

GENDERED POLITICAL ECONOMIES OF WAR AND PEACEBUILDING

U M A S S B O S T O N

HONORS
380-03

WED
3-5:45PM

U02-2115



Active combat female Tamil Tigers (LTTE).
Source: <http://www.telegraph.co.uk/>

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

Coltan mining in DRC.

Source: <https://elevatedconsciousness.wordpress.com/2013/01/10/the-coltan-crisis/>

Course Requirements

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 be 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%)**

What is Team-Based Learning?

Team-based learning (TBL) structures student learning through small groups (5-7) that work together throughout the entire semester. TBL emphasizes student preparation outside of the classroom and application of knowledge within the classroom. Within the TBL format assessment occurs at both an individual level and group level, with students given the opportunity to assess their other group members contribution to group work.

Required Text:

—Cohn, Carol. 2012. *Women and Wars*. Polity Press: Boston. Designated as "WW" on course outline.

Note: All other required readings and videos will be available on the course blackboard site. Log-in here: <https://umb.umassonline.net/>



Syrians
Queuing for
Food 2014.

Source: <http://www.hunger-undernutrition.org/blog/2014/05/the-dire-state-of-food-security-in-the-syrian-refugee->



Student Learning Outcomes

By the end of this course students will be able to...

Knowledge and Comprehension

Complete a detailed annotated bibliography entry for each required reading and video for the course.

Describe various theoretical approaches to understanding violent conflict.

Describe the ways in which violent conflict can be measured and the limitations to different approaches.

Explain the gendered nature of war, including the use of sexual violence as a tactic of warfare.

Application

Demonstrate a level of comfort using economic

and social data for conflict affected countries, including graphing and discussing trends in the data.

Provide examples of how economic factors affect post-war state-building.

Analysis

Make inferences and find evidence to support generalizations with data on violence.

Analyze instances of violent conflict using a human rights perspective.

Synthesis

Articulate and evaluate competing theories of violent conflict.

Design and construct an applied gender analysis using a contemporary country case study of violent conflict.

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.



UN
Peacekeeper
Bosnia and
Herzegovina

Source: <http://buildingpeacefor.um.com/2014/09/bosnia-stabilization-stalled-in-a-negative-peace/>

Grading Scale

A	100-95
A-	95-91%
B+	90-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	63-60%
F	<60%

Things to Remember

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

Required Readings and Assignment Due Dates

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

BOMBS & BOMBSHELLS: SPRING 2016

Date	Week	Major Topic	Learning Module	What to Read	What to Watch	Speaker Series	What is Due
1/27/16	1	Gender and Armed Conflict	Introduction				RR (Reading Response)
2/3/16	2		Gender Analysis	WW (Women & Wars) - Preface (Enloe), Intro & Ch 1 (Cohn)			RR
2/10/16	3		Theories & Causes of War	Humphreys "Economics & Violent Conflict" O'Gorman Ch 1 & 2	PBS - War Redefined		RR
2/17/16	4		Membership in state & non-state armed groups	WW - Ch 6 (Mathers) & WW Ch 7 (Mazurana) ILO - "Red Shoes" Ch 1 & 2			RR
2/24/16	5		Sexual Violence	WW - Ch 3 (DeLargy) Baaz and Stern "Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC)." USIP "Wartime Sexual Violence"	PBS - I Came to Testify	Meredith Turshen	RR
3/2/16	6		Bombs and the Arms market	Schmidle "Disarming Viktor Bout" UN "Sexed Pistols: The Gendered Impacts of Small Arms & Light Weapons"	Making a Killing Inside the International Arms Trade		RR TBL1 (Team-based learning Assignment 1)
3/9/16	7		Migration & Displacement	WW - Ch 4 (Giles) Cassidy "The Economics of Syrian Refugees" UNHCR "Women on the Run"	CGSHR - Nusair "Political Economy of Displacement" NPR - Interview with City of Thorns author Rawlence		RR
3/16/16	8	SPRING BREAK - no class					
3/23/16	9	Gender and Peacebuilding	Peace Processes	WW - Ch 8 (Malathi de Alwis, Mertus, and Sajjad) Keen "The Economic Functions of Violence in Civil Wars" CGSHR transcript "A Conversation with Women Peacebuilders"	Pray the Devil Back to Hell	Claire Duncanson	RR
3/30/16	10		Peacebuilding within neoliberalism	WW - Ch 10 (Jacobson) Cramer "Trajectories of Accumulation Through War and Peace" Haynes "Harm to Women in a Neoliberalized Postconflict Reconstruction Process"	Love, Women and Flowers?		RR
4/6/16	11		DDR/Livelihoods	WW - Ch 9 (Mazurana & Cole) MacKenzie "Empowerment Boom or Bust?" Date-Bah "Women & Other Gender Concerns in Reconstruction & Jobs"	CGSHR - Turshen "Women's Economic Activities in Eastern DRC: Livelihoods Under Duress"	Roxanne Krystalli	RR TBL2
4/13/16	12		Public Finance	Boyce and O'Donnell - Peace and the Public Purse Ch 1 & 10 Langer et al. "Horizontal Inequalities and Post-Conflict Development"			RR
4/20/16	13		Infrastructure	World Bank "Making Infrastructure Work for Women & Men" p.49-68 FAO "Women in infrastructure works" ILO "Gender in Crisis Response A Guide to the Gender-Poverty-Employment Link"	Perkins		RR
4/27/16	14		Moving forward - Reconciliation and justice, personal security	Mazurana et al. "Making Gender-Just Remedy and Repaturation Possible"		Dyan Mazurana	RR
5/4/16	15		Extractives & land grabs	Gender Action Link "Extractive Industries" Peace, Conflict & Development in Africa Reader: Ch 8 "Natural Resources, The Environment & Peacebuilding" Luz Mendez "Land Grabs and Sexual Violence Against Q'eqchis Women"	PBS - The War We are Living		RR TBL3
5/11/16	16		Synthesis and Reflection				

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/>