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)

Highly Recommended Readings:
  [http://www.anticorruption-online.org/Are_women_less_corrupt.pdf](http://www.anticorruption-online.org/Are_women_less_corrupt.pdf)

Also Recommended Readings
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)
  http://www.huntalternatives.org/download/41_section2.pdf
• Building Inclusive Security: Asha Hagi Elmi and the Somalia Peace Process (30 pages)

Highly Recommended Reading:
  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+)
  - 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:

Also Recommended Readings:

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:
  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
*Optional but highly recommended
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)
• Selection from: Wrangham, Richard. Demonic Males. (Distributed in class)

Sudan
  http://www.huntalternatives.org/pages/455_africa.cfm?redirect=yes
  http://www.huntalternatives.org/pages/455_africa.cfm?redirect=yes
  http://www.crisisgroup.org/home/index.cfm?id=4186&l=1

Uganda
  http://www.crisisgroup.org/home/index.cfm?id=4186&l=1
Highly Recommended Reading:


Sudan


Also Recommended:

Class Session 6: Wednesday, January 10

Schedule
8:00 – 9:00am Breakfast with women peace builders
Weil Town Hall, Belfer Ground Floor
*Optional but highly recommended
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

Iran

Highly Recommended Reading:

Iraq
Class Session 7: Thursday, January 11

Schedule
8:00 – 9:00am  Breakfast with women peace builders
               Weil Town Hall, Belfer Ground Floor
               *Optional but highly recommended
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
• Sykes, Patricia Lee. “Women as National Leaders: Patterns and Prospects” in Michael A.

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
• 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

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

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
• Ulloa, Fernando Cepeda, Constructing Democratic Governance in Latin America,
(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:
http://www.irinnews.org/webspecials/nepal/default.asp
  http://www.huntalternatives.org/pages/459_asia.cfm?redirect=yes

Also Recommended Readings:

Nepal
• Shah, Saubhagya. “Development Critique: From Evil State to Civil Society.”

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)
- UN Resolution 1325. (4 pages) http://www.huntalternatives.org/pages/35_resources.cfm

Highly Recommended Readings:

Also Recommended Readings:
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)
Class Session 10: Thursday, January 18

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<th>Time</th>
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<tr>
<td>9:00 – 9:30am</td>
<td>Preparation</td>
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<td>9:30 – 10:00am</td>
<td>Policy Briefing 1</td>
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<td>10:00 – 10:30am</td>
<td>Debrief of Policy Briefing 1</td>
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<td>10:30 – 11:00am</td>
<td>Policy Briefing 2</td>
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<td>11:00 – 11:30am</td>
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<td>11:30am – 12:30pm</td>
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<td>12:30 – 1:00pm</td>
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<td>1:00 – 1:30pm</td>
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<td>Debrief of Policy Briefing 4</td>
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<td>5:00 – 5:30pm</td>
<td>Debrief of Policy Briefing 6</td>
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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)

Highly Recommended Readings: