Gender, Culture and Conflict in Humanitarian Complex Emergencies

DHP D232 cross-listed NUTR 222

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Course Offering: Fall Semester 2018

Course Meeting Time & Location: Fridays 12:45-2:45, Mugar 200

Credit: 1

LAPTOPS ARE PROHIBITED IN THIS COURSE

Office Hours: Each professor has office hours in the week that they are teaching the class (see syllabus below). The weeks Stites is teaching the course Mazurana will not hold office hours. For appointments with Mazurana, please use the “sign up” tool on the left-side toolbar on the Canvas course site. For appointments with Stites please write her directly: elizabeth.stites@tufts.edu

Mazurana: Friday 10:30-12:00 pm (on weeks when teaching) and by appointment. Due to the large numbers of students that take this course, appointments are for 15 min at a time, unless the student requires longer and thus can request 25 min. If you cannot make meetings on Friday, please write sabina.carlson@tufts.edu to schedule a Skype meeting with Mazurana.

Stites: Fridays 10:00-12:00 on weeks when teaching. Appointments via skype video available at other times. For appointments please email Liz directly at elizabeth.stites@tufts.edu, Feinstein International Center, 114 Curtis Street.

Teaching Assistant: Sabina Carlson Sabina.carlson@tufts.edu

Assignments for Course: Policy memo (30%), conference presentation and related materials (20%), briefing paper (50%). Class participation will be rewarded for students close to the borderline between two grades, i.e. grades may be revised upwards (grades will not be revised downwards for lack of participation). Additional requirements are attending the class conference on and submitting peer reviews.

For descriptions of these assignments, see the last pages of this syllabus. Detailed guidelines will also be posted on Canvas.

Field Designation of Course: Human Security
Catalog Description of Course:

This course examines situations of armed conflict, civilian experiences of these crises, and the international and national humanitarian and military responses to these situations from a gender perspective and highlights the policy and program implications that this perspective presents. Topics covered include gender analyses of current trends in armed conflict and terrorism, and of the links among war economies, globalization and armed conflict; the manipulation of gender roles to fuel war and violence; gender and livelihoods in the context of crises; masculinities in conflict; sexual and gender-based violations; women’s rights in international humanitarian and human rights law during armed conflict; peacekeeping operations; peacebuilding; and reconstruction. Case studies are drawn from recent and current armed conflicts worldwide. This course is cross-listed with the Friedman School of Nutrition Science and Policy. Fall semester. Dyan Mazurana, Elizabeth Stites.

Pre-requisites: None. Open to all graduate students from the Friedman School of Nutrition and Fletcher School. Graduate students from other Boston area schools who can cross-register are also welcome. No auditors without professors’ permission. Auditors are required to complete all readings and come to every course ready to participate, they are also required to attend the class conference at the end of the course.
Syllabus

DHP D232/NUTR0261-01
Gender, Culture and Conflict in Humanitarian Complex Emergencies

ALWAYS DO THE READINGS FOR THIS SYLLABUS IN THE ORDER THEY ARE LISTED AS THEY BUILD OFF EACH OTHER

Class 1 (September 7, Mazurana): Introduction to the Course: Gender and Armed Conflict

Come to class having read all the assigned readings and ready to discuss

Learning goals and outcomes
1. Introduce the basic pillars of the instruments of international humanitarian law.
2. Trace the gendering of these legal instruments over time (Durham and O’Byrne).
3. Introduce the basic pillars and components of a gender analysis and explore concepts of gendered identity, structured power, symbolism and institutions (Mazurana and Proctor).
4. Understand the different types of serious harms civilians suffer in war and why (Slim).
5. Explore typology of the ways in which conflict-related harms are gendered (Mazurana and Proctor)
6. Understand how gender analyses help develop the concepts of ethnic cleansing, genocide and ‘life force atrocities’ (von Joeden-Forgey)

Key terms: customary law, treaty law, protected persons, international armed conflict vs. internal armed conflict, Common Article 3, gender, performativity, intersectionality, hegemonic masculinity, multipliers of violence, continuum of violence, Resolution 1325, ‘life force atrocities’

Reading


**Optional readings (not required)**


**Class 2 (September 14, Mazurana): Today’s Armed Conflicts**

**Learning goals and outcomes**

1. **Identify the components of global governance and liberal peace and the way in which these systems produce, affect, and respond to conflict.**
2. **Understand the key characteristics of New Wars, including their gender dimensions.**
3. **Examine the role of networks, paying particular attention to how networks are organized and mobilized around wars and parallel systems.**
4. **Understand the necessity of asking whose priorities, experiences and security is taken into account in policies and responses regarding security.**
Key terms: liberal peace, global governance, new wars and 'new war networks', nodes

Reading


Recommended Readings, Not Required


Class 3 (September 21, Mazurana): Political Economies and Conflict

Learning goals and outcomes
1. Understand some of the key characteristics of shadow and informal economies.
2. Understand how gender, social capital and networks affect survival and livelihoods during conflict and its immediate aftermath.
3. Examine how participation in shadow and informal economies can be gendered.

Key terms: shadow economy, informal economy, political economy, gender

Reading


Class 4 (Sept 28, Mazurana): Paving Attention to Patterns and Specifics in Today’s Armed Conflict

**Learning goals and outcomes**

1. *Practice performing a gender analysis when given a particular fact pattern of violence.*
2. *Explore how a comparative approach may be useful for practitioners and researchers who work on questions of violence.*
3. *Develop a more detailed understanding of how individuals, households, and communities experience violence on the ground.*

**Key terms:** Gender and conflict analysis

“Zapatista Uprising 20 Years Later,” *Watch this video AFTER you read on Mexico, it’s a 10 min update from 2014 on the Zapatista revolution today and key gender dimensions.*
Film at: [http://www.democracynow.org/2014/1/3/zapatista_uprising_20_yearsLater_how](http://www.democracynow.org/2014/1/3/zapatista_uprising_20_yearsLater_how)

**Reading**


Class 5 (October 5, Stites): Gender, Livelihoods and Conflict

**Learning goals and outcomes**
1. Be able to apply an adapted livelihoods framework as a tool for analysis in specific contexts.
2. Examine livelihood transformations by gender in a conflict setting.
3. Understand the resilience debate and how this relates to livelihoods.
4. Understand the concept of maladaptive livelihoods and linkages to conflict.

Reading


Young, “Pastoralism, Power and Choice,” in Environment and Conflict in Africa: Reflections on Darfur, ed. Marcel Leroy, University for Peace, 2009. (11 pages)


Class 6 (October 12, Stites): Masculinities in Conflict

Learning goals and outcomes:
1. Understand manhood and the maintenance of masculinity as a contested process.
2. Be able to discuss normative masculinity.
3. Be able to examine linkages between masculinity and violence.

Reading

Kimmel, Michael, “Masculinities and Gun Violence: The Personal Meets the Political,” Paper prepared for a session at the UN on “Men, Women and Gun Violence,” July 14, 2005 (7 pages)


Class 7 (October 19, Mazurana): Sexual Violence and Conflict

Paper/conference topic and names of group members due to TA

Draft policy memo due by email to TA

Learning goals and outcomes

1. Develop an in-depth understanding of the limitations of data about sexual violence in conflict and the consequent limitations of interpretations about patterns of sexual violence in war.
2. Understand the ways in which a particular tactic (i.e. sexual violence) is used against different populations by different armed forces/groups for different purposes and in different ways (Bunster, Stiglmayer, Cohen/Green/Wood).
3. Understand how sexual violence can be remedied within international forums (Nowrojee).

VIDEOS to watch on your own before class

Link: https://www.youtube.com/watch?v=zw2pzTf7Nx8&index=11&list=UUywzC-uE_4uVMDIan9Av5uQ

https://www.youtube.com/watch?v=XN07X6Vjk_I

Reading


Optional readings (not required)


Class 8 (October 26, Mazurana): Gender, Violence and Death in Armed Conflict

Conference abstract submitted

Learning goals and outcomes

1. Examine how individuals, as well as entire groups, can be mobilized to carry out violence at a large scale (Slim).

2. Explore how different tactics, such as torture, are gendered in different ways when they are targeted against men, women, boys, and girls and how this targeting may relate to typologies of gendered harms, as well as sexual orientation (HRW, plus see: Mazurana and Proctor Class 1).

3. Learn to avoid gender essentialism by paying attention to not only male perpetrators and female victims, but also female perpetrators and male victims (Africa Rights and HRW).
**Key terms:** torture, genocide, Slim’s theory on the components of mobilizing individuals/communities to commit mass atrocities, essentialism

**Reading**


Africa Rights, Not so Innocent: When Women Kill, pp. 4-6 and 20-60.

**Class 9 (November 2, Mazurana): Evidence-based humanitarian response through using gendered data collection and analyses**

**Learning goals and outcomes**

1. Understand the importance of sex- and age-disaggregation of humanitarian data.
2. Explore different reports and methodologies for collecting and interpreting sex- and age-disaggregated data.
3. Identify the practical ways in which gender-related considerations are taken into account in the design and conduct of humanitarian work.

**Key terms:** disaggregated data, evidence-based research

**Reading**

Dyan Mazurana, Prisca Benelli, Huma Gupta and Peter Walker, Sex and Age Matter: Improving Humanitarian Response in Emergencies, OCHA, Care International, Feinstein International Center: New York (2011), read Executive Summary (pp 1-6), “Why Sex/Gender and Age Matter” (pp 17-21), and then select two of the “Cluster Studies” that are of most interest to you (found on pages 22-78), and “What Happens if we don’t use SADD?” and Conclusion, pp 79-83.


November 9 – No classes Conference abstract due to TA

Class 10 (November 16, Stites and Greg Gottlieb):

Humanitarian Response and Culture in Today’s Armed Conflicts

Learning goals and outcomes:
1. Can identify key tensions in humanitarian assistance today.
2. Can discuss the meaning and effectiveness of protection.
3. Can understand key gender dimensions that are part of humanitarian action and protection.

Reading


Reichhold, Urban and Andrea Binder. “Scoping study: what works in protection and how do we know?” Global Public Policy Institute (GPPi), March 2013, pps. 5-9 and 18-33.

South, Ashley and Simon Harrigan et al. “Local to Global Protection in Myanmar (Burma), Sudan, South Sudan, and Zimbabwe.” Network Paper 72, London: Overseas Development Institute, 2012.

November 23th: No class, Thanksgiving Recess

Class 11 (Nov 29, Mazurana): Gender and armed opposition groups

Learning goals and outcomes
1. Understand how armed opposition groups motivate women and girls and men and boys to join their ranks and what the perceived benefits of membership are for them based on gender.
2. Use gender analyses to explore how non-state armed movements form, mobilize, and recruit members.
3. Examine how joining non-state armed groups may be linked to gendered concerns about livelihoods and protection.

Key terms: Insurgency, torture, de-masculinization, nationalism, religion, recruitment, indoctrination, radicalization
Reading


Recommended Reading (not required)

Class 12 (December 7, Mazurana): Resisting Violence, Struggling for Peace and Addressing Conflict

Turn in presentations to TA for class conference by 5pm

Learning Goals and Outcomes
1. Understand the components of civilian protection as outlined by Slim.
2. Explore the gendered dimensions of non-violent civil resistance.
3. Examine the ways in which peace talks and the time of ‘not war, not peace’ may not fully reflect the interests or experiences of women and girls during and after the conflict.

Key terms: non-violent civil resistance, peace, ‘post-conflict’, time of not-war-not-peace

WATCH BEFORE CLASS Video: “Egyptian women’s biggest protest in 100 years: We have no fear.” Stop the War Coalition (Dec. 23, 2011). Duration: 6 minutes 59 seconds.
https://www.youtube.com/watch?v=EKRe-MONpN0

Reading


Recommended Readings (not required)


Class 13 (December 9, Monday (Friday Schedule) Mazurana & Stites) CLASS CONFERENCE

As a student in the course you are required to take part in a conference where your teams will present their papers (exact time TBD during the semester, depending on the number of conference groups). Students often note that the conference is the highlight of the course.

December 15: Final papers due by 5pm via electronic submission to TA

Core Texts

We are posting the readings on Trunk, but if you like, you can also purchase the books.


Trunk and Internet Work

A number of the texts we will be reading will be posted on Trunk for you to download. Others are available on the internet.

Class Format

The 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.
**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.

**Teamwork**

Much of your work in professional settings will be done in groups and this class mirrors that format. We will make available resources on how to work as a team in order to facilitate your group working experiences.

**Learning Experiences**

Audiovisuals, discussion, lectures, guest speakers, and out-of-class activities, such as attending lectures in the area, will be utilized. Students should also monitor current news, other media, and public events about issues related to the course.

**Class Assignments**

No late assignments will be accepted. All assignments are due by email to the TA.

1. **Policy Memo**: (*30% of your grade) 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. Memos should be not longer than 1,250 words (not including references). Specific guidelines will be provided about their formatting. 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.
   - October 19: The draft policy memo is due
   - November 2: Revised policy memo that incorporates the professors’ feedback is due

2. **Conference Presentation**: (*20% of your grade, all team members receive the same grade) You will be a member of a team of approximately 4 students of your own choosing, you will prepare and deliver a conference paper on a topic of your choice relevant to issues of gender and armed conflict.
   - October 19: Group members and topic submitted
   - October 26: Conference abstract submitted
   - December 7: Presentation due to TA at 5 PM
   - December 10: Class conference
   - December 15: Final briefing paper due

Details on the conference and presentation, and examples of past presentations, are available on Trunk.

3. **Briefing Paper**: (*50% of your grade, all team members receive the same grade) Based on your conference presentation, each group will submit a briefing paper on a current topic relating to armed conflict through a gendered perspective. The topic for your conference presentation and briefing
The paper should:
   i) provide an analysis of the topic,
   ii) identify the main developments and positions on this topic,
   iii) assess the state of response on this topic (if relevant), and
   iv) outline recommendations to the relevant actors to more effectively address the policy or programmatic gaps on this topic.

A briefing paper requires formatting and presenting information differently than a memo or a longer research paper, so a key objective of this assignment is to learn how to convey information succinctly and compellingly in a way that will resonate with the reader. You will, therefore, be graded both on the content of your paper and on how you presented and formatted the information.

Detailed instructions on how to write a successful briefing paper will both be provided in class and posted on Trunk throughout the semester. The Teaching Assistant will be available to help all teams with this assignment.

The final paper will be due by 5pm on December 15.

*Peer review of conference presentation and briefing paper*
All members of the group will receive the same grade for the conference presentation and briefing paper. However, exceptions can be made and some students can receive lower grades if in the peer reviews of your team members' contributions it is determined that some students did not participate to the level necessary. Peer reviews of team members’ contributions will be explained in class and available on Trunk. Participating in the peer review process is required and not submitting peer reviews will negatively impact your grade.

**Your final grade**
Each assignment will be translated into a numerical value, where A=95, A-=91.67, B+=88.33, B=85, B-=81.67. Based on the relative weights of each assignment (e.g. policy memo = 30%), the final grade is calculated using the following scale (with class participation rewarded for students close to the borderline between two grades, i.e. grades may be revised upwards but will not be revised downwards for lack of participation):

A  = 93-100
A-  = 90-92
B+  = 87-89
B   = 83-86
B-   = 80-82
Anything below 80 is failing