

DHP D231 cross-list NUTR 242
GENDER AND HUMAN SECURITY IN
TRANSITIONAL STATES AND SOCIETIES
Spring 2018

Class Meetings: **Friday 12:45-2:45**

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Office hours: Friday 11:00-12:00 and by appointment. Each professor has office hours on the Friday that she teaches; please check the syllabus. Appointments are generally for 15 min at a time. For appointments with Mazurana, please go to the “Calendar” and “Scheduling” features on Canvas. For appointments with Stites (during or outside of office hours), please email her directly. If you have any questions or would like to request an appointment with Mazurana outside of office hours, please contact Sabina C Robillard Sabina.carlson_robillard@tufts.edu. Our offices are located at the Feinstein International Center, 114 Curtis Street (right across from Fletcher on Curtis Street). Check in with the receptionist upon arrival.

Graduate Credits: 1

Prerequisites: None

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 health, humanitarian, development, security, justice/legal, and governance sectors. Drawing upon relevant theories and using a thematic approach and case studies, we will conduct gender analyses of the impact of: conflict and crises on public health systems, including mental health care, and what this means for the people in states and societies in transition; natural disasters and climate change; and the transformation of livelihoods in post-conflict and crises. We will then examine key issues during transitions regarding displacement and return; protection of civilians; disarmament, demobilization and disarmament and security sector reform; a range of forms of violence in transition

periods; and large-scale remedy and reparation programs for serious crimes suffered during conflict and under authoritarian regimes. We finally look at and gender and political engagement in periods of transition, including non-violent civil resistance, the Arab Spring, and women, governance and political representation. Throughout the course, 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 Objectives:

This multi-disciplinary course will cover a broad range of subjects, and has a number of objectives. By the end of the course, students will be able to:

- Use micro, meso, and macro-level gendered theory and analyses to illuminate and engage directly with systems and institutions of political, military, social, economic, legal and cultural power.
- Use gender analyses to provide a more accurate analysis of key threats to the lives and well-being of people in transitional states and societies.
- Understand gender as a form of power to organize authority, institutions, rights, responsibilities, access to resources and life options.
- Summarize the gendered impacts of conflict and natural disaster that lead to elevated morbidity and mortality rates for women, girls, men and boys.
- Explain how masculinity is a key factor in elevated death and injury rates for males in conflict and post-conflict.
- Explain why climate change has gendered impacts on populations, and accurately predict where natural disasters will have more severe impacts on women and girls (and what those impacts likely will be).
- Describe the impact of war on public health systems and the results for people's health and wellbeing. Summarize the ways in which those impacts are gendered and how they will likely affect women, girls, men and boys differently in the conflict and post-conflict.
- Assess the likely responses needed in the post-conflict period to prevent increased mortality rates for women and children in particular.
- Understand key gender dimensions of displacement, and explain why being a refugee or displaced person or a returnee is profoundly gendered.
- Explain the substantive impacts of conflict on livelihoods and economic systems and describe specific changes and transformation, with an attention to how these are experienced in gendered ways.
- Explain the gendered social and political nature of current political uprisings and the response of various governments to the use of social and political violence, including sexual and gender based violence against women protestors and activists.

Specific weekly objectives are spelled out below.

Texts or Materials:

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

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

This book will also be on reserve at Ginn Library.

All the rest of the readings will be posted on Trunk.

Academic Conduct:

Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School's Policies and Procedures manual (<http://nutrition.tufts.edu/student/documents>) and Tufts University policies (<http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy>). It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.

Classroom Conduct:

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.

Assessment, Grading, Assignments and Submission Instructions:

Detailed instructions regarding each assignment are provided at the end of the syllabus.

No late papers will be accepted.

Note: individual assignments (like questions, policy memos, and peer reviews) should be submitted by Canvas in the "assignments" section. Group assignments (those relating to the policy briefing assignment) should be submitted via email to the TA (sabina.carlson_robillard@tufts.edu)

Class Assignments Overview

1. Student Generated Questions. The night before each class (by midnight) please upload your questions on Canvas. The question will arise from the

readings you did for the week. The questions should be issues you want to discuss that arose from the readings, provocative points, or application of ideas that you would like us all to discuss. **Please put your name on the top of each question so we can give you credit.** The question will help shape the class discussions and therefore should reflect both thoughtful and in-depth readings. These questions count for 5% of your grade.

2. Policy Memo: We will assign one policy memo during the semester, you will turn in one draft, receive comments, revise, and turn in the final policy memo. The policy memos provide an opportunity for you to convert information from academic sources into succinct analysis and recommendations. For additional detailed guidelines, check the Resources section on Canvas. This policy memo counts for 25% of the final grade.

- March 12: First draft due
- April 13: Final paper due

3. Policy Briefing: You will be a member of a team of approximately 2-4 students of your own choosing, you will prepare and deliver a policy briefing on a topic of your choice relevant to issues of gender, states and societies in transition. Your paper will be shared in advance with the professors and with other teams that are working on similar or related topics, and they will come prepared to ask questions after your presentation. The presentation and ability to respond to question will count for 20% of your final grade; all team members receive the same grade.

- March 2: Group and topic submitted
- March 30: Abstract and bibliography of your sources submitted
- April 20: Polished draft policy briefing due
- May 2: Policy briefing presentations due to the TA
- May 3: Policy briefing presentations
- May 5: Final Group briefing paper due

4. Final Briefing Paper: Based on your briefing presentation, each group will submit one 4 page front and back (hence 8 pages total) briefing paper on a current topic relating to armed conflict, insecurity or transition. The briefing 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. All members of the group will receive the same grade (except for group members who do not put in equal effort as their team members – see “peer review” section). The final briefing paper counts for 50% of your final grade. (Details on the paper below)

Peer evaluation will be carried out for group work on the briefing presentation and final briefing paper. This evaluation is required and is **due by May 8.** (Details below)

Accommodation of Disabilities:

Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations please contact the Fletcher Registrar and Manager of Student Academic Programs to make appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Course Schedule: This schedule is subject to modification at the instructor’s discretion.

Class #	Topic & Lecturer	Assignments Due
#1 – January 19	Gender, Human Security and States and Societies in Transition: Introduction (Mazurana)	
#2 – January 26	Gender, War, Public Health and Post Conflict (Mazurana)	
#3 – February 2	Gender, Climate Change and Natural Disaster (Mazurana)	
#4 – February 9	Livelihood Transformations in the Post-Conflict Period (Stites)	
#5 – February 16	Gender, Displacement and Return (Mazurana)	
February 23	No class Fletcher DC career trip	
March 2	<u>Class cancelled due to weather</u>	Paper/briefing topic and names of group members due to TA by email by midnight on March 2 nd
#6 – March 9	Gender and Protection (Mazurana)	
#7 – March 16	Gender and Non-violent Resistance (Mazurana)	Draft Policy Memo Assignment in Word Due

		via Canvas by 10am on March 12 th
March 23	<u>No class Spring Break</u>	
#8 – March 30	<u>Gender and Security Sector Reform (Mazurana)</u>	Briefing abstract and conference paper bibliography due via email to TA before class on March 30 th
#9 – April 6	<u>Violence after Transitions (Stites)</u>	
#10 – April 13	<u>Women, Governance and Political Representation (Mazurana)</u>	Final Policy Memo Assignment in Word Due via Canvas to TA by 10am on April 13th
#11 – April 20	<u>Gender and the Right to and Struggle for Remedy and Reparation (Mazurana)</u>	Polished draft policy paper due via email to TA by 10am on April 20 th
# 12 – May 3	<u>Oral Policy Briefing (Mazurana and Stites)</u>	Policy briefing presentation due via email to TA by 5pm on May 2nd

Course Topics, Learning Objectives and Assignments*

Complete readings 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) – January 19

Learning objectives

1. *Students will be introduced to and make use of the basic pillars and components of a gender analysis and explore the fluidity, performativity, and intersectionality of gender as a concept.*
2. *Students will gain a broad awareness of the ways in which conflict and disaster-related impacts and resulting harms are gendered.*
3. *Students will be able to describe the ways in which the politics of gender influence short-term and long-term harms suffered.*

Upon completion of this week, students will be able to:

1. *Understand gender is a form of power to organize authority, institutions, rights, responsibilities, access to resources and life options.*
2. *Begin to understand how to apply gender analysis as an analytical framework.*

* This schedule is subject to modification at the instructor's discretion.

3. *Understand the gendered impacts of conflict and natural disaster that lead to elevated morbidity and mortality rates for women, girls, men and boys.*
4. *Understand how masculinity is a key factor in elevated death and injury rates for males.*

Preparations for Class

Required Readings

Dyan Mazurana and Keith Proctor, (2014), "Gender and Humanitarian Action," *Handbook on Humanitarian Action*, edited by Roger Mac Ginty and Jenny H. Peterson. Routledge, pp. 49-61.

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.

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)

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

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.

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.

Cynthia Cockburn, "Gender Relations as Causal in Militarism and War," *International Feminist Journal of Politics*, 12:2 June 2010, 139–157.

Class 2: Gender, War, Public Health and Post Conflict (Mazurana) – Jan 26

Learning Objectives:

1. *Understand war's devastating impact on people's health and wellbeing and on public health systems.*
2. *Understand 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.*
3. *Understand 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.

4. *Understand the implications of these impacts in the transition out of conflict.*

Upon completion of this week, students will be able to:

1. *Apply gender analysis to understand the impact of war on public health systems and the results for women, girls, men and boys, their societies, and relevant systems, institutions and responses.*
2. *Describe the impact of war on public health systems and the results for people's health and wellbeing.*
3. *Summarize the ways in which those impacts are gendered and how they will likely affect women, girls, men and boys differently in the conflict and post-conflict.*
4. *Summarize why sanctions killed hundreds of thousands of children in Iraq.*
5. *Assess the likely responses needed in the post-conflict period to prevent increased mortality rates for women and children in particular.*

Preparations for Class

Required Readings

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.

Ziyad Ben Taleb et al. (2015), 'Syria: health in a country undergoing tragic transition,' Int J Public Health 60 (Suppl 1): S63-S72.

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.

Watching the following short video by Alberto Cairo ("No Scraps of Men") is required: <https://www.youtube.com/watch?v=1QX7aoxSTAQ>

Class 3: Gender, Climate Change and Natural Disaster (Mazurana) -- Feb 2

Learning objectives:

1. *Students will become familiar with the key gendered impacts of climate change.*
2. *Students will examine the gendered differences in death rates between men and women and why those differences exist.*
3. *Students will examine the causes of increase sexual and gender based violence in the aftermath of natural disaster.*

Upon completion of this week, students will be able to:

1. *Apply gender analysis to understand the impacts of climate change and natural disasters and the results for women, girls, men and boys, their societies, and relevant systems, institutions and responses.*
2. *Explain why climate change has gendered impacts on populations, and use the findings from our readings and discussions to accurately predict where natural disasters will have more severe impacts on women and girls (and what those impacts likely will be).*
3. *Explain the key reasons why some natural disasters result in (and are likely to result in) elevated death rates for women.*
4. *Summarize what are the key threats to girls in these situations where high numbers of women die, and possible ways to mitigate their risk.*
5. *Explain why sexual and gender based violence increases after natural disasters, identifying who is at risk and possible ways to mitigate their risk.*

Preparations for Class

Required Readings

World Health Organization (WHO) (2011) 'Gender, Climate Change and Health', Geneva: WHO, available at <http://www.who.int/globalchange/GenderClimateChangeHealthfinal.pdf?ua=1>

Neumayer, Eric and Plümper, Thomas (2007), 'The gendered nature of natural disasters: The impact of catastrophic events on the gender gap in life expectancy, 1981–2002', *Annals of the Association of American Geographers*, 97: 551–566

Fisher, Sarah (2010) 'Post-Tsunami Sri Lanka Violence Against Women and Natural Disasters', *Violence Against Women* 16(8): 902-918

Recommended Readings (Not Required)

Anastario, Michael, Shehab, Nadine and Lawry, Lynn (2009) 'Increased Gender-based Violence Among Women Internally Displaced in Mississippi 2 Years Post-Hurricane Katrina', *Disaster Medicine and Public Health Preparedness* 3(1): 18-26

Class 4: Livelihood Transformations in the Post-Conflict Period (Stites) – Feb 9

Learning Objectives:

1. *Identify and understand changes and transformations in livelihood strategies and opportunities in the post-conflict and transition periods and the ways in which these some of these changes are gendered.*
2. *Examine the pervasive impacts of conflict on livelihoods and economic systems.*
3. *Become familiar with recent research on support to livelihood systems of displaced persons.*

Upon completion of this week, students will be able to:

1. *Apply gender analysis to understand the impact of war on livelihoods and economic systems and the results for women, girls, men and boys, their societies, and relevant systems, institutions and responses.*
2. *Describe specific changes and transformation in livelihood strategies and identify their key gendered aspects.*
3. *Explain the substantive impacts of conflict on livelihoods and economic systems, with an attention to how these are experienced in gendered ways.*
4. *Summarize the current research on best means to support livelihood systems of displaced persons, and be able to apply a gender analysis to those findings.*

Preparations for Class

Required Readings

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

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.

Karen Hayes and Rachel Perks, "Women in artisanal and small-scale mining sector of the Democratic Republic of Congo," *High-Value Natural Resources and Peace-building*, (eds.) P. Lujala and S.A. Rustad. Environmental Law Institute and United Nations Environmental Program, London: Earthscan. 2012, pp. 529-544.

Giulia Minoai and Adam Pain, “90% real’ – The rise and fall of a rentier economy: stories from Kandahar Afghanistan.” Sustainable Livelihoods Research Consortium. Working Paper 39. November 2015.

Vagisha Gunasekara, Mira Philips, and Vigar Nagraj. “Hospitality and exclusion: a study about post-war tourism in Passikudah”. Sustainable Livelihoods Research Consortium. Report 13. September 2016.

Class 5: Gender, Displacement and Return (Mazurana) – Feb 16

Learning Objectives:

1. *Understand the key 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.*
2. *Be able to apply this understanding to the current refugees fleeing Syria, paying attention to their experiences that cause flight, during flight and upon living in other countries.*
3. *Gain a greater sensitivity to life and death among refugees, understanding the crucial gender dimensions of residing as “guests” in other countries.*

Upon completion of this week, students will be able to:

1. *Apply gender analysis to understand the impact of displacement, resettlement and return and the results for women, girls, men and boys, their societies, and relevant systems, institutions and responses.*
2. *Summarize key gender dimensions of displacement, and explain (and give examples) of why being a refugee or displaced person or a returnee is profoundly gendered (e.g., threats/rights, economically/livelihoods, politically, culturally, psychosocially).*
3. *Apply these gender dimensions to better understand the experiences of Syrian refugee women, girls, men and boys, and thus think smarter about possible responses.*
4. *Describe key issues of children on the move, which groups are most vulnerable, what are they encountering and how might agencies best assist them.*

Preparations for Class

Required Readings

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

Bhabha, Jacqueline Bhabha et al., “Children on the Move Learning Review,” and “Examples of Good Practice: Germany, Sweden and the UK,” and “In Transit: On and Through Lesbos, Greece,” in Children on the Move: An Urgent Human Rights and Child Protection Priority, Boston: Harvard FXB Center for Health and Human Rights, 2016, pp. 38-71, 72-95, and 96-123 (more than half of the pages are source citations so the reading is much less than it appears).

UNHCR, "We Keep it in our Heart: Sexual Violence Against Men and Boys in the Syria Crises," available at <file:///Users/dmazur01/Documents/Teaching/Course%20readings/Masculinities/Sexual%20violence%20Syria%20men%20and%20boys%20UNHCR%202018.pdf> pages 1-74.

Jennifer Rumach and Kyle Knight, "Sexual and Gender Minorities in Humanitarian Emergencies," in *Issues of Gender and Sexual Orientation in Humanitarian Emergencies: Risks and Risk Reduction*, ed. Larry Winter Roeder, Springer (2014), pp 33-74.

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).

Recommended Readings, Not Required

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>

Barbara Harrell-Bond and Ken Wilson, "Dealing with Dying: Some Anthropological Reflections on the Need for Assistance by Refugee Relief Programmes for Bereavement and Burial," *Journal of Refugee Studies* Vol. 3. No. 3 (1990), pp. 228-243.

No class February 23th; Fletcher School DC Career Trip

Week of March 2nd – class cancelled due to weather

Assignment for this week: Paper/briefing topic and names of group members due via email to TA by 10 a.m. on March 2

Class 6: Gender, Adversity and Mental and Physical Health (Mazurana) -- March 9

Learning Objectives:

1. Understand the effect of adverse childhood experiences on those children, their families and larger society as they age.
2. Understand the key components of protection.
3. Understand that even in the 'post-conflict' period the effects of harms are always intertwined with gendered social contexts and can be long lasting and extremely complex.
4. Become familiar with the tools and methods for carrying out a protection analysis.
5. Gain familiarity with the concept of protection and the gendered dimensions of physical and mental impacts of harm.

Upon completion of this week, students will be able to:

1. Identify the key components of ACE and their harmful affects on survivors as they age and the society as a whole.
2. Produce a clear gendered protection analysis.
3. Be able to explain the intersection of gendered social contexts, physical and mental harms, and how this impacts efforts to address mental health care in post conflict settings.

Preparations for Class

Required Readings

Jane Stevens, "The Adverse Childhood Experiences Study — the largest, most important public health study you never heard of," *Aces to High News* 10.0.2012 Available at

<https://acestoohigh.com/2012/10/03/the-adverse-childhood-experiences-study-the-largest-most-important-public-health-study-you-never-heard-of-began-in-an-obesity-clinic/>

Karen Hughes, Mark A Bellis, Katherine A Hardcastle, Dinesh Sethi, Alexander Butchart, Christopher Mikton, Lisa Jones, Michael P Dunne, "The effect of multiple adverse childhood experiences on health: a systematic review and meta-analysis," *The Lancet*, Volume 2, August 2017: pp. e356-e366.

Judith Shulevitz, "The Science of Suffering: Are Kids Inheriting their Parents Trauma?", *The New Republic* (Nov 16, 2014)

<https://newrepublic.com/article/120144/trauma-genetic-scientists-say-parents-are-passing-ptsd-kids>

Betancourt, T. S., & Khan, K. T. (2008). The mental health of children affected by armed conflict: Protective processes and pathways to resilience. *International Review of Psychiatry*, 20, 317–328.

Fiona Samuels and Nicola Jones with Bassam Abu Hamad, Janice Cooper, Ananda Galappatti. (October 2015). Rebuilding adolescent girls' lives: mental health and psychosocial support in conflict-affected Gaza, Liberia and Sri Lanka. Overseas Development Institute, London. Available at <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9999.pdf>

ICRC (2012). Enhancing Protection For Civilians in Armed Conflict and Other Situations of Violence. Available at <https://www.icrc.org/eng/assets/files/other/icrc-002-0956.pdf> chapter 1 only

Recommended Readings

Vincent Felitti et al., "Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults," the American Journal of Preventative Medicine, Volume 14 Issue 4, pp. 245-258.

<https://acestoohigh.com/2016/07/13/violence-is-just-one-part-of-childhood-trauma-so-why-are-we-focusing-so-much-on-childhood-violence/>

No Class March 23 – Spring Break

Class 7: Gender and Non-violent Resistance (Mazurana) Mar 16

Assignments due this week: Draft Policy Memo Assignment in Word Due via Canvas to TA by 10am on March 12th

Learning Objectives:

1. *Understand the key gendered dimensions of political activism by civil society groups to counter war and militarism, with a focus on gender analysis of non-violent civil resistance.*
2. *Understand more about non-violent civil resistance groups, their strategies, tactics and when and why they succeed.*

Upon completion of this week, students will be able to:

1. *Summarize what is non-violent civil resistance, and why it is more effective than violent means to achieve goals.*
2. *Apply gender analysis to understand non-violent resistance groups, their strategies, tactics, and when and why they succeed.*

Preparations for Class

Required Readings

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.

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.

Recommended Readings (not required)

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

Class 8 – Gender and Security Sector Reform (Mazurana) – – March 30

Assignments due this week: Briefing paper abstract and bibliography due via email to the TA by 10am on March 30th

Learning Objectives:

1. Gain familiarity with the security sector, which 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 (including 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).
2. Gain familiarity with theoretical approaches, historical overviews, current critiques and best practices to the conceptualization and the practice of security sector reform in states in transition. Within this, examine the centrality of gender analyses to informing SSR.

Upon completion of this week, students will be able to:

1. List the key actors/institutions and components of SSR, and be able to highlight key gendered concerns within SSR.
2. Summarize the key differences among women, girls, men and boys in their experiences of SSR and think through the implications.
3. Summarize the key health, protection and well-being issues that arise when you apply a gender analysis to SSR.

Preparations for Class

Required Readings

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

Dyan Mazurana, Anton Baare and Roxanne Krystalli (2016), "Gender, Disarmament, Demobilization and Reintegration," *Oxford Handbook on Gender and Conflict*, editors Fionnuala Ni Aolain, Dina Hayes, Naomi Cahn and Nalha Valji, Oxford University Press.

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

- Daniel Bendix, "A Review of Gender in SSR: Bringing Post-Colonial and Gender Theory into the Debate," p. 9
- Margarete Jacob, "Engendering SSR: Sierra Leone and Liberia Compared," p. 48
- Henry Myrntinen, "Violent Islands: Notes on Masculinities and SSR processes in Haiti, Solomon Islands, and Timor-Leste," p. 76

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).

Recommended Readings

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).

Class 9: Violence after Transitions (Stites) – Apr 6

Learning Objectives:

1. *Understand the nature of violence in the post-conflict period, including state violence, violence by militia and vigilante groups, and interpersonal violence.*
2. *Gain familiarity with the transformation of the masculine role and social expectations and ideals for men in this post-conflict period, and how this can prevent or exacerbate violence at personal, local, and national levels.*
3. *Understand the ways in which women experience violence and (in) security at personal, local and national levels in the transition period.*

Upon completion of this week, students will be able to:

1. *Apply gender analysis to understand the impact of violence in post-conflict period and the results for women, girls, men and boys, their societies, and relevant systems, institutions and responses.*

2. Summarize the key areas within the politics of masculinity that lead to increases or decreases of violence at personal, local and or national levels.
3. Based on an understanding of the ways in which women, girls, men and boys experience violence and (in) security in the post-conflict period, list key measures needed at different levels to prevent violence (informed by gender analysis).

Preparations for Class

Required Readings

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

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)

Promundo, 'Living Peace: Men Beyond War,' available at http://www.promundo.org.br/en/wp-content/uploads/2010/03/Living-Peace_Short_English.pdf

Nadje Al-Ali and Nicola Pratt, "Conspiracy of Near Silence: Violence against Iraqi Women," Middle East Report, No. 258, (Spring 2011), pp. 34-37, 48

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.

Class 10: Women, Governance and Political Representation (Mazurana) – April 13

Assignment for this week: Final Policy Memo due to TA by 10am on April 13

Learning Objectives:

1. Understand the relationship between gender equality and women's physical security in a state and the behavior of that state internally and internationally.
2. Understand how and why women's meaningful inclusion in peace and governance processes results in significantly enhanced outcomes for peace in the country.
3. Recognize and be familiar with the key components necessary for women's meaningful inclusion constitution-making processes (as well as what inhibits their inclusion) and how and where and why they can or cannot make an outcome on the final constitution.
4. Understand what key factors are necessary for women's increased representation in governance bodies in developed and developing nations (and

where there are differences and why).

5. Understand the impact of security threats dominating the national agenda both for women's ability to be elected to governance bodies, and for the types of legislation and funding that is (or is not) implemented.

Upon completion of this week, students will be able to:

1. Summarize the characteristics of states that have greater gender equality as it relates to their engagement in internal and international violence.
2. List the benefits of women's meaningful inclusion in peace processes.
3. List the key avenues and components necessary for women's meaningful inclusion in both peace and constitution-making processes.
4. Critique a heavy focus on security threats at the national level, and the fallout for women's representation and the passage of legislation and funding for programs that benefit women and children.
5. Summarize the main factors that influence women's representation in governance bodies, ensuring that distinction is made between differences in developed and developing countries.

Preparations for Class

Required Readings

WATCH BEFORE CLASS Video Madeleine Albright, "On Being a Woman and a Diplomat," TEDWomen 2010, Dec 2010, available at: https://www.ted.com/talks/madeleine_albright_on_being_a_woman_and_a_diplomat?language=en

Valerie Hudson, Bonnie Ballif-Spanvill, Mary Caprioli, and Chad Emmett, "Introduction," Sex and World Peace, Colombia University Press (2012) **pages 1-6 ONLY**

Valerie Hudson, Bonnie Ballif-Spanvill, Mary Caprioli, and Chad Emmett, "The Heart of the Matter: The Security of Women and the Security of States," Sex and World Peace, Colombia University Press (2012), pp. 95-118.

Marie O'Reilly, Andrea O'Suilleabhain, and Thania Paffenholz, Reimagining Peacemaking: Women's Roles in Peace Processes, International Peace Institute: New York (2015). (Pay close attention to the details of the case study and how they illuminate the report's overall findings)

Elizabeth Katz, "Women's Involvement in International Constitution-Making," in Beverly Baines, Daphne Barak-Erez, and Tsvi Kahana (eds.) Feminist Constitutionalism: Global Perspectives, Cambridge University Press (2012), pp. 204-222

Daniel Stockemer, "Women's descriptive representation in developed and developing countries," *International Political Science Review* 2015, Vol. 36(4) 393-408.

Theresa Schroeder, "When Security Dominates the Agenda: The Influence of Ongoing Security Threats on Female Representation," *Journal of Conflict Resolution* 2015: 1-26.

Class 11: Gender and the Right to and Struggle for Remedy and Reparation (Mazurana) – Apr 20

Learning Objectives:

1. *Gain familiarity with 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.*
2. *Understand the right to remedy and reparation for serious crimes (including understanding the difference between individual and collective reparation and symbolic or material reparation), and key gender dimensions.*
3. *Understand the five components of reparation from a gender perspective.*
4. *Understand the different ways of thinking about collective harms and collective reparation in the face of mass violence.*

Upon completion of this week, students will be able to:

1. *Summarize the differences and complementarities of remedy, truth seeking, investigation and prosecution, with an ability to highlight key gender dimensions of each.*
2. *Critique these bodies, their processes and results from gender perspectives, and explain where we see women and their experiences and testimonies are often marginalized and reasons why.*
3. *Produce recommendations regarding how these bodies and processes could be shaped to better enable gender justice for women and girls, as well as victims of sexual and gender based violence.*

Preparations for Class

Required Readings

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, "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.

M. Brinton Lykes and Marcie Mersky, 'Reparations and Mental Health: Psychological Interventions Towards Healing, Human Agency, and Rethreading Social

Realities,' in *The Handbook of Reparations*, ed. Pablo De Greiff (New York: Oxford University Press, 2006).

Rosalind Shaw, Rethinking TRCs, Special Report 130 USIP 2005

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.

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.

Dyan Mazurana et al., (2013) *Making Gender-Just Remedy and Reparation Possible: Upholding the Rights of Women and Girls in the Greater North of Uganda*, Feinstein International Center and ISIS WICCE: Medford and Kampala. pages 32-38 and then select 2 of the 5 forms of reparation and read those sections.

Recommended Readings (NOT required)

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.

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: – Oral Policy Briefing Presentations May 3, 1:30 – 3:30

Briefing presentation due by email to the TA by 5pm on May 2

As a student in the course you are *required* to take part in a briefing where your teams will present their papers, to be held from **1.30 – 3:30 pm**. The briefing 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.

May 5 – Final papers due – send them via email to the TA by 5pm

May 8 – Peer reviews due – send them via Canvas to the TA by 5pm

Detailed Guides for Assignments

Policy Memo Assignment Guidelines

Purpose: A policy memo is normally written from a senior staff member to his/her boss who is the ultimate decision maker. As the memo writer, you should assume your boss is not going to have time to read up on the material, so the policy memo serves to:

- a) explain the problem;
- b) convey information based on the expert knowledge (in our case, the readings);
- c) present your analysis of the situation;
- d) provide options on the course of decision-making with analysis as to *why* (based on the problem and the information provided) these are possible choices;
- e) recommend one course of action over another.

Guidelines: Succinctness and clarity are important qualities of policy memos. You can assume that the supervisor reading the memo has a basic familiarity with the historical context in which the developments are unfolding and knows who the major actors are – though it may be helpful to highlight the dynamics between these actors or any new developments that affect the problem at hand.

Policy memos typically begin with a brief summary, followed by a situation analysis providing the context and explaining the problem. They then outline possible courses of action, highlighting the advantages and disadvantages of each to explain the benefits or risks. Finally, policy memos recommend a course of action to the memo recipient, bearing in mind the aforementioned analysis. It is possible that the recommended course of action will itself carry risks and have disadvantages, in which case you should briefly explain how to minimize those risks or weigh them against the possible advantages.

Given the limited word count, you have to make decisions about how to convey a complex situation without oversimplification, repetition, or redundancy. Before writing the memo, consider which information is necessary, what the clearest way to convey its complexity is, and what the reader can be presumed to already know about the situation.

Format: Memos should be no more than 1200 words. The header of the memo should clearly name the writer and his/her position, the recipient and his/her position, the date, and the topic of the memo. Language should be clear and word choice (i.e. technical language, jargon, acronyms) should reflect the presumed knowledge of the supervisor. Write in the active voice when possible. Sequencing matters, so be mindful of the order in which you present your arguments and proposed courses of action. While longer research papers rely heavily on citations and often contain lengthy footnotes, the majority of the information in memos is contained in the body of the text. You can cite the readings you reference parenthetically (Nordstrom, 2013), using page numbers only for direct quotations. You can add a list of works cited at the end of the memo. Neither the parenthetical citations nor the works cited count against your word count. You may consult outside sources, though you are not required to do so.

Submission instructions: You will be presented with a question/scenario to which you should respond in memo format. You can draw on the readings assigned for that class to reflect 'expert opinion' on the subject and to devise the courses of action that you will analyze and recommend. You will submit both a draft version of your memo and a revised

version based on professor feedback in order to sharpen your memo-writing skills. Please use 12-point font, single spacing, and one-inch margins. Please submit your policy memo in Word format (not PDF) via Canvas. No late policy memos will be accepted. Auditors do not need to write policy memos.

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 briefing. 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".[†]

How will your abstracts be used?

Your abstracts will be listed/published in a policy briefing agenda that will be made available to all members of the course, as well as students and faculty at Fletcher. The briefing 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 briefing to hear particular topics. Your abstract should reflect what it is that you'll be presenting on at the briefing and also reflect the heart of the work of your final paper.

[†] 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]

Policy Briefing Presentation 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 10 minutes to make their presentation. We will keep strictly to the time and people will be cut off after 10 minutes 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 10 minutes. After all panelists have presented we will have between 20-25 min for discussion, which will entail the panelists taking questions from the audience. A select group of students in the class who are doing work similar to your presentation and those that have expertise on that topic will receive your polished draft policy briefings the week before you present and they will come prepared with questions for your team, as will both professors. Then questions will be opened to the rest of the class. Any member of your team can answer the questions, not only the presenter. 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. The TA will then load them onto a flash drive that will contain all the presentations for each room during the briefing. *If you have a link to video or audio, please let the TA know in advance so she can pre-load them and check to see if they work.* These presentations must be final when you give them to the TA.

Briefing Paper Assignment Guidelines

Purpose: Similar to the policy memo in its emphasis on brevity and clarity, the briefing paper seeks to inform busy decision makers on the current state of a particular issue. Unlike the previous assignment, however, here you are targeting an *external* audience, seeking not only to inform (in this case, of your research findings) but also to *influence* subsequent policy. Representing your research group or an organization of your choice, the briefing paper serves to:

- a) Clearly present the issue;
- b) Provide a concise, compelling summary and analysis of research findings;
- c) Recommend actions to policymakers and other key decision makers.

Guidelines: Based on your group project, each group will submit a briefing paper presenting current knowledge and findings on that topic (the topic for your briefing presentation and briefing paper will be the same). Briefing papers typically are framed by concise key findings/messages. They begin with an introductory paragraph to orient the reader to the paper's content. They then proceed in a logical fashion to deliver important points that build upon each other. The majority of the paper presents data and analyses

on your topic, and concludes with recommendations to your targeted audience(s) on how to more effectively address the policy or programmatic response on this topic. You can assume that your audience is broadly educated on the issue, but not necessarily expert or up-to-date on current developments.

Your analysis should be informed by and refer to current and relevant scholarship. Although the end product will be concise, please note that this is a *significant* research project. It should be approached as if compiling a much longer research paper, to then be condensed into its essential elements so as to reach a targeted audience.

Format: Papers should not exceed 4 pages back and front (hence 8 pages total) so succinctness is critical. Consider the costs and benefits of grabbing the reader's attention versus maximizing the use of limited space. Descriptive subheadings and various forms of typographic emphasis (i.e. bold, italics, underline, color) may be used to focus attention on to key takeaways. A central objective of this assignment is to learn how to convey information concisely and compellingly in a way that will resonate with the reader, and your grade will reflect both content as well as format/presentation. There will be training available in Adobe InDesign for enhancing presentation of materials.

All citations should be in footnotes, with page numbers only for direct quotations. Please also include a list of works cited at the end of the paper (the works cited may exceed the 8 pages of content).

Submission instructions: Your team will submit a polished version of your paper on the date assigned. This paper will be read by the professors as well as teams in the class who are working on related papers, and any student who has expertise or work experience on your topic. When you present that policy briefing orally, the professors and those students will be primed to ask you specific questions, so be prepared to have your team ready to think through answers. Based on the comments you receive at your briefing, you will make final revisions to your briefing paper. Final papers are due via email to the TA on the date assigned. No late papers will be accepted. Auditors do not need to write briefing papers but may be asked to read papers in areas of their expertise and interest and to come with prepared questions to the oral briefing.

Peer Review Instructions

As part of the assessment process for this course, the manner in which each student conducted themselves in their assignment teams is factored into the participation grade. **Each** member of **each** team will do a **confidential** peer review of the other members of their team. For this course, that means reviewing member contributions to both the Briefing Presentation and the Final Briefing Paper.

Instructions:

Each student will submit a peer review for each member of their team. These will be kept **confidential** by the Professors.

Each review should clearly state YOUR name, the full names of the individuals being reviewed and the name of the team, e.g. Colombia and DDR.

For each team member (state their name) please reflect on their contribution and participation within the team, as described below. The review of each team member should not be more than 150 words.

All commentary related to their involvement in the group process is welcome (*positive and negative*). However, please provide specific reflections on the following:

- *Preparedness*: includes, but is not limited to, the individual had read the relevant material and understood it well enough to discuss. This doesn't mean questions or clarifications are inappropriate. However these clarifications should be based on each individual having conducted their own work before taking it to the team. Further reflect on whether each individual completed what they were assigned to do for that meeting or stage in the group process within the time agreed.
- *Contribution*: did each member of the team, when all the members' efforts together have been reflected upon, contribute fairly over the course of the assignment? This applies to both conceptual contributions e.g. ideas and inputs to the decision-making process, as well as to pragmatic contributions e.g. writing, formatting, editing, additional research, etc. This does not imply that each member needed to do the same exact amount of conceptual and pragmatic work, but rather in your mind did they carry their weight appropriately?

This is not a personality test

Importantly, this review is not about whether you found your team members to be nice or not nice, and there should not be any commentary on personalities. This is about professional conduct.

Return By: Please return the peer review **via email to the TA by 5PM on May 8**. Each team member should submit ONE document, but please separate the member reviews so that they print on different pages to facilitate the sorting of these documents into teams.

Heads Up: not submitting a peer review is deemed as not completing the full assignment and has an impact on your grade.

Grading Guidelines

Your final grade

Each assignment will be translated into a numerical value, where $A \geq 95$, A- 94 to 90, B+ 89 to 87, B 86 to 84, B- 83 to 80. Anything 79 or lower is failing. Based on the relative weights of each assignment (e.g. policy memo = 25%), the final grade is calculated using the following scale: