

COURSE: **LAWS 4605 - Law, gender and (post) conflict economies: From re-building to research**

TERM: **Summer 2015**

PREREQUISITES: **LAWS 2601 and 4th year standing**

CLASS: **Day & Time: Tuesdays and Thursdays 2:30- 5:30**
Room: **check with Carleton Central for current room location)**

INSTRUCTOR: **DORIS BUSS**
(CONTRACT)

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Office Hrs: **Tuesdays 1:00-2:00 or by appointment**
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Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

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Department Policy

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Please review these documents to ensure that your practices meet our Department's expectations.

<http://www.carleton.ca/law/student-resources/department-policies/>

Law, gender and (post) conflict economies: From re-building to research

LAWS 4605

This course explores the gender and political economy dimensions of armed conflict and political violence, with an emphasis on state rebuilding after periods of sustained violence. The first part of the course will examine the 'gender' of conflict; the different roles played by women and men in conflict; ideologies of gender in dominant constructions of conflict and violence; the gendered reading of conflict and its presumed effects. The course will then explore the gendered dimensions of peacebuilding and post-conflict statebuilding, including rule of law reform, drawing on examples primarily from the African continent to explore the role of gender, and its erasure, in social, political, legal and economic rebuilding. The final section of the course will place the researcher in the centre of the analysis to consider the challenges and ethical issues arising for those seeking to study gender, armed conflict, and violence.

The course is open to both senior undergraduate students (offered as LAWS 4605, with the required prerequisites) and graduate students (offered as directed reading and with advanced readings and assignments on some of the course themes).

REQUIRED TEXTS

Carol Cohn, ed. Cohn, *Women & Wars*. Cambridge: Polity Press, 2013. (Students must buy this book – it is not in the Carleton University library - from **Octopus Books**, 116 Third Ave, Ottawa, ON; tel: (613) 233-2589).

All other materials are available on line and/or in the Carleton library.

CELL PHONE/LAP TOP IN CLASS POLICY:

Cell phones MUST BE turned OFF and stowed away in a bag. They CANNOT be on your desk or in a pocket on your person. NO EXCEPTIONS. Lap tops are permitted in the classroom, but students are required to exercise good laptop etiquette: students who wish to achieve a good mark in this class need to pay attention to class material and discussion. Surfing the web, playing on social media are activities that distract you and your fellow students.

Deadlines and assignment submission

Intensive spring courses bring with them tight time frames. The course moves very quickly with more constrained time for preparation, assignments, marking and so on. I have taken these time constraints into account in designing this course; cutting back on some of the required readings, covering more material in the classroom, and reducing some of the assignments. All deadlines specified in this outline are firm. No extensions will be given except with a note from the relevant authority (doctor, university, etc). Where students are unable to complete an assignment on time because of a documented issue, there is **no guarantee** that the assignment will be marked prior to the end of the exam period.

EVALUATION

(All components must be completed in order to pass the course)

• Critical comment on an academic reading (on a reading from May 12, 14, 19, 21 only)	10%
• Essay Assignment (mid-term): due May 26:	30%
• Take home exam: due 23 June:	50%
• Participation:	10%

Critical Comment:

Students will sign up in class for the reading on which they will write their critical comment. No changes will be made after students have selected their reading. The critical comment is due at the start of class on the week where the reading is scheduled and must be submitted via CU Learn. Late submissions within 24 hours will be accepted but with a 3 mark deduction. Submissions more than 24 hours late will not be accepted.

You are required a critical comment on one of the readings for a given class. You will sign up for these during class on May 7. The comment should be 4-5 pages long (but no more than 6), and provide a succinct and accessible overview of the article, identifying first: the author's main point, the underlying problem that gave rise to the author's intervention, and the means by which the author makes their argument (what tools of analysis do they draw upon; what subjects/material do they explore): about 1 page. Second: raise and then explore questions and analytical lines of inquiry either stemming from the article (what are the implications of the author's arguments for the subject-matter, other readings and discussions in this course), or in relation to the article (engage directly with the author's argument and/or approach) (about 2-4 pages). Your discussion should include an analysis of the article in relation to the other articles set for that week and/or in previous weeks.

(See marking grid, web ct.)

Essay Assignment (mid-term):

This essay will be an analysis of how conflict/war is represented in different media. Students will select one movie and one novel/book from the lists below, and follow the media (newspapers, twitter, magazines, radio, TV, facebook or other social media etc) coverage of a contemporary situation of war, armed conflict or violence. In the essay, students will examine these different media to consider how conflict, the every day life of people in conflict (or affected by conflict) are represented, paying particularly attention to who is depicted as 'acting', how the range of action or experience is delimited, how issues of choice, necessity, urgency are depicted, the ways in which gender issues are/not depicted; the gendered terms by which conflict and the people in conflict are represented. These different media will be explored drawing on the course readings to consider and trouble the gendered frames in which conflict, causes and solutions to conflict, the people, and their experiences of conflict, are represented. Because the conflicts highlighted in the selection of books, movies and contemporary events are all different, each student's essay will be unique, and some of the above themes may be more resonant than others.

Books

Chimamanda Ngozi Adichi *Half a Yellow Sun* [Biafra war, Nigeria] (Ottawa public library)

Uwem Akpan, *Say You're one of them* [short stories: Kenya, Rwanda, Nigeria, Ethiopia...] (Ottawa Public library)

Helen Benedict, *Sand Queen* [Iraq]

Joseph Boyden. *Three Day Road* [Europe] (Carleton)

Slavenka Drakulic. *S.:A Novel about the Balkans* (on reserve Carleton);

Slavenka Drakulic. *Balkan Express: Fragments from the other side of war* (on reserve, Carleton)

David Eggers. *What is the What: An Autobiography of Valentino Achak Deng*, 2006 [South Sudan] (on reserve Carleton)

Graham Greene. *The Quiet American* (book or movie), book: Carleton library.

Tia Obreht. *The Tiger's Wife* [former Yugoslavia] (Ottawa Public library)

Marge Piercy. *Gone to Soldiers* [Europe] (Carleton library)

Gillian Solvo, *Red Dust* [South Africa] (Ottawa Public Library)

Kamilla Shamsie, *Burnt Shadows* (Nagasaki, Pakistan, Afghanistan, Guantanamo) (Ottawa Public Library)

Shyam Selvadurai, *Funny Boy* [Sri Lanka],

Movies

All Quiet on the Western Front (on reserve, Carleton)

Full Metal Jacket

The Hurt Locker

Apocalypse now (on reserve, Carleton)

Testament of Youth

The Quiet American

Rabba Hun Kariye (India, partition, with English subtitles).

Breaker Morant

Generation Kill

SCHEDULE AND READINGS

Week	Themes and Readings
1. May 5	<p>Introduction:</p> <ul style="list-style-type: none"> • Séverine Autesserre, “Dangerous tales: Dominant Narratives on the Congo and Their Unintended Consequences”, <i>African Affairs</i> 111/443, 202 – 222. • Enloe, Cynthia. 2000. <i>Maneuvers: The International Politics of Militarizing Women’s Lives</i> (U California press), ch. 1 “How do they militarize a can of soup?”, pp. 1-14 (Carleton library, available in digital format).
2. May 7	<p>Women, Gender, War and Conflict</p> <ul style="list-style-type: none"> • Carol Cohn. 2013. Chapter 1: “Women and Wars: Toward a Conceptual Framework”, in Cohn, ed. <i>Women & Wars</i> (course textbook), pp. 1-30 • Cockburn, Cynthia. 1999. “Gender, Armed Conflict and Political Violence”, background paper prepared for The World Bank, available on line by searching ‘Cockburn, gender, armed conflict...’. <p>Recommended:</p> <ul style="list-style-type: none"> • Carol Cohn. 1987. “Sex and Death in the Rational World of Defence Intellectuals”, <i>Signs</i> 687-718 (?)
3. May 12	<p>Gender and the Political Economic of Armed Conflict</p> <ul style="list-style-type: none"> • Angela Raven-Roberts, “Women and the Political Economy of War” in Cohn, ed. <i>Women & Wars</i> (course textbook); • Meredith Turshen, “The Political Economy of Rape: An Analysis of Systematic Rape and Sexual Abuse of Women During Armed Conflict in Africa, <i>background paper for World Bank</i>, available on line by searching title (republished in Moser and Clarke, eds., 2001. <i>Victors, Perpetrator or Actors: Gender, Armed Conflict and Political Violence</i> (Zed Books)).
4. May 14	<p>What happens in war and conflict? Sexual Violence</p> <ul style="list-style-type: none"> • Maya Korac. 1998. “Ethnic-Nationalism, Wars and the Patterns of Social, political and sexual violence against women: the case of post-Yugoslav Countries” <i>Identities</i> 5(2): 153-181;

- Jelke Boesten. 2010. Analyzing Rape Regimes at the Interface of War and Peace in Peru”, *International Journal of Transitional Justice* 4: 110-129 (on-line, Carleton);
- Maria Baaz and Maria Stern. 2008. “Making Sense of Violence: Voices of Soldiers in Congo (DRC)”, *Journal of Modern African Studies* 46(1): 57-86.

5. May 19	<p>What happens in war and conflict? marriage and gendered forms of harm</p> <ul style="list-style-type: none"> Khristopher Carlson and Dyan Mazurana. 2008. "Forced Marriage within the Lord's Resistance Army, Uganda", pp. 1-33; available at http://fic.tufts.edu/assets/Forced+Marriage+within+the+LRA-2008.pdf Erin Baines. 2014. "Forced Marriage as a political project: Sexual rules and relations in the Lord's Resistance Army" <i>Journal of Peace Research</i> 51(3): 405-417; Shirlow, Peter and L. Dowler. 2010. "'Wee women no more': Female Partners of Republican Political Prisoners in Belfast", <i>Environment and Planning A</i>, 42: 384-399;
6. May 21	<p>Gender, victims and perpetrators: troubling 'agency' and 'responsibility'</p> <ul style="list-style-type: none"> *Chris Coulter. 2008. "Female Fighters in the Sierra Leone War: Challenging the Assumptions" <i>Feminist Review</i> 88: 54-73. **Erin Baines. 2011. "Gender, Responsibility and the Grey Zone: considerations for Transitional Justice", <i>Journal of Human rights</i> 10: 477-493 (on-line, Carleton); <p>OR:</p> <ul style="list-style-type: none"> **Mats Utas. 2005. "Victimcy, Girlfriending, Soldiering: Tactic Agency in a Young Woman's Social Navigation of the Liberian War Zone", <i>Anthropological Quarterly</i>, 78(2): 403-430; <p>** if you have already taken a course from me and read either Baines or Utas then you must select the other reading for your critical comment.</p>
7. May 26	Assignment – no class
8. May 28	<p>Building the Peace</p> <ul style="list-style-type: none"> Christine Bell and Catherine O'Rourke 2010) <u>Peace Agreements or Pieces of Paper? The Impact of UNSC Resolution 1325 on Peace Processes and their Agreements</u>. International and Comparative Law Quarterly, 59. pp. 941-980. Ruth Jacobson, "Women 'after' Wars", in Cohn, ed. <i>Women and Wars</i> (course text, chapter 10)

	<ul style="list-style-type: none">• Diane Otto. 2010. "Power and Danger: Feminist Engagement with International Law through the UN Security Council" <i>Australian Feminist Law Journal</i> 32: 97-121.• UN Women. 2012. <i>Source book on Women, Peace and Security: Overview</i> (uploaded WebCT)
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9. June 2	<p>Northern Ireland and post-conflict agreements: the Good Friday Agreement Dr. Catherine O'Rourke and XXX, PhD Candidate, Transitional Justice Institute, Ulster University, guest lecturers (via skype)</p> <p>Readings TBA</p>
10. June 4	<p>The Political Economies of Security: the limits of 'DDR' and 'SSR'</p> <ul style="list-style-type: none"> • Dyan Mazurana and Linda Eckerbom Cole. 2013. "Women, Girls, and Disarmament, demobilization and Reintegration (DDR)", in Cohn ed [course text], pp. 194-213. • Kathleen M. Jennings. 2014. "Service, Sex, and Security: Gendered peacekeeping economies in Liberia and the Democratic Republic of the Congo", <i>Security Dialogue</i> 45: 313 – 327; • Ndeye Snow. 2012. <i>Women's political participation and economic empowerment in post-conflict countries: Lessons from the Great Lakes Region in Africa</i>. London: International Alert, NB required to read only, chapter 6: "The Economic Dimensions of women's political action: the role of women in building peace economies in northern Uganda". Available from: www.international-alert.org
11. June 9	<p>Conflict and Post-Conflict Economies: Artisanal Mining and 'conflict commodities'</p> <ul style="list-style-type: none"> • Seay, Laura E. 2012. "What's wrong with Dodd-Frank 1502? Conflict Minerals, Civilian Livelihoods, and the Unintended Consequences of Western Advocacy", working paper 284 (Washington, DC: Center for Global Development), available at: http://www.cgdev.org/publication/what%2099s-wrong-dodd-frank-1502-conflict-minerals-civilian-livelihoods-and-unintended; • Bashwira, Marie-Rose, Jeroen Cuvelier, Dorothea Hilhorst. 2014. "Not only a man's world: Women's involvement in artisanal mining in eastern DRC", <i>Resources Policy</i> 40: 109-116; • Laudati, Ann. 2013. "Beyond Minerals: Broadening 'economies of violence' in eastern Democratic Republic of

	Congo", <i>Review of African Political Economy</i> 40: 32-50.
12. June 11	Gender of (election) violence and gendering the aftermath: case study of Kenya Dr. Sarah Kinyanjui, University of Nairobi, Mombasa Readings TBA
13. June 16	<p>Research challenges and the politics of research</p> <ul style="list-style-type: none"> • Human Security Report: Overview "Sexual Violence, Education and War: Beyond the Mainstream Narrative", pp. 1-13 (available from: http://hsrgroup.org/human-security-reports/2012/text.aspx) NB: you are only required to read the overview part of the report; • Krystalli, Roxanne. 2014. "Deconstructing the 2012 Human Security Report: Examining Narratives of Wartime Sexual Violence" <i>International Journal</i> 69(4): 574-593; • Jewkes, Rachel, Yandisa Sikweyiya, Nwabisa Jama-Shai, "The art of medicine: the challenges of research on violence in post-conflict Bougainville" 2014 <i>The Lancet</i>: 383: 2039-2040. • Swiss, Shana and Peggy J. Jennings. 2006. "Documenting the Impact of Conflict on Women living in internally displaced persons camps in Sri Lanka: Some ethical considerations", <i>Women's Rights International</i> <p>Recommended:</p> <p>Green, Amelia Hoover, Dara Kay Cohen, and Elisabeth Jean Wood. 2012. "GuestPost: What's Wrong with the Human Security Report and the 'Global Decline Claim.'" November 1. Accessed April 14, 2014. http://www.whiteoliphant.com/duckofminerva/?s=Dara+Cohen.</p>