



School of History, Philosophy, Political Science and International Relations

Political Science and International Relations Programme

**INTP360:
SPECIAL TOPIC: SEX, POWER and POST-CONFLICT DEVELOPMENT**

TRIMESTER 2 2009
13 July to 15 November 2009

Trimester dates

Teaching dates: 13 July to 16 October

Study week: 19 to 23 October

Examination/Assessment period: 27 October to 15 November¹

Lecturer: Dr Megan MacKenzie

Room: Hunter 324

Phone: TBA

Email: megan.mackenzie@vuw.ac.nz

Lecture Times: Mondays 11:00-12:50

Office Hours: will be announced at the first lecture and posted on my office door and Blackboard.

¹ Students who enrol in courses with examinations should be able to attend an examination at the University at any time during the formal examination period.

Course Content:

Post-conflict development is increasingly being viewed as fundamental to sustained peace. Non-governmental organizations (NGOs), institutions such as the World Bank, and development agencies have moved from distributors of aid to the (re)constructors of political society. This course examines this period of post-conflict reconstruction and development. In this course, generally, we will examine the larger debates and the theoretical underpinnings within the school of development studies. Specifically, we will look at some of literature on post-conflict development and peacebuilding from academic perspectives as well as from aid and development agency perspectives. Without being exhaustive, we will look at the some of the disparities between post-conflict development theorization, policy-making, and practical action/implementation. In particular, international debates over, and evidence of the role of gender in the development process will be examined. The course will be interdisciplinary in nature with a special emphasis on sexual violence during conflict, militarism and masculinities, the demobilization process, and the relationship between security studies and development.

Course Objectives: The overall goal of this course is to study post-conflict development as if gender mattered. Taking serious the understanding that gender roles are regulated and reproduced, the moment where a society attempts to reconstruct itself is an optimal one to study the construction and reconstruction of gender roles. Therefore, this course provides a broad overview of development, peacebuilding and post-conflict literature with an emphasis on the significance of gender as a factor.

Students passing this course should be able to:

- * identify the major debates within development and post-conflict reconstruction literature
- * understand the meaning(s) of gender and feminism and engage with this literature
- * understand general theories of development
- * think critically about the relationships between government, aid agencies and donors
- * have some in depth knowledge of specific country and regional case studies

Essential readings:

A Book of Readings for this course can be obtained during the first two weeks from the top floor of VicBooks in the Student Union Building, Kelburn Campus. After week two all Books of Readings will be available from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Additional- optional- readings will be suggested during class.

Expected workload:

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to the course. This includes 2 hours of lectures per week.

Assesment:

1) Group presentation- worth 30% of the final grade

During the first week of class you will be given a presentation group, topic and presentation date. The presentation topics will be case studies of individual countries or regions. You cannot choose your group. If member(s) of your group are not cooperating or contributing to the group please let me know at least 5 days before your presentation date so I can try to accommodate you. You must submit a one page handout for the class summarizing your presentation topic, key definitions and any other relevant material. Each group member must hand in a copy of their portion of the presentation (this may include notes, power point presentations, etc.) The portion you hand in should include citations. You must end your presentation with 3-5 discussion questions. Grades for the presentation will be **individually graded**. You will be given a more detailed handout regarding the specific expectations of this presentation. These presentations will be spaced out over the course of the term. The dates for each group will be determined the first day of class.

2) One research essay- worth 30% of the final grade

The essay will be between 1500 and 2000 words. During the first week of classes you will be given a list of questions to choose from for this paper. If you wish to focus on an alternative question, you must meet with me to discuss this. This essay is due October 5th.

3) Final Exam- worth 40% of final grade

The aim of the examination is to assess the ability of students to integrate and use the knowledge they acquire during the course and their ability to structure ideas in accessible, comprehensive, and coherent essays.

There will be a three hour, closed-book examination at the end of the trimester. Students will be required to write answers to three essay questions, all of which carry equal marks. The exact date for the examination will be released later in the term.

Mandatory Course Requirements:

To gain a pass in this course each student must:

- a) Submit the written and oral work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) Sit the final exam at the end of the course.

Penalties:

Extensions can be given **only** by Dr MacKenzie. Please note that extensions are only given under **extremely exceptional** circumstances. **Late essays will be penalised** by having 5% deducted for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcademic/Publications.aspx>

Course timeline:

Week 1 13 th Jul	Introduction to course
PART 1: Development Theory	
Week 2 20 th Jul	Introduction to Development Theory
Week 3 27 th Jul	Critical and alternative approaches to development
Week 4 3 rd Aug	The Political Economy of Development
PART 2: Violence and Gender	
Week 5 4 th Aug	Theoretical perspectives on Violence and War
Week 6 10 th Aug	Feminist theory
PART 3: War	
Week 7 August 17 th -----	New Wars?
Week 8 7 th Sept	Women and War
PART 4: POST-CONFLICT POLICY	
Week 9 14 th Sep	Rethinking Post-Conflict
Week 10 21 st Sep	Violence in the Aftermath
Week 11 28 th Sep	Discrimination and Policy Making
Week 12 5 th Oct	Examining “empowerment” policies for women <i>Essay due October 5th.</i>

Week 13 (8th Oct): Review

Detailed Explanation of Content and Readings

Week 1: Introduction to course

No required readings. This will be a brief introduction to the course. Groups will be chosen and topics for the group presentations will be discussed.

PART 1: DEVELOPMENT THEORY

In order to tackle critical and alternative approaches to development and post-conflict development, it is essential to provide a brief review of some of the founding theories of development studies. Development studies emerged as a result of a number of sociological and philosophical trends as well as political realities that are essential to understand. From these foundational theories, critical approaches have emerged and begun to dominate the field. In addition, given the current global economic crisis, it has become impossible for development studies to focus on grand theories at the expense of serious examination of political economy.

Central Questions of this Section

1. **How did development studies as a field emerge?**
2. **What are the foundational theories of development?**
3. **How has development studies been impacted by terrorism, poverty, the global recession, and philanthropy?**
4. **What role do economic institutions have in shaping approaches to development.**

Week 2: Introduction to theory

W.W. Rostow, *The Stages of Economic Growth: A Non-Communist Manifesto* (Cambridge: Cambridge University Press, 1960) Summary of Chapter 2 can be found at <http://www.mtholyoke.edu/acad/intrel/ipe/rostow.htm>

Immanuel Wallerstein. *The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis*. Summary available at <http://glori.kenan-flagler.unc.edu/airspace/NUSarchive/SPCnotes/Wallerstein.html>

A.G. Frank. *The Development of Underdevelopment: from Capitalism and Underdevelopment in Latin America*.

Week 3: Critical and alternative approaches to development

Kriemild Saunders. *Introduction: Towards a Deconstructive Post-Development Criticism in Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation*. Zed books.

Mark Duffield *The Merging of Development and Security in Global Governance and the New Wars: The Merging of Development and Security*

Week 4: The Political Economy of Development

Suzanne Bergeron. "The Post-Washington Consensus and Economic Representations of Women in Development at the World Bank," *International Feminist Journal of Politics*, 5,3, (November 2003): 397-419

Susanne Soederberg *Global Governance in Question in Global Governance in Question: Empire, Class and the New Common Sense in Managing North South*. MacMillan. Chapter 1.

Shirin M. Rai *Gender and Development: Theoretical Perspectives in Context in Gender and the Political Economy of Development*. Polity Press 2002.

PART 2: VIOLENCE AND GENDER

Within security studies, and in the context of war, violence is conceived quite narrowly; however, violence has been theorized and defined numerous ways. Broadening our understanding of violence and security contributes to a more general critical examination of warfare and the post-

war context. Also in this section is an introduction more specifically to feminist theory in the global context.

Central Questions of this Section

1. What- if any- are the limitations to how violence and security traditionally been defined?
2. How do definitions of violence and security shape the concept of war itself?
3. What is feminism anyway?
4. What is the difference between feminism and gender?

Week 5: Theoretical perspectives on violence and war

Michel Foucault. 2003. *Society Must be Defended: Lectures at the College de France, 1975-76*. London: Alan Lane, The Penguin Press. Ch 11

Judith Butler. 2004 *Precarious Life: The Powers of Mourning and Violence*. London and New York: Verso. Ch. 3

'The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School', *Millennium*, vol. 29, no. 2, 2000, pp. 285-306.

Week 6: Feminist theory

Christine Sylvester. 2004. *Introducing Elshtain Enloe and Tickner: Looking at Key Feminist Efforts Before Journeying on in Feminist International Relations: An Unfinished Journey*

Chandra Talpade Mohanty. *Under Western Eyes: Feminist Scholarship and Colonial Discourses,*" *Boundary 2* Vol. 12, no. 3 Spring-Autumn 1984

Cynthia Enloe. 2007. *Crafting a Global "Feminist Curiosity" to Make Sense of Globalized Militarism: Tallying Impacts, Exposing Causes in Globalization and Miltiarization: Feminists Make the Links*

PART 3: WAR

The terrorist attacks of September 11th, the increase in civil wars, the small arms trade, wartime rape and civilian targeting have changed the nature of modern warfare. There are increasing demands to move away from examining conflict from a macro perspective. Instead of treating states like uniform billiard balls or black boxes, conflict studies has turned to examining the local and underlying causes of war and the multiple impacts of war (other than bodies or territory expansion).

Central Questions of this Section

1. Is warfare really different today?
2. What non-state actors have become significant players in modern warfare?
3. Do women experience war differently than men?
4. What impacts and legacies of war cannot be accounted for with body counts and borders?

Week 7: New Wars?

Kaldor, M., *New and Old Wars: Organized Violence in the Global Era*, Cambridge Polity Press, 2001, pp. 1-12, 91-111

Nordstrom, Carolyn, *Shadows of War –Violence, power, and international profiteering in the 21st Century*, University of California Press, 2004, pp. 87-117, 209-237

Week 8: Women and War

Cynthia Cockburn. *The Gendered Dimensions of Armed Conflict and Political Violence in Victims Perpetrators or Actors?: Gender Armed Conflict and Political Violence* by Caroline Moser and Fiona Clark Palgrave.

Codou Bop. *Women in Conflict: Their Gains and Losses*. Chapter 2 in *The Aftermath*

PART 4: POST-CONFLICT

Post-conflict has increasingly become a contested term. North and South Korea, Israel and Palestine and the American occupation of Iraq are all examples of wars or conflicts that do not have a distinct ending or a distinct post-conflict period. Despite the contested nature of the concept- there are several presumptions about post-conflict: that it represents a “return to normal,” that it is a period of increased security, and that it is a time for state rebuilding.

Central Questions of this Section

1. How is post-conflict conceptualized?
2. What does the post-armed conflict period actually look like in specific regions and for particular groups of people?
3. What types of conflicts and insecurities continue post-conflict?
4. Is the post-conflict moment a time of opportunity and progress for everyone?

Week 9: Rethinking Post-Conflict

Enloe, Cynthia. "Demilitarization - or More of the Same? Feminist Questions to Ask in the Postwar Moment." *In The Postwar Moment: Militarities, Masculinities, and International Peacekeeping*, edited by Cynthia Cockburn and Dubravka Zarkov, 22-32. London: Lawrence and Wishart, 2002.

Caroline Sweetman ed *The gender dimensions of post-conflict reconstruction: an analytical framework for policymakers in Gender, Peacebuilding, and Reconstruction* Oxfam 2005

Sheila Meintjes, Uni Pillay and Meredith Turshen. *There is no Aftermath for Women*. Chapter 1 in *The Aftermath*

Week 10: Violence in the Aftermath

Anu Pillay. *Violence against women in the aftermath*. Chapter 3 in *The Aftermath*

Tina Sideris. *Rape in War and Peace: Social Context, Gender, Power and Identity*. Chapter 9 in *The Aftermath*

Week 11: Discrimination and Policy Making

Meredith Turshen. *Engendering Relations of State to Society in the Aftermath* Chapter 6 in *The Aftermath*

R. Charli Carpenter Introduction in 'Innocent Women and Children': *Gender, Norms and the Protection of Civilians* Chapter 1.

Week 12: Empowerment?

Rita Manchanda. Ambivalent Gains in South Asian Conflict. Chapter 7 in *The Aftermath*

Jane L. Parpart, Shirin Rai and Kathleen Staudt, eds Lessons from the Field: Rethinking Empowerment, Gender and Development in *Rethinking Empowerment: Gender and Development*. Chapter 1.

