Rosalind Shaw and Lars Waldorf (editors), Localizing Transitional Justice: Interventions and Priorities After Mass Violence, Stanford University Press, pp. 205-228.

Binaifer Nowrojee, "Making the Invisible War Crime Visible: Post-Conflict Justice for Sierra Leone's Rape Victims," Harvard Human Rights Journal 18 (2005) 85-105.

Barbara C. Bedont, "En-gendering Justice: the Statute of the International Criminal Court in a Gender Perspective," Human Rights and Development Y.B., 137, 1999/2000: 138-162.

Sangkul Kim, "The Means of Proof of International Sex Crimes," in Understanding and Proving International Sex Crimes, Morten Bergsmo, Alf Butenschøn Skre and Elisabeth J. Wood (editors), Torkel Opsahl Academic EPublisher (2012), pp. 225-264

Recommended Reading (Not Required)

Brandon Hamber and Ingrid Palmary, "Gender, Memorialization and Symbolic Reparation," in Ruth Rubio-Marin editor, The Gender of Reparations: Unsettling Sexual Hierarchies while Redressing Human Rights Violations, Cambridge University Press (2009), pp. 324-380.

Morten Bergsmo, Alf Butenschøn Skre, "Towards a More Comprehensive and Effective Proving of International Sex Crimes," in Understanding and Proving International Sex Crimes, Morten Bergsmo, Alf Butenschøn Skre and Elisabeth J. Wood (editors), Torkel Opsahl Academic EPublisher (2012), pp. 1-9.

May 2 – Final papers due – send them electronically to the TA

Core Texts

Purchase the following books (use online sources to find the best prices):

Barry Levy and Victor Sidel (eds.) War and Public Health, Oxford University Press (Second Edition) (2008).

Rita Arditti, Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina, University of California Press (1999).

These books will also be on reserve at Ginn Library. All the rest of the readings will be posted on Trunk.

Trunk and Internet Work

A number of the texts we will be reading will be posted on Trunk for you to download. Others are available on the internet, or, in the case of the core texts listed above, on reserve at Ginn Library.

Class Format

The seminar format is designed to encourage student inquiry and discussion of the multi-layered and multi-faceted aspects of gender, culture, and armed conflict. The emphasis will be upon student development of ideas through self and interpersonal exploration through class assignments and participation.

Taking part in a seminar requires an even greater sense of responsibility to one's class colleagues than one should feel in an ordinary class.

Attendance and Participation

Class attendance and participation are expected behaviors. In practice this sense of personal responsibility will take the form of regular class attendance (one absence per term in a seminar is understandable; more than one absence should be seen as extraordinary) and being fully prepared to take an active part in discussions having read all the assignments for that day. This means you do not have to have all your thoughts worked out or be certain about your conclusions, but you have to be ready to help all of us unravel the puzzles together.

Learning Experiences

Audiovisuals, discussion, lectures, guest speakers, and out-of-class activities, such as attending lectures in the area, will be utilized. Writing and presentation skills will also be important

learning components of the course. Students should also monitor current news, other media, and public events about issues related to the course.

Class Assignments

No late papers will be accepted.

1. In-class writing assignments: We will periodically ask students to write for a few minutes at the start of class about a particular reading or readings assigned for that day. This is a pass/fail assignment and you will not receive comments on your submission. 5% of final grade

2. Policy Briefing Papers: We will assign two short (2-page) policy briefs during the semester. These policy briefing papers provide an opportunity for you to convert information from academic sources into succinct analysis and recommendations. We will provide additional instruction and guidance in advance of the assignments. These two papers count for 20% of final grade.

3. Conference Presentation: You will be a member of a team of approximately 2-4 students of your own choosing, you will prepare and deliver a conference paper on a topic of your choice relevant to issues of gender, states and societies in transition. 25% of your final grade; all team members receive the same grade.

- March 28: Group and topic submitted
- April 4: Abstract submitted
- April 11: Bibliography of your sources submitted
- April 17: Conference presentations due to the TA
- April 18: Conference presentation
- May 2: Final Group paper due

3. Final Paper: Based on your conference presentation, each group will submit one 20-25 page paper on a current topic relating to armed conflict, insecurity or transition. The paper will either directly address an issue of gender or will apply a strong gendered analysis to a broader topic (i.e., DRR, post-conflict recovery, etc.). The analysis must be informed by and refer to the current and most relevant scholarship. The paper should provide an analysis of the topic, identify the main developments and positions on this topic, assess the state of response on this topic (if relevant), and then outline recommendations to the relevant actors to more effectively address the policy or programmatic gaps on this topic. The final paper will be due on May 2. All members of the group will receive the same grade. The conference presentation and final paper count for 50% of your final grade. (Details on the paper below)

Your final grade will be on the basis of total accumulated points: 90-100% = A; 80-89% = B; anything below is failing

Guide to Writing an Abstract

What is an Abstract?

An abstract usually appears in one of two places, but in each case it is essentially the same idea. In the first instance the abstract is at the beginning of a paper or article, and comes just after the title and author(s). Alternatively, abstracts are found in a collected form for the speakers or poster presenters at a meeting or conference. In either case, an abstract is a short introduction to the subject at hand. Whether it is for reading a paper, seeing a poster, or attending a talk, a person wants to know if the subject is something of interest. A well-done abstract whets the reader's appetite for more. Thus an abstract should not be too long (two paragraphs is too much) or too short (two sentences is usually too little). Since an abstract should appeal to as many people as possible, use as little technical jargon and as few long symbolic strings as possible. Remember, it reads easily to you because you have worked hard at producing your results. Don't assume the reader is as well-versed as you are.

In Brief

- An abstract should be one paragraph in length.
- Do not go off topic.
- An abstract should entice someone to read your paper/see your presentation.
- Do not give away all your results.
- References should not be listed.
- Avoid technical jargon and an abundance of symbols.
- Do not be self-referential using the word "I". It is more accepted to say "we".¹

How will your abstracts be used?

Your abstracts will be listed/published in a conference agenda that will be made available to all members of the course, as well as students and faculty at Fletcher. The conference at which you will be presenting your findings will be open to the Fletcher community for attendance and The professors will also invite people to attend the conference to hear particular topics. Your abstract should reflect what it is that you'll be presenting on at the conference and also reflect the heart of the work of your final paper.

¹ This material is from Robert W. Vallin, "A guide the writing an abstract" [Available at <http://www.maa.org/students/writing%20abstracts.pdf> . Accessed February 3, 2012]

Conference Panel Guidelines

Each group will present their material on a panel. Each group should select one of its members to present the material on the panel. Panels will be arranged by theme. Depending on the topic, panels will have 3-4 presenters per panel.

PRESENTATION GUIDELINES

Each presenter will have 15 min. to make their presentation. We will keep strictly to the time and people will be cut off after 15 min in order to ensure each presenter has the full time allotted. Each presenter should ensure they have practiced presenting the material multiple times so that they are able to cover all the material they want to cover in 15 min. After all panelists have presented we will have between 20-25 min for discussion, which will entail the panelists taking questions from the audience. Drs. Mazurana and Stites will moderate each panel and the discussions.

POWER POINT PRESENTATIONS

PP will be available to any group wishing to make such a presentation. If your group is going to use PP for its presentation all FINAL PP presentations must be delivered in electronic form to the TA. She will then load them onto a flash drive that will contain all the presentations for each room during the conference. These presentations must be final when you give them to her.

Final Paper Guidelines

Based on your conference presentation, each group will submit one 20-25 page paper on a current topic relating to armed conflict, insecurity or transition. The paper should be written in a font sized 12 and 1.5 space at a minimum. The paper will either directly address an issue of gender or will apply a strong gendered analysis to a broader topic (i.e., DDR, post-conflict recovery, etc.). The analysis must be informed by and refer to the current and most relevant scholarship. The paper should provide an analysis of the topic, identify the main developments and positions on this topic, assess the state of response on this topic (if relevant), and then outline recommendations to the relevant actors to more effectively address the policy or programmatic gaps on this topic.

Evaluation will be based the quality of your analysis and response. Specifically, we will be looking for the following qualities:

- 1) A clear, critical understanding of the issue being addressed.
- 2) An insightful, nuanced analysis, with a strong gender analysis demonstrated throughout.
- 3) Concrete, well-developed arguments that are illustrated with examples.
- 4) A smart conclusion that draws out the main lessons for those of us thinking about your topic.
- 5) Recommendations (if relevant) that directly builds from your arguments and show insight into the bodies you direct the recommendations.
- 6) Proper citations in the paper's body (this means you cite sources you use, be careful to avoid plagiarism).
- 7) A complete bibliography.
- 8) Proper grammar, sentence structure, and spelling, as well as clear and logical formatting.

All members of the group will receive the same grade.

The final paper is due electronically to the Teaching Assistant on May 2, 2014.