

## ISP-324: Inclusive Security

Semester:	Winter / January 2007
Instructor:	Ambassador Swanee Hunt: (617) 495-4593
Course Schedule:	Wednesday, January 3 – Friday, January 19: 9:00am to 5:00pm
Location:	Starr Auditorium
Office:	Women and Public Policy Program: Taubman 110A
Office hours:	By appointment (please contact Julia Bosch)
Course assistant:	Julia Bosch: (617) 459-5534, julia.bosch@gmail.com
CA office hours:	First 30 minutes of small group meetings or by appointment

Why do foreign policy experts need to recognize untapped resources to avert or resolve violent conflict? What have women's roles been in confronting violent conflict? How does their grassroots organizing compare with their role in the political structure of the same conflicts? How do gender stereotypes impact public policies about how we deal with violent conflict? Are those characteristics more linked to institutional or social power rather than gender? What are the typical—and the optimal—dynamics between women-led, community-oriented initiatives and the political processes in situations of conflict? What steps can policy makers take to benefit from these initiatives?

Such questions have been raised at an abstract level and hotly debated by theorists. This course will take that debate to a practical, policy-oriented level, examining the work of women in troubled regions worldwide. We will tease out the unexamined framework of successful women-led initiatives from conflicts around the world.

In this course you will bridge theory and practice by conducting fieldwork during the Women and Security Executive Program (also called “Colloquium”), coordinated with the Initiative for Inclusive Security and held at the Kennedy School from January 6-12. More than 20 women government leaders from **Sudan, Uganda, Colombia, Iran, Nepal, and Iraq** will join us to address their needs and opportunities in stabilizing their countries. With the opportunity to interview and interact closely with women from conflicts around the world, you will break new ground in the analysis of what women organizers are doing in the face of war, thinking through how you would create a bridge between them and policy makers.

You will enter the classroom with your own wealth of experiences and intellectual curiosity. You will leave this course with:

- 1) A greater understanding of the role of women in peace building efforts;
- 2) Increased understanding of the traditional policy-making process;
- 3) Rationale for you, future leaders, to include all stakeholders around the policy-making table;
- 4) Concrete strategies to move under-represented groups into the policy-making arena;
- 5) Greater understanding of several regions of violent conflict;
- 6) Honed professional writing skills; and
- 7) Personal insights into yourselves and your colleagues.

***Student Profile:***

No pre-requisites. **Men especially encouraged.** The class make-up typically spans a wide range of experiences and perspectives.

***Class Assignments and Grading:***

Class Participation	25%
Conflict Presentation	15%
Final Policy Briefing	50%
Reaching In, Reaching Out	10%

Assignments are due at 9:00am and should be posted on the course website, unless otherwise noted. Points will be deducted from your grade for every day an assignment is late.

***Class Participation (25%)***

You are expected to contribute to a rich class discussion. The required readings are weighted toward the beginning of the course to allow you leeway to choose other readings later tailored to your specific interests relevant to this course. Before each class, post on the course web page questions the readings brought to mind.

**You are expected to have done the required reading assigned for each class;** if you have not, you should not enter the class discussion. Learning happens most thoroughly with a balance of studying others' ideas and your own direct experiences, so you are encouraged to discuss your professional and personal experiences in class. In addition, you will work with a team (three or four students) to create a conflict presentation on the background of your chosen conflict.

***Conflict Presentation (15%) Monday, January 8***

Each group of four or five students will give a 30-minute presentation outlining the roots of the conflict in their assigned country/region. We will select six of the following conflicts to explore in depth during the course: Uganda, Sudan, Nepal, Rwanda and TBA. Your group presentation should reflect a nuanced understanding of the diverse forces that drive hostilities in your country. You should *not* explore women's contributions to peace building in your conflict area, which you will do during the final policy briefing. Rather, the goal is to provide your classmates with the history of your conflict and an overview of the current environment. You should feel free to be creative in this conflict presentation and may use PowerPoint, pictures, or any other aids in your presentation.

***Final Policy Briefing (50%) Thursday, January 18***

Each student group will give a 30-minute briefing to a major policy maker. The briefing will "press the case" that women should be included in efforts to avert conflict, launch a peace process, or stabilize a conflict area. The content of each presentation will depend on the policy maker being persuaded. You may use PowerPoint, pictures, or any other aids in your verbal presentation.

In addition to your verbal presentation you will also prepare a written briefing, which you will post on the course website by 2pm on Monday, January 15. The briefing should total no more than 18 pages, 1.5 space, 12-point, *Times New Roman* font. It should have an enticing introduction and a compelling conclusion; outside references may be noted within the text or as endnotes or footnotes. Your assigned readings for January 18 are your classmates' written briefings. You will critique their written work and provide feedback after their oral presentations.

The written and verbal briefings should include:

- 1) A discussion of the nature of the conflict as it relates to the policy maker's organization;
- 2) Critical information about the role women currently play in the society in general, and in the conflict specifically;
- 3) In-depth description and analysis of the work of a few women you recommend be included in the policy maker's work in the conflict; Colloquium participants are excellent primary resources;
- 4) Specific ways the policy maker could involve women in current agency programs;
- 5) A cost-benefit discussion of involving the women; and
- 6) An appraisal of the political pitfalls and opportunities this shift will entail.

Each group will present its briefing to the policy maker of your choice, played by Ambassador Hunt or a guest. Student groups will identify a leading policy maker in any of several agencies or organizations to brief. It is up to you to select an organization relevant to your conflict and identify the person in the organization who will have enough clout to make a difference.

Consider:

- 1) US Military
- 2) US State Department
- 3) Middle East Institute
- 4) European Union
- 5) Council on Foreign Relations
- 6) World Council of Churches
- 7) Anti-Defamation League
- 8) International Crisis Group
- 9) UN Security Council
- 10) UN Secretary General's Office
- 11) UN High Commission for Human Rights
- 12) UN High Commission for Refugees
- 13) Central Intelligence Agency
- 14) Government leaders in individual countries

The discussion following the policy briefings will focus on strategies used by each group, as well as the power of the presentation and suggestions for improvement. Grades will be based on presentation clarity and tightness, persuasiveness of the arguments, and the accompanying written briefing.

*An Informal Word to the Wise:*

The written briefing will be assessed according to professional standards, i.e. no grammatical, punctuation, or spelling errors; no font size inconsistencies, dangling headings, etc. When you hand the briefing to the policy maker, you are saying, "This is the very best I am capable of producing."

You will receive a group grade on this briefing. That means each of you is responsible for the whole product, even if you were the original drafter of a specific segment. You are welcome to submit your written briefing to Ambassador Hunt for review and preliminary comments the day

before your final submission. She will make every attempt to give it a timely turn-around. Even the early submission, however, should be in polished form.

***Reaching In, Reaching Out:***

On the last day of the course, each student will submit two short writings: a letter to the editor (200 words) and a personal integrative journal entry (500 words). Your letter to the editor will be written to a newspaper in response to some current event relevant to this course. It will respond to an article recently published in the newspaper or to the overall approach of the newspaper to the issue at hand. The journal entry will synthesize the readings, assignments, and class discussions through the lens of your personal experiences and will be read only by the instructor. These entries should reflect an understanding of the issues addressed in the readings. The writing should be thoughtful and relate to current or personal events, and/or directly to the readings.

***Course Material:***

Course Packets are available at the Kennedy School Course Material Office and on reserve at the Kennedy School Library.

## CLASS SESSIONS

### Class Session 1: Wednesday, January 3

#### Schedule

9:00 – 9:45am	Overview of the course; syllabus review
9:45 – 11:00am	Introductions; presentation skills
11:00 – 11:30am	Group selection of conflict areas
11:30am – 12:00pm	Pick up lunch
12:00 – 12:50pm	Basketball video and discussion
12:50 – 1:45pm	Lecture and discussion: Why Women?
1:45 – 2:00pm	Threaded discussion of readings
2:00pm on...	Conflict presentation preparation in small groups

#### Required Readings: ***Introduction to Inclusive Security and Women in Wartime*** (104 pages)

- Strickland, Richard and Nata Duvvury. *Gender Equity and Peacebuilding: From Rhetoric to Reality: Finding the Way*. (Washington, DC: International Center for Research on Women, 2003): 1-48. (Read annex: UN Resolution 1325)
- Anderlini, Sanam Naraghi and Judy El-Bushra. “The Conceptual Framework: Security, Peace, Accountability and Rights.” *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action*: 5-14.  
[http://www.huntalternatives.org/download/27\\_conceptual\\_framework.pdf](http://www.huntalternatives.org/download/27_conceptual_framework.pdf)
- Marshall, Donna Ramsey. *Women in War and Peace: Grassroots Peacebuilding*. Washington, D.C.: United States Institute of Peace, 2000. 32 pages.  
<http://www.usip.org/pubs/peaceworks/pwks34.pdf>
- Meintjes, Sheila, Anu Pillay, and Meredith Turshen. “There is No Aftermath for Women,” *The Aftermath: Women in Post-Conflict Transformation*, (London: Zed Books, 2001): 3-18.

#### Highly Recommended Readings:

- Dollar, David, Raymond Fisman, and Roberta Gatti. “Are Women Really the ‘Fairer’ Sex? Corruption and Women in Government.” (The World Bank, October 1999). (14 pages)  
[http://www.anticorruption-online.org/Are\\_women\\_less\\_corrupt.pdf](http://www.anticorruption-online.org/Are_women_less_corrupt.pdf)
- Hunt, Swanee and Cristina Posa. “Women Waging Peace: Inclusive Security.” *Foreign Policy*. May/June 2001. (12 pages)  
[http://www.swaneehunt.com/articles/FP\\_InclusiveSecurity.pdf](http://www.swaneehunt.com/articles/FP_InclusiveSecurity.pdf)

#### Also Recommended Readings

- Naraghi-Anderlini, Sanam. *Women at the Peace Table: Making a Difference*. (UNIFEM, 2000). <http://www.unifem.org/attachments/products/WomenAtPeaceTable.pdf>

## **Class Session 2: Thursday, January 4**

### Schedule

9:00 – 9:15am	Questions about logistics or syllabus
9:15 – 9:45am	Lecture and discussion: Security Concepts
9:45 – 10:45am	Threaded discussion of readings
10:45 – 11:00am	Break
11:00am – 12:15pm	“Sudanese Women Speak” video and discussion
12:15—1:15pm	Conflict presentation preparation

### Assignment:

- Post “Five facts I want the class to know about me” on course web page by 7pm.

### Required Readings: *International Relations, Gender and Conflict* (78 pages)

- Anderlini, Sanam Naraghi and Judy El-Bushra. “Post Conflict Reconstruction.” *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action (Conflict Prevention, Resolution and Reconstruction)*: 51-65.  
[http://www.huntalternatives.org/download/41\\_section2.pdf](http://www.huntalternatives.org/download/41_section2.pdf)
- Enloe, Cynthia. “Conclusion: The Personal is International,” *Bananas, Beaches & Bases: Making Feminist Sense of International Politics*. (Berkeley: University of California Press, 1989): 195-201.
- Tickner, J. Ann. “Gendered Dimensions of War, Peace, and Security,” *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. (New York: Columbia University Press, 2001): 36-64.
- *Building Inclusive Security: Asha Hagi Elmi and the Somalia Peace Process* (30 pages)

### Highly Recommended Reading:

- Pankhurst, Donna. *Women, Gender and Peacebuilding*. (working paper) University of Bradford Centre for Conflict Resolution: August 2000.  
<http://www.brad.ac.uk/acad/confres/assets/CCR5.pdf>

### **Class Session 3: Friday, January 5**

#### Schedule

9:00 – 9:45am	Threaded discussion of readings
9:45 – 10:00am	Introduction to role play and assignments
10:00 – 10:20am	Role play preparation/Break
10:20 – 11:00am	Role play: East Conflictia
11:00 – 11:45am	Role play debrief
11:45am – 12:45 pm	Introduction to the Initiative for Inclusive Security
12:45 – 2:15pm	Conflict presentation preparation in small groups and lunch*
2:15 – 2:30pm	Last minute questions and insights about conflict presentations
2:30pm on...	Conflict presentation preparation in small groups

\* Each group should return at 2:15pm with one article about their conflict for distribution.

#### Required Readings: **Gendered Behavioral Styles and Roles** (35 pages+)

- Anderson, Shelly. “My Only Clan is Womanhood: Building Women’s Peace Identities.” Women Peacemakers Program. (6 pages)  
[http://www.ifor.org/WPP/article\\_May\\_05.pdf](http://www.ifor.org/WPP/article_May_05.pdf)
- Cohn, Carol. “Wars, Wimps, and Women: Talking Gender and Thinking War” in Miriam Cooke and Angela Woollacotti, eds. *Gendering War Talk*. (Princeton: Princeton University Press, 1993): 227-246.
- Connell, Robert. “Arms and the Man.” (UNESCO Conference Proceedings, 1998): 1-10.
- Review of “Initiative for Inclusive Security” website:  
[http://www.huntalternatives.org/pages/7\\_the\\_initiative\\_for\\_inclusive\\_security.cfm](http://www.huntalternatives.org/pages/7_the_initiative_for_inclusive_security.cfm)

#### Highly Recommended Readings:

- Florea, Natalie B., Mark Boyer, et al. “Negotiating from Mars to Venus: Gender in Simulated International Negotiations.” *Simulation & Gaming* 34(2), (Thousand Oaks: Sage Publications, 2003): 226-248.
- Goldstein, Joshua S. *War and Gender: How Gender Shapes the War System and Vice Versa*, (New York: Cambridge University Press, 2001): 264-331.

#### Also Recommended Readings:

- Diekman, Amanda B., Alice H. Eagley and Patrick Kulesa. “Accuracy and Bias in Stereotypes about the Social and Political Attitudes of Women and Men.” *Journal of Experimental Social Psychology*, 38, (Amsterdam: Elsevier Science, 2002): 268-282.
- Eagley, Alice H. and Mary C. Johannesen-Schmidt. “The Leadership Styles of Women and Men,” *Journal of Social Issues*, 57,(4), (New York: Society for the Psychological Study of Social Issues, 2001): 781-797.

#### **Highly Recommended but Optional: Sunday, January 7**

Colloquium events at the home of Swanee Hunt (168 Brattle Street, Cambridge)

7:00 – 8:30pm            Gift exchange by Colloquium participants (observe)

## **Class Session 4: Monday, January 8**

### Schedule

9:00 – 9:30am	Impressions from the gift exchange and reflections on last week
9:30 – 10:30am	Conflict presentation 1 and discussion
10:30 – 10:45am	Break
10:45 – 11:45am	Conflict presentation 2 and discussion
11:45am – 12:45pm	Conflict presentation 3 and discussion
12:45 – 1:15pm	Lunch
1:15 – 2:15pm	Conflict presentation 4 and discussion
2:15 – 3:15pm	Conflict presentation 5 and discussion
3:15 – 3:45pm	Break
3:45 – 4:45pm	Conflict presentation 6 and discussion
4:30 – 5:00pm	Insights

### Assignment:

- Group conflict presentations

### Required Readings: *Country Conflicts*

- Articles assigned by classmates on Friday, January 7.

### Highly Recommended Readings:

- Martin, Sarah. “Must Boys Be Boys: Ending Sexual Exploitation and Abuse in Peacekeeping Missions.” (Refugees International, 2005). (44 pages)
- Tickner, J. Ann. “Feminist Perspectives on 9/11.” *International Studies Perspectives*, 3, 333-350.  
[http://www.refugeesinternational.org/files/6976\\_file\\_FINAL\\_MustBoys.pdf](http://www.refugeesinternational.org/files/6976_file_FINAL_MustBoys.pdf)
- *Nepal : From People Power to Peace ?* International Crisis Group, Asia Report No. 115 (May 2006). 1-25.  
<http://www.crisisgroup.org/home/index.cfm?id=4099&l=1>



## Class Session 5: Tuesday, January 9

### Schedule

8:00–9:00am	Breakfast with women peace builders Weil Town Hall, Belfer Ground Floor <i>*Optional but highly recommended</i>
9:00– 10:30am	Guests: Women peace builders (Sudan)
10:30 – 10:45am	Break
10:45am–12:15pm	Guests: Women peace builders (Uganda)
12:15–1:15pm	Lunch with women peace builders
1:15 –1:45pm	Threaded discussion of readings
1:45-3:15pm	Debate on Fukuyama article
3:15pm on...	Policy briefing preparation in small groups

### Assignment:

- Draw up 5 points for arguments and counterarguments to the Fukuyama article.

### Required Readings: *Biological Differences Between Men and Women* (67+ pages)

- Bios of guest speakers (handout)
- Fukuyama, Francis. “Women and the Evolution of World Politics.” *Foreign Affairs*, 77(5), (New York: Foreign Affairs, 1998): 24-40.
- Ehrenreich, Barbara. “Men Hate War Too.” *Foreign Affairs*, Jan/Feb 1999 (New York: Foreign Affairs, 1999): 118-122.
- Jaquette, Jane S. “States Make War (A Response to Fukuyama’s “Women and the Evolution of World Politics).” *Foreign Affairs*, Jan/Feb 1999, (New York: Foreign Affairs, 1999): 128-129.
- Selection from: Wrangham, Richard. *Demonic Males*. (Distributed in class)

### Sudan

- “Addressing the Crisis in Darfur.” Inclusive Security: Women Waging Peace (2005). (5 pages)  
[http://www.huntalternatives.org/pages/455\\_africa.cfm?redirect=yes](http://www.huntalternatives.org/pages/455_africa.cfm?redirect=yes)
- “Implementing Peace in Sudan.” Inclusive Security: Women Waging Peace (2005). (5 pages)  
[http://www.huntalternatives.org/pages/455\\_africa.cfm?redirect=yes](http://www.huntalternatives.org/pages/455_africa.cfm?redirect=yes)
- *Beyond Victimhood: Women’s Peacebuilding in Sudan, Congo and Uganda*. The International Crisis Group Africa. Report No. 112 (June 2006). Executive Summary (i-iii), 1-8.  
<http://www.crisisgroup.org/home/index.cfm?id=4186&l=1>

### Uganda

- *Beyond Victimhood: Women’s Peacebuilding in Sudan, Congo and Uganda*. The International Crisis Group Africa. Report No. 112 (June 2006). 12-22.  
<http://www.crisisgroup.org/home/index.cfm?id=4186&l=1>
- Hanssen, Kari Nordstoga. *Towards Multiparty System in Uganda: The Effect on Female Representation in Politics*. CMI Working Paper (WP 2006 9). 1-13.  
<http://www.cmi.no/pdf/?file=/publications/2006/wp/wp2006-9.pdf>

### Highly Recommended Reading:

- Barbara Ehrenreich, commencement speech at Barnard College (2004).  
<http://www.barnard.columbia.edu/newnews/news051804d.html>
- Brizendine, Loann, "The Female Brain." *The Washington Post*. 20 August 2006.  
[http://pub.ucsf.edu/today/print.php?news\\_id=200607261](http://pub.ucsf.edu/today/print.php?news_id=200607261) or  
[http://www.washingtonpost.com/wp-dyn/content/article/2006/08/18/AR2006081800429\\_pf.html](http://www.washingtonpost.com/wp-dyn/content/article/2006/08/18/AR2006081800429_pf.html)

### *Sudan*

- "Sudanese Women's Priorities and Recommendations to the Oslo Donors' Conference on Sudan." United Nations Development Fund for Women (April 2005). (6 pages)  
<http://www.unifem.org/attachments/events/SudaneseWomenStatementToOsloDonorsConference.pdf>
- "Sudan: Can the Darfur-Darfur Dialogue and Consultation Help Bring Peace to Darfur?", *Refugees International Bulletin*, The Initiative for Inclusive Security (23 August 2006).  
[http://www.huntalternatives.org/pages/455\\_africa.cfm?redirect=yes](http://www.huntalternatives.org/pages/455_africa.cfm?redirect=yes)

### Also Recommended:

- Illing, James et al. "Neural Basis for Cooperation." *Neuron*, Vol. 35. Issue 2 (2002) 395-405.  
[http://www.sciencedirect.com.ezp1.harvard.edu/science?\\_ob=ArticleURL&\\_udi=B6WSS-46DP9TT-M&\\_user=209690&\\_handle=V-WA-A-W-AE-MsSAYVW-UUA-U-AAZDVDDBEB-AAZCUCYAEB-AABCVWAEU-AE-U&\\_fmt=full&\\_coverDate=07%2F18%2F2002&\\_rdoc=18&\\_orig=browse&\\_srch=%23toc%23](http://www.sciencedirect.com.ezp1.harvard.edu/science?_ob=ArticleURL&_udi=B6WSS-46DP9TT-M&_user=209690&_handle=V-WA-A-W-AE-MsSAYVW-UUA-U-AAZDVDDBEB-AAZCUCYAEB-AABCVWAEU-AE-U&_fmt=full&_coverDate=07%2F18%2F2002&_rdoc=18&_orig=browse&_srch=%23toc%23)

## Class Session 6: Wednesday, January 10

### Schedule

8:00 – 9:00am	Breakfast with women peace builders Weil Town Hall, Belfer Ground Floor <i>*Optional but highly recommended</i>
9:00 – 10:15am	Guests: Women peace builders (Iraq)
10:15 – 10:30am	Break
10:30am – 11:45pm	Guests: Women peace builders (Iran)
11:45 – 12:00pm	Threaded discussion of readings
12:00 – 12:15pm	Questions and insights
12:15pm – 6:00pm	Policy briefing preparation in small groups
6:00pm – 7:30pm	A Public Discourse: Women Stopping War JFK Jr. Forum

### Required Readings: *Iraq and Iran Conflicts* (73 pages)

- Bios of guest speakers (handouts).

#### *Iraq*

- Coleman, Isobel. “Women, Islam and the New Iraq.” *Foreign Affairs* Vol. 85, Issue 1 (January/February 2006). 24-38.  
<http://www.foreignaffairs.org/20060101faessay85104/isobel-coleman/women-islam-andthe-new-iraq.html>
- Hunt, Swanee and Posa, Cristina. “Iraq’s Excluded Women.” *Foreign Policy*, Jul/Aug 2004, (Washington: Foreign Policy, 2004): 40-45.  
<http://web.ebscohost.com.ezp1.harvard.edu/ehost/pdf?vid=3&hid=103&sid=48c2441e-c4b9-4c98-8db5-b05761e18dad@sessionmgr103>
- Women for Women International. “Windows of Opportunity: The Pursuit of Gender Equality in Post-Conflict Iraq.” (March 2005). 1-30.  
[http://www.womenforwomen.org/Downloads/Iraq\\_Paper\\_0105.pdf](http://www.womenforwomen.org/Downloads/Iraq_Paper_0105.pdf)

#### *Iran*

- Women’s Rights and Democracy: A Peaceful Transition in Iran.” The Initiative for Inclusive Security Policy Commission (May 2006) vi-15.  
[http://www.huntalternatives.org/pages/32\\_case\\_studies.cfm](http://www.huntalternatives.org/pages/32_case_studies.cfm)
- Eftekhari, Roza. “Zanan: Trials and Successes of a Feminist Magazine in Iran.” In *Middle Eastern Women on the Move: Openings for and the Constraints on Women's Political Participation in the Middle East* (2003) 15-22.  
[http://www.dr.soroush.com/PDF/E-CMO-20011003-Roza\\_Eftekhari.pdf](http://www.dr.soroush.com/PDF/E-CMO-20011003-Roza_Eftekhari.pdf)

### Highly Recommended Reading:

#### *Iraq*

- Woodrow Wilson International Center for Scholars and Women Waging Peace. “Building a New Iraq: Women’s Role in Reconstruction.” (April 2003).  
[http://www.huntalternatives.org/pages/458\\_middle\\_east.cfm?redirect=yes](http://www.huntalternatives.org/pages/458_middle_east.cfm?redirect=yes)

## Class Session 7: Thursday, January 11

### Schedule

8:00 – 9:00am	Breakfast with women peace builders Weil Town Hall, Belfer Ground Floor <i>*Optional but highly recommended</i>
9:00 – 10:30am	Guests: Women peace builders (Colombia)
10:30 – 10:45am	Break
10:45am – 12:15pm	Guests: Women peace builders (Nepal)
12:15 – 12:30pm	Pick up lunch
12:30 – 12:45pm	Threaded discussion of readings
12:15 – 2:00pm	Questions and insights
2:00pm on...	Policy briefing preparation in small groups

### Required Readings: *Women as Leaders* (75 pages)

- Bios of guest speakers (handouts)
- Jaquette, Jane S. "Women in Power: From Tokenism to Critical Mass." *Foreign Policy*, 108 (Washington, Foreign Policy, 1997): 23-29.
- Sykes, Patricia Lee. "Women as National Leaders: Patterns and Prospects" in Michael A. Genovese, ed. *Women as National Leaders*. (London: Sage Publications, 1993): 219-229.

#### *Colombia*

- Executive Summary of Women Waging Peace Policy Commission case study: "In the Midst of War: Women's Contributions to Peace in Colombia." Vii-x. (4 pages)  
[http://www.huntalternatives.org/pages/32\\_case\\_studies.cfm](http://www.huntalternatives.org/pages/32_case_studies.cfm)
- Tuft, Eva Irene. "Integrating a Gender Perspective in Conflict Resolution: The Colombian Case" in Inger Skjelbaek and Dan Smith, eds. *Gender, Peace & Conflict*. (London: Sage Publications, 2001): 139-160.

#### *Nepal*

- Gautam, Shobha, Amrita Banskota and Rita Manchanda. "Where There are no Men: Women in the Maoist Insurgency in Nepal," in *Women, War and Peace in South Asia: Beyond Victimhood to Agency*. Rita Manchanda, ed. 214-248.

### Highly Recommended Readings:

- Kaplan, Temma. "Conclusion: Social Movements and Democratic Practices" in *Crazy for Democracy*. (Hampshire: Routledge, 1997): 179-189.
- Mazurana, Dyan E. and Susan R. McKay. "Introduction," *Women and Peacebuilding*. (Montreal: International Centre for Human Rights, 1999): 1-37.

#### *Colombia*

- Women Waging Peace Conference Report: "Preparing for Peace: The Critical Role of Women in Colombia" (May 2004): 3-14.  
[http://www.huntalternatives.org/pages/31\\_reports.cfm](http://www.huntalternatives.org/pages/31_reports.cfm)
- Ulloa, Fernando Cepeda, *Constructing Democratic Governance in Latin America*, "Colombia: The Governability Crisis", pp. 193-219, edited by Jorge I. Dominguez, et al (Baltimore : Johns Hopkins University Press © 2003) . (CMO- but not in 2006 syllabus)

#### *Nepal*

- IRIN/UN Office for the Coordination of Humanitarian Affairs. *Between Two Stones: Nepal's Decade of Conflict*. (December 2005). 1-30.

- <http://www.irinnews.org/webspecials/nepal/default.asp>  
US Senate Resolution 451. 109<sup>th</sup> Congress (27 April 2006)  
[http://www.huntalternatives.org/pages/459\\_asia.cfm?redirect=yes](http://www.huntalternatives.org/pages/459_asia.cfm?redirect=yes)

Also Recommended Readings:

*Nepal*

- Shah, Saubhagya. “Development Critique: From Evil State to Civil Society.”  
<http://www.himalmag.com/2002/november/essay.htm>

***Highly Recommended but Optional: Thursday, January 11***

Colloquium events at the home of Swanee Hunt (168 Brattle Street)

6:30 – 9:30pm          Colloquium Global Gala  
RSVP to Julia Bosch

## Class Session 8: Friday, January 12

9:00 – 9:30am	Threaded discussion of readings – more
9:30 – 10:45am	From Policy to Practice: Obstacles and Opportunities (Guest speaker: Lt Gen USAF (ret) Tad Oelstrom)
10:45am on...	Policy briefing preparations in small groups

### Required Readings: *Policy and Women Peace Builders* (43 pages)

- G-8 Resolution: Conclusions of the Meeting of the G8 Foreign Ministers, G8 Roma Initiatives on Conflict Prevention (2001). (4 pages)  
[http://www.huntalternatives.org/pages/35\\_resources.cfm](http://www.huntalternatives.org/pages/35_resources.cfm)
- UN Resolution 1325. (4 pages)  
[http://www.huntalternatives.org/pages/35\\_resources.cfm](http://www.huntalternatives.org/pages/35_resources.cfm)
- United Nations Development Fund for Women, *Securing the Peace: Guiding the International Community Towards Women's Effective Participation throughout Peace Processes* (October 2005). 1-18.  
[http://www.unifem.org/attachments/products/Securing\\_the\\_Peace.pdf](http://www.unifem.org/attachments/products/Securing_the_Peace.pdf)
- Moser, Caroline and Annalise Moser. "Gender Mainstreaming Since Beijing: A Review of Success and Limitations in International Institutions" 11-22.
- "Facts and Figures on Women, Peace and Security." United Nations Department of Public Information (2005). (6 pages)  
[Facts and Figures on Women, Peace and Security](#)

### Highly Recommended Readings:

- Enloe, Cynthia. "Demilitarization – or more of the same? Feminist Questions to Ask in the Postwar Moment," in Cockburn, Cynthia and Dubravka Zarkov, eds. *The Postwar Moment*. (London: Lawrence & Wishart, 2002): 22-32.

### Also Recommended Readings:

- Mazurana, Dyan E. "International Peacekeeping Operations: To Neglect Gender is To Risk Peacekeeping Failure" in Cockburn, Cynthia and Dubravka Zarkov, eds. *The Postwar Moment*. (London: Lawrence & Wishart, 2002): 41-50.
- Mazurana, Dyan E. and Eugenia Piza Lopez, Nicola Johnston and Bethan Cobley, eds. "Gender Mainstreaming in Peace Support Operations: Moving Beyond Rhetoric to Practice." *International Alert* (2002).  
[http://www.internationalalert.org/pdfs/Gender\\_Mainstreaming\\_in\\_PSO\\_Beyond\\_Rhetoric\\_to\\_Practice.pdf](http://www.internationalalert.org/pdfs/Gender_Mainstreaming_in_PSO_Beyond_Rhetoric_to_Practice.pdf)
- United Nations Security Council Press Release "Council Hears Arguments for Broader, More Systemic Participation of Women in Peacekeeping, Peace-Building Operations."  
<http://www.un.org/News/Press/docs/2002/sc7467.doc.htm>

**Monday, January 15: No class – Martin Luther King, Jr. Day**

Assignment:

- Written policy briefing books posted on the course website by 2pm

***Highly Recommended but Optional Event: Tuesday, January 16***

Colloquium Policy Roundtables and luncheon in Washington, DC 10am – 2pm

RSVP to Julia Bosch

**Class Session 9: Wednesday, January 17**

Schedule

9:00 – 9:30am	Threaded discussion of readings
9:30 – 10:30am	How to Brief a Policy-maker: Guidelines and Role Play
10:30 – 10:45am	Break
11:15 – 12:15pm	How to Brief a Policy-maker: Guidelines and Role Play (continued)
12:15pm on...	Policy briefing preparation in small groups

Assignment:

- Before class, each conflict area group should submit a bio of the policymaker they will brief in tomorrow's presentation.

Required Readings: ***Women in Government and Leadership*** (34 pages)

- Ballington, Julie and Azza Karam *Women in Parliament: Beyond Numbers*, Chapter 5: "Women in Parliament: Making a Difference" (2005) 187-212.  
[Women in Parliament: Beyond Numbers. A Revised Edition.](#)
- Mandel, Ruth. "A Question About Women and the Leadership Option" in *The Difference "Difference" Makes*. Deborah L. Rhode (2003). 66-75.

## **Class Session 10: Thursday, January 18**

### Schedule

9:00 – 9:30am	Preparation
9:30 – 10:00am	Policy Briefing 1
10:00 – 10:30am	Debrief of Policy Briefing 1
10:30 – 11:00am	Policy Briefing 2
11:00 – 11:30am	Debrief of Policy Briefing 2
11:30am – 12:30pm	Lunch
12:30 – 1:00pm	Policy Briefing 3
1:00 – 1:30pm	Debrief of Policy Briefing 3
1:30 – 2:00pm	Policy Briefing 4
2:00 – 2:30pm	Debrief of Policy Briefing 4
2:30 – 3:30pm	Break
3:30 – 4:00pm	Policy Briefing 5
4:00 – 4:30pm	Debrief of Policy Briefing 5
4:30 – 5:00pm	Policy Briefing 6
5:00 – 5:30pm	Debrief of Policy Briefing 6



## **Class Session 11: Friday, January 19\***

\* Class held at the home of Swanee Hunt: 168 Brattle Street, Cambridge

### Schedule

Morning to decompress

2:00 – 3:30pm	Threaded discussion on readings
3:30 – 4:00pm	Break
4:00 – 5:00pm	Lessons Learned: Student Reflections
5:00 – 6:00pm	Ambassador Hunt: Public Service, Private Sacrifice
6:00 – 6:30pm	Ambassador Hunt: Closing thoughts about the class
6:30 – 7:00pm	Course evaluations

### Assignment:

- *Reaching In. Reaching Out* due by 11am posted on course website (No late submissions)

### Required Readings: (57 pages)

- Anderlini, Sanam and Rita Manchanda, *Women, Violent Conflict and Peacebuilding: Global Perspectives*. (London: International Alert, 1999): 20-24, 28-31, 37-40, 44-45, 48-50, 52-55, 58.
- *Career Moves*. (Kennedy School of Government, 2001): 4-20; 36-43.  
[http://www.ksg.harvard.edu/career/pdf/Career\\_Moves.pdf](http://www.ksg.harvard.edu/career/pdf/Career_Moves.pdf)
- Hunt, Swanee. "Women's Vital Voices." *Foreign Affairs*. 76, 4 (July/August 1997): 2-7.  
[http://www.swaneehunt.com/articles/FA\\_VitalVoices.pdf](http://www.swaneehunt.com/articles/FA_VitalVoices.pdf)
- United Nations Development Program, Evaluation Office. "From Recovery to Transition: Women, the Untapped Resource." July 2003. (12 pages)  
<http://www.undp.org/eo/documents/essentials/Gender.pdf>

### Highly Recommended Readings:

- Joachim, Jutta. "Framing Issues and Seizing Opportunities: The UN, NGOs, and Women's Rights." *International Studies Quarterly*. 47 (Malden: Blackwell Publishers, 2003): 247-274.