Gender, Culture and Conflict in Humanitarian Complex Emergencies

DHP D232 cross-listed NUTR 222

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

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

Course Offering: Fall Semester 2013

Course Meeting Times & Location: Fridays 10:30-12:30, Location Mugar 200

Credit: 1 credit

Office Hours: Each professor has office hours in the week that they are teaching the class (see syllabus below).

Mazurana: Friday Wednesday 1:00-2:45 pm and by appointment. Due to the large numbers of students that take this course, appointments are for 15 or 25 min at a time. The weeks Stites is teaching the course Mazurana will not hold office hours and meetings are by appointment only. For appointments please contact Anita Robbins at anita.robbins@tufts.edu, Feinstein International Center, 114 Curtis Street.

Stites: Fridays 1:15-3:30. For appointments please email Liz directly at elizabeth.stites@tufts.edu, Feinstein International Center, 114 Curtis Street.

Teaching Assistant: Roxanne Krystalli (for appointments please contact rkrystalli@gmail.com)

Assignments for Course: 10% short writing assignments, 30% conference presentation and all related materials, 60% final paper.

Field Designation of Course: Human Security

Catalog Description of Course:

This course examines situations of armed conflict, civilian experiences of these crises, and the international and national humanitarian and military responses to these situations from a gender perspective and highlights the policy and program implications that this perspective presents. Topics covered include gender analyses of current trends in armed conflict and terrorism, and of the links among war economies, globalization and armed conflict; the manipulation of gender roles to fuel war and violence; gender and livelihoods in the context of crises; masculinities in conflict; sexual and gender-based violations; women’s rights in international humanitarian and human rights law during armed conflict; peacekeeping operations; peacebuilding; and reconstruction. Case studies are drawn from recent and current armed conflicts worldwide. This course is cross-listed
with the Friedman School of Nutrition Science and Policy. Fall semester. Dyan Mazurana, Elizabeth Stites.

**Pre-requisites:** None. Open to all graduate students from the Friedman School of Nutrition and Fletcher School. Graduate students from other Boston area schools who can cross-register are also welcome. No auditors without professors’ permission.

**Credit:** 1
Syllabus

DHP D232/NUTR0261-01
Gender, Culture and Conflict in Humanitarian Complex Emergencies

ALWAYS DO THE READINGS FOR THIS SYLLABUS IN THE ORDER THEY ARE LISTED AS THEY BUILD OFF EACH OTHER

Part I. Introduction to Gender and Armed Conflict

Shopping Day Tuesday September 3
Overview of the course and syllabus

Class 1 (September 6, Mazurana): Introduction to the Course: Gender and Armed Conflict


Class 2 (September 13, Mazurana): Today’s Armed Conflicts: The Causes of Armed Conflict and Global Governance


Class 3 (September 20, Mazurana): Political Economies and Conflict


Class 4 (September 27, Stites): Humanitarian Response and Culture in Today’s Armed Conflicts


Reichhold, Urban and Andrea Binder. “Scoping study: what works in protection and how do we know?” Global Public Policy Institute (GPPi), March 2013, pps. 5-9 and 18-33.


Dyan Mazurana, Prisca Benelli, Huma Gupta and Peter Walker, Sex and Age Matter: Improving Humanitarian Response in Emergencies, OCHA, Care International, Feinstein International Center: New York (2011), read Executive Summary (pp 1-6), “Why Sex/Gender and Age Matter” (pp 17-21), and then select two of the “Cluster Studies” that are of most interest to you (found on pages 22-78), and “What Happens if we don’t use SADD?” and Conclusion, pp 79-83.

Optional:

Inter-Agency Standing Committee, Gender Handbook in Humanitarian Action, 2006, available at website http://www.humanitarianinfo.org/iasc/gender (Skim Section A “The Basics of Gender Equality” if you feel like you need a refresher, then read Section A “The International
Legal Framework for Protection,” “Coordination” and “Gender and Participation,” then in Section B, select 3-4 of the sectors to read carefully

Class 5 (October 4, Mazurana): Paying Attention to Patterns and Specifics in Today’s Armed Conflict


Class 6 (October 11, Stites): Gender, Livelihoods and Conflict


Class 7 (October 18, Mazurana): Gender, Violence and Death in Armed Conflict


Africa Rights, Not so Innocent: When Women Kill. Selections.

Fredy Hernan Gomez Alcaraz and Carlos Ivan Garcia Suarez, “Masculinity and Violence in Colombia: Deconstructing the Conventional Way of Becoming a Man,” in The Other Half of Gender, pp. 93-110

Class 8 (October 25, Stites): Masculinities in Conflict

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

  Kimmel, Michael, “Masculinities and Gun Violence: The Personal Meets the Political,” Paper prepared for a session at the UN on “Men, Women and Gun Violence,” July 14, 2005 (7 pages)

  Barker, Gary, “The trouble with young men: coming of age in social exclusion” (Ch 4, pp 41-58), and “In the headlines: Interpersonal violence and gang involvement” (Ch 5, pp 59-83) in Dying to Be Men: Youth, Masculinity and Social Exclusion, New York: Taylor & Francis Inc, 2005.


  Stites, E., Akabwai, D. “‘We are now reduced to women’: Impacts of forced disarmament in Karamoja, Uganda,” Nomadic Peoples, vol 14, issue 2, winter 2010.


Class 9 (November 1, Mazurana): Sexual Violence and Conflict


**Class 10 (November 8, Mazurana): International Law, Sexual and Gender-based Crimes and Protections for Women during Situations of Armed Conflict**

*Conference abstract due to TA*


Optional reading


Class 11 (November 15, Mazurana): Gender and Armed Opposition Groups

Final paper bibliography due via electronic to TA

Film shown in class: Arming Resistance


Recommended Reading


Class 12 (November 22, Mazurana & Stites): Conference (10:15 – 2:00)

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 2 pm. The conference is often noted by the students as the highlight of the course. Students with other courses on Friday should talk with the professor about how to manage this.

November 29th: No class, Thanksgiving Recess

Class 13 (December 6, Mazurana): Final Review/Study Session: Resisting Violence, Struggling for Peace and Addressing Conflict


December 8: Final papers due via electronic submission to TA

Core Texts: 
We are posting the readings on Trunk, but if you like, you can also purchase the books.


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.

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. Response writing will also be an important learning activity. Students should also monitor current news, other media, and public events about issues related to the course.

**Film Nights**

We will look to host several films on issues directly raised within the course. We will show these films in the evenings and will announce them on Trunk and in class. Either the professor or the TA will be in attendance and we’ll have group discussion afterwards. Attending the films is not required, they are optional, but it is an excellent way to help you understand how different people experience armed conflict. We’ll try to serve pizza or something when possible.

**Class Assignments**

No late papers will be accepted.

1. **Short Response Papers.** At times the professors will ask for you to prepare short response papers on a topic we are discussing. These papers count for 10% of your grade.

2. **Conference Presentation** You will be a member of a team of approximately 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 and armed conflict (30% of your grade, all team members receive the same grade).
   - October 25: Group and topic submitted
   - November 8: Abstract submitted
   - November 15: Bibliography of your sources submitted
   - November 22: Conference presentation
   - December 8: Final Group paper due

Details on the conference and presentation will be provided at a later time.

3. **Final Paper:** Based on your conference presentation, each group will submit one 15-20 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 December 8. All members of the group will receive the same grade. The conference presentation and final paper count for 60% of your grade. (Details on the paper will be handed out at a later time)

**Your final grade** will be on the basis of total accumulated points:

90-100% = A; 80-89% = B; 70-79% = C; anything below is failing