Course Description

The relationship between gender and war has historically been seen as so obvious (men wage war, and women weep) that it has largely been ignored by scholars and politicians who think about war. But over the last twenty-five years, the roles of men and women in war-making and peace-making have suddenly become topics for research and knowledge-building.

This interdisciplinary course will examine the gendered political economies of war and peacebuilding. A variety of theoretical and methodological approaches to understanding the relationships between gender, armed conflict and peacebuilding will be employed, with an eye toward assessing the strengths and limitations of each.

Empirical research, interdisciplinary studies, multimedia and policy analysis will be used to explore multiple perspectives and “ways of knowing” about the causes and consequences of armed conflict.

Peacebuilding itself will be viewed through a gendered lens, in the context of the global political economic relations within which countries recover from violent conflict.

This course has been designed in close collaboration with the Consortium on Gender, Security & Human Rights speaker series. See http://genderandsecurity.org/.

This course will also be piloting a ‘Team Based Learning’ classroom. Students will work in small teams and assessment will occur at both an individual and team level.

Prerequisites: None

Instructors: Carol Cohn
Office: Wheatley 6-64
Office Hours: Wed 12-2pm

Kade Finnoff
Office: Wheatley 5-25
Office Hours: Wed 11am-1pm
This course involves extensive reading, writing, discussion, data analysis and group work through team based learning. We will use data extensively to evaluate common perceptions of violent conflict and peacebuilding.

We approach student assessment from the understanding that it should aid learning and be an opportunity for valuable feedback (for both students and ourselves). In this course students will be given frequent formative learning assessment mechanisms.

**Individual Assessment**

1. **Preparations, Attendance and Participation (20%)**
   Each class will have required readings (and videos) that will posted online. Students will need to arrive in class with their annotated bibliography entries. Within 24 hours after class, students will have to write a post class reflection (and upload on blackboard). More than 3 absences will result in an automatic failure for the course.

2. **Weekly Reading Response (20%)**
   There is a weekly reading response due by Sunday at midnight submitted through the course blackboard site. It requires an annotated bibliography entry for each of the required readings and videos followed by written response demonstrating active engagement with the material.

**Team-Based Learning (TBL) Assessments**

These assignment will be collaboratively completed and include an application, writing and data components.

3. **TBL1 Applied Gender Analysis (20%)**
4. **TBL2 Conflict or Peace Processes (20%)**
5. **TBL3 Gender & Peacebuilding (20%)**

**Required Text:**


**Note:** All other required readings and videos will be available on the course blackboard site. Log-in here: [https://umb.umassonline.net/](https://umb.umassonline.net/)
Help and Resources

If you are feeling lost or overwhelmed…

1. **Speak up in class**
   Chances are you aren’t the only person who has a similar issue, so speaking up will help your classmates as well.

2. **Speak to your peers**
   Discussing an issue with your peers can help problem solve the issue and help you find additional resources.

3. **Contact us outside of class**
   We are available to meet during our office hours or by appointment. Our office hours are on Wed: 11-1pm (Kade) and 1-3pm (Carol). You can also email us if you prefer: carol.cohn@umb.edu kade.finnoff@umb.edu.

4. **Library resources**
   UMB’s library has a number of online resources that many students are unaware of. See: https://www.umb.edu/library

5. **Academic Support Programs (ASP)**
   Students can get help with math, writing, reading and study skills, by contacting ASP (Campus Center 1-1300, 617-287-6550). Students must sign-up early in the semester to access some of these resources.
Regarding plagiarism:
It is the expressed policy of the University that every aspect of academic life—not only formal coursework situations, but all relationships and interactions connected to the educational process—shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit is the student’s own and is in compliance with University policies, including its policies on appropriate citation and plagiarism.

In ALL assignments, you must cite the sources of any information, quotations, ideas, pictures, equations, data and videos which are not your own work, using standard citation styles. I take academic dishonesty violations very seriously.

Please familiarize yourself with and follow UMass Boston policy on Academic Honesty in the Code of Student Conduct, available at: https://www.umb.edu/life_on_campus/policies/community/code.

Online resources:
Students are encouraged to visit and review the UMass website on Correct Citation and Avoiding Plagiarism: http://umb.libguides.com/GradStudiesCitations.intro/integrity.html.

An interactive guide available at: http://abacus.bates.edu/cbb/quiz/

More info: http://www.wikihow.com/Avoid-Plagiarism

Accommodations
UMass Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. Students must register with the Ross Center for Disability Services Campus Center UL Room 211 (617-287-7430) http://www.umb.edu/academics/vpass/disability. Please see me immediately at the outset of the course so we can design a solution that will help you be successful in the class.

Technology policy:
We will be busy in every class session, and we don’t need any technological distractions. Silence your cell phones before you enter the classroom. Do not use your laptop, cell phone or tablet in class to surf the internet, check grading.
### Required Readings and Assignment Due Dates

*(subject to change based on student interests - CHECK BLACKBOARD FOR UPDATES)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Major Topic</th>
<th>Learning Module</th>
<th>What to Read</th>
<th>What to Watch</th>
<th>Speaker Series</th>
<th>What is Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27/16</td>
<td>1</td>
<td>Introduction</td>
<td></td>
<td></td>
<td></td>
<td>RR (Reading Response)</td>
<td></td>
</tr>
<tr>
<td>2/3/16</td>
<td>2</td>
<td>Gender Analysis</td>
<td>WW (Women &amp; Wars) - Preface (Enloe), Intro &amp; Ch 1 (Gohn)</td>
<td>Humphreys &quot;Economics &amp; Violent Conflict&quot;</td>
<td>PBS - War Redefined</td>
<td>RR</td>
<td></td>
</tr>
<tr>
<td>2/10/16</td>
<td>3</td>
<td>Theories &amp; Causes of War</td>
<td>O'Gorman Ch 1 &amp; 2</td>
<td></td>
<td></td>
<td>RR</td>
<td></td>
</tr>
<tr>
<td>2/17/16</td>
<td>4</td>
<td>Membership in state &amp; non-state armed groups</td>
<td>WW - Ch 6 (Mathews) &amp; WW Ch 7 (Mazurana)</td>
<td>ILO - &quot;Red Shoes&quot; Ch 1 &amp; 2</td>
<td></td>
<td>RR</td>
<td></td>
</tr>
<tr>
<td>2/24/16</td>
<td>5</td>
<td>Sexual Violence</td>
<td>WW - Ch 3 (Delargy)</td>
<td>Baaz and Stern &quot;Why Do Soldiers Rape?&quot;</td>
<td>Making a Killing Inside the International Arms Trade</td>
<td>RR</td>
<td></td>
</tr>
<tr>
<td>3/2/16</td>
<td>6</td>
<td>Bombs and the Arms market</td>
<td>Schmidt &quot;Disarming Viktor Bout&quot;</td>
<td>UN &quot;Sexed Pistols: The Gendered Impacts of Small Arms &amp; Light Weapons&quot;</td>
<td></td>
<td>RR</td>
<td></td>
</tr>
<tr>
<td>3/9/16</td>
<td>7</td>
<td>Migration &amp; Displacement</td>
<td>WW - Ch 4 (jiles)</td>
<td>Cassidy &quot;The Economics of Syrian Refugees&quot;</td>
<td>CGSHR - Nusair &quot;Political Economy of Displacement&quot;</td>
<td>RR</td>
<td></td>
</tr>
<tr>
<td>3/16/16</td>
<td>8</td>
<td>SPRING BREAK - no class</td>
<td></td>
<td></td>
<td></td>
<td>RR</td>
<td></td>
</tr>
<tr>
<td>3/23/16</td>
<td>9</td>
<td>Peace Processes</td>
<td>WW - Ch 8 (Malathi de Alveis, Mertus, and Sajjad)</td>
<td>Keen &quot;The Economic Functions of Violence in Civil Wars&quot;</td>
<td>Pray the Devil Back to Hell</td>
<td>Claire Duncanson</td>
<td>RR</td>
</tr>
<tr>
<td>3/30/16</td>
<td>10</td>
<td>Peacebuilding within neoliberalism</td>
<td>WW - Ch 10 (Jacobson)</td>
<td>Cramer &quot;Trajectories of Accumulation Through War and Peace&quot;</td>
<td>Love, Women and Flowers?</td>
<td>RR</td>
<td></td>
</tr>
<tr>
<td>4/6/16</td>
<td>11</td>
<td>DDR/Livelihoods</td>
<td>WW - Ch 9 (Mazurana &amp; Cole)</td>
<td>MacKenzie &quot;Empowerment Boom or Bust?&quot; Date-Bah &quot;Women &amp; Other Gender Concerns in Reconstruction &amp; Jobs&quot;</td>
<td>CGSHR - Turshen &quot;Women's Economic Activities in Eastern DRC, Livelihoods Under Duress&quot;</td>
<td>Roxanne Krystalli</td>
<td>RR</td>
</tr>
<tr>
<td>4/13/16</td>
<td>12</td>
<td>Public Finance</td>
<td>Boyce and O'Donnell - Peace and the Public Purse Ch 1 &amp; 10</td>
<td>Langer et al. &quot;Horizontal Inequalities and Post-Conflict Development&quot;</td>
<td></td>
<td>RR</td>
<td></td>
</tr>
<tr>
<td>4/27/16</td>
<td>14</td>
<td>Moving forward - Reconciliation and justice, personal security</td>
<td>Mazurana et al. &quot;Making Gender-Just Remedy and Reparation Possible&quot;</td>
<td></td>
<td></td>
<td>Dyan Mazurana</td>
<td>RR</td>
</tr>
<tr>
<td>5/4/16</td>
<td>15</td>
<td>Extractives &amp; land grabs</td>
<td>Gender Action Link &quot;Extractive Industries&quot;</td>
<td>Peace, Conflict &amp; Development in Africa Reader: Ch 8 &quot;Natural Resources, The Environment &amp; Peacbuilding&quot;</td>
<td>PBS - The War We are Living</td>
<td>RR</td>
<td></td>
</tr>
<tr>
<td>5/11/16</td>
<td>16</td>
<td>Synthesis and Reflection</td>
<td></td>
<td></td>
<td></td>
<td>TBL3</td>
<td></td>
</tr>
</tbody>
</table>

Sections of the syllabus format (but not content) modeled upon Tona Hagan’s sample syllabus online - for additional information and resources see http://www.tonahangen.com/