Gender, Culture and Conflict in Humanitarian Complex Emergencies

DHP D232 cross-listed NUTR 222

No cellphones, tablets or computers are allowed during this course. They are disruptive to other students and impair the learning of those who use them.

Professors: Dyan Mazurana, PhD, Associate Research Professor, Fletcher School; Associate Research Professor, Feinstein International Center at the Friedman School; Senior Fellow, World Peace Foundation, Tufts University

Elizabeth Stites, PhD, Assistant Research Professor, Fletcher School; Research Director, Feinstein International Center, Tufts University

Course Offering: Fall Semester 2018

Course Meeting Time & Location: Fridays 10:30-12:30, Cabot 205

Credit: 1

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 12:40 – 1:40pm (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 Kinsey.spears@tufts.edu to schedule a Skype meeting with Mazurana.

Stites: Fridays 12:40 – 1:40 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: Kinsey Spears kinsey.spears@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.

Accommodations Notice:

In accordance with federal and state law, Tufts University provides reasonable accommodations to students with documented disabilities. If you believe you require an accommodation, e-mail accessibility@tufts.edu Or Catherine.Flynn@tufts.edu.
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. Trace the gendering of these legal instruments over time (Durham and O’Byrne).
2. Introduce the basic pillars and components of a gender analysis and explore concepts of gendered identity, structured power, symbolism and institutions (Mazurana and Proctor).
3. Understand the different types of serious harms civilians suffer in war and why (Slim).
4. Explore typology of the ways in which conflict-related harms are gendered (Mazurana and Proctor)
5. 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. Introduce the basic pillars of the instruments of international humanitarian law.
2. Identify the components of global governance and liberal peace and the way in which these systems produce, affect, and respond to conflict.
3. Understand the key characteristics of New Wars, including their gender dimensions.
4. Examine the role of networks, paying particular attention to how networks are organized and mobilized around wars and parallel systems.
5. 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


Dyan Mazurana “IHL and Human Rights Law Power Point Presentation”
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

Podcast to listen to before you come to class


Reading


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_former

Reading


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).

Procast to listen to on your own before class

http://atha.se/podcasts/sexual-violence-weapon-war-syria

Reading


**Optional readings (not required)**


**Class 6 (October 12, Mazurana): Gender, Violence and Death in Armed Conflict**

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

**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 (Bunster and 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 7 (October 19, Stites): Gender, Livelihoods and Conflict

*Draft policy memo due by email to TA*

**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**


Class 8 (October 26, 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 9 (November 2, Stites): Masculinities in Conflict – Stites**

**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 10 (November 9, Stites): Humanitarian Response and Culture in Today’s Armed Conflicts**

*Conference abstract due to TA*

**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.


O'Neill, Sean Chief Reporter. "'In This Community No One Gets Food without Having Sex First'.” *The Times (London, England)*, 2018.

**Class 11 (November 16, Mazurana) Gender and humanitarian response**

**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.
4. Understanding key issues regarding gender identity, sexual orientation and humanitarian assistance.
5. Understand the patterns regarding sexual violence against humanitarian aid workers.

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

**Procast to listen to on your own before class**


**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 23rd: No class, Thanksgiving Recess

Class 12 (November 30, 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)


Jane Barry, Rising Up in Response: Women’s Rights Activism in Conflict, Urgent Action Fund: Boulder (2005), Selections.
Class 13 (December 7, 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 16: Final papers due by 5pm via electronic submission to TA

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Core Texts
We are posting the readings, but if you like, you can also purchase the books.


Canvas and Internet Work
A number of the texts we will be reading will be posted on Canvas 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 canvas or 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 1,100 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.

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.

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., DDR, 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.

*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