**Emergency sex and other desperate measures: A True story from hell on earth**

**Hansen**

**New York University SCPS**

**M.S. in Global Affairs**

GLOB1-GC3075

Women, Peacemaking & Peacebuilding

Wednesdays 3:30-6:10

Fall 2015

Wool 329

3 credits

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**Office Hours: Tuesday between 10 am and 6 pm; Wednesdays from 12 pm to 3 pm, or by appointment**

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**Course description**

That conflict affects women and men, girls and boys in different ways is hardly a major insight, yet security sector analysts and policy-makers continue to have considerable difficulty accepting that this gendered impact of conflict ought to shape international, regional, or local policies aimed at conflict prevention, resolution, or peacebuilding. Even more challenging is the suggestion that gender relations could affect the triggers and causes of conflict or the conduct and the resolution of conflict, or the sustainability of peacebuilding efforts. An immediately obvious consequence is that women and girls figure in popular and policy treatments of conflict mainly as victims, and their various roles as participants in fighting forces, rebuilders and peace leaders, are obscured or ignored. This has resulted in their exclusion from decision-making on peace deals and post-conflict recovery processes including transitional justice and economic recovery. Recovery processes can therefore re-entrench or even strengthen conservative or pre-conflict versions of gender relations and women’s rights.

The course will be linked to current policy debates on this issue in international peace and security institutions, notably the United Nation’s Security Council, and the new (since 2005) Peacebuilding Commission, as well as regional and national security institutions including national action plans to institutionalize normative commitments to women’s rights and the women peace and security agenda.  The major focus will be women’s role in conflict resolution, reconciliation, and long-term peace building.  This is a particularly important moment in which to gain a nuanced understanding of the 'women peace and security agenda' -- October 2015 marks the 15th anniversary of the passage of Security Council resolution 1325.  We will follow on-going debates on how to implement this agenda more effectively and integrate it to current UN peace and security reform processes.

Peacebuilding is a complex and uncertain process and its success is essential to the prevention of renewed conflict. Topics to be covered will include gender issues in peace processes, conflict-related humanitarian crises, post-conflict policy priorities such as disarmament, demobilization and reintegration, transitional justice and reparations and long-term peacebuilding. Students will be encouraged to analyze the politics of international policy-making in the security field and to simulate policy-advocacy through persuasive argumentation (for instance in Op Eds and briefings). In addition, a class exercise will involve drafting a resolution on women and peacebuilding and simulating a Security Council negotiation over the text.

***Learning Outcomes***

By the end of this course the students should:

1. Have a strong grasp of the normative framework for a gender-sensitive approach to peace and security policy (knowledge of relevant international treaties, agreements, and resolutions);
2. Have a strong grasp of the analytical and evidence base for a gender-aware approach to peace-making and peacebuilding, including an understanding of the implications of gender-blind approaches for long-term recovery;
3. Be able to undertake critical gendered analysis of contemporary peacebuilding processes (such as economic recovery programs in Sierra Leone, UN mission draw-down in Liberia, reparations programs in Bosnia, stabilization efforts in Somalia, conflict-prevention efforts in fragile states and regions, natural resource management in fragile states, their own national foreign policy, etc.);
4. Articulate an evidence-based policy position in relation to peace and security and present an argument succinctly and precisely in oral and written form.

***Recommended Readings***

***There is no core text for this course. However, we will rely heavily on the United Nations 2015 Global Study on 1325: PREVENTING CONFLICT, TRANSFORMING JUSTICE, SECURING THE PEACE. This is available on:*** [***http://wps.unwomen.org/~/media/files/un%20women/wps/highlights/unw-global-study-1325-2015.pdf***](http://wps.unwomen.org/~/media/files/un%20women/wps/highlights/unw-global-study-1325-2015.pdf)

***and can be obtained in hard copy from UN Women (220 East 42 street 17th floor).***

***We will also use the 2012 UN Women Sourcebook on 1325 which is a collection of papers relevant to the course and will be distributed on the first day of class. (***UN Women, 2012, Sourcebook on Women Peace and Security: <http://www.unwomen.org/en/digital-library/publications/2012/10/un-women-sourcebook-on-women-peace-and-security>)

***You may also wish to acquire at least one of these, as they are valuable resources:***

* Gulay Caglar, Elisabeth Prugl, Susanne Zwingel (eds) 2013, *Feminist Strategies in International Governance, Routledge*, ISBN-13: 978-1138022706 . $37.99
* Donna Pankhurst, ed., 2008, *Gendered Peace: Women’s Struggles for Post-War Justice and Reconciliation*, (Routledge). $42.44
* Kathryn Sikkink, 2011, *The Justice Cascade*, (WW Norton & Co.). $19.12
* Rob Jenkins, 2012, *Peacebuilding: From Concept to Commission*, (Routledge). $30.99
* Robin Chandler, Linda Fuller and Lihua Wang, 2010, *Women War and Violence: Personal perspectives and Global Activism*, Palgrave Macmillan. I**SBN-13:** 978-0230103719, $57.00
* Dyan Mazurana, Angela Raven-Roberts and Jane Parpart, 2005, *Gender, Conflict and Peacekeeping*, Rowman and Littlefield, **ISBN-13:** 978-0742536326, $34.01.
* Annika Kronsell and Erika Svedberg (eds.), 2012, Making Gender Making War: Violence, Military and Peacekeeping Practices. Routledge, New York, London
* Hudson, Valerie et al. 2012. *Sex and World Peace (*Columbia University Press). ISBN: 978-0-231-13182-7*$25.18\**
* Anderlini, Sanam Naraghi, 2007, *Women Building Peace (Lynne Reinner).* ISBN: 978155826-512-8. $20.01\*

\*Prices listed from Amazon.com

**Additional readings:**

* Largely from NYU-held e-journals and other on-line sources, URLs for which will be supplied. Some will be selections posted to the course site.
* You should download, as and when relevant, publications from international security institutions. In 2015 three significant ‘high-level’ reviews were conducted on peace and security at the UN and you need to be familiar with their contents::
* *1. Uniting Our Strengths for Peace,* the Report of the High-Level Independent Panel on United Nations Peace Operations – see <http://www.un.org/sg/pdf/HIPPO_Report_1_June_2015.pdf>
* *2*. *The Challenge of Sustaining Peace*, the Report of the Advisory Group of Experts for the 2015 Review of the UN’s Peacebuilding Architecture. Peacebuilding, see <http://www.un.org/pga/wp-content/uploads/sites/3/2015/07/300615_The-Challenge-of-Sustaining-Peace.pdf>
* *3*. the Global Study on the Implementation of UN Security Council resolution 1325. This will be launched in October 2015 and we will either attend the launch or go to the 15th anniversary Security Council meeting on 1325.

Other useful sources:

World Bank, 2011 World Development Report, Conflict, Security and Development

<http://siteresources.worldbank.org/INTWDRS/Resources/WDR2011_Full_Text.pdf>

There are a number of excellent websites with resources on women peace and security – one of the best (you can even get a phone app for it) is the Peacewomen site: <http://peacewomen.org/>. This contains the text of all the WPS Security Council resolutions, interesting blogs, and texts and transcripts of country statements at Security Council debates – a great research resource.

Also look at: <http://www.stoprapenow.org/> to familiarize yourself with the UN’s approach to “conflict related” sexual violence, including the work of the Special Representative of the Secretary General (SRSG) on Sexual Violence in Conflict, as well as various departments and agencies. This site includes links to key documents, such as UN Security Council Resolutions 1820, 1888, and 1960 – the last requesting an annual update report from the Special Representative’s office on sexual violence (see next reading).

***Student Assessment***

The final grade is based on several components.

**1. Op-Ed**

Please write an 800 word op-ed or speech of publishable quality on a current gender and security issue. The topic choice is yours – for instance you could analyze whether the focus on women in efforts to counter violent extremism will simply endanger them more severely than before, or whether the focus on sexual violence in conflict frames women as victims, not agents fo change. You could comment on a recent development in the peace process for Syria or Colombia or you could talk about women’s involvement in political transitions in Nepal or Sri Lanka. Please clear your topic with Professor Goetz by the third week of class. Indicate in your heading the imagined/intended publication for the blog (NYT; Le Monde; Washington Post; Financial Times; BBC Global News; The Guardian; Huffington Post; Open Democracy; Institute for War And Peace; International Crisis Group; etc). Your Op Ed should take issue with a policy position or should shine a new light on popular certainties and challenge them. It should not be descriptive. It should be provocative and indicate a grasp of the issues in the area that you are addressing.

**DUE: Feb 26 2016 Woth 10% of the final mark**

**2. Analytical Book or Article Review**

Please submit a 1000 word critical book review or article review of a resource used for this course. You will have plenty of opportunity to practice. During the course you will engage in the author/critic presentation process (see below). You may develop your written book review out of this exercise if you wish or you may write a review of any of the resources used for this course (if you wish to use something external to the course just please check beforehand with Prof. Goetz). You will be expected to ‘engage critically’ with the reading and either point out applications of the argument (for instance useful policy applications not anticipated by the author), limitations of the argument, or inconsistencies in the evidence or methodology. It is fine to be totally appreciative of the reading but you must add something to the reading experience in the form of observations about its utility or relevance. Your book review will be expected to demonstrate knowledge of the subject area gained from reading other relevant texts.

**DUE: March 25 Worth 20% of the final mark**

**3. Final Project: Analytical Paper**

For your final project you are asked to write an analytical paper to a maximum of 4000 words length (excluding bibliography, Annexes and footnotes/endnotes).

My expectations about quality and structure of an analytical paper are spelled out in the Annex to this syllabus.

Your paper should address an issue relevant to the course and should contain a clear expression of the problem or mystery or contradiction that you are investigating (for instance: Why is it that although women were at the frontline of the Arab Spring democracy protests their presence diminished substantially in the process of institutionalizing these democracy revolutions in Egypt or Tunisia? Or: Are the indicators to measure progress in women’s security in the 1325 framework adequate? What is missing? Or: does the effort to encourage women to join armies contradict feminist foreign policy principles or feminist anti-war efforts? Or you could write in detail about women’s peace activism or conflict resolution efforts or recovery efforts or refugee issues in a particular context. Eg: Do plans for full drawdown and exist from Afghanistan make women hostage to an inevitable fate of restricted rights and violence? etc).

**Essay topics and brief outline must be submitted to Prof. Goetz by April 5; the final paper is due May 5. Worth 40% of the final mark**

**4. Seminar Attendance, Participation, Author/critic presentations , Simulation exercise and preparation**

Class participation is a key element of the course and can take several forms: making informed comments, asking or responding to questions, and generally showing that you have thought about a topic or a case. During every class students will be asked to mention current events in the past week that are of relevance for the course and you are invited to post links to articles or your own commentary on the NYU Classes Forum page for the class. It is a good idea to read a major international newspaper daily (NYT, The Guardian, Le Monde or similar) and I expect everyone to listen to a global news podcast once a day (Al Jazeera and BBC offer excellent daily news summaries that you can listen to on your phone).

**Simulation exercise:** The class will engage in an extended simulation exercise through which we will learn about how UN Security Council resolutions are negotiated. Each class member will be assigned to represent a country on the Security Council and will work in teams to draft a resolution and negotiate it. Participation requires background research on national perspectives on gender and conflict as well as women’s rights, research into phrasing of various clauses in the draft resolution, networking with other negotiating teams, and role-play during the actual negotiations. Student performance will be assessed and constitute 10% of the grade.

IN **ADDITION**, there is a **weekly ‘author/critic’ debate** in which students will prepare and present summaries of a key reading and a critique of that reading. Each week a different pair of students will take this role, one as author, one as critic. Every student in the class will have a role once as the author and once as the critic.

* *Roles/Process*: One student will be the author, and give a five to ten minute summary of her/his article/chapter/report (doing his/her best to “sell” the document’s key arguments). The other student is the (friendly, collegial, but still incisive) critic, and gets five minutes to critique some portion of the author’s work. The author then gets several minutes to rebut the charges. The rest of the class, which should have been taking notes (and will have read the article/chapter anyway), will then join in the debate on the merits of the reading(s) under discussion.
* *Partnership*: The nature of the assignment requires the two students to coordinate in advance. Begin communicating with your presentation collaborator as soon as possible. Get email addresses from one another in class. An important planning consideration is that the author cannot develop a rebuttal until s/he discusses the critique with the critic.

**Event attendance:**

In **addition** to participating in and preparing for class, we will all attend at least one UN event and each student is expected to attend at least one additional event relevant to gender and development. You must take a selfie at this event and send it to me by the end of April, along with the title of the event you attended and a one paragraph summary of the event and how it relates to gender and development and if you learned anything new and if not why not.

**AT A GLANCE:**

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| **Class** | **Date** | **TOPIC** |
| 1 | January 27 | Soldiers and Mothers: Overview of course (and quick survey of the normative framework: UN Security Council resolutions, the Beijing Platform for Action, CEDAW General Recommendation 30) |
| 2 | February 3 | The International Security System – where is gender? |
| 3 | February 10 | Women’s Peace Activism – case studies |
| 4 | February 17 | Sexual violence in conflict – from a humanitarian problem to a tactic of warfare |
| 5 | February 24 | Peacebuilding – where is gender in the UN’s ‘architecture’ of peacebuilding and recovery |
| 6 | March 2 | The politics of negotiations on gender issues |
| 7 | March 9 | Peacebuilding/reconciliation as constitutional / governance reform – challenges and priorities for women |
| 8 | March 16 | NO CLASS |
| 9 | March 23 | The ‘peace dividend’ -- Disarmament and Demobilization – Dealing with the Spoilers; what happens to women fighters (Nepal, Liberia, Aceh, Sri Lanka) |
| 10 | March 30 | The ‘peace dividend’ – Economic recovery |
| 11 | April 6 | Feminist foreign policy |
| 12 | April 13 | Countering Violent Extremism from a gender perspective |
| 13 | April 20 | The refugee crisis |
| 14 | April 27 | Transitional justice – alternative approaches to justice and reparations for war-related gender crimes |
| 15 | May 4 | Review and Synthesis |

**Communication Policy:**

The first element of my communication policy is my expectation that you will come and consult with me at least twice, ideally more often, during the semester to tell me about your own particular subject interests in the course (whether geographic or thematic) and also to discuss assignments. I have office hours on Tuesdays (10 am to 6 pm) and Wednesdays (12 pm to 3 pm), and am also available by appointment at other times that might be more convenient to you. I will also respond to emails within 24 hours of receiving them, unless for some reason it is physically impossible to do so ie when travelling.

My expectations:

I expect students to communicate to me either in person or via email, text, or phone, any challenges they may be facing that need my attention. By this I mean any difficulties you face in accessing course materials, understanding course content, or researching a topic for an assignment. I expect that when I ask students to submit proposed topics for the term paper and a proposed outline that they will take advantage of this opportunity for support through reflection on the topic and ways to develop it.

I expect that communications in both directions will be respectful and constructive.

**SCPS Statement on Academic Integrity and Plagiarism**

“*Plagiarism is presenting someone else’s work as though it were one’s own. More specifically, plagiarism is to present as one’s own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; creative images, artwork, or design; or facts or ideas gathered, organized, and reported by someone else, orally and/or in writing and not providing proper attribution. Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgement of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism. Penalties for plagiarism range from failure for a paper or course to dismissal from the University.*

**NYU Classes**

All written work must be submitted via the Assignment Tool on NYU Classes to be scanned through Turnitin.

**CGA Attendance and Lateness Policy**

All students must attend class regularly. Your contribution to classroom learning is essential to the success of the course. Any more than two (2) absences (with an explanation or not) will likely lead to a need to withdraw from the course or a failing grade.

**Incomplete Policy**

Incompletes are only granted in extreme cases such as illness or other family emergency and only where almost all work for the semester has been successfully completed. A student’s procrastination in completing his/her paper is not a basis for an Incomplete.

**SCPS Grading Scale**

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| Grade | Meaning | GPA Conversion |
| A | Exceptional; superior effort | 4.0 |
| A- | Excellent | 3.7 |
| B+ | Very good | 3.3 |
| B | Good; meets program standards | 3.0 |
| B- | Meets program standards in most respects | 2.7 |
| C+ | Requires moderate improvement | 2.3 |
| C | Requires significant improvement | 2.0 |
| C- | Requires extensive improvement | 1.7 |
| F | Fail – Did not meet minimal course requirements | 0 |

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| **Date** | **Week** | **TOPIC** |
| **January 27** | **1** | Soldiers and Mothers: Overview of course (and quick survey of the normative framework: UN Security Council resolutions, the Beijing Platform for Action, CEDAW General Recommendation 30) |
| Why is armed conflict – and its resolution – such a masculine business, why are women’s roles in conflict so invisible? What are the consequences of women’s exclusion from conflict prevention, exclusion and recovery? How does the international normative framework seek to challenge this invisibility and related exclusions, and how does it sometimes reproduce the same gender essentialisms that produce this invisibility? | | |
| **Required reading** | Laura Shepherd, 2008 ‘Power and Authority in the production of UN Security Council resolution 1325’, *International Studies Quarterly,* [Volume 52, Issue 2,](http://onlinelibrary.wiley.com/doi/10.1111/isqu.2008.52.issue-2/issuetoc) pages 383–404, June 2008  Buvinic, Mayra et al. 2012,’Violent Conflict and Gender Inequality: An Overview’, World Bank | |
| **Author/critic reading (required)** | We will practice critiquing a reading today – using the Laura Shepherd text. | |
| **Recommended** | Ch. 2, Cockburn, Cynthia, “Gender Relations as Causal in Militarization and War: A Feminist Standpoint in Kronsell, Annika and Erika Svedberg (eds.), 2012, Making Gender, Making War: Violence, Military and Peacekeeping Practices. Routledge, New York, London.  Cohn, Carol, Sex and Death in the Rational World of Defense Intellectuals, Signs, 1987, 12(4), 687-718.  True, Jacqui. 2012. “From Domestic Violence to War Crimes” & “Losing Entitlement, Regaining Control: Masculinities and Competitive Globalization” In The Political Economy of Violence Against Women (pp. 3-16 & 34-52). Oxford: Oxford University Press. (Isidore)  Valerie Hudson et al, 2013, What is there to see, and why aren’t we seeing it?’ (chapter 2); ‘When we do see the global picture, we are moved to ask how this happened’ (chapter 3), *In Sex and World Peace*, Columbia University Press. | |
| **Other resources** |  | |

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| **Date** | **Week** | **TOPIC** |
| **February 3** | **2** | **The International Security System – where is gender?** |
| The UN’s Security Council shifted in its approach to peacekeeping after the genocidal conflicts of the 1990s towards a focus on protecting war-affected populations with an emphasis on preventing human rights abuses. This involved a significant shift in the focus of peacekeeping practice and in some ways laid the ground for the emergence of the women, peace and security agenda. This session looks at this evolution in international peacekeeping, the place of gender in the POC agenda, and the extent to which issues of protection of women are compatible with the commitment to promote their agency and gender equality. | | |
| **Required reading** | Laura Shepherd, 2011, ‘Sex, Security and Superhero(in)es: From 1325 to 1820 and Beyond’, International Feminist Journal of Politics  United Nations, 2015, R’eport of the High-level Independent Panel on Peace  Operations on uniting our strengths for peace: politics,  partnership and people’, <http://www.un.org/sg/pdf/HIPPO_Report_1_June_2015.pdf>  Pages 9 – 26.  United Nations, 2015, ‘ PREVENTING CONFLICT, TRANSFORMING JUSTICE, SECURING THE PEACE’, executive summary and chapters 1 and 2 (they are not long!) | |
| **Author/critic reading (required)** | R. Charli Carpenter, 2005, ‘”Women, children and other Vulnerable Groups”: Gender, Strategic Frames and the Protection of Civilians as a transnational Issue’, in *International Studies Quarterly*, no. 49, 295-334. | |
| **Recommended** | Bruce Jones with Feryal Cherif, ‘Evolving Models of Peacekeeping: Policy Implications and Responses’, *Center for International Cooperation*, NYU.  Tracy Fitzsimmons, 2005, ‘The post-conflict postscript: gender and policing in peace operations’, in Dyan Mazurana, Angela Raven-Roberts and Jane Parpart, *Gender, Conflict and Peacekeeping*, pages 256 – 278.  Hilary Charlesworth, ‘Feminist Reflections on the responsibility to protect’, *Global Responsibility to Protect*, Vol. 2, Issue 3 (2010), pp. 232-249  <http://ezproxy.library.nyu.edu:2360/content/journals/10.1163/187598410x500372> | |
| **Other resources** |  | |

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| **Date** | **Week** | **TOPIC** |
| **February 10** | **3** | **Women’s peace activism – case studies** |
| Around the world women are the mainstays of anti-war movements, including efforts to stop the proliferation of weapons of mass destruction. We will examine some examples of the effectiveness of their efforts, and analyze their methods. Why have so few of these women peace leaders participated in formal conflict resolution or in post-conflict recovery? We will pay particular attention to women’s peace activism in Ireland and Liberia.  *“While injustices and inequalities embedded in gender relations are a long-term threat to development and stability, gender equality represents a safeguard to the spread of radicalization and violent extremism. It is critical, therefore, that women’s leadership be tapped into as a critical resource for peace.”*  *– Submission of the Committee on the Elimination of Discrimination against Women to the Global Study* | | |
| **Required reading** | The four case studies in:  Patty Chang, Mayesha Alam, Roslyn Warren , Rukmani Bhatia, Rebecca Turkington , 2015, WOMEN leading Peace: A close examination of experiences in Guatemala, Northern Ireland, Kenya and the Philippines , Georgetown Institute of Women’s peace Studies, Washington DC, Mimeo.  United Nations, 2015, ‘ PREVENTING CONFLICT, TRANSFORMING JUSTICE, SECURING THE PEACE’, Chapter 3: ‘Women’s Participation and a Better Understanding of the Political’. | |
| **Author/critic reading (required)** | Hilary Charlesworth, 2008, ‘Are Women Peaceful? Reflections on the Role of Women in Peace-Building’, *Feminist Legal Studies* no.15: 347-361 | |
| **Recommended** | Section IV, V, VI: The Women’s Coalition: Jacqueline Nolan-Haley and Bronagh Hinds, ‘Problem-Solving Negotiation: Northern Ireland's Experience with the Women's Coalition’, Journal of Dispute Resolution, 2003, Vol. 2003, Issue 2.  Chapters from: Cynthia Cockburn, 2012, *Antimilitarism: Political and gender dynamics of peace movements*, Palgrave Macmillan  Ch. 14, Fidelma Ashe, “Re-envisioning Masculinities in the Context of Conflict Transformation: The Gender Politics of Demilitarizing Northern Ireland Society” in the Kronsell and Svedberg reader.  Christine Bell, 2011 Women and Peace Agreements Dataset:  <http://www.peacewomen.org/portal_resources_resource.php?id=1288>  Baines, Erin K, 2005, ‘Les femmes Aux Milles bras: Building peace in Rwanda’, in *Gender, Conflict and Peacekeeping,* ed Dyan E. Mazurana, Angela Raven-Roberts and Jane Parpart, Rowman and Littlefield, 306 – 337. | |
| **Other resources** | **Please watch:**  **International Peace Institute: “its Time to re-set the Table”:**  <https://www.youtube.com/watch?v=d_fnmSe9X1M>  And I will arrange a screening of ‘Pray the Devil back to Hell’ – Dir Gini Rieteker, Produced Abbey Disney  You might find this fictional drama interesting (Lebanon – women reconciling Christians and Muslims)  **Where do We Go Now**  http://sonyclassics.com/wheredowegonow/main.html | |

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| **Date** | **Week** | **TOPIC** |
| **February 17** | **4** | **Sexual violence in conflict – from a humanitarian problem to a tactic of warfare** |
| One of the most significant developments in both the WPS and POC agendas in recent years is the Security Council’s recognition of sexual violence as a tactic of warfare – meriting therefore a political and a security response. In this session we review what it means to see command responsibility behind war rape, we consider recent developments in the area of combatting conflict-related sexual violence, we address war rape of men and boys, and we consider the impact that the work on sexual violence has had on the whole agenda of 1325. | | |
| **Required reading** | *Report of the Secretary-General on Sexual Violence in Conflict*, 2015 (UN Doc S/2015/203), 23 March 2015) – [file:///Users/AnneMarie/Documents/gender%20and%20governance/SG%20report%20on%20conflict%20related%20sexual%20violence%202015.pdf](file:///C:\Users\AnneMarie\Documents\gender%20and%20governance\SG%20report%20on%20conflict%20related%20sexual%20violence%202015.pdf)  (if the 2016 report is available by the time of this class we will read that instead) | |
| **Author/critic reading (required)** | Gina Heathcote, “Naming and Shaming: Human Rights Accountability in Security Council Resolution 1960,” *Journal of Human Rights Practice* (2012) | |
| **Recommended** | Marie Deschamos, Hassan Jallow and Yasmin Sooka, 2015, ‘Taking action on sexual exploitation and abuse by peacekeepers ‘ Report of an independent review on sexual exploitation and abuse by international peacekeeping forces in the CAR’, December 17  Rhonda Copelon, 2011, ‘Toward accountability for violence against women in war: Progress and Challenges’, in Elisabeth Heineman, Sexual Violence in conflict zones: From the ancient world to the era of human rights;, pages 232- 256.  Chris Dolan, 2015, ‘Letting Go of the gender Binary: Charting new pathways for humanitarian interventions on gender-based violence’, 96 (894), 485–501. Sexual violence in armed conflict  *International Review of the Red Cross* (2014), 96 (894), 485–501.  DeLaet, Debra, ‘Gender, sexual violence and justice in war‐torn societies’, Global Change, Peace & Security, 20:3, 2008. pp. 323 —338.    Dana Kay Cohen 2013 ‘Female combatants and the perpetration of violence’, *World Politics* July.  Elisabeth Jean Wood, “Armed Groups and Sexual Violence: When Is Wartime Rape Rare?” *Politics & Society,* Vol. 37 (March 2009), pp. 131-161.  Mark Drumbl, 2013, ‘She Makes Me Ashamed to Be a Woman': The Genocide Conviction of Pauline Nyiramasuhuko, 2011’, [*Michigan Journal of International Law, 2013*](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2155937##) , [*Washington & Lee Legal Studies Paper No. 2012-32*](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2155937##), <http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2155937> .  Rob Jenkins and Anne Marie Goetz, 2010, ‘Addressing Sexual Violence in Internationally Mediated Peace Negotiations’, *International Peacekeeping*, vol. 17, April 2010. | |
| **Other resources** | You could watch ‘The Greatest Silence’ (Dir: Lisa Jackson)  Or ‘Lumo’  (find online) | |

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| **Date** | **Week** | **TOPIC** |
| **February 24** | **5** | **Peacebuilding – where is gender in the UN’s ‘architecture’ of peacebuilding and recovery?** |
| In 2005 the UN Peacebuilding Commission, was created, as were and related institutions such as a large Peacebuilding Fund providing immediate support for national efforts at reconciliation and stabilization, and the Peacebuilding Support Office (PBSO). In this session we examine this new institutional ‘architecture’ form the point of view of how it has engaged with the WPS agenda and enabled (or not) women’s participation in national peacebuilding efforts. | | |
| **Required reading** | United Nations, *Report of the Secretary-General on Women’s Participation in Peacebuilding* (S/2010/466), September 2010, <http://www.betterpeace.org/node/1623> | |
| **Author/critic reading (required)** | United Nations, 2015, THE CHALLENGE OF SUSTAINING PEACE: REPORT OF THE ADVISORY GROUP OF EXPERTS FOR THE 2015 REVIEW OF THE UNITED NATIONS PEACEBUILDING ARCHITECTURE  http://www.un.org/en/peacebuilding/pdf/150630%20Report%20of%20the%20AGE%20on%20the%202015%20Peacebuilding%20Review%20FINAL.pdf | |
| **Recommended** | Rob Jenkins, 2013, *Peacebuilding: From Concept to Commission*, chapter 2  Anne Marie Goetz and Rob Jenkins, 2015, ‘Missed Opportunities : Gender and the UN’s Peacebuilding and Peace Operations Reports’,  http://futurepeaceops.org/2015/07/30/missed-opportunities-gender-and-the-uns-peacebuilding-and-peace-operations-report/ | |
| **Other resources** |  | |

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| **Date** | **Week** | **TOPIC** |
| **March 2** | **6** | **Negotiating a resolution (simulation)** |
| We will use this class to simulate the negotiation of a Security Council resolution. We will reflect on how in the process of drafting and negotiating a resolution, how political differences between countries determine what is included (Or not) in resolutions. We will discuss the resolution that was negotiated on October 18th 2013 at the Council, resolution 2122.  Throughout the course we have seen how the protection agenda crowds out the women’s leadership and participation agenda, let alone the contribution that gender equality can make to conflict prevention. Resolution 2122 aimed to redress that imbalance. The most recent resolution (2242) advanced this focus on women’s agency and sought to improve the Council’s accountability for implementing 1325. | | |
| **Required reading** | Resolution 2122  And early drafts which will be circulated beforehand | |
| **Author/critic reading (required)** | For preparation you will need to read th2 2015 special Global Study on WPS  In addition, the conclusions to the 2013 SG report on women and peace and security are what informed the operational paragraphs of resolution 2122 and you need to know what is in the conclusions and what eventually made it into 2122:  <http://www.unwomen.org/~/media/Headquarters/Attachments/Sections/News/In%20Focus/Open%20Debate%20on%20WPS%202013/2013%20SG%20report%20on%20WPS%20pdf.pdf>  Table detailing the legal sources of each para of 2122 (on NYU Classes site) | |
| **Recommended** |  | |
| **Other resources** |  | |

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| **Date** | **Week** | **TOPIC** |
| **March 9** | **7** | **Peacebuilding/reconciliation as constitutional and governance reform – challenges and priorities for women** |
| Critical to sustained peace is a political settlement that ensures fair power-sharing between social groups – particularly where there have been extremes of social inequality and exclusion. What does the post-conflict political settlement mean for women? What are the opportunities and challenges represented by post-conflict elections, constitutional reform processes, and governance reform? Is statebuilding and governance reform approached as if women mattered as participants in public decision-making, and beneficiaries of decisions about public goods? | | |
| **Required reading** | Aili Mari Tripp: 2015, ‘Women’s Rights in Post-Conflict Constitutions’, Chapter 7 of: Women and power in Post conflict Africa, Cambridge University press  We will also read the text of several post-conflict constitutions or accords – Nepal, Mindanao, possibly draft components of the new constitution for Sri Lanka, if it is ready. | |
| **Author/critic reading (required)** | J. Erikson and C. Faria, 2011 ‘We want empowerment for our women: Transitional feminism, Neoliberal Citizenship and the gendering of women’s political subjectivity in post-conflict South Sudan’, Sings NO. 36 (3):627-62.  <http://ezproxy.library.nyu.edu:15490/ehost/pdfviewer/pdfviewer?sid=40809c6f-4cad-4c7b-824c-eb4f738ef22c%40sessionmgr115&vid=3&hid=112> | |
| **Recommended** | United Nations 2015: THE CHALLENGE OF SUSTAINING PEACE REPORT OF THE ADVISORY GROUP OF EXPERTS FOR THE 2015 REVIEW OF THE UNITED NATIONS PEACEBUILDING ARCHITECTURE  Clare Castillejo, 2010, ‘Building a state that works for women: integrating gender into post-conflict state-building’, FRIDE.  Ashild Falsch, 2010, ‘Women’s political participation and influence in post-conflict Burundi and Nepal’, Peace Research Institute Oslo  Semanta Dahal, 2008, ‘Post conflict constitution making in Nepal: Toward ‘inclusiveness’ in democracy’, in Working paper series: National Law School of India University (MLSIU).  Vivien Hart, ‘Constitution-Making and the Transformation of Conflict’, Peace and Conflict, Vol 26 No. 2, <http://www.constitutionnet.org/files/Hart%20Constitution%20Making%20and%20the%20Transformation%20of%20Conflict.pdf> | |
| **Other resources** |  | |

**WEEK 8:**

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| March 16 | WEEK 8 | **NO CLASS** |

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| **Date** | **Week** | **TOPIC** |
| **March 23** | **9** | **The ‘peace dividend’ – DDR** |
| A major post conflict priority is to appease the potential ‘spoilers’ of the peace through access to economic and political opportunities, and to reduce risk of relapse into conflict by disarming former combatants and shrinking the numbers of people in security forces. These processes are called Disarmament, Demobilization, and Reintegration. This process has fixated in the past on male combatants and on rebuilding a male breadwinner model after conflict, to the serious disadvantage of women fighters and workers. | | |
| **Required reading** | Ortega, Luisa Maria Dietrich. "Transitional Justice and Female Ex-Combatants", in Cutter-Patel, Ana, DeGreiff, Pablo and Waldorf, Lars, (Eds.). "Disarming the Past: Transitional Justice and Ex-Combatants", Social Science Research Council, 2009. Chapter 5 only <http://www.ssrc.org/workspace/images/crm/new_publication_3/%7B465ede38-0c0d-df11-9d32-001cc477ec70%7D.pdf> | |
| **Author/critic reading (required)** | Chris Coulter, 2008, ‘Female fighters in the Sierra Leone War: Challenging the Assumptions?’ *Feminist Review*, no. 88: 54-73.  MacKenzie, Megan. “Securitization and De-securitization: Female Soldiers and the Construction of the Family,” Security Studies (summer 2009) | |
| **Recommended** | UN Department for Disarmament Affairs, 2001, ‘Gender Perspectives on DISARMAMENT, DEMOBILIZATION AND REINTEGRATION (DDR)’, http://www.un.org/disarmament/HomePage/gender/docs/note4.pdf | |
| **Other resources** |  | |

**WEEK 9:**

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| **Date** | **Week** | **TOPIC** |
| **March 30** | **10** | **The peace dividend: Economic recovery** |
| Fragile post conflict states often attract generous aid support – often without strict conditions on aid management. This desperately-needed ‘peace dividend’ Is an incentive to sustain the peace process – this is what the Peacebuilding Fund was set up in the first place. Jobs, livelihood support, and the recovery of food security are crucial to efforts to defuse social tensions. The ‘New Deal for fragile states is the most recent generation of international efforts to improve aid management in conflict-prone states and has important potential openings for women to link their interests to the expressing of ‘national ownership’ over the recovery process. This session reviews the New Deal and post-conflict spending patterns and entry-points for ensuring attention to gender inequality. | | |
| **Required reading** | UN Women/Patricia Justino, 21012, ‘Women Working for Recovery: The Impact of Female Employment on Family and Community Welfare after Conflict’, UN Women.  available on: <http://www.unwomen.org/~/media/Headquarters/Media/Publications/en/05BWomenWorkingforRecovery.pdf>  Theodora-Ismene Gizelis, “Gender Empowerment and United Nations Peacebuilding,” *Journal of Peace Research*, 2009, vol. 46, no. 4, pp. 505-523. | |
| **Author/critic reading (required)** | Clare Duncanson, 2016 , ‘Feminist Critiques of neoliberal peacebuilding’, Chapter 3 of Gender and Peacebuilding, Polity press. | |
| **Recommended** | CORDAID 2013: ‘Focus on fragility: Cordaid and the post-2015 agenda’, <http://www.cordaid.org/media/publications/FocusonFragility_new.pdf> and on course site | |
| **Other resources** |  | |

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| **Date** | **Week** | **TOPIC** |
| **April 6** | **11** | **Feminist Foreign Policy – Examples and dilemmas** |
| In 2014 Margot Wallstrom, Sweden’s Foreign Minister, announced she should be practicing feminist foreign policy. Before long this landed her in trouble. Speaking the truth about Saudi gender relations, she angered not only an important ally of Sweden, but Swedish arms manufacturers as well. What would a foreign policy that took seriously women’s concerns look like?  Would we have a different set of “red lines”?  A different set of priorities?  What can we learn from US and NATO efforts to put women high on the agenda in Afghanistan?  What would feminist foreign policy mean in terms of specific policy initiatives?  At the United States Institute of Peace in 2015 Wallstrom described feminist foreign policy as a foreign policy that "seeks the same goals as any visionary foreign policy: peace, justice, human rights and human development, It simply acknowledges that we won’t get there without adjusting existing policies, down to their nuts and bolts, to correct the particular (and often invisible) discrimination, exclusion, and violence still inflicted on the female half of us" (Rupert, 2015). To correct tise discrimination, she describes her feminist foreign policy as one that will highlight strengthening respect for women's human rights, increasing female political representation, and adopting a gendered perspective in the distribution of resources (Tuvestad, 2015). | | |
| **Required reading** | Valerie Hudson and Patricial Leidl, 2015, The Hillary Doctrine: Sex and American Foreign Policy, Chapter 7: ‘The Future of the Hillary Doctrine: Realpolitik and Fempolitik’, Columbia University press. | |
| **Author/critic reading (required)** | Micah Zenko and Amerlia Mae Wolf, September 24 2014, ‘Leaning from Behind: The Troubling lack of women in foreign policy making and the media’, in *Foreign Policy*.  <http://foreignpolicy.com/2015/09/23/syria-puting-refugees-republicans-us-foreign-policy-assad/> | |
| **Recommended** | Rupert, James. "Sweden's Foreign Minister Explains Feminist Foreign Policy." *United States Institute of Peace*. The Olive Branch, 9 Feb. 2015. Web. 2 Dec. 2015.  Tuvestad, Sofia. "Sweden's Feminist Foreign Policy Put to the Test Over Decision on Arms Sales." *Women's International League for Peace and Freedom*. WILPF Sweden, 2 Nov. 2015. Web. 24 Nov. 2015.  Valerie Hudson et al, 2009, ‘The heart of the matter: the Security of women and the security of states’, in international Security vol 33/3.  [Catherine Powell](http://blogs.cfr.org/women-around-the-world/author/cpowell) , September 25, 2015, ‘Why the Next UN Secretary-General Should Be a Woman’, in Council on Foreign Relations, Women around the World Blog:  <http://blogs.cfr.org/women-around-the-world/2015/09/25/why-the-next-un-secretary-general-should-be-a-woman/> | |
| **Other resources** |  | |

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| **Date** | **Week** | **TOPIC** |
| **April 13** | **12** | Countering Violent Extremism from a gender perspective |
| *“In many ways, (women’s rights) is at a crossroads on the international plane. Feminist communities have engaged and fractured on different understandings and criticisms of the politics of counter-terrorism. Today, working for the dissolution of international conflict, feminism’s marriage with counter-terrorism is a central starting point for a critical and self-reflective praxis on the global stage.”*  *- Vasuki Nesiah1* | | |
| **Required reading** | United Nations 2015, Global study on 1325, chapter 9: Countering Violent Extremism While Respecting the Rights and Autonomy of Women and Their Communities | |
| **Author/critic reading (required)** | Vasuki Nesiah, “Feminism as Counter-Terrorism: The Seduction of Power,” in *Gender, National Security, and Counter-Terrorism: Human Rights Perspectives*, ed. Margaret L. Satterthwaite and Jane Huckerby, Human Rights Perspectives (Routledge, 2013), 127–51. | |
| **Recommended** | Stephen Zunes, “Ten Things to Know about the Middle East,”  <http://www.alternet.org/story/11608/10_things_to_know_about_the_middle_east>  Shalom, Stephen R., “The United States and Middle East: Why Do ‘They’ Hate Us?” Z-May, 2001.  <http://www.thirdworldtraveler.com/Why_They_Hate_Us/US_Middle_East_WDTHU.html>  Chris Toensing, “Muslims Ask: Why Do They Hate Us?” Alternet, Sept. 25, 2001. <http://www.alternet.org/story/11590/>  [Nafeez Ahmed, ‘No Piers Morgan. This is how to destroy the Islamic State, *Middle East Eye*, 5 February 2015](http://www.alternet.org/story/11590/)  <http://www.middleeasteye.net/columns/no-piers-morgan-how-destroy-islamic-state-1630388804>  [Hoda Elsadda](https://opendemocracy.net/author/hoda-elsadda) Article 11: feminists negotiating power in Egypt, 50.50:inclusive democracy, 5 January 2015 <https://opendemocracy.net/5050/hoda-elsadda/article-11-feminists-negotiating-power-in-egypt>  Abu-Lughod, Lila. 2002. “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others.” *American Anthropologist* 104(3):783-790. <http://onlinelibrary.wiley.com.ezproxy.drew.edu/doi/10.1525/aa.2002.104.3.783/pdf> | |
| **Other resources** |  | |

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| **Date** | **Week** | **TOPIC** |
| **April 20** | **13** | **The refugee crisis and women’s statelessness** |
| Both 2014 and 2015 saw all existing records broken for the numbers of people on the move, fleeing conflict, environmental crisis, and poverty. Women and children are a majority of those displaced. Yet the humanitarian system remains highly inconsistent in its efforts to meet the needs of all women and girls, let alone support them in leadership roles. In this class we'll look at what current reviews of humanitarian responses have identified as major gaps and barriers to overcoming the gender blind approach pursued by most humanitarians, and what possible approaches to remedy this may be | | |
| **Required reading** | Please read the gender section – pages 29 – 46:  <https://www.worldhumanitariansummit.org/bitcache/32aeda5fe90ceba891060ad51d0bd823da273cf9?vid=555986&disposition=inline&op=view>  Also please skim Chapter 4 of the Global Study on 1325 | |
| **Author/critic reading (required)** |  | |
| **Recommended** |  | |
| **Other resources** |  | |

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| **Date** | **Week** | **TOPIC** |
| **April 27** | **14** | **Transitional justice – alternative approaches to justice and reparations for war-related gender crimes** |
| The class will cover the evolving international normative framework on gender and transitional justice and review the core elements of transitional justice - truth, justice, reparations, and guarantees of non-repetition - from a gender perspective.  The emphasis will be on how TJ mechanisms have under-delivered on women's rights in both policy and practice, and recommendations for reforms which will bring the TJ field in line with the need to contribute to transformative justice and gender equality | | |
| **Required reading** | UN Women, Part 1, “Introduction” (pg.8-15) and Ch. 4 “Justice for Women During and After Conflict” (pp. 80-101) in UN Women, 2011, Progress of the World’s Women: In Pursuit of Justice,  http://progress.unwomen.org/pdfs/EN-°©‐Report-°©‐Progress.pdf    UN, 2015, Global Study, chapter 5: ‘Towards an era of transformative justice ‘  Louise Chappell, Rosemary Grey and Emily Waller, “The Gender Justice Shadow of Complementarity: Lessons from the International Criminal Court’s Preliminary Examinations in Guinea and Colombia”, International Journal of Transitional Justice, Vol.7, No.3, 2013, pp.455-475.  <http://ezproxy.library.nyu.edu:5306/content/7/3/455.full.pdf> | |
| **Author/critic reading (required)** | Aguirre, Daniel and Pietropaoli, Irene. "Gender Equality, Development and Transitional Justice: The Case of Nepal" in International Journal of Transitional Justice, (IJTJ) Vol. 2, 2008, 356-377.  UN Women, Making TJ work for women - link <http://www.unwomen.org/~/media/Headquarters/Attachments/Sections/Library/Publications/2012/10/06B-Making-Transitional-Justice-Work-for-Women.pdf> | |
| **Recommended** | Staggs Kelsall, Michelle and Stepakoff, Shanee. "‘When We Wanted to Talk About Rape’: Silencing Sexual Violence at the Special Court for Sierra Leone", in the *International Journal for Transitional Justice* (IJTJ) Vol. 1, 2007, 355-374.  Liu Centre report on: Women and Reintegration in Northern Uganda, Justice and Reconciliation Project Field Notes, N. 2, September 2006.  Nairobi Declaration on Women's and Girls' Right to a Remedy and Reparation.  Valji, Nahla. "Gender Justice and Reconciliation", in Building a Future on Peace and Justice: Studies on Transitional Justice, Peace and Development: The Nuremberg Declaration on Peace and Justice, June 2007.  Nowrjoee, Binaifer. "Your Justice is Too Slow: Will the ICTR Fail Rwanda’s Rape Victims?", UN Research Institute for Social Development, Occasional Paper, No.10, November 2005.  Manjoo, Rashida. “Report of the Special Rapporteur on Violence Against Women, Its Causes and Consequences”, 2010 thematic report on reparations for women. | |
| **Other resources** |  | |

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| **Date** | **Week** | **TOPIC** |
| **May 4** | **15** | **Review** |
| We will revisit the objectives of the course, see what we have learned, and identify gaps for future teaching and learning. | | |
| **Required reading** |  | |
| **Author/critic reading (required)** |  | |
| **Recommended** |  | |
| **Other resources** |  | |

***Instructor***

Dr. Anne Marie Goetz, who joined CGA in January 2014, previously served at the United Nations since 2005 as Chief Advisor on Governance, Peace and Security, for UNIFEM and then UN Women. Prior to joining UNIFEM in 2005, she was a Professor of Political Science at the Institute of Development Studies, University of Sussex where she worked since 1991. She also served the United Nations Development Programme in Chad and Guinea in the mid-1980s. While at the UN over the past decade Dr. Goetz spearheaded initiatives to promote women’s empowerment in the UN’s peace building work in post-conflict situations, to build peacekeepers’ capacities to detect and prevent sexual violence in conflict, and to support women’s organizations’ efforts to participate in peace talks and post-conflict decision-making.

Dr. Goetz is a political scientist who specializes in research on development policies in fragile states to promote the interests of marginalized social groups, particularly poor women. She also researches conditions for democratization and good governance in South Asia and East Africa. This has included research on pro-poor and gender-sensitive approaches to public sector reforms, anti-corruption initiatives, decentralization, and state building in fragile states and post-conflict situations.

Professor Goetz is the author of eight books on the subjects of gender, politics and policy in developing countries, and on accountability reforms - the latest is a 2009 edited volume: *Governing Women*: *Women in Politics and Governance in Developing Countries* (Routlegde).

ANNEX

**Final assignment: Analytical paper**

Please submit a paper on a research question you have discussed and cleared with Dr Goetz on a subject relevant to the course.  The paper should be an analytical exploration of an issue that interests you.  The paper should be between 3,500 - 5000 words (15 - 25 pages) and must of course conform to academic standards regarding ethical use of sources.  Papers that will exceed the word length are not advised and must be cleared with Dr. Goetz at least a week prior to the due date.

**Structuring an Analytical Paper**

This is an analytical paper, which means that it is more academic than the two writing exercises so far. ‘More academic’ not only means correct use of citations and resources (in fact this is the least of the elements of relevance); it means that what is expected is a structured argument that does the following:

**Introduction**: Establishes what you are discussing and why it matters (matters politically, philosophically, legally, practically etc).

I.e.: what is the problem you want to address (can include a gap in the literature, gap in knowledge, unexplained phenomenon, a hypocrisy, a neglected area of policy, etc.)

It is useful to either outright state or hint at conclusion – in a tantalizing way, a ‘hook’ indicating something exciting, unexpected, controversial, or disturbing.

You can also provide a brief ‘roadmap’ to the structure and progression of the argument covered in the paper.

**Context-setting**: Show you know what you are talking about – where does your discussion fit in the context of literature in this area, or in the context of current policy debates or current political developments. This is to help your audience understand what you are talking about in case they do not know already

**Methodology**: This **is rarely needed for a term paper** but definitely needed for a thesis and you can consider adding a few points on how you generated or gathered evidence (ie: your sources).

*Hypothesis*: what is your postulated explanation for the problem or issue you are analyzing?

Who and what did you study?

Where and when?

Why did you pick that sample?

What tools did you use to collect data, and why? (include tools like an interview questionnaire in appendix)

Carefully describe how you used the tools.

Describe the analytical procedures (your own judgment? Double blind analysis? Initial simple coding and aggregation of similar responses? Coding and statistical analysis?)

**(If you have developed an investigation, generated evidence then you should have a section on):**

**Findings/results:**

Do not present raw data. Present a distilled version but by ALL MEANS DO use data if relevant, aggregated and assembled in charts/tables/graphs.

If you have used hypotheses – this is where you review and accept or reject/revise them

Bring in analysis to help sort/classify findings and lead towards broader observations/analysis in the next section.

**Discussion/ policy implications**

Do not repeat what is the in the findings

Offer principles, generalizations, broad patterns, relationships

Show how your findings or analysis is confirmed by or is contradicted by other studies

Discuss impact of your thoughts/analysis on theory or policy or practice

*Answer the question: so what?*

Identify points that cannot be explained and need more research

**Conclusion**

Re-state very briefly: How did you address the ‘problem’, knowledge gap, data gap, contradiction, legal issue, etc.?

Are there remaining gaps in knowledge?

What were the limitations of your study?

What can be done with the ideas you have offered?

(remember to check back with the introduction – and it is even good practice to re-write it – when you get to this stage)