

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

ICRC, International Humanitarian Law and International Human Rights Law: Similarities and Differences. International Committee of the Red Cross: Geneva (2003).

Helen Durham and Kelly O’Byrne, “The Dialogue of Difference: Gender Perspectives in International Humanitarian Law,” *International Review of the Red Cross*, Volume 92, Number 877, March 2010: 31-52.

Dyan Mazurana and Keith Proctor, (2014), “Gender and Humanitarian Action,” *Handbook on Humanitarian Action*, edited by Roger Mac Ginty and Jenny H. Peterson. Routledge, pp. 49-61.

Hugo Slim, “Introduction,” “Limited Warfare and Its Rivals,” *Killing Civilians: Method, Madness and Morality in War*, Columbia University Press: New York (2008), pp. 1-36.

Hugo Slim, “Killing, Injury and Rape,” and “Movement, Impoverishment, Famine, Disease and Distress,” in *Killing Civilians: Method, Madness and Morality in War*, Columbia University Press: New York (2008), pp. 37-119.

Elisa von Joeden-Forgey, "Gender and the Future of Genocide Studies and Prevention," *Genocide Studies and Prevention*, Volume 7, Number 1, Spring 2012.

Resolution of the Secretary General to the Security Council on Women, Peace and Security S/2000/1325.

Optional readings (not required)

Valerie Oosterveld, "Prosecuting Gender-Based Crimes in International Law," in Dyan Mazurana, Angela Raven-Roberts, and Jane Parpart (eds.), Gender, Conflict, and Peacekeeping (2004) Rowman & Littlefield: Oxford & Boulder.

Assembly of States Parties to the Rome Statute of the International Criminal Court, *Elements of Crimes of the International Criminal Court*, ICC-ASP/1/3 at 108, U.N. Doc. PCNICC/2000/1/Add.2 (2000)

International Committee of the Red Cross (ICRC), *Geneva Convention Relative to the Protection of Civilian Persons in Time of War (Fourth Geneva Convention)*, 12 August 1949, 75 UNTS 287, available at <http://www.icrc.org/ihl.nsf/FULL/380?OpenDocument> (skim through to get a sense of that is covered)

International Committee of the Red Cross (ICRC), *Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II)*, 8 June 1977, 1125 UNTS 609, available at <http://www.icrc.org/ihl.nsf/FULL/475?OpenDocument> (skim through to get a sense of what is covered)

International Committee of the Red Cross (ICRC), *Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I)*, 8 June 1977, 1125 UNTS 3, <http://www.icrc.org/ihl.nsf/FULL/470?OpenDocument>

Carol Cohn, "Women and Wars: Towards a Conceptual Framework," in Carol Cohn (editor) Women & Wars, Polity Press: Cambridge (2013), pp. 1- 30 (*only*).

Margaret Urban Walker, "Gender and Violence in Focus" in The Gender of Reparations: Unsettling Sexual Hierarchies while Redressing Human Rights Violations, (ed.) Ruth Rubio, Cambridge University Press (2009).

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

Mark Duffield, "Global Governance and the Causes of Conflict," in Global Governance and the New Wars: The Merging of Development and Security, Zed Books: London (2001).

Mary Kaldor, (2013) "In Defence of New Wars." Stability: International Journal of Security and Development, 2 (1).

Keith Proctor and Dyan Mazurana, "Gender and Violent Extremist Organizations," *Handbook of Gender and Security*, edited by Caron Gentry, Laura Shepherd, and Laura Sjoberg, Routledge Press (2017).

Cynthia Enloe, "Updating the Gendered Empire," The Curious Feminist, Searching for Women in the New Age of Empire, University of California Press: Berkeley (2004) pp. 269-305.

Mark Duffield "War as Network Enterprise: The New Security Terrain and Its Implications" Cultural Values Volume 6 (2002) pp. 153-165.

Recommended Readings, Not Required

Mark Duffield, "The Merging of Development and Security," in Global Governance and the New Wars: The Merging of Development and Security, Zed Books: London (2001).

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

Mark Duffield, "The Growth of Transborder Shadow Economies" in Global Governance and the New Wars: The Merging of Development and Security, Zed Books: London (2001), pp. 136-159.

Carolyn Nordstrom, "Entering the Shadows," "The Culture of the Shadows," and "Ironies in the Shadow," in Shadow Wars: Violence, Power and International Profiteering in the Twenty-first Century, University of California Press: Berkeley (2004), pp 87-103, 119-38 and 209-224.

Angela Raven-Roberts, "Women and the Political Economy of War," in Carol Cohn (editor) Women & Wars, Polity Press: Cambridge (2013), pp. 36-53.

De Waal, Alex, “When kleptocracy becomes insolvent: Brute causes of the civil war in South Sudan,” *African Affairs*, 2014, 113/452: 347-369.

Hannah McNeish, “South Sudan: Women and girls raped as wages for government-allied fighters,” *The Guardian*, 28 September 2015, available at: <http://www.theguardian.com/global-development/2015/sep/28/south-sudan-women-girls-raped-as-wages-for-government-allied-fighters>

NPR Planet Money, “Episode 667: Auditing ISIS,” <http://www.npr.org/sections/money/2015/12/04/458524627/episode-667-auditing-isis>

Class 4 (Sept 28, Mazurana): Paying 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_years_later_how

Reading

Shobha Gautam, 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, Sage Press: New Delhi (2001) pp. 215-248.

Karen Kampwirth, “Also a Women’s Rebellion” in Women Guerilla Movements: Nicaragua, El Salvador, Chiapas and Cuba, Pennsylvania State University Press (2002) pp. 83-115.

Beth Goldblatt and Sheila Meintjes, “South African Women Demand the Truth,” in What Women Do in Wartime: Gender and Conflict in Africa, (eds.) Meredith Turshen and Clotilde Twagiramariya, Zed Books: New York (2001), pp. 27-61.

Audrey Macklin, “Like Oil and Water with a Match: Militarized Commerce, Armed Conflict and Human Security in Sudan,” in Sites of Violence (eds.) J. Hyndman and W. Giles, University of California: Berkeley Press (2004), pp.75-107.

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

Lautze, Sue and Angela Raven-Roberts, "Violence and Complex Humanitarian Emergencies: Implications for livelihoods models," *Disasters*, 2006, 30(4): 383-401.

Kelly, Jocelyn T.D., "'This mine has become our farmland': Critical perspectives on the coevolution of artisanal mining and conflict in the Democratic Republic of the Congo," *Resources Policy*, 2014, 40: 100-108 (9 pages).

Marie-Rose Bashwira, Jeroen Cuvelier, Dorothea Hilhorst and Gemma van der Haar, "Not only a man's world: Women's involvement in artisanal mining in eastern DRC," *Resources Policy*, 2014, 40: 109-116 (8 pages).

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

Morais, Neavis, and Mokbul Morshed Ahmad. 2010. Sustaining livelihoods in complex emergencies: experiences of Sri Lanka. *Development in Practice* 20 (1):5-17

Maxwell, Daniel, Nisar Majid, Guhad Adan, Khalif Abdirahman, and Jeeyon Janet Kim. 2015. Facing Famine: Somali Experiences in the Famine of 2011. Somerville, MA: Feinstein International Center, Tufts University.

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)

Barker, Gary and Christine Ricardo, "Young Men and the Construction of Masculinity in Sub-Saharan Africa: Implications for HIV/AIDS, Conflict and Violence," in *The Other Half of Gender: Men's Issues in Development*, Washington, DC: The World Bank, 2006, 159-193 [selections TBD].

Barker, Gary, "The trouble with young men: coming of age in social exclusion" (Ch 4, pp 41-58), and "In the headlines: Interpersonal violence and gang involvement" (Ch 5, pp 59-83) in *Dying to Be Men: Youth, Masculinity and Social Exclusion*, New York: Taylor & Francis Inc, 2005.

Marc Sommers, “Striving for Adulthood” (Ch 5, pp 115-139), “An Inconstant Experience”, (Ch 7, pp 156-175), “Prostitution, AIDS, and Fatalism” (Ch 8, pp 176-188), in *Stuck: Rwandan Youth and the Struggle of Adulthood*, University of Georgia Press, 2012.

Gardner, Judith and Judy El-Bushra, “The impact of war on Somali men and its effects on the family, women and children,” Nairobi: Rift Valley Institute Briefing Paper, February 2016.

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

Video #1: “War on Women: Sexual violence in the DRC.” IRIN Films (2014). Duration: 15 min 31 sec.

Link: <https://www.youtube.com/watch?v=zw2pzTf7Nx8&index=11&list=UUyvwzC-uE4uVMDIan9Av5uQ>

Video #2: “Engaging Men and Boys in the Prevention of Gender-Based Violence.” CARE (Feb. 15, 2013). Duration: 4 minutes 11 seconds.

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

Reading

Rukmini Callimachi, “To Maintain Supply of Sex Slaves, ISIS Pushes Birth Control,” *The New York Times*, 12 March 2016.

United Nations High Commissioner for Human Rights, “Assessment mission by the Office of the United Nations High Commissioner for Human Rights to improve human rights, accountability, reconciliation and capacity in South Sudan,” A/HRC/31/49, 10 March 2016.

Dara Kay Cohen, Amelia Hoover Green, and Elisabeth Jean Wood, *Wartime Sexual Violence: Misconceptions, Implications, and Ways Forward*, Special Report 323, February 2013, United States Institute for Peace: Washington DC.

Alexandra Stiglmayer, ed. *Mass Rape: The War against Women in Bosnia-Herzegovina* (Lincoln, University of Nebraska Press, 1994), pp. 82-169. Skim.

Cynthia Enloe, "All the Men are in the Militias, All the Women are Victims: The Politics of Masculinity and Femininity in Nationalist Wars," *The Curious Feminist* University of California Press: Berkeley (2004) pp. 99-108.

Ximena Bunster, "Surviving Beyond Fear: Women and Torture in Latin America", *Surviving Beyond Fear: Women, Children & Human Rights in Latin America*, (ed.) Marjorie Agosin, White Pine Press: New York (1993) pp. 98-125.

Sandesh Sivakumaran, "Sexual Violence Against Men in Armed Conflict," *The European Journal of International Law* Vol. 18 no. 2 (2007).

UN Human Right Council, *Report of the Independent International Inquiry into the Syrian Arab Republic*, A/HRC/28/69, February 5, 2015, pp. 46-49 on sexual and gender based violence only.

Evelyn Josse, "'They Came with Two Guns': The Consequences of Sexual Violence for the Mental Health of Women in Armed Conflict," *International Review of the Red Cross*, Volume 97, No. 877, March 2010: 176-195.

Binaifer Nowrojee, "Making the Invisible War Crime Visible: Post-Conflict Justice for Sierra Leone's Rape Victims," *Harvard Human Rights Journal* 18 (2005) 85-105.

Jessica Stanton, Ragnhild Nordås, and Dara Kay Cohen, "Governments don't outsource atrocities to militias. Here's what really happens." *The Washington Post*, 22 December 2015.

Optional readings (not required)

Elisabeth Wood, "Variation in War Time Sexual Violence," *Politics & Society*, Vol. 34 No. 3, September 2006 307-341.

Barbara C. Bedont, "En-gendering Justice: the Statute of the International Criminal Court in a Gender Perspective," *Human Rights and Development Y.B.*, 137, 1999/2000: 138-162.

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

Hugo Slim, "Doing the Killing," in Killing Civilians: Method, Madness and Morality in War, Columbia University Press: New York (2008), pp. 213-250.

Human Rights Watch, *They Want Us Exterminated: Murder, Torture, Sexual Orientation and Gender in Iraq*, HRW: New York (2009), pp. 1-33, 41-46, 53-62.

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.

Jennifer Rumach and Kyle Knight, "Sexual and Gender Minorities in Humanitarian Emergencies," in *Issues of Gender and Sexual Orientation in Humanitarian Emergencies: Risks and Risk Reduction*, ed. Larry Winter Roeder, Springer (2014), pp 33-74.

Inter-Agency Standing Committee, *Gender Handbook in Humanitarian Action*, 2006, available at website <http://www.humanitarianinfo.org/iasc/gender> (Skim Section A "The Basics of Gender Equality" only if you feel like you need a refresher). Read Section A "The International Legal Framework for Protection," "Coordination" and "Gender and Participation," (pp 15-34), then in Section B, select 3-4 of the sectors to read carefully.

Nina Strohlich, "The Sad Hidden Plight of Child Grooms," *The Daily Beast*, 18 September 2014: <http://www.thedailybeast.com/articles/2014/09/18/the-sad-hidden-plight-of-child-grooms.html>.

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

Wenona Giles, "Women Forced to Flee: Refugees and Internally Displaced Persons," in Carol Cohn (editor) Women & Wars, Polity Press: Cambridge (2013), pp. 80-101.

Donini, Antonio, "The far side: the meta functions of humanitarianism in a globalised world," *Disasters*, 2010, 34(S2): 220–237.

Wilder, Andrew, "Losing Hearts and Minds in Afghanistan," *Viewpoints* Special Edition: "Afghanistan, 1979-2009: In the Grip of Conflict," Washington, DC: The Middle East Institute, 2009. (4 pages)

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

Dyan Mazurana, et al., “Women, Girls and Non State Armed Groups,” in Carol Cohn (editor) Women & Wars, Polity Press: Cambridge (2013), pp. 146-168.

Ladbury, Sarah and CPAU, “Why do men join the Taliban and Hizb-i Islami? How much do local communities support them?” Kabul: Cooperation for Peace and Unity (CPAU), Report prepared for DFID, August, 2009.

Dallin Van Leuven, Dyan Mazurana and Rachel Gordon, “Analysing the Recruitment and Use of Foreign Men and Women in ISIL Through a Gender Perspective,” *Foreign Fighters under International Law and Beyond*, edited by Andrea de Guttry, Francesca Capone and Christopher Paulussen, ASSER/Springer Verlag.

Isis Nusair, “Gendered, racialized and sexualized torture at Abu Ghraib.” in Feminism and War: Confronting U.S. Imperialism. Robin Riley, Chandra Talpade Mohanty and Minnie Bruce Pratt (eds.) London: Zed Books. pp. 179-193.

Azadeh Moaveni, “ISIS Women and Enforcers in Syria Recount Collaboration, Anguish and Escape,” *The New York Times*, 21 November 2015.

Recommended Reading (not required)

Human Rights Watch. The Road to Abu Ghraib. Human Rights Watch, June 2007. pp. 1-35.

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

Carolyn Nordstrom, “The Institutionalization of the Shadows,” “The Time of Not-War-Not-Peace,” “Peace,” “The Problems with Peace,” in Shadow Wars: Violence, Power and International Profiteering in the Twenty-first Century (2004) University of California Press: Berkeley, pp.139-204.

Hugo Slim, "Promoting Civilian Protection," Killing Civilians: Method, Madness and Morality in War, Columbia University Press: New York (2008), pp. 251-293.

Marie O'Reilly, Andrea O Suilleabhain, and Thania Paffenholz, Reimagining Peacemaking: Women's Roles in Peace Processes, International Peace Institute: New York (2015).

Recommended Readings (not required)

Cynthia Enloe, "Conclusion: Decisions, Decisions, Decisions," Maneuvers: The International Politics of Militarizing Women's Lives, University of California Press (2000), pp. 288-300.

Sanam Anderlini, "Preventing and Transforming Conflict Nonviolently," **OR** "Getting to the Peace Table," in Women Building Peace: What They Do and Why It Matters (2007) Lynne Rienner Publishers: London, pp. 19-52, 53-92. **OR** Jane Barry, Rising Up in Response: Women's Rights Activism in Conflict, Urgent Action Fund: Boulder (2005), Selections.

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.

Hugo Slim, Killing Civilians: Method, Madness and Morality in War, (2008) Columbia University Press: New York

Carolyn Nordstrom, Shadow Wars: Violence, Power and International Profiteering in the Twenty-first Century (2004) University of California Press: Berkeley.

Carol Cohn (editor) Women & Wars, Polity Press: Cambridge (2013).

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
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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

paper will be the same. The paper will either directly address an issue of gender or will apply a strong gendered analysis to a broader topic (i.e., DRR, post-conflict recovery, etc.). The analysis must be informed by and refer to the current and most relevant scholarship.

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