

Syllabus

Conf. 723 - Conflict and Gender

Fall 2015, Tuesdays, 7:20-10:00 pm
Founders Hall Room 322

Sandra Cheldelin, Professor

scheldel@gmu.edu

703.993.3652

Office hours:

Metropolitan Building, Room 5084
Wednesdays, 3:00-5:00 pm

Introduction

In this course we consider gender as a powerful construct that shapes the way we see others and others see us. Social and cultural conceptions of gender—at home and around the world—have led to significant disparities in economic status, education, health, legal rights and other cultural indices of success. It has been used to justify such violence as sexual and physical abuse, rape, mutilation, imprisonment and killing. We will explore many of the implications of a social construction of gender including ways language and stories—narratives—shape and reflect gendered attitudes, behaviors, expectations, and norms. We examine relationships of gender, conflict and violence at the micro, meso and macro levels including individual, interactional and structural analyses. Themes of power, performance and privilege—and their implications—will be woven throughout the course.

The course is organized with five broad themes relating to gender:

- I. Social constructionism. The debate, images and stories of gender-based conflict
- II. Violence. Sexism: psychological, cultural and structural; media, marketplace, arts, health, economics and the law; masculinity
- III. War. Rape, domestic and cultural violence, sex trafficking, combatants, small arms, terrorism
- IV. Peacemaking. Intervention, peace building, mainstreaming, human rights; peace networks, peace and justice, post-war construction; globalization, intervention, trauma healing and refugee issues
- V. Integration. Book club discussion; podcasts from research; theories of gender, conflict and violence

Course Requirements

This course will be conducted as a *learning community seminar*. Each week we will find and share evidence of gender and conflict in the world, explore topics pertinent to gender and violence and discuss assigned readings. By the end of the course we will examine the implications of each of these for the field of conflict analysis and resolution.

Evaluation of your achievements will be based on the following:

1. Along with class attendance, you are expected to identify evidence of gender and conflict in current events (documented on Blackboard), participate fully in class discussions, complete all required readings, and participate in discussions of readings. Also, throughout the course there will be various learning experiences. Mediums will include individual research, videos, lectures, role-plays, interviews, class exercises and discussions. **Evidence of participation as a learning community scholar: 20%.**

2. You must select one topic of interest to you (see topics below) and conduct in-depth research resulting in a paper, presentation, and a facilitated class presentation. Beginning week 5 through week 12—a date mutually agreed upon—you will present your research findings to the class. The specifics of this research will be discussed in class. Given the class size we can have no more than 3 per day on the topic and no more than ½ hour in duration each.
 - **Week 5, 9.29.15** Health, economics and the law: e.g., your topics might include human and women’s rights, child marriage practices, legislation, issues of impunity, health care policies, refugee-specific problems and microfinancing.
 - **Week 6, 10.6.15** Violence: e.g., rape, domestic and cultural violence, trafficking, sex workers’ rights
 - **Week 8, 10.20.15** War: e.g., victims, gendercide, combatants
 - **Week 9, 10.27.15** War: e.g., small arms, terrorism
 - **Week 10, 11.3.15** Intervention: e.g., peace building, mainstreaming, agency, legislation
 - **Week 11, 11.10.15** Intervention: e.g., peace networks, peace processes, post-war reconstruction, DDR programs, trauma healing and psychosocial work
 - **Week 12, 11.17.15** Intervention: e.g., globalization, intervention, trauma healing, refugee issues**Evidence of graduate level research and presentation of topic: 30%**

3. Prior to week 13, you will have read five books (see details below regarding Ali, Beah, Gacemi, Goodale and Stearn OR Krakauer). You will submit a 3-4 page review/critique/ reflection of the five books as they relate to gender, violence and war. The specifics for the book review will be discussed in class. **Due Week 13, 11.24.15. Evidence of thoughtful analysis and critique of the five books: 20%.**

4. You may select one of two options:

Option 1: Drawing on all class discussions, readings, presentations and other activities, you will develop your theory of gender and conflict and present it as a capstone product. You may develop your theory alone, in pairs or in triads. You should be able to clearly articulate existing theory, research and practice from which your proposed theory is built. Additionally, you should explain the contribution your theory makes to our current understanding of gender and conflict and its implications for constructive change. You are required to submit a hard copy of your presentation scripts, materials, notes, etc. at the time of your presentation.

OR

Option 2: You will create a podcast (approximately 8-10 minutes) and present it to the class. The podcast is likely to be based on your research of a particular topic but must be presented in a way that informs the CAR field of the importance of the topic and your findings.

The specifics of the two options will be discussed in class. All theories and podcast presentations are scheduled for **Weeks 14 & 15: 12.1.15 and 12.8.15.**

Evidence of graduate level theory building or research presentation: 20%.

Required Resources:

The following five books are required for Conf 723 Fall 2015:

Ali, Nujood with Delphine Minoui (2010) *I am Nujood, Age 10 and divorced*. New York: Broadway Paperbacks, (Week 5)

Goodale, Jess with John Hearn, (2011) *Shade it black: death and after in Iraq*. Philadelphia and Newbury: Casemate (Week 8).

Beah, Ishmael (2007) *A long way gone: Memoirs of a boy soldier*. New York: Farrar, Straus and Giroux, Sarah Crichton Books. (Week 9)

Gacemi, Baya (2006) *I, Nadia, wife of a terrorist*. Lincoln, Nebraska: University of Nebraska Press (Week 9).

You may select one of these two books:

Stern, Jessica (2010) *Denial: A memoir of terror*. New York: Harper Collins (Week 6)

OR

Krakauer, Jon (2015) *Missoula: Rape and the justice system in a college town*. New York: Doubleday. (Week 6)

We will be using 7 chapters of Cheldelin, Sandra and Eliatamby, Maneshka (Eds.) (2011) *Women waging war and peace: International perspectives of women's roles in conflict and post-conflict reconstruction*. New York: Continuum Press. Page proofs will be provided on Blackboard:

Cheldelin, *Victims of Rape and Gendercide: All Wars*, Chapter 2 (Week 8)

Eliatamby & Romanova, *Dying for Identity: Chechnya and Sri Lanka*, Chapter 4 (Week 9)

Uwineza & Brown, *Engendering Recovery: Rwanda*, Chapter 9 (Week 12)

Hirsch, *Promises of Justice: Uganda, DRC and Sudan*, Chapter 12 (Week 11)

Romanova & Sewell, *Engaging Legislation: Liberia and Chechnya*, Chapter 13 (Week 9)

Yamin, Saira, *Challenging Patriarchy: Pakistan, Egypt and Turkey*, Chapter 14 (Week 11)

Cheldelin & Eliatamby, *Challenging the Dominant Narrative* Chapter 16 (Week 10)

There is also a collection of articles, chapters and suggested other books for you to consider as you develop your presentations and papers. Be sure to read and be prepared to discuss those that are *required* the week the topic will be discussed in class. There are also links to many current articles on various topics. Please review each of these and be prepared to discuss in class. The week-by-week schedule, below, includes all required readings from the collection of articles, books and web-based links.

Directions for Accessing Blackboard

1. Go to mymason.gmu.edu
2. Log in using your Mason ID and password (the same one that you use for Patriotweb and your GMU email)
3. Click on the "Courses" link in the upper right hand part of the page

4. In your list of courses, you should see: 201470.73409 CONF-723-001 (Fall 2015) with the Instructor Sandra Cheldelin
5. Click on this link and it will take you to the main blackboard page for the course
6. All of the readings are available by clicking on the Course Content link on the left-hand side of the page. You will also see another link for the Syllabus and an Assignments tab which will let you see all of the assignments for the course

Honor Code and Plagiarism

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

English Language Institute

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information contact 703-993-3642 or malle2@gmu.edu.

The Writing Center

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments please contact wcenter@gmu.edu or call 703-993-4491.

Weekly Class Schedule

Week 1: 9.1.15 ~ introductions ~

Topics:

- Introduction to gender and conflict: power, performance and privilege
- Overview of course and syllabus
- Discussion of student presentation topics
- Gender lifelines—Part I

Assignments for Week 2:

- In dyads, select an image (on camera) your group agrees reflects an intersection of gender and conflict. Write a BRIEF (no more than 3 paragraphs) reflection paper. Submit that image and reflection paper to Blackboard NO LATER THAN Saturday, 9.6.15.
- Bring a personal experience-based case, or one that you are deeply interested in, that reflects the intersection of gender and conflict; be prepared to present & discuss it.

Week 2: 9.8.15 ~ images and stories of gender ~

Topics:

- Gender lifelines—wrap up
- Social constructionism and gender as difference
- Discussion of images (note assignment in Week 1 above)
- Discussion of personal experiences/interests (note assignment in Week 1 above)
- Framework for gender conflict analysis
- Finalize student presentation schedule

Assignment for Week 3:

- *Conduct gender interview with family member; bring notes for small group discussions*

Readings (please read all assigned readings each week *prior to attending class*; questions to guide your readings for class discussion will be in “Readings/Questions” folder on Blackboard):

- Cheldelin, Sandra and Ann Lucas (2003) *Conflict Resolution*, Chapter 2: “A Framework for Conflict Analysis” San Francisco: Jossey Bass, pp 13-23
- Crawford, Mary, chapters 1 & 2 (Talking across the gender gap; Search for a woman’s language)
- Connell, R. W. (1995). “Masculinities” In *Gender and Power*, Berkeley: University of California Press (p 8-21)
- Taylor, Anita and Judi Bernstein Miller (1994), “Introduction: the necessity of seeing gender in conflict,” Chapter 1 in *Conflict and Gender*, Taylor, Anita and Judi Bernstein Miller, editors. New Jersey: Hampton Press, Inc. (pp. 1-17)

Week 3: 9.15.15 ~ sexism: psychological, cultural and structural ~

Topics:

- Discussion of family gender interviews (note assignment in Week 2 above)
- Living with gender and sexism
- Psychoanalytic theories of gender
- Gender and sexual identity
- Relationship aggression
- Issues across cultures

Readings:

- Cheldelin Sandra (2015) "What do we know about Gender and Conflict?" (manuscript on Blackboard)
- Barrett, Michele, (1999) "The concept of 'difference'. In *Imagination in theory, culture, writing, words and things*. New York: New York University Press (pp 111-123)
- Chesler, Phyllis (2003), Chapter 3: "Woman's sexism" in *Woman's Inhumanity To Woman*, Chapter 4: "The Mother-Daughter Relationship in Fairy Tale, Myth, and Greek Tragedy," New York: Plume; these 2 chapters are on Blackboard.
- Chodorow, Nancy. (1974) "Family structure and feminine personality." In M. S. Rosaldo and L. Lamphere (Eds.) *Women, culture, and society*. Stanford, CA: Stanford University Press (pp 43-66). (on Blackboard)
- Mead, Margaret. (1974) "On Freud's view of female psychology." In J. Strouse (Ed.) *Women & analysis: Dialogues on psychoanalytic views of femininity* (pp 95-106). New York: Grossman.

Week 4: 9.22.15 ~ media, marketplace, arts, masculinity ~

Topics:

- Media, literature, film, television: examples of issues of gender and conflict
- Video: *Killing Us Softly* (3)
- Video: *Tough Guise: Violence, Media, and the Crisis in Masculinity*

Required Readings:

- Allen, Stuart (1995) Chapter 7, *(En)gendering the truth politics of news discourse* in C. Cortes, G. Branston and S. Allen (Eds.) *News, Gender and Power*, New York: Routledge
- Lukić, Jasmina (2000) "Media representations of men and women in times of war and crisis: the case of Serbia" Chapter 14 in Gal, S. and Kigman, G. *Reproducing gender: politics, publics and everyday life after socialism*. Princeton University Press, pp. 393-419
- Tannen, Deborah (1998) *The argument culture: moving from debate to dialogue*, New York: Random House Chapter 2, "Both sides come out fighting: the argument culture and the press", pp 27-53
- <http://www.gq.com/entertainment/humor/200812/wes-anderson-a-rod-dick> Are you a dick? (2009)
- <http://www.gq.com/women/photos/201309/jourdan-dunn-supermodel-photos-september-2013#slide=1> Bare Jourdan with photos September 2013
- British male identity crisis 'spurring machismo and heartlessness', Rajeev Syai, The Guardian, Tuesday, 14 May 2013
<http://www.guardian.co.uk/politics/2013/may/14/male-identity-crisis-machismo-abbott>

- Vogue bans too skinny models from its pages
<http://news.yahoo.com/vogue-bans-too-skinny-models-pages-204948851.html>
- Israel bans use of ultra-skinny models
<http://www.reuters.com/article/2012/03/20/israel-models-law-idUSL6E8EJ3IT20120320>
- 'Eating Tissues': Ex-Vogue Editor Reveals Models' Skinny Secrets,
<http://abcnews.go.com/blogs/entertainment/2013/04/eating-tissues-ex-vogue-editor-reveals-models-skinny-secrets/>
- The Adonis index <http://www.adoniseffect.com/>

Week 5: 9.29.15 ~ health, economics and law ~

Topics:

- Discussion of Nujood Ali's *Age 10 and divorced*
- Who am I? Who gets to say?
- Epidemiology
- Refugees and women's rights issues
- Child marriage practices
- Globalization
- Humanitarian work
- Microfinancing

Required Readings:

- Ali, *I am Nujood, Age 10 and divorced* (all)
- Agger, *The blue room. Trauma and testimony among refugee women: a psycho-social exploration* Chapter 1 "In the Blue Room" (pp 1-19) and Chapter 2 "The Daughter's Room" (pp 20-39) New Jersey and London: Zed Books
- Bouta, T., Frerks, G. and Bannon, I. (2005) *Gender-based and sexual violence: a multidimensional approach*, chapter 3 in *Gender, conflict and development*. Washington, D.C.: the World Bank Press
- Minow, Martha (1998) *Vengeance and forgiveness*, Chapter 2 in *Between Vengeance and forgiveness*, Boston: Beacon Press (pp. 9-24)
- Women, <http://progress.unwomen.org/pdfs/EN-Report-Progress.pdf>
- http://www.ontheissuesmagazine.com/2011summer/2011summer_Barry.php Barry, Kathleen "A Feminist Looks at Masculine Rage and the Haditha Massacre"
- <http://www.feminist.com/resources/artsspeech/genwom/sojour.htm> Ain't I a Woman? by Sojourner Truth (1851)
- http://video.google.com/videosearch?sourceid=navclient&rlz=1T4DKUS_enUS294US295&q=sojourner+truth+aint+i+a+woman&um=1&ie=UTF-8&ei=xyuESr61GZ2NtgfepZSvCg&sa=X&oi=video_result_group&ct=title&resnum=14# Sojourner Truth bust unveiling (watch video)
- <http://www.pewforum.org/2013/12/19/gay-marriage-around-the-world-2013/>
- <http://www.washingtonpost.com/wp-dyn/content/article/2006/11/14/AR2006111400450.html>
- http://www.unaids.org/en/KnowledgeCentre/Resources/FeatureStories/archive/2009/20090811_Intimate_partners.asp HIV Transmission in intimate partner relationships in Asia
- <http://www.citizen-news.org/2011/08/commission-on-aids-in-asia-report.html>

- <http://www.msnbc.msn.com/id/15119353/wid/11915773?GT1=8618> Ms. Magazine names women who had abortions (October 2006)
- <http://www.msmagazine.com/winter2008/DyingInBackstreets.asp> Dying in the Backstreets (in Kenya)
- <http://www.opposingviews.com/i/entertainment/celebrities-have-had-abortions>
- <http://physiciansforhumanrights.org/library/news-2007-05-25.html> New report on HIV/AIDS in Africa first to link discriminatory beliefs against women with vulnerability to AIDS
- <http://www.unhcr.org/51c071816.html> New UNHCR report says global forced displacement at 18-year high.
- <http://www.merip.org/mer/mer233/hivaids-middle-east-north-africa> HIV/AIDS in the Middle East and North Africa by Sand Sufian published in Middle East Research and information Project (MER233)
- <http://www.cdc.gov/nchs/fastats/womens-health.htm> Centers for Disease Control and Prevention CDC24.7 Fast Stats
- <http://allafrica.com/stories/201306111229.html> Liberia: Global Strategic Priority-- Mass Birth Registration Begins in Ivorian Refugee Camps
- <http://www.unhcr.org/pages/49c3646c4d6.html> Check out Operational Data Portals for Horn of Africa, Liberia, Mali, south Sudan, Ethiopia, and Syria
- <http://www.unhcr.org/cgi-bin/texis/vtx/page?page=49e486676&submit=GO> reflects the Syrian refugees in Lebanon (25% of Lebanon's population now refugees!).
- http://news.bbc.co.uk/2/hi/in_depth/5319702.stm Women 'form half of all migrants'
- <http://www.theguardian.com/lifeandstyle/2014/may/12/china-leftover-women-property-boom> China's gender gap--women left out in property boom
- China One Child Policy Results in High Female Suicide Rate
<http://www.lifenews.com/2012/03/29/china-one-child-policy-results-in-high-female-suicide-rate/>
- <http://www.bbc.com/news/world-asia-china-25533339> China formally eases one child policy
- Chinese women are killing themselves at astronomical rates: is the one-child policy to blame? Heidi Miller, April 3, 2012
<http://www.lifesitenews.com/news/chinese-women-are-killing-themselves-at-astronomical-rates-is-the-one-child/>
- <http://www.theguardian.com/global-development/poverty-matters/2012/nov/21/rise-fall-microfinance> The rise and fall of microfinance
- <http://www.pbs.org/frontlineworld/stories/uganda601/history.html> The evolution of microfinance and in this case, Uganda.

Student Presentations:

Week 6: 10.6.15 ~ rape and domestic violence, trafficking, culture ~

Topics:

- Gendered violence; trafficking

- Rape
- Video Documentaries: *Defending our Lives* and *Rape is...*
- Discussion of Krakauer's *Missoula* and Stern's *Denial*
- Justice during and after conflict

Required Readings

- Stern, Jessica (2010) *Denial* OR Krakauer, Jon (2015) *Missoula: Rape and the justice system in a college town*.
- Felson, Richard B. (2003) *Violence and gender reexamined*, Chapters 1, "Introduction", and 2, "A Theory of Instrumental Aggression" (pp. 1-28)
- <http://www.amnestyusa.org/violence-against-women/maze-of-injustice/the-report/page.do?id=1021167> Maze of Injustice: the failure to protect indigenous women from sexual violence in the USA. (2006)
- <http://newsvote.bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/2/hi/europe/6069136.stm> Putin's 'rape joke' played down. (October 2006)
- http://news.bbc.co.uk/2/hi/south_asia/5337752.stm Pakistan delays rape reform plans, (September 2006)

Student Presentations:

**Week 7: 10.13.15 NO CLASS – MASON ROTATION
[Monday classes meet Tuesday; Tues cancelled]**

Week 8: 10.20.15 ~ war: combatants and small arms ~

Topics:

- War and violence
- Discussion Goodale's *Shade it Black*
- Victims of war
- Rape and genocide

Required Readings:

- Bloom, M.M. (2001) "War and the politics of rape: ethnic versus non-ethnic conflicts" unpublished paper; shorter version appears in December 2001-January 2002 *International Peace Review*.
- Cheldelin, Sandra (2011), Chapter 2, "Victims of Rape and Gendercide: All Wars" in *Women Waging War and Peace: International Perspectives on Women's Roles in Conflict and Post-Conflict Reconstruction*, (pp. 12-37)
- Cheldelin, Sandra (2006) *Gender and violence: redefining the moral ground* (Chapter 11) in *Identity, morality and threat: studies in violent conflict*, D. Rothbart and K. Korostelina, eds., New York: Lexington Books
- Goodale (2011) *Shade it Black: Death and After in Iraq* (all)
- <http://www.theguardian.com/world/2013/apr/11/congo-rapes-g8-soldier> Congo: We did whatever we wanted, says soldier who raped 53 women, Pete Jones, the Guardian, 11 April 2013
- <http://www.ipsnews.net/2014/04/trauma-still-fresh-rwandas-survivors-genocidal-rape/> Trauma still fresh for Rwanda's survivors of genocidal rape, Fabiola Ortiz, Kigali, April 11, 2014 (IPS)

- 2011-2012 Progress of the World's Women: In Pursuit of Justice, Chapter 4: *Justice for women during and after conflict*, pp 80-101, <http://progress.unwomen.org/pdfs/EN-Report-Progress.pdf>
- Storr, Will, *The Rape of Men*, <http://www.guardian.co.uk/society/2011/jul/17/the-rape-of-men>
- <http://www.amnesty.org/en/library/info/MDE13/082/2009/en> Iran: Demand judiciary halts stoning: Sakineh Mohammadi (August 2009)
- <http://features.csmonitor.com/globalnews/2009/08/11/rape-in-congo-what-got-me-was-the-laughter/> (August 11, 2009 re: Hillary Clinton's visit to Congo)
- <http://news.bbc.co.uk/2/hi/africa/5351012.stm> UN calls rape 'a cancer' in DRC (September 2006)

Student Presentations:

Week 9: 10.27.15 ~ terrorism ~

Topics:

- Small arms
- Residual trauma
- Case studies
- Terrorist activities
- Sex tourism
- Reflections of Nadia and boy soldier

Required Reading:

- Gacemi, Baya (2006) *I, Nadia, wife of a Terrorist* (all)
- Beah, Ishmael (2007) *A long way gone: Memoirs of a boy soldier* (all)
- Cunningham, Karla J. (2003) "Cross-Regional Trends in Female Terrorism" In *Studies in Conflict and Terrorism*, 26, (pp 171-195)
- Eliatamby, Maneshka and Romanova, Ekaterina, Chapter 4, "Dying for Identity: Chechnya and Sri Lanka" in *Women Waging War and Peace: International Perspectives on Women's Roles in Conflict and Post-Conflict Reconstruction*, (pp. 52-66)
- <http://news.bbc.co.uk/2/hi/americas/5341574.stm> Columbian gangsters face sex ban (September 2006)
- <http://humanrights.uchicago.edu/sites/humanrights.uchicago.edu/files/uploads/Valerie-Strattan-Guerra-Martin-Baro-Essay.pdf> Child Soldiers, Gang Members: Reconceptualizing Urban violence in America March 2013, Valerie Guerra
- <http://www.thailawforum.com/articles/Trafficking-in-Thailand-2%20.html> sex trafficking in Thailand (Spring, Issue 1, Volume 12, 2009)
- <http://www.irinnews.org/report/99741/briefing-ddr-in-eastern-drc> Briefing: DDR in eastern DRC—try, try again, Kampala/Nairobi 4 March 2014 (IRIN)

Student Presentations:

Week 10 11.3.15 ~ Intervention: peace building, mainstreaming, agency ~

Topics:

- Peace-building
- Mainstreaming
- Gender and leadership

Required Readings:

- Cheldelin, Sandra and Eliatamby, Maneshka (2011), Chapter 16, "Challenging the Dominant Narrative" in *Women Waging War and Peace: International Perspectives on Women's Roles in Conflict and Post-Conflict Reconstruction*, (pp. 283-295)
- Romanova, Ekaterina and Sewell, Erica (2011) Chapter 13, "Engaging Legislation" in *Women Waging War and Peace: International Perspectives on Women's Roles in Conflict and Post-Conflict Reconstruction*, pp. (223-235)
- Part I, Introduction and *Balancing the scales: groundbreaking legal cases that have changed women's lives*, page 1-22 in 2011-2012 Progress of the World's Women: In Pursuit of Justice, UN
- <http://www.un.org/womenwatch/osagi/gendermainstreaming.htm> Gender Mainstreaming from UN Entity for Gender Equality and the Empowerment of Women. See "concepts and definitions" and "good practice examples," too.
- <http://www.wworld.org/crisis/crisis.asp?ID=568> "Beyond Victimhood: Women's Peacebuilding in Conflict Situations" (September 2006)

Student Presentations:

Week 11: 11.10.15 ~ Intervention: peace networks, peace and justice, post-war construction

Topics:

- Peace networks/networking/social mediums
- Peace processes and sustainability
- Justice systems
- Post war reconstruction

Required Readings:

- Hirsch, Susan H. (2011), Chapter 12, "Promises of Justice: Uganda, Democratic Republic of the Congo, and Sudan" in *Women Waging War and Peace: International Perspectives on Women's Roles in Conflict and Post-Conflict Reconstruction*, pp. 197-221)
- Yamin, Saira (2011), Chapter 14, "Challenging Patriarchy: Pakistan, Egypt and Turkey" in *Women Waging War and Peace: International Perspectives on Women's Roles in Conflict and Post-Conflict Reconstruction*, (pp. 235-258)

Student Presentations:

Week 12: 11.17.15 ~ Globalization, intervention and trauma healing, refugee issues ~

Topics:

- Globalization
- Humanitarian work
- Prevention and justice
- Microfinancing
- Book reports due followed by discussion of all 5 books

Required Readings:

- Cole, Constance H. (2005) *Microfinance and women's physical welfare in poor states*. Paper read at the 46th International Studies Association (ISA) Annual Convention, Honolulu, Hawaii. [FD 08]
- Haase, Dwight, (2012) *Banking on the poor*. Contexts, Vol 11, No 1, Winter 2012, (pp 36-41)
- Hoogensen, Gunhild (2005) *Gender and human security: transcending the North/South divide*. Paper read at the 46th International Studies Association (ISA) Annual Convention, Honolulu, Hawaii. [SB 28]
- Uwineza, Peace and Brown, Vanessa (2011), Chapter 9, "Engendering Recovery: Rwanda" in *Women Waging War and Peace: International Perspectives on Women's Roles in Conflict and Post-Conflict Reconstruction*, Sandra Cheldelin and Maneshka Eliatamby, Eds., New York: Continuum, pp. (139-162)
- Whitworth, Sandra (2005) *Gender and globalized violence*. Paper read at the 46th International Studies Association (ISA) Annual Convention, Honolulu, Hawaii. [TA 25]
- http://www.grameen-info.org/index.php?option=com_content&task=view&id=19&Itemid=114 An overview and history of the Grameen Bank—please spend time on the various tabs (June 2009)

Student Presentations:

Week 13: 11.24.15 ~ Book Discussion; Podcast Presentations, Book Reports Due

Book discussion and analysis

Theory Student Presentations:

Podcast Presentations:

Week 14: 12.1.15 ~ Theories of Conflict and Gender ~

Theory Student Presentations:

Podcast Presentations:

Week 15: 12.8.15 ~ Theories of Conflict and Gender; Reflections and Next Steps ~

Theory Student Presentations:

Podcast Presentations:

Course Evaluation, Wrap-up and Celebration

What is next?