CONFLICT AND DISPUTE RESOLUTION PROGRAM

CRNs:	CRES 415/515 (12112/12116)
Class Meetings:	Monday/Wednesday 2:15-3:45PM
Location:	ONLINE, so wherever you are!

Instructor:	Christina W. O'Brya
Office hours:	Sign up for 10-minute "drop-in" segments:
	Monday & Wednesday 1:30-2:00pm & 3:45-4:00pm
Otherwise:	Email me and we'll set up a separate appointment time
E-mail:	cwobryan@uoregon.edu

COURSE DESCRIPTION

What are the issues of gender and conflict in this world we inhabit? What issues draw you to this course? The #metoo movement and its associated issues? Gender and #BlackLivesMatter? The circumstances of women refugees in the current world migration flows? The treatment of gays in Uganda? Domestic abuse? President Trump's efforts to exclude transgendered people from the military? Balkan wars of the early 1990s treatment of men and treatment of women by combatants? Family conflicts? The surprising number of missing and or murdered indigenous women in North America?

Gender is almost always wedded to war and militarization—and peacemaking--yet, until recently, there has been scant research on the specific topic of the place of gender in militarization, armed conflict, and warfare. Indeed, it has generally been assumed that these processes are the purview of heterosexual men and that people who do not fit into this category are bystanders with a limited role.

Research has disputed this simplistic dichotomy and has shown that there are complex relationships between gender, and notions of masculinity/femininity, sexuality and situations of militarization and armed conflict. Gender is also at issue in many non-military conflicts like domestic abuse—and, as we will discuss, domestic abuse is not unrelated to war and militarization. Gender intersects with other categories of identity like race, class, religion, etc. to amplify the role of gender in conflict. We will examine these complexities and, additionally, will explore the role of gender in peacemaking.

Course Objectives: By the end of the term, you will have the tools to discuss and even teach the following:
- What is gender and why it matters in conflict studies
- Biological, evolutionary, socio-cultural, and psychological theories of gender

difference particularly as they relate to issues of power, aggression, and nurturance/compromise
- Gender and conflict in contemporary state societies
- Gender and conflict in post-conflict societies
- Gender and peacemaking
- The relationship of gender in military conflict to gender in non-military conflicts.

LEARNING OBJECTIVES
As a result of taking this course, students will have the tools to:
- Explore causes of warfare and their relationship to issues of gender and to peacemaking.
- Gain familiarity with warfare/conflict and gender among non-state/non-industrialist settings.
- Examine and critique biological, psychological, sociological, feminist, and anthropological theories of warfare and gender.
- Assess the relationship between warfare/militarization and sexual exploitation, including sex slavery.
- Gain an understanding of the multiple ways in which warfare/ militarization affects the status of gender and sexuality in society.
- Reflect on and develop the intersected nature of the relationship between gender and warfare.

Course TEXTS: Ebooks available through University of Oregon Libraries
- Cohn, Carol. 2013. *Women and Wars.* Polity Press: Boston.
- Bah, A.B. ed., 2017. International Security and Peacebuilding: Africa, the Middle East, and Europe. Indiana University Press.
- Articles on Canvas

COURSE POLICIES
Accessible Education for All Students: The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles and language backgrounds to this course. I'm happy to do what I can to accommodate you, so please contact Dr. O'Bryan if you need support in managing the curriculum. Let me know right away so that we can give you the most productive help. If you have a diagnosed learning or other issue, please make sure that you have contacted the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

Inclusion and Collegiality: The University of Oregon strives to maintain a community that values inclusion. It is committed to promoting equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, age, religion and cultural beliefs and traditions.

I aim to create a classroom environment that is inclusive and open to diversity of many kinds, so my goal is to make a classroom environment in which you feel comfortable telling me if you feel excluded or threatened. However, I recognize

that it is not always easy for students to talk about these feelings to professors, so if you're not comfortable telling me directly--contact Associate Dean of Students Jennifer Espinola. The University Bias Response Team is also a resource that can assist you. See http://bias.uoregon.edu or call 541-346-2037.

Academic Integrity: Students are expected to demonstrate high levels of academic integrity and professionalism and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism is one form of academic misconduct, but there are others as well. Plagiarism and other forms of cheating will result in a failing grade for the offending assignment and most likely for the course as well as a report to the Dean of Students, so be sure that you know what plagiarism is. It is more than just copying somebody else's work.

If you have questions about conduct please ask Dr. O'Bryan or review the University Student Conduct Code (available at http://conduct.uoregon.edu) or the UO policy at http://www.uoregon.edu/~stl/programs/student_judi_affairs/conduct-code.htm

Online Classroom Behavior:
The most interesting kinds of learning often take place where there is argument, so we should not be afraid to care about sharing our opinions. However, here on the West Coast of the U.S., cultural values and norms often treat argument of this kind as rude. So, we will work to create a resectful environment for productive argument to take place. This happens most effectively when we are also polite and respectful of one another--you of me, me of you and all of you toward each other. Respect in the class also includes paying attention to lectures (even if it doesn't seem interesting at the time) and presentations as well as setting aside phones as laptops or tablets unless they are part of classroom exercises or notetaking.

Also, I am almost unfailingly polite and I expect the same from you, even if you're annoyed or angry. I will always listen to you even if I can't always give you the outcome you prefer.

Policy on Incompletes: By university regulations, Incompletes can only be considered if a student has finished almost all of the course work. Taking an Incomplete results in an F if you don't resolve it and you cannot graduate with an Incomplete on your record. Therefore, it will be difficult to obtain an incomplete from me, so keep up with assignments even if you can't turn in perfect work. *I will not be able to give Incompletes to students who have not been turning in weekly assignments.* In a point-driven course like this, some points are always better than none. Let me know early if you want help so we can work together to help you do well.

Policy on Extra Credit: no extra credit. Do the assignments.

COURSE ASSIGNMENTS and REQUIREMENTS

Undergraduates and Graduates:

1. Preparation, Attendance & Participation: Attendance will be taken every day

that we hold in-time class. Classes will be combinations of in-time meeting by zoom, pre-recorded PowerPoint lecture material and discussions. Though there are no points for attendance, I will take attendance and it will affect your final grade if you don't take attendance seriously. With the exception of the first day of class, students should arrive having read or at least skimmed the required material.

2. Weekly Assignments (40 %): Some kind of assignment will be due every week except Week 5. Assignments for Weeks 1-7 will include building blocks for the Research Project, so extensions will be given sparingly and only on condition that the work be turned in within a day or 2. There is no late-term submission for weekly assignments.

3. Research Project:
   - Presentation for the class: (20%) on Part 1 of the project—the conflict or suitable book--you have chosen to study will include an interview or observation of/with a live person.
   - Peer feedback (15%): Peer evaluations of your colleagues' presentations.
   - Final report (25%): 1500-3000-word paper and presentation analyzing what you learned about the nature of conflict/warfare and peace building from your research and what you learned about at least one individual's perspective on those issues.

Graduate Students:

5. Teach part of one class instead of weekly assignments (this is in addition to your other presentation).
6. Meet with me together or separately at least twice during the term.

Grading Guidelines:
Effort counts in this course so, overall, just doing the assignment equals a 'C.' If you aspire to an 'A' or a 'B,' do more than just the assignment. Ask me to clarify if you want more information. This is how I grade in general:
A: Overall, outstanding essays, presentations, and participation. Shows a very high quality of understanding of course material. **(90-100% of points awarded)**
B: Overall, very good essays, presentations, and participation. Shows a high quality of understanding of course material. **(80-89%)**
C: Overall, acceptable essays, presentations, and participation. Shows an understanding of course material. **(70-79%)**
D: Overall, poor essays, presentations, and/or participation. Shows minimal understanding of course material. **(60-69%)**
F Incomplete work and/or shows an overall lack of understanding of course material. **(<60%):**

SCHEDULE (subject to minor changes)

For this course, you will need to have <u>the most current version of Office 365 available through the University</u>. For remote courses anyone living off-campus, needs a uovpn (type **uovpn** into the search function on the University of Oregon homepage to find it). Most or all of you already know about this. Feel free to ask what this is if you don't know.

At least skim the readings before each class. By skim, I mean read the abstract and/or introduction and the conclusion and look over the subheadings to get a general idea of the reading. Take at least a few notes. Then, as the due date for the next assignment comes closer, use your notes from skimming to help you know where you will want to read more closely.

Articles in **bold** should be <u>read</u>. The other articles can be skimmed for later use.

Week 1: Introduction Gender and Conflict

<u>Required readings</u>: .
1. **Dijkema, Claske. 2001. Why study Gender and Conflict Together? An enquiry in the relationship between the two concepts. http://www.irenees.net/bdf_fiche-analyse-801_en.html** . <u>Read</u> this.
2. Enloe, Cynthia (2000). "Chapter 1: How Do They Militarize a Can of Soup?" In *Maneuvers: The International Politics of Militarizing Women's Lives*. University of California Press. Pp. 1~34. Skim this and take some rudimentary notes so we can discuss it in class.
3. Lessons from Afghan Women Who Weave Rugs. https://www.artsy.net/article/artsy-editorial-lessons-afghan-women-weave-modern-war-ancient-tradition
4. Scholarly vs. Popular Sources. Yale Center for Teaching and Learning: https://ctl.yale.edu/writing/using-sources/scholarly-vs-popular-sources

 Recommended (i.e., not required):
- Cohn, Carol (2013). "Women and Wars: Toward a Conceptual Framework" In *Women and Wars* Carol Cohn, ed. Polity Press: Cambridge. Pp. 1. (Available online through the library. If you have trouble finding it, call the reference librarian.)
- Browse the readings, google "gender and conflict" and look at the indexes of books that you come across, including *Women and Wars*

<u>Week 1 Assignment DUE by midnight Sunday</u>:
In this first assignment, you will begin your research project (see Research Project Guidelines under Modules): We will explore possibilities for research topics together in class, so that by the time this assignment is due, you should have a general idea of the topic you wish to study. For this 1st assignment, draft—**DRAFT**--a proposal for your research project. The proposal should include:
1. A description of the general topic you wish to explore and the working (tentative) title for your project.
2. A discussion of 3 potential people you plan to interview for your project and your plan for recruiting them. (You will be required to discuss your interview in

week 3 or 4, so don't delay this part.)
3. Your research plan for the next 3 weeks. We will talk about this in class.
4. Begin your literature search by creating an annotated bibliography: Find **5** scholarly sources through the library that pertain to your subject (this will be easier if you the required reading about scholarly sources for this week). You do not have to completely read each source, but skim it well enough to write 2 to 3 sentences summarizing what it says about your chosen topic. You can skim by examining the introduction and/or abstract, headings and subheadings and sometimes even the bibliography for the reading. Just give yourself enough information so that you can come back to the reading for further research when you write your paper.

If you decide that you want to change your topic later, you can do so on one condition: It should help you (to get a better grade, to do a stronger project, to enjoy the project more, etc.).

Week 2: War in Theory or (what causes war and other conflicts?)

Required readings:
1.   Ember, Carol and Melvin Ember (1992). "Resource Unpredictability, Mistrust, and War: A Cross-Cultural Study." *The Journal of Conflict Resolution* Vol. 36, No. 2 (Jun., 1992), pp. 242-262. (Focus on the parts where the story of the research unfolds—especially the Abstract, Introductory material and Conclusions; if you want to explore the statistical analyses, that's always good, but not required.)
2.   **Nolan, Patrick D. (2003). "Toward an Ecological-Evolutionary Theory of the Incidence of Warfare in Preindustrial Societies." Sociological Theory, 21: 18–30.**

Recommended but not required:
- Humphreys, Macartan (2003). "Economics and Violent Conflict." Harvard University Program Humanitarian Policy and Conflict Research.
- Lomas, William (2009) "Conflict, Violence, and Conflict Resolution in Hunting and Gathering Societies," *Totem: The University of Western Ontario Journal of Anthropology*: Vol. 17: Iss. 1, Article 13.
- Khattak, Saba Gul. 2004. Adversarial Dialogues, Analogous Objectives: Afghan Women's Control. *Cultural Dynamics* 16(2/3):213-236.

Week 2 Assignment DUE by midnight Sunday at the end of the week. (The remaining assignments will be available in Discussions for each week. Most will include a combination of reading analyses, a project assignment designed to help you draft a part of your final paper or presentation and some discussion board response to your colleagues.)

Week 3: Women, War and Conflict

Required readings:
1. **Bakic-Hayden, Milica and Robert Hayden. 1995. "Nesting Orientalisms: The Case of Former Yugoslavia," *Slavic Review*, 54(4), pp. 917-931.**
2. Raven‑Roberts, Angela (2013). "Women and the Political Economy of War" In *Women and Wars* Carol Cohn, ed. Polity Press: Cambridge. Pp. 36‑53.

Recommended:
- Bezhan, Fruz. 2013. Afghan Mayor Shot Dead over Cosmetics Row. Radio Free Europe. Radio Liberty. https://www.rferl.org/a/afghanistan-cosmetic-mayor-killed/25044356.html
- Wahidy, Farzana. 2008. Behind the Burqa. National Geographic Newsroom https://blog.nationalgeographic.org/2008/10/22/behind-the-burqa-a-woman-photographers-view-of-afghanistan/

Week 3 Assignment DUE by midnight Sunday at the end of the week.

Week 4: Women and Peacebuilding

Required Readings:
1. **UN Women (2012). "Women's Participation in Peace Negotiations: Connections Between Presence and Influence." Retrieved from: http://www.unwomen.org/~/media/headquarters/attachments/sections/library/publications/2012/10/wpssourcebook‑03a‑womenpeacenegotiations‑en.pdf .**
2. Alliance for Peacebuilding https://allianceforpeacebuilding.org/our-members/become-a-member/ Look over this website and browse through the list of members.

Recommended:
- Lorber, Judith (1994) "'Night to His Day': The social construction of gender" excerpt from Chapter One, Paradoxes of Gender. New Haven: Yale University Press.
- Interview with Claske Dijkema http://www.irenees.net/bdf_fiche-entretien-93_en.html

Week 5: Militarization and Gender

Required readings:
1. Ashe, Fidelma (2012). "Gendering War and Peace: Militarized Masculinities in Northern Ireland." Men and Masculinities, Vol.15(3), pp.230‑248.
2. Dietert, M. and Dentice, D., 2015. The transgender military experience: Their battle for workplace rights. SAGE Open, 5(2), p.2158244015584231.
3. **Estrada, A.X., Dirosa, G.A. and Decostanza, A.H., 2013. Gays in the US military: Reviewing the research and conceptualizing a way forward. Journal of Homosexuality, 60(2-3), pp.327-355.**

Recommended:
4. Gill, Leslie (1997). Creating Citizens, Making Men: The Military and Masculinity in Bolivia. *Cultural Anthropology, 12*(4), 527‑550.
5. Lomsky‑Feder, E. and Rappaport, T. (2003), Juggling Models of Masculinity:

Russian-Jewish Immigrants in the Israeli Army. Sociological Inquiry, 73: 114–137.

Week 5 Assignment DUE by midnight Sunday at the end of the week.

Week 6: Gender, Conflict and Children_____

Required Readings:
1. Betancourt, et. al. 2011. Sierra Leone's Child Soldiers: War Exposures and Mental Health Problems by Gender. *Journal of Adolescent Health* 49:21-28
2. **Schut, M. and van Baarle, E., 2017. Dancing boys and the moral dilemmas of military missions. *International Security and Peacebuilding: Africa, the Middle East, and Europe*, 77-98.**

Recommended:
*   Atabo, E., 2019. Transforming Female Abduction Victims to Mentors using Survivor Centered Approach: Discussing" Chibok Girls/# BringBackOurGirls/Stolen Daughters" as a case study.
*   Mazurana, Dyan (2013). "Women, Girls, and Non-State Armed Opposition Groups." In *Women and Wars* Carol Cohn, ed. Polity Press: Cambridge. Pp. 146-168
*   Reif, Linda (1996). "Women in Latin American Guerrilla Movements: A Comparative Perspective." Comparative Politics, Vol. 18, No. 2 (Jan., 1986), pp. 147-169

 Week 6 Assignment

Week 7: Sexual Violence in Conflict & War_____

 Required Readings: Read one—your choice—and skim the other
1. Baaz, Maria Eriksson and Maria Stern (2009). "Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC)." International Studies Quarterly Vol. 53, Iss. 2, Pp. 495–518.
2. Cohen, Dara Kay, et. Al (2013). "Wartime Sexual Violence: Misconceptions, Implications, and Ways Forward." United States Institute for Peace Special Report.

Week 7 Assignment DUE by midnight Sunday at the end of the week.

Week 8: Gender, Migration and Displacement_____

Required readings:
1. Cassidy, John (2015). "The Economics of Syrian Refugees." *The New Yorker*. Retrieved from http://www.newyorker.com/news/john-cassidy/the-economics-of-syrian-refugees
2. **Giles, Wenona (2013). "Women Forced to Flee: Refugees and Internally Displaced Persons." In *Women and Wars* Carol Cohn, ed. Polity Press: Cambridge. Pp. 80- 101.**
3. UNHCR (2014). "Women on the Run: First-hand accounts of refugees fleeing El Salvador, Guatemala, Honduras, and Mexico." United Nations High Commissioner for Refugees Special Report. Retrieved from

                http://www.unhcr.org/56fc31864.html

Week 8 Assignment DUE by midnight Sunday at the end of the week.

Week 9 Online Presentation_____
    Watch the online presentations instead of meeting for class.

Week 10 Presentations, peer evaluations and final papers._____
    In-class presentations.
    Peer evaluations due Thursday November 29 by midnight.
    Final Papers due by midnight Sunday after Week 10 (Sunday at the beginning of finals week).

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**CRES 415/515
Fall 2020
Research Project**

One of the hallmarks of both conflict and peace building is that warmaking and peacemaking usually have at their core a few people making decisions for everyone else. Familiarize yourselves with a conflict or war from the past 50 years and then study a peacemaking process or organization—either from the same war or something entirely different. In the course of your studies, you will interview at least one real person, asking questions about the conflict and the peacemaking processes that you have been studying and then put together an analysis of what you have learned and about what you learned from that person about his or her views on war/conflict and on peacemaking in relation to the area you studied.

Part 1 Research and present a conflict (Some ideas below)
    1.   Prepare a brief summary report including:
        a.   who the combatants are
        b.   what each side claims to be fighting for
        c.   the nature of the conflict (e.g. a tribal civil war, a drug war)
        d.   whether one or both sides have outside assistance or sponsors. If so, who? What are their motivations for support?
        e.   what casualties have been caused by the conflict? Who are they (e.g. military vs. non-combatants, male vs. female)?
        f.   What has traditionally been women's role and place in this society? How has the conflict affected them? Are they combatants? Has rape been a tactic employed by either side? Are women playing a prominent role in working for peace? If so, who? If not, why not?
    2.   Create a presentation from your report and present it to the class either in person or as an online presentation.
    3.   View and respond to some of your classmates' presentations (you will be assigned to a subgroup of students in the class).

Iraq	Afghanistan	Israel/Palestine	Ireland	Congo
Bosnia	Chechnya	Darfur/Sudan	India/Pakistan	Sri Lanka
Libya	Rwanda	Somalia	Columbia	Mexico

Part 2: Analyze Conflict and Peacebuilding:
Choose a peacemaking/peacebuilding movement or anti-war group and describe who they are, what focus (problems or issues) do they identify, what they are trying to accomplish. Then analyze how their approach to peacemaking might or might not be useful for solving the conflict you chose to study.

Women in Black (global)	New Profile (Israel)	Code Pink (US)
Another Mother for Peace (US)	Leave My Child Alone (US)	Women's International League for Peace and Freedom (global)
Mano River Women's Peace Network (Africa)	East Asia-US-Puerto Rico Women's Network (global)	Military Families Speak Out (US)
The Rukus Society (US)	Anarchists Against the Wall (Israel)	Women's Peace Camps (Greenham, Seneca Falls, etc.)
Soldier, Say No (US)	American Friends Service Committee (global)	West Point Graduates Against the War (US)
Women Against Military Madness (US)	Women and Life on Earth (Germany)	Women Building Peace (England)
Women, Peace and Security (UN)	Women Peacemakers Program (global)	Okinawa Peace Network
Gold Star Families for Peace (US)	Neve Shalom/Wahat al Salam (Israel)	War Resisters League

Part 3: Analyze your results. In the final paper, you will analyze something about the relationship between conflict and peace that you discovered in your research, combining earlier assignments, adding to them and editing them to provide a coherent discussion of your interviewee(s)'s perspectives on war and peace.

Possible research projects:

You are not restricted to these subjects at all. If you have a subject you wish to study, choose that. Think in terms of how you could discuss gender and conflict in relation to the topic you choose. What will it teach us about gender and conflict? Some possibilities to consider:

- The #metoo movement: what is the me too movement? What is sexual harassment? How should we define it?
- BLM, gender and intersectionality: how is BLM gendered
- Treatment of women in conflict settings, e.g., Balkan wars and rape camps, etc. (You would want to focus on one conflict for this.) Though traditionally, men have been the official combatants, and almost all conflicts, women are at greater risk for rape, physical and sexual abuse, murder and other abuses.
- Missing and murdered indigenous women in Canada. Every year, there are news articles about indigenous women who have either gone missing or turned up dead after going missing in Canada. To do this project, you would not necessarily have to interview and indigenous woman's family or someone who had experienced this loss, but you could find someone in the indigenous community who might want to talk about it.

- Missing and murdered women along the US-Mexico border. Why are so many women's bodies found along the Mexico border?
- Trump and transgendered people in the military. During President Obama's administration, transgendered people were serving in the military without difficulty from the White House. Shortly after he took office, Mr. Trump tweeted out that transgendered people would be excluded from military service.
- LGBTQ in the military: for example, gays were once not allowed to serve in the military. In fact, many gays served in the military despite the ban. They served by hiding their sexuality. They could be outed and humiliated and targeted at punished. During President Clinton's administration, policies began to change. What were those changes and how did they affect contemporary service in the military for gays and lesbians?
- Evolution of war: is war a natural part of human interaction? If so, how? Is it biologically based— "hard-wired?" Or does the evolutionary evidence support cultural influences and perhaps environmental influences?
- Are men more naturally aggressive? Or is this a cultural influence rather than biological? Or maybe both?
- Women in the military worldwide
- Domestic abuse and its relation to militarization and society.
- Incidents of PTSD
- Women in war, e.g., doughnut dollies,WAF, Jessica Lynch, etc.
- Relationship of domestic abuse rates to military service
- Gender and immigration -related conflict
- Reactions to sexual harassment accusations: Clarence Thomas/Anita Hill, Brett Cavanaugh/Susan DeBlasey Ford
- Is date rape evolutionarily programmed?