FORMAL REPORT BY ELIZABETH ROSHELLI

Pictured: Bajos Del Toro, Alajuela, Costa Rica

FALL 2019

COSTA RICA FORMAL REPORT

SUMMARY OVERVIEW

The following report will overview the experience of studying abroad at the United Nations mandated University for Peace (UPEACE) in Ciudad Colon, Costa Rica. This report will be divided into four main parts: UPEACE & local culture, student profiles, academic experience, and supporting documents. The first section will focus on the history of the university and local culture as well as information about courses offered and student life. The second part will contain interviews with five current students at the University for Peace and discuss their backgrounds prior to coming to the University. Profiles will also include information about the student's current studies and future career goals. The third part of this report will focus on my specific experience as a study abroad student at the University for Peace.

Information about courses taken, professors, and an assessment of time spent abroad will be provided. Finally, two samples of work produced and the syllabi of courses taken will be attached. In addition to the information provided original photos will be used throughout the document to illustrate the experiance.

40

The number of nationalities represented in the 2019-2020 UPEACE cohort

WHERE DO UPEACERS COME FROM?

According to a google survey conducted on this year's cohort a majority of students come from the continent of Asia and North America. (Roshelli, 2019)

South America
11.8%

Africa
5.9%

Asia
35.3%

Europe
17.6%

North America
29.4%
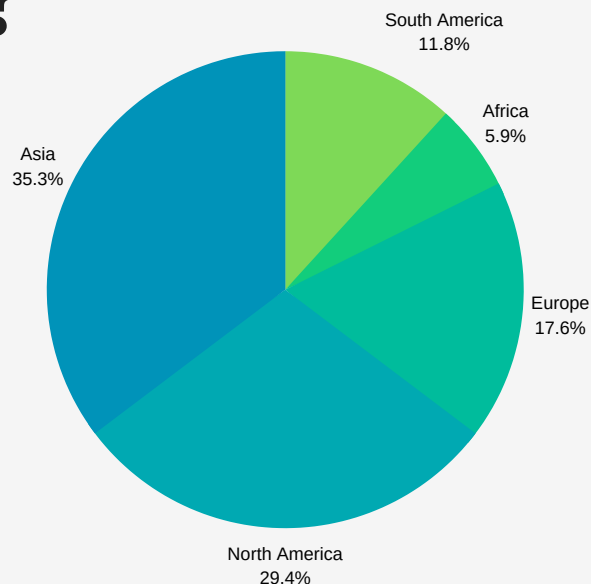
THE UNIVERSITY FOR PEACE

HISTORY

UPEACE or Universidad Para La Paz (UPAZ) is a small university nestled in the hills of the San Jose Province of Costa Rica. For many, the campus is described as "a place for inspiration . . . a garden on a mountain top" (University for Peace, 2015). In many ways that is the dream under which UPEACE was created. Students today often talk about the inspiring qualities of the campus in its present state. UPEACE was founded in 1980 when the idea for an international university designated for peace studies was first introduced by Rodrigo Carazo Odio, the President of Costa Rica at the time (University for Peace, 2019). Rodrigo Carazo Odio is given credit for personally appearing before the UN General Assembly, advocating for the creation of the University for Peace, and defending its relevance in the present political context (University for Peace, 2019). Robert Muller, the former Assistant to the UN Secretary General, co-founded the University with President Carazo (University for Peace, 2015). Then-President Carazo's most infamous words from his speech in front of the UN General Assembly are still ingrained in the culture of the university today: "if you want peace, prepare for peace" (University for Peace, 2015). On December 5 of 1980,

Pictured: UPEACE. Credit: UPEACE facebook

"If you want peace, prepare for peace" - Rodrigo Carazo Odio

the General Assembly of the United Nations officially adopted The University of Peace through Resolution 35/55 (University for Peace, 2019). The resolution was signed by 41 countries at the time of adoption and has grown in number since then (University for Peace, 2019).The charter of the university states that the university was created with a "clear determination" to carry out its mission of providing the human race

with an "international institution of higher education for peace" (UPEACE charter art. 2, para. 1). UPEACE carries on this mission daily both inside the classroom and the within the surrounding community. UPEACE has several local initiatives in which students support sustainable environment practices in Ciudad Colon, the town in which the university is located, and surrounding communities. In addition to environmental outreach projects students from the university often volunteer with youth in the community doing workshops or teaching English. This year in particular several members of the Peace Education program have been volunteering with a local after school program. Since the first class of students graduated with a masters in International Relations in 1993 more than 2200 people have become alumni of UPEACE in a wide variety of MA and recently, PhD programs (University for Peace, 2019, 2015).

"to provide humanity with an international institution of higher education for peace and with the aim of promoting, among all human beings, the spirit of understanding, tolerance and peaceful coexistence, to stimulate cooperation among peoples and to help lessen obstacles and threats to world peace and progress, in keeping with the noble aspirations proclaimed in the Charter of the United Nations."

UPEACE MISSION

COURSES OFFERED

Though large in impact the university is quite small in size hosting typically 150-200 students each year. Currently the university has three academic departments: The Department of Peace and Conflict studies, The Department of Environment and Development, and The Department of International Law.

The largest program at the university is the Department of Environment and Development. In this program there are two master's degree programs: Environment Development and Peace (EDP) and Responsible Management and Sustainable Development (RMSD). The students in these programs split their time between fieldwork and time in the classroom. Fieldwork for The Department of Environment and Development has taken place on coffee plantations, pineapple plantations and in costal forests. In addition, the students in these programs work to run a greenhouse on campus. The food produced in the greenhouse garden is served on campus during lunch. Typical crops include three species of lettuce and root vegetables such as carrots. Students in these programs typically seek careers that involve fieldwork and or roles that can impact development policy and decision making. Conversations in these departments are especially rich in light of the ongoing and heavily politicized issue of Climate Change around the globe. These students will be equipped with academic and theoretical knowledge as well as hands on knowledge to prepare them to work in the field.

The second largest department is

The Department of Peace and Conflict Studies. The department offers four different master's degrees: Gender and Peacebuilding, Media and Peace, Peace Education, and International Peace Studies. All of these programs involve heavily interactive courses that focus on discussion and interpretation of the peacebuilding process from a number of different lenses. These courses are reading heavy and consist of 40-60 pages of reading daily. Typically, students will present to the class two to three times within a three-week course. The students in the Department of Peace and Conflict tend to seek careers within NGO's or in diplomatic roles in which they can be involved in conversations taking place during and after conflict situations. This deviates some with the students studying education and peace who often plan to pursue work directly with school age children after graduation (A. Tan, personal communication, October 2019). The Department of International Law offers two degree options: International Law and Human Rights, International Law and the Settlement of Disputes. Though neither program grants practice in the same way a J.D. degree does, students are still indoctrinated in the deep intricacies and importance of international law. Students become equipped to work for international NGO's or other organizations that need knowledge of international law and human rights codes. While a law degree is not a prerequisite for the program many of the students do hold law degrees and are studying in the master's programs to bolster their knowledge of international law and human rights (University for Peace, 2019)

Pictured: Arenal Volcano, San Carlos, Costa Rica

STUDENT LIFE

For students on campus there are many opportunities to engage with one other outside of the classroom setting. At the close of the first course, a university wide course called foundations, a student council is voted on and given a budget for the remainder of the year. This council hosts lunch and learns, organizes social gatherings, and promotes opportunities to explore the country on the weekends. Additionally, the students are encouraged from the start to create and run clubs and activities the year's cohort is interested in. For the 2019-2020 cohort students used the facilities on campus to run weekly classes in yoga, contemporary dance,

Zumba, and meditation. Though the university does not offer the typical amenities associated with larger universities, some would say the student led nature of activities leads to a more united feel of the student body.

In addition to the activities led on campus students enjoy access to Costa Rica's public transit system which makes it highly accessible and affordable to travel to the many beautiful areas of the country. Particularly many students spend three-day breaks traveling with one another the Caribbean coast or hiking around several local volcanos.

When it comes to housing students are given a selection of local rental options in the surrounding areas to the campus. The housing options are all in contract with the university to accommodate the timelines and needs of student renters. The lack of specific on campus housing turns into a benefit as it encourages the students to integrate more fully into the local town of Ciudad Colon. The town is best seen as a typical Latin American town and it offers all the necessities most students are used to. For many students the highlight of the town is the two weekly produce markets that are held in towns center. These markets offer wide arrays of fresh fruit and vegetables as well as other locally made goods.

LOCAL CULTURE

For many reasons, UPEACE's origin and current location in Costa Rica are quite fitting. Even without the reputation of President Carazo for creating the University, Costa Rica holds a long history of peace. Costa Rica was initially settled by the Spanish in the 1560s and remained a Spanish colony until it declared independence with several other Latin American countries in 1821 (Central Intelligence Agency, 2019). In 1838 Costa Rica became sovereign from the other Latin American countries and officially became the country known today (Central Intelligence Agency, 2019). With little violence in its history outside of a 44-day civil war Costa Rica abolished its military in the 1940s and has been military and war free since (Council on Hemispheric Affairs, 2011). Costa Rica has long stood out for its peaceful dynamic in the midst of a conflict torn area. When asked many of the locals here will attribute the peace to the personal outlook many Costa Ricans hold about centered around the idea of a "pura vida" lifestyle. Pura vida, which translates roughly to "pure life," is the idea that life should not be taken too seriously or seen as too complicated. As such the people here live very much in the moment. The impacts of this culture are seen in many ways but I was most vividly shocked at the set up of rental agreements. Though we did sign contracts at the beginning of our stay our land lord made it clear that there was flexibility in move out dates and that our payment date was to be "whenever you have a chance to go to the bank." This flexibility and go with the flow nature permeates many of the much more complex structures of Costa Rican life.

The people of Ciudad Colon are incredibly welcoming to the students of UPEACE and are accustomed to their annual influx into the community. With this many business owners offer discounts for students and enjoy having them as customers and community members.

Pictured: Student Council Mixer, Ciudad Colon, Costa Rica

MEET THE STUDENTS

IN THIS SECTION YOU WILL MEET FIVE UPEACE STUDENTS WHO ARE PURSING MASTER'S DEGREES IN THE 2019-2020 COHORT.

STUDENTS OF UPEACE

NUWAN KARUNARATHNE
AGE: 35
COUNTRY: SRI LANKA
PROGRAM: MEDIA AND PEACE

Before attending UPEACE Nuwan Karunarathne was serving as a major in the military of Sri Lanka. Nuwan has been in the military since he enlisted at 19 years of age. When asked what motivated Nuwan to join the army he mentioned that though he did have family members in the army at the time they were not the primary motivators for joining. Instead Nuwan spoke about the peace talks that were happening when he joined in 2003. He said that he had seen and read about peace talks in Sri Lanka before and almost indisputably they ended in war. He sensed that war would again be the result and decided to join the cause.

During his tenure in the military Nuwan earned a degree in strategic studies at Defense University in Sri Lanka. Nuwan described his degree in strategic studies by saying it was very similar in nature to a degree in international relations but contained a stronger focus on the role of military strategy. After completing his schooling Nuwan's primary responsibility was training young officers in the army (N. Karunarathne, personal communication, October, 2019).

After graduating from UPEACE Nuwan will return to the military for a few more years of compulsory service. After completing his commitment to the army Nuwan is considering two career paths. On one hand he discussed the option of pursuing a job with in the United Nations system. Specifically, Nuwan said he would be interested in working with the peacekeeping operations of the UN. Nuwan said he felt his military background would give him highly applicable knowledge for peacekeeping operations and would allow him to apply what he has learned in the peace studies courses associated with his degree.

Alternatively Nuwan spoke about a hope to pursue higher studies such as a PhD. Nuwan stated that part of his motivation to attend the University for Peace came out of a desire to seek a PhD in peace and conflict studies. He said he hoped this masters would allow him to make the shift from his previous degree in strategic studies.

Further Nuwan noted that there had been talk of the Sri Lankan military opening a peace building organization as part of its operations. If this organization is created Nuwan will likely extend his tenure with the military. If the military does not open the previously mentioned peace building department Nuwan said he would like to go abroad to either New Zealand, Australia, or Canada to pursue his PhD. He indicated that he would focus his research on the topic of his current program and specifically on the ways media can aid in conflict resolution. If Nuwan purses the academic route abroad he hopes to continue working in academia or to get a job with a think tank that focuses on peace and conflict studies (N. Karunarathne, personal communication, October, 2019).

OVIYA THURMAVALAVAN
AGE: 21
COUNTRY: INDIA
PROGRAM: INTERNATIONAL PEACE STUDIES

Prior to coming to the University for Peace Oviya graduated from Azim Premji University in Bengaluru, India. There she studied history, literature, and philosophy. After completing her time at university Oviya started working in the humanitarian realm where she spend six months working for Amnesty International and another six months working for Children Rights and Youth (CRY). Oviya noted that part of her decision to pursue a graduate degree came out of the shut down of both organizations, Amnesty International and CRY, in India. When asked about the reasons behind the shut down of both organizations Oviya responded that her understanding of the shut downs is that the Indian government has frozen access to both organizations' bank accounts in order to conduct investigations into the authenticity of outside donors supporting these organizations. Despite these accusations Oviya said that she had no suspicions about fund usage by the organizations but rather she had questions about the intentions of the government's investigation (O. Thirumavalavan, personal communication, November, 2019). After graduating from the University for Peace Oviya hopes to apply her degree in international peace studies by working for a non profit in India. Specifically, Oviya has expressed hope that Amnesty International will be operating fully after her graduation here. She enjoyed her time working with Amnesty and feels she aligns well with the cause to advocate for free speech and expression in South East Asia.

Though Oviya would like to work with Amnesty or a similar organization she did make it clear that her long term goal is to be part of grass roots human rights work. She indicated that she would pursue this initially after graduation but feels that she needs to make a substantial income for a few years before she feels financially independent enough to turn fully to a potentially lower income fieldwork position.

When asked about the kind of fieldwork she would like to partake in Oviya spoke about the need within her own country. She took a serious tone and spoke about the issues of the impoverished areas of southern India and specifically discussed a hope to work on rights literacy in the area. Oviya also expressed an interest in working with a local non profit for fisherman that focuses on helping with ecological grief. Oviya described ecological grief as the mental health issues that have arisen in the lives of those deeply affected by climate change. In the case of India and the nonprofit she spoke of the fisherman that could no longer support themselves due to the continually decreasing number of fish in the area –an area in which they had historically brought in large bounties. She described the ripple effect of this decrease by explaining the numerous fisherman who were facing severe mental health crises and turning to alcohol and drug use. Though she did not make claims about causation, Oviya did mention the availability of a liquor brand owned and subsidized by the government when discussing the rise of alcoholism in the fisherman community.

Oviya said that the nonprofit offers mental health services, facilitates workshops, and helps to spread knowledge to rural families about services they might not have known they have access to (O. Thurmavalavan, personal communication, November, 2019).

ARAVILLA TAN
AGE: PREFER NOT TO SAY
COUNTRY: THE PHILIPPINES
PROGRAM: PEACE EDUCATION

When asked about her motivation for applying to UPEACE, Aravilla (Ara) Tan tells the chilling story of a young boy she met when she was volunteering for a Paint for Peace project in the Philippines. The boy Ara met spoke at the event to tell about the time he and a classmate returned to their school building after a violent raid. Soon they found out that they were the only two students left alive. Ara says it was in the moments after hearing of this traumatic event that she felt driven to go back to school and equip herself with more knowledge in peace studies.

Prior to coming to UPEACE Ara earned a bachelors of science in education and a master's in international cooperation.Since then she has held three main jobs all related to education and peace building. Ara indicated that most of her work has overlapped at different times and when she is in her home in the Philippines she typically makes the time to teach at least one college class at the local university. Most recently Ara was working as part of a government funded anti drug abuse campaign in the Philippines where she helped train teachers at 12 different schools. Ara noted that the campaign focused heavily on the use of moral theatre and engaged teachers, students, community members, and local celebrities.She highlighted her great enjoyment of this project because of the lengths it went to make a difference.Beyond just working on targeting student's families were also offered counseling sessions to help bring the teachings home. Prior to working on the anti drug abuse campaign Ara worked with several different corporations traveling to give workshops on disaster risk awareness as well as running entire summits for multiple businesses on natural disaster risk awareness. Throughout her other positions – and at one point on its own– Ara worked for an NGO that advocates for youth in violent conflict areas. During this position Ara helped pioneer the group Youth for Peace and worked in both Nepal and Malawi conducting workshops on peace building.

After completing her time at UPEACE Ara would like to go back to her most recent job in Mindanao due to a contract they were recently granted through UNICEF for peace education. She mentions this contract also helped lead her towards the APS program. Ara stated the UNICEF contract is the first part of a larger governmental goal to bring peace education to public schools throughout the Philippines. It is Ara's hope to have a large impact on this process with the knowledge she is gaining while studying here in Costa Rica. Ara wanted to add that she finds the program here at UPEACE to be highly motivating for her. She now intends to become a trainer in her field not only for youth but for other future leaders in peace education as well (A. Tan, personal communication, October, 2019).

JOOST VAN DER BROEK
AGE: 23
COUNTRY: THE NETHERLANDS
PROGRAM: ENVIRONMENT
DEVELOPMENT AND PEACE

Prior to coming to UPEACE Joost Van Den Broek studied international relations at The University of Groningen in the Netherlands. Joost graduated this past July after completing his bachelor's degree in just three years. In addition to his major in international relations Joost studied a minor in environment and development. Joost credits the professors in his environment and development courses for inspiring him to continue into a masters of environmental studies right after graduation. When discussing his motivations for studying international relations Joost spoke about a long time love for reading the news and staying up to date with the happenings of the world. Joost said he found the major to be an obvious choice early on and has always hoped to make an impact on some of the many massive problems faced by the world today. With the addition of his minor Joost began to concentrate his efforts into the area of environmental protection. When asked about the general opinions surrounding climate change in the Netherlands, Joost said that in his experience most people were aware of the issue and understood its immediacy and relevancy on a global scale. He added that like any country there were still a fair number of people who denied the claims that the climate is changing. Joost believes the task of tackling climate change needs action and hopes his studies past and current will help him to take action for more environmentally sustainable forms of economic growth around the globe. Joost is currently studying in The Environment, Development, and Peace program and stated that he really enjoys the element of peacebuilding in the program. Joost noted that though there were other master's programs in environment and development, he did not find others that incorporated peacebuilding into the degree.

After graduation from UPEACE Joost hopes to apply his skills in the field of sustainable development. He said that while he knows there are many jobs of this kind in The Netherlands he does not think he will return immediately after graduation. Rather, Joost would like to take his skill set abroad to assist in countries that may lack in people trained in environmentally sustainable development practices. Joost wanted to add that he really enjoys the diversity of the University for Peace due to its international student body. Joost said it is the first time he has worked in an environment with so many different cultural interpretations brought forward in class discussions. He feels this element is what truly sets the university apart from other programs in environment and development. (J. Van Der Broek, personal communication, October 2019)

LISA DESANTIAGO
AGE: 59
COUNTRY: UNITED STATES
PROGRAM: PEACE EDUCATION

Before coming to UPEACE Lisa DeSantiago was deep in her career working for an after school program for at risk teens in Chicago. the project, which was run as a

partnership with the Loyola University School of Social Work, is called BRAVE and stands for building resilience against violent engagement. Lisa said that the worked across three main at-risk demographics, African American, LatinX, and Asian, and that she specifically worked with LatinX students due in part to her own Puerto Rican heritage. Lisa primarily worked with teens aged 12-16 and spoke about the social and emotional challenges many of them face due to parents or grandparents who do not hold legal status in the country. Lisa says it is hard to see the stress that many of the teens in her program face but that she is made hopeful by the progress many of them have made by spending time in the program.

In addition to her time spent working with teens Lisa has also worked as a reading specialist with elementary and middle school aged children. There she says she works to integrate peace building into the readings she selects and that her ultimate goal is to give children a sense of agency for their own futures. This past summer before attending UPEACE Lisa worked with a program called Seeds of Peace which was a community engagement project that worked on creating a dialogue space for youth in urban areas. As part of the program Lisa facilitated a number of four-day training sessions for teachers geared at teaching them how to run after school programs for at risk youth.

When asked about her choice to leave work and come to UPEACE Lisa spoke about the teaching practices she heard about through a frined.

Lisa was excited by the experiential learning practices she heard about and thought that this chance to educate herself further could bring a lot of benefit to the children and teens she cares about most. After graduating UPEACE Lisa has big plans. Though she spoke fondly about her previous after school program Lisa said that she felt the program had grown to its fullest capacity and, as such, she does not plan to return. Lisa has hopes of putting her knowledge of peace education and working with youth into practice by partnering with her brother to start a nonprofit in her home territory of Puerto Rico. When discussing the potential nonprofit Lisa talked about an organization that would go beyond just working with youth and offer training to local faculty to help spread the practices of the after school program into the classroom setting as well. Lisa says her main principle in teaching is instilling life-long creativity (L. DeSantiago, personal communication, October 2019).

PERSONAL REFLECTION

THIS SECTION WILL EVALUATE THREE MAIN PERSONAL TAKEAWAYS FROM THE ABROAD EXPREIANCE

PERSONAL REFLECTION

This semester I had the opportunity to study at The University for Peace in Costa Rica. This experience has been simply one of the most impactful educational periods of my life. The ability to engage with others from different cultures has challenged me to unpack and more closely evaluate many of my own beliefs. Additionally, the chance to learn under the instruction of teachers from highly diverse educational backgrounds has also challenged me to think and preform in ways different than my previous academic experience. I especially find myself appreciating the growth that has come out of classes that do not shy away from the harshness of reality. Given that the university teaches within the realm of peace and conflict theory all courses contained detailed looks into some of the most jarring parts of human history. The conversations awoken by these difficult topics are, in my eyes, the defining factor for many of my key takeaways from this experience. In reflecting on the study abroad experience I find myself leaving with three main takeaways: a renewed understanding of education, what it means to be tolerable towards others, and the way we use time. In the following pages I will explore each of these ideas by connecting them to the ideas we discussed throughout my courses here at UPEACE.

Pictured: Arenal Lake, El Castillo, Costa Rica

A RENEWED UNDERSTANDING OF EDUCATION

I will start by saying that there are not many feelings quite as discomforting as learning something you hve been taught your whole life is untrue. I experienced this feeling almost daily during my time at UPEACE. Though there was nothing quite as earth shattering as finding out that the sky is not blue, discussions in class led me to hear many different interpretations of international events than I had known before. I liken the experience much to finding out that the projections of countries on the globe are not to scale but rather sized largely on political importance.

The lens through which I had long understood international relations was slowly taken apart and rebuilt throughout this semester. During this process I began to see the impact that state education has on each one of our perceptions of the outside world. The way in which students from China spoke about things varied from the way those in the Philippines spoke about things and their interpretation varied from more countries and so on. And, more so than any one else, it often appeared that the American students were the ones who interpreted things most differently.This was a steep learning curve for me. I found myself shifting to questioning myself before questioning others and found myself re-researching much of the history I thought I knew well. That is not to say, however, that my love of country was changed completely but I think it has been of great benefit that I have spent time stretching my mind in new directions.

Additionally, when discussing education, I turn to the global context I studied in the course Education in Emergencies which was taught by Kees Wiebering of Germany. In this course we studied the real and dark challenges faced in crisis situations such as wars, epidemics, and natural disasters. In these contexts, we evaluated the ways in which education often slips through the cracks or makes a bad situation worse. Prior to this course I felt strongly that outside groups providing educational assistance were of great importance to crisis situations and the many school aged children they effect. However, the course opened my eyes to the harm that can be brought on by educational programs that do not take into consideration the deeply intersectional challenges faced by communities in crisis. The challenges of intersectionality were also faced in the course Gender and Peacebuilding taught by Uzma Rashid of Pakistan. The course took to evaluating the way in which differences in gender, race, socioeconomic status and their combinations often dictate the effects faced by people during war. An article from Beringola evaluated the ways in which this multidimensional problem impacted those faced by sexual crimes during war (2017). I have learned that bringing awareness about your target population into play when educating is an integral part of being successful in the field. This same principle can be applied to journalists when writing to certain publics.

It was shocking to see just how many examples there are of programs that failed to acknowledge cultural context and left communities more hurt than they were to begin with. A poignant example from the course is of a vocational program which taught ex-child soldiers mechanical skills in a community that had almost no need for trained mechanics. Tales like these are common in the field of emergency education and stand as an important reminder to practitioners about the value of approaching each problem scenario as completely unique to ones seen before. Further, the course spoke about the challenges of educating while simultaneously addressing socio-emotional and socio-economic needs.

One reading, "Rehabilitation and Reintegration in View of a War Affected Child: Reality on the Ground," demonstrated the dramatic impact ignoring psychological needs of children in crisis can have (Dorcus, 2013). The study turned to data on the safety felt by student attending school after the end of the 20-year war in Uganda (Dorcus, 2013). Here we learned about the importance of incorporating multifaceted educational practices to address needs deeper than the content of the classroom (Dorcus, 2013). I found this study and this course to be powerful in my own understand of educating others moving forward. Weather it be directly in a classroom setting or in a humanitarian crisis the multidimensional elements of a student must be evaluated before an educator may make an impact.

WHAT IT MEANS TO BE TOLERABLE TO ONE ANOTHER

During the study abroad experience I found myself often reflecting internally on a number of biases I was unaware I held previously. Whether it was in the classroom or in social settings I found internal frustration with deciphering accents and impatience watching others approach group work in a way that was different to what I was accustomed to. I was disappointed in myself when I found one of my most difficult times during the entire the study abroad to be the assignment of writing a joint paper with students who did not speak English as their first language. I think these insights have been very valuable on a personal level as they have allowed me the opportunity

to grow more in areas where I may have previously believed I had no need. The challenge to work in these settings also caused me to evaluate the pressure I place on my own written assignments.When looked at in the context of the larger field of peace building I turn to the article, "Xenophobia as poor intercultural communication: Re-examining journalism education content" from the course Media and Peace taught by Matt Mogekwu of Nigeria (Mogekwu, 2005). This article speaks about the power of mass media and the role of journalists in the challenge to dissipate the current levels of xenophobia in different countries in Africa (Mogekwu, 2005). I found this study to be particularly moving as it not only demonstrated the many ways in which xenophobia is a catalyst for conflict, but it spelled out ways to "engage the problem" (Mogekwu, 2005). Mogekwu's writing looked at several cases, but the interpretation of power theory in the context of Israel was the most engaging for me personally. Here the article suggests that it is not the actual threat of competition that charges negative relations between groups, but instead, it is the "perception of threat" (Mogekwu, 2005). The course, Media and Peace, spoke largely to the idea of perception and the impact it plays on peace and conflict situations. Specifically, this course dove into theories in journalism and communication such as framing theory that demonstrate the way in which media of all types can impact public opinion. I found this connection to be highly relevant based on my previous studies of

framing theory and felt engaged by the opportunity to reflect on where my own biases may have come from. Beyond highlighting the power of media this course called for the reeducation of journalists the widespread recognition of the power of media as field.

THE WAY WE USE OUR TIME

The final takeaway I want to reflect on from this experience is one that comes somewhat from the classroom but largely from the people of Costa Rica and the students themselves. This semester has been an opportunity to get to know students from 40 countries on a personal level. We have dined in each others homes, we have planned trips together, we have studied together, and, as a result, we have learned from one another. I found that through all of these things I was most caught off guard by the ridiculousness of the way I and many of my fellow American classmates spoke about our time in our home country. The hurried and achievement centered style of both education and daily life in America felt odd in contrast to the way many other students defined themselves. In my first days at the University for Peace I spoke about myself in terms of what I had done, the jobs I had most recently held, and the accomplishments I list on my resume. It felt almost embarrassing when I started noticing that many other students did not identify themselves in this way. Though all of the students of UPEACE are highly motivated and intelligent, few of them spoke in terms of "I" and instead introduced themselves as part of a much larger collective whole.

Pictured: Playa Conchal, Guanacaste, Costa Rica

They spoke of the people they enjoyed spending time with and the populations that they wanted to help. The difference was small but startling.
As I moved throughout my time in UPEACE I found myself also distinctly aware of the way I have been restricting myself from new experiences. Here weekend trips that involved four or more hours of travel each direction became common. w in the U.S., I often found myself hesitant to travel over an hour or two away without several days reserved for vacation.Realizing the potential to travel and see the world in such short timespans is something I

hope to carry with me throughout my life moving forward. I have learned here that life contains accomplishments but is not defined by them. Rather it is defined by the moments that connect us on human levels and that allow us to offer help to one another. Throughout the readings of each of these courses we studied the harsh realities many people face in their day to day lives. Throughout it all we were reminded that though these challenges are many of many complex pieces the job of the humanitarian practitioner is not to solve everything but instead to minimize damage when helping others. In many practices this means practitioners should spend much of their time getting to know the populations in which they seek to make positive change. The ability of person to understand human intricacies means taking the focus away from standardized approaches and models that deliver funding based on specific measureable outcomes. Though this is not always possible weather it be in journalism, education, or environmental work the practitioner has a high moral responsibility to seek this understanding.

UNDERSTANDINGS AS A COMMUNICATOR

As a practitioner of communication this experience has broadened my outlook to the many ethical responsibilities of communication practitioners around the globe. By incorporating courses in peace in conflict studies to my masters education I have more fully prepared myself to practice in ways that minimize harm and protect those who have the greatest need for protection.

I believe the time spent studying at UPEACE is an invaluable element of my personal education. Beyond expanding the way in which I view the real impacts of communication theories in the world, this experience has also allowed me to explore other possible career choices moving forward.

In light of my time surrounded by many working in the humanitarian sector after the end of this semester I will be accepting a position with the United Nations Humanitarian Council on Refugees in Costa Rica and offering my skills as a communication professional to their team. The skills I have gained throughout my masters program, now newly integrated with my understanding peace and conflict studies, will make me able to contribute in significant ways to this organization and in turn the many displaced people that UNHCR aims to help and protect.

During the ensuing job with UNHCR I will employ tactics in peace journalism as I write press releases. ad I will use my skills in graphic design and report creation to create several important information pieces to be used around the office and for families receiving assistance.

The chance to grow in this program has been a catalyst for my life moving forward.

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WORK SAMPLES

IN THE FOLLOWING SECTION TWO SAMPLES OF WORK FROM COURSES TAKEN AT UPEACE HAVE BEEN INCLUDED.

Aljazeera & The Syrian War: Journalism's Involvement the Journey to Peace in Syria

Elizabeth L. Roshelli

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Turkey's military operation in Syria: Biggest winners and losers

One month after Turkey launched its operation in northeast Syria, an uneasy truce prevails, but what comes next?

By Andrew Wilks
Nov 2019

Ankara, Turkey - In the month since Turkey launched a military operation to drive Syrian Kurdish forces back from its border, northeastern Syria has settled into an uneasy truce.

Turkish troops control a 120km (75-mile) strip of territory between the towns of Tal Abyad and Ras al-Ain in northeast Syria.

The remaining border zone that had been controlled by the Kurdish-led Syrian Democratic Forces (SDF) is patrolled by Russian and Turkish soldiers working together.

The Syrian government's forces have also moved into the region to establish themselves in towns and villages it ceded to Kurdish forces early in Syria's eight-year war.

"The biggest winner has been the Syrian government and President [Bashar] al-Assad," said Kamal Alam, a London-based military analyst specialising in Syria and Turkey.

"He was able to get more territory in Kurdish areas in just a few weeks than he had in five years."

Turkey's Operation Peace Spring was precipitated by a decision by the United States, which had been allied with the SDF in the fight against the Islamic State of Iraq and the Levant (ISIL or ISIS) group, to withdraw its forces from the frontier with Turkey.

The Turkish military and its Syrian militias crossed the border on October 9 as President Recep Tayyip Erdogan pledged to drive the SDF fighters away from its border and establish a "safe zone" to house some of the 3.6 million Syrian refugees living in the country.

Russian influence

The SDF is dominated by the People's Protection Units (YPG), labelled "terrorists" by Ankara because of its ties to the Kurdistan Workers' Party (PKK), which has waged a 35-year war inside Turkey that has led to tens of thousands of deaths.

Feeling abandoned by the US, the SDF turned to the Syrian government for help as the US agreed to a ceasefire with Turkey that would allow Kurdish forces to withdraw 30km (19 miles) back from the border.

Erdogan also agreed to a deal with Russia, al-Assad's main backer alongside Iran, for Turkey to keep control of the area it had seized and for Syrian government and Russian forces to take over the remaining 30km (19 mile) deep border area. Meanwhile, it was agreed that joint Turkish-Russian patrols would monitor up to 10km (six miles) from the frontier.

Turkey and Russia carried out their third joint patrol on Friday. However, Erdogan has complained that neither Russia nor the US have honoured their commitments to remove the SDF from the 30km (19 mile) zone amid bomb attacks and sporadic fighting.

As well as allowing al-Assad's forces back into the region, the agreement also cemented Russia's role as the pre-eminent international power in Syria, according to Alam.

"If there was any doubt that Russia was the final arbitrator in not just Syria but the wider Middle East, that finalised it," he said. "Russia's growing influence in Saudi Arabia, the Gulf and obviously Syria is evident.

"Turkey has no other option than to listen to Russia because, despite being a NATO member, there hasn't been any support coming from NATO on this."

Ali Bakeer, an Ankara-based political analyst and researcher, said the "very volatile" situation on the border meant it was too early to draw conclusions on the results of the Turkish operation.

"Turkey is not totally satisfied about keeping the YPG from its area of operations," he said. "There are still some elements close to the border and there is the possibility that they are preparing a long-term military engagement against Turkey.

"There are still question marks about exactly where the [al-Assad] regime forces are and what they can do. Moscow and Ankara agreed on some general points but they need further technical agreements on the ground."

Turkey's operation, its third in northern Syria since 2016, came as Ankara deepened its ties with Moscow and drifted further from the West.

"The US retreat from northeast Syria, and the growing footprint of Damascus, Moscow and Tehran in the region, will threaten Ankara's long-term strategic interests in the Middle East," said Aykan Erdemir, a former Turkish MP and now a senior fellow at the Foundation for Defense of Democracies in Washington.

Mitat Celikpala, a professor of international relations at Istanbul's Kadir Has University, said Turkey, Iran and Russia - the three powers that launched the Astana process in early 2017 to find a solution to Syria's long-running conflict - had increased their influence in the war-torn country.

"When they started the [Astana process], they wanted to create a situation they would control and that is what they have achieved," he said. "They have created a situation where they have more influence than the UN in terms of what happens in Syria.

"Russia, in particular, is happy because they are working with Turkey, whereas Turkey's relations with the US are getting worse and worse."

Last month, US politicians voted to sanction Turkey following its Syria operation, and passed a resolution declaring the mass killings of Ottoman Armenians during World War II as "genocide". This follows disputes over Ankara's purchase of S-400 missiles from Russia, Washington's support for the YPG and the presence in the US of Fethullah Gulen, a cleric Turkey holds responsible for a 2016 coup attempt.

'Diplomacy nightmare'

While Russian President Vladimir Putin and al-Assad have exploited the Turkish offensive to expand into the northeast, the SDF has been pushed south of the strategic M4 highway and has seen its hopes of creating an autonomous Kurdish-majority enclave after the conflict seriously damaged.

"Dreams of Kurdish self-autonomy are the biggest loser," Alam said. "Syrian Kurds will not replicate an Iraq-like region now," he added, referring to the semi-autonomous Kurdistan Region of Iraq.

"President al-Assad told the Kurds three or four years ago the Americans would leave them high and dry and he's been proven right."

Within Turkey, the operation against the SDF has proved widely popular as it has been framed in the context of battling the PKK.

Raising the likelihood of returning refugees has also proved attractive at a time when tensions over their presence in Turkey have grown.

"Almost 85 percent of the population is very supportive of the operation because of its target and strained relations with the US," Celikpala said.

"There's no real opposition to the operation. Also, it addresses the refugee situation in Turkey, with President Erdogan saying it will allow them to go back to Syria."

According to Erdemir, the operation "reaped significant benefits domestically" in the short-term for Erdogan. "The Turkish president's job approval ratings have hit the highest figure, 48 percent, since his defeat at the March local elections," he said.

However, he warned that in the long run, it could "pose a public diplomacy nightmare for Turkey for years to come", citing allegations of war crimes committed by its allied Syrian militias. Turkish officials have denied the accusations.

STORY END

The following paper will analyze the way in which Andrew Wilks' article for Aljazeera, "Turkey's military operation in Syria: Biggest winners and losers," aids in either the resolution or perpetuation of the conflict in Syria today. The Syrian civil war is one of the most internationally covered civil wars of the present day. The destruction and violence of this war have displaced an astonishing 12 million people with about 6.7 million of those people now living as refugees (World Vision Staff 2019). The millions of displaced people have created chaos across the region and the world as governments have tried to deal with the influx of refugees seeking asylum due to the conflict. Syria is in great need of stability and peace, yet internal war rages on. This analysis will focus on Wilks article: specifically, the implications of the title language, the overall message of the body, and the conclusions drawn in the in the final paragraph.

Right off the bat this story adopts the sports coverage style of conflict reporting by directly using the terms "winners" and "losers" in the title (Wilks 2019). The title style aims to suggest to readers that for players involved in Turkey's military operation there were only two positions to be held at the end of the day. This language is common in conflict reporting and can be seen as a low-road approach to conflict reporting. The article further supports these low road tactics deeper into the body when the author highlights that "'the biggest winner has been the Syrian government and President [Bashar] al-Assad' . . . 'he was able to get more territory in Kurdish areas in just a few weeks than he had in five years'" (Wilks 2019). It can be seen here that the grounds upon which a winner was determined are territory based. The title language is pushed throughout the article as it highlights wins and losses in the way an anchor for college football might do the same. This article appears to be very actively pushing a narrative based on yards gained or lost. When discussing losers of the operation the article highlights the Syrian

Democratic Forces, SDF, and specifically defines "dreams of Kurdish self-autonomy" as the

"biggest loser" of the proceeding weeks (Wilks 2019). This language does not take the high road

of conflict reporting and does not come close to suggesting or fleshing out any peace based ideas

such as regional compromise that could allow for the creation of an autonomous place for the

Kurds to reside. The author at one time does state that, "the 'very volatile' situation on the

boarder meant it was too early to draw conclusions" (Wilks 2019). Despite this

acknowledgement, the author continues to draw conclusions and point out these winners and

losers of the conflict instead of encouraging readers to think longer on this issue.

This article was written to provide an update on the situation on the Turkey- Syria

boarder in the weeks after the US decided to pull troops out of the region. The area –namely the

entire country of Syria– has been tormented by civil war for the majority of the last decade. The

Turkish-Syrian boarder is believed to have become especially vulnerable for the Kurds in the

region in the light of Turkey's most recent military operation, Operation Peace Spring (Wilks

2019). The military operation is aimed at "removing Kurdish fighters, considered terrorists by

Ankara, from the border region and establishing a "safe zone" to resettle some of the refugees in

the country" (Uras 2019). The content of the article gets interesting when we take a moment to

recognize the purpose of the military operation – rehoming refugees. Generally speaking, the

idea of rehoming the displaced is, at its core, a peace process. When looking at or reporting on

this operation as a peace processes one would likely highlight the refugees the fighting is

supposedly taking place for. However, the article mentions the Syrian refugees only three times

in its entirely. Once to restate the goal of Operation Peace Spring and twice to indicate their

strategic importance in the favorability of the operation with Turkish citizens. The refugees are

discussed regarding favorability as follows: "raising the likelihood of returning refugees has also

proved attractive at a time when tensions over their presence in Turkey have grown" (Wilks 2019). Here we see the article does not frame the refugees as people but rather as pawns in a game where they are relevant for their ability to win or lose favor. In particular, the use of the word "attractive" in this sentence is alarming. The language commodifies the refugees as though they were some kind of financial or other incentive.

As the article moves to discuss the involvement and dis-involvement of Russia and the United States it again uses low road reporting language and poses them as not players in a potential peace process but instead discusses the ways in which their involvement manipulates the situation. On the removal of US troops the article very directly highlights a 'we told you so' narrative as seen here: "President al-Assad told the Kurds three or four years ago the Americans would leave them high and dry and he's been proven right" (Wilks 2019). The use of this kind of framework does not encourage readers to dig deeper into the decisions of these players but instead depicts one group as having abandoned another much in the way a mother might chide a daughter for being hurt by the actions of a significant other whom she didn't trust to begin with. Regardless of the the harm or good done by the actions of the parties involved the article does not invoke readers who question or dig deeper into the conflict but instead it puts players into archetypal roles that come with a pre-understood set of characteristics. There are good guys and bad guys and no one who walks the space in between.

The concluding paragraphs of the article open interesting doors in the overall narrative as again they focus not on the peace or stability of the region at hand or the people which the conflict directly affects but instead on the political favorability of President Erdogan in Turkey. Again this is a disappointment in the overall analysis Wilks has conducted on Operation Peace Springs. While it is not shocking that the analysis does turn in some regard to the political

situation in Turkey it is disheartening that the "significant" short term political benefits reaped by

Erdogan are the concluding remarks of this article (Wilks 2019). In fact the conclusion goes as

far to show readers that war and destruction aside the real winner of this battle is the "Turkish

president's job approval ratings" (Wilks 2019). There is some indication of future conflict that

could come out of this operation as the author mentions briefly that some people may be upset by

the "allegations of war crimes committed by [Turkey's] allied Syrian militias" (Wilks 2019). The

attention paid to this potentially condemning point is minimal at best. As fitting with the rest of

the article the people affected most by the violence at the boarder are not seen as news worthy.

      The high road of conflict reporting would encourage readers to analyze issues for the

places in which peace could be found. This article does not speak to that. Rather the author

highlights the different game players and the ways in which they have pressed their own interests

in the boarder region of the country. While it is true that one news article will not make or break

the Syrian conflict it can be seen through this article that the news surrounding the Syrian

conflict is not leading onlookers or policy makers towards peace. When we analyze journalism as

a player in conflict I find it relevant to assess the ways in which news articles are often used

outside of their commercial or informative purposes. Often these stories are referenced and

turned to as support for policy decisions and potentially even military action. When the words of

the press become decisive and separatist society gives them the power to be definitive of the fate

of real people and populations around the globe.

FEMICIDES IN JUÁREZ, MEXICO: AN ANALYSIS OF MEDIA COVERAGE OF THE CRIMES ON WOMEN AND THE GENDER DYNAMICS WITHIN THEIR COMMUNITY

Elizabeth Roshelli and Zaidy Romero

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08 October, 2019

Abstract

This paper is meant to present a gendered analysis of the systematic female homicides in Ciudad Juárez, Mexico, by using the media framing theory and the concepts of femicide, gender-based violence, hegemonic masculinity, and machismo. Emphasis is placed on the media's coverage attitudes and language to explain how Mexican mainstream media promoted the continuity of the violence against women who live within the patriarchal structure that characterizes Juárez. We conclude that femicides need to be understood as the finishing action of a succession of acts of violence against women and thus it is needed to address the root causes of the conflict, where recognizing the impact of media on the shaping and maintenance of the community's postures and attitudes regarding gender-based violence is essential for the design of long-lasting and innovative solutions to tackle this unfortunate phenomenon of which many women around the world are victims.

Keywords: Media, Media Framing Theory, Femicide, Gender-Based Violence, Patriarchal Structure, Hegemonic Masculinity.

Introduction

In November 2018, hundreds of Mexicans marched during the International Day for the Elimination of Violence Against Women. Despite the legal measures the Federal government has adopted to tackle the alarming situation of violence against women in Mexico, the well-known pink and purple crosses, which for years have symbolized the denouncing of the lingering problem and the claim for justice and action from the State, were still widely present among the crowds. The long history of femicides in Mexico started approximately in 1985 when the first cases were reported in the northern city of Juárez, state of Chihuahua (U.N. Women, 2018). Since then, denounces of the disappearances and murder of young women have left a stamp on Ciudad Juárez's and on Mexico's reputation. Local, national and international efforts to minimize the problem of the femicides, not only in Ciudad Juárez but in Mexico, have not been effective. Nor the ratification of the CEDAW convention, nor the Belem do Pará Convention, nor the sentence of the Inter-American Commission on Human Rights against the Mexican State, nor the adoption of the Latin American Protocol for Investigation of Femicide, nor the first Mexico's Supreme Court first prosecution of a crime as a '*feminicidio*', have been enough to bring the femicides of Mexican women to an end.

According to the World Health Organization, femicide can be generally defined as the intentional murder of one or more women because they are women, usually perpetrated by one or more men; and as an act that is located at the far end of the violence against women spectrum (World Health Organization, 2012). The initial struggle to give name to such crime and the difficulty to know with exactitude the real number of femicide cases that have occurred in Juárez has had important consequences, not only for the victims' families but for the whole community who struggles to live in a context of violence, fear, disinformation, and impunity.

Previous studies that have been carried out regarding this phenomenon, and the initiatives that have been driven to tackle it, have been mainly focused on the evident parties implicated in this conflict: the victims, their families, and the government. Such an approach has been proven to be insufficient to bring to an end the violence against Mexican women because "part of the problem is that gender-related killings are often the last act in a series of violent acts that go unrecognized and unaddressed" (UN Women, 2017). And even further, such acts are framed by the very structure of the city's society that responds to a patriarchal system that permeates the relations within the community, the civilians, the State, and an often ignored third party that has been crucial in framing the perceptions regarding the femicides problematic: the media.

The media's power over public discourse directly impacts the way citizens understand, interpret, and act about events in their local and global communities. The influence of media can be understood through media framing theory and agenda-setting theory which aims to explain the "ability (of the news media) to influence the importance placed on the topics of the public agenda" (McCombs, Reynolds, 2002). This ability to 'influence importance' is crucial when studying the attention given to femicides in Juárez, Mexico. Throughout the crisis occurring in Juárez one of the most striking elements is the lack of data and accurate coverage regarding the killings of women (U.N. 2018). Much of the lack of data comes from the inconsistent rhetoric used in the news media.

Thus, in an attempt to broaden and bring a better understanding of the root causes and the dynamics behind the femicides in Juárez, this paper is meant to do a gendered analysis of both the conflict surrounding the female homicides and the media coverage of the events. Such task is based on the Media Framing Theory and with the concepts of femicide, gender-based violence,

and patriarchal structure at the center of the investigation. What this work explores is the way media coverage of the femicide events in Juárez has influenced the gender dynamics that take place within the city's community. It is going to be argued that the positions adopted by Mexican mainstream media when addressing the femicides in Ciudad Juárez contributed to the prolongation of gender-based violence as a tool for the perpetuation of the community's patriarchal structure characterized by hegemonic masculinities and machismo culture.

We aim to present an analysis of the root causes of the femicides in Juárez and to illustrate the need and the importance of recognizing the impact of media on the shaping of the postures and the development of the conflict in Juárez and thus, the need for its involvement in initiatives of prevention and of long-lasting solutions where bottom-up actions must be supported and taken into account.

Gender bias: analyzing the gendered elements of femicide in Juárez

Framed in a context of hegemonic masculinity, which embodies the legitimacy of patriarchy through systems of practices that reproduce and confirm gender identities (Maruska, 2010), the notion of gender-based violence plays a key role in understanding the cases of femicides in Juárez, Mexico. For the above, while many men are also killed in Juárez, the specific term femicide is relevant because of the way the motives behind the murders of women and men differ (Prieto-Carron, Thomson, Macdonald, 2007). The gendered difference comes into play when looking at the motives of the killings in the case of men the killings are not categorized as male-specific because, unlike women, they are not killed because of their gender (Prieto-Carron, Thomson, Macdonald, 2007). Hence, the role gender plays in these murders adds to a range of vulnerabilities faced by women as they are used and abused in times of economic unrest and conflict. Therefore, being a poor woman is an additional risk factor in a city, Juárez, and in a

country, Mexico, that have been historically violent due to numerous endemic factors (Juárez Rodríguez, 2017).

One of the key elements to understand this conflict are the factory jobs in the *maquila* industries, jobs which many see as a tool for empowering women, and that are often cited for "giving [women] greater financial and social independence than perhaps any other single phenomenon in recent Mexican History" (Livingston, 2004). This phenomenon that tried to disrupt the traditional gender-roles within the society where hegemonic masculine behaviors (machismo) and submissive femininities interact.

Consequently, despite their perceived benefits, the dark side of *maquila* industries lies in the way the women are relied upon as "cheap" and "disposable" laborers (2004). The motives behind employing female workers have even been linked to their "docile" dispositions in the workplace further targeting women for perceived feminine characteristics (Prieto-Carron, Thomson, Macdonald, 2007). The women who are recruited for these jobs are often left working long hours that leave them vulnerable and walking the streets of cities like Juárez alone late into the night (Livingston, 2004). Furthermore, the way the corpses have been found and the signs of torture and violation that have been present on the bodies of the victims are signal and tangible sample of the hyper-masculine violence and aggressiveness that is exerted on them.

Beyond the tragedy of the murders themselves, the killing of women in Ciudad Juárez has served to perpetuate and strengthen the power of the patriarchy in Mexico (Prieto-Carron, Thomson, Macdonald, 2007). The decades of crime against women support a cultural fear that makes it for women to stay in and, when economically possible, avoid the available jobs such as those in the *maquila* industries. As a result, not only poverty is fanned but this fear-fueled environment allows men to perpetuate the cycle of dominance "exerting greater control over

women's behavior and mobility" (2007). The cyclical oppression of women keeps them out of societal roles that hold power and decision-making ability and this lack of female empowerment and social mindset allows the community to continue without taking grand action to stop the violence against women in Juárez.

In this context, corruption inside the government, the police, and the media and their possible links to drug trafficking gangs are usually wrongly seen as the only or principal reason behind the violence against women in the city, which limits the correct understanding of the phenomenon. This problematic goes beyond Ciudad Juárez, statistics further illustrate the pervasiveness of gender-based violence in Mexico with over 66 percent of Mexico's 46.5 million women over 15 experiencing "emotional, physical, sexual or economic violence in their lives" (Bautista, 2019). Endless cases surface of the primarily male perpetrators receiving little to no repercussions from their violence (Bautista, 2019).

Juárez's femicides through the Media lens

To explore the way gender-based violence, the patriarchal structure, hegemonic masculinities, and machismo culture in Juárez were preserved by Mexican mainstream media's take on the femicides we focus on the media's three predominant attitudes during its coverage of the femicides: First, the refusal to use the word 'femicide' to label the issue; second, the superficial coverage of the systematic killings of women in the city; and third, the widespread use of victim-blaming language on the coverage of the tragedies.

First, it is needed to be understood the importance of the conceptualization of the violent episodes against women in Juárez because, as Javier Juárez (2017) pointed out, those who have the power to name things, to conceptualize them, bring those things into existence. The

patriarchal structure of the social relations within Ciudad Juárez grants that kind of power to the government and to the media, a situation that problematized the early prosecution of the femicides when both institutions long refused to use the term 'femicide' to refer to the systematic killings of women in the city.

The early stages of the media's coverage of the phenomenon illustrates how the word 'femicide' was widely avoided by politicians, spokespersons, reporters, and editors on their declarations, headlines, and their work. Their preference for the use of the expression 'homicide of women' stripped out from their analysis of the issue the gender consciousness and the political intention to denounce and make visible the underlying misogynistic components of the crimes that the term 'femicide' implies, hence making this problem much more than a simple linguistic debate (Juárez Rodríguez, 2017).

The media coverage of these murders often attempted to move away from the gender-based motives behind this violence. Many reports connect the violence to "drug traffickers and other criminal gangs" (Bahr Cabelleros, 2004) "rather than seeing them as an expression of male hostility to women" (Prieto-Carron, Thomson, Macdonald, 2007). This specific avoidance of femicidal language is at the heart of the issues in Juárez. Additionally, press coverage of women who have been murdered in part due to their employment in the *maquila* industry is often stripped of gender with media referring to victims as just 'maquiladora workers' instead of acknowledging the role their gender has played in the tragedy (Livingston, 2004). Moreover, it should also be noted that further intersectional elements come into play in the killings of women with some research discussing the difference in media coverage depending on race or social status of the victims (Stillman, 2007).

Linked to the previous argument, not only did the media failed to address the problematic by its name and to address the victims by their role but, most importantly, the subsequent silencing of the reality behind the violence against women in Juárez resulted in its superficial analysis and the consequent continuity of the gender-based violence in the city.

The femicide cases were initially presented as isolated incidents, the lack of data regarding who the perpetrators and their drives were allowed the severity and the magnitude of the problem to be questioned with attempts to minimize the disappearances of young women as an urban legend or as episodes of voluntary escapes of teenagers with their boyfriends (Juárez Rodríguez, 2017). This way, the lack of information, the limited analysis and lack of interest on the root causes of the femicides caused the prolongation of the issue as measures, if any were taken, did not respond to the true gender-related sources of the problem. Also, because the language used by the media affects how the public interprets the severity of a crime and how society is inclined to either remedy or bypass the challenges of crime (Branch, 2019), it can be stated that an early emergence of the social movements denouncing and claiming for justice in the city was contained by the media's take on the matter.

In addition, the use of victim-blaming language reproduced the traditional conception of hegemonic masculinity and machismo culture because of its links to the social production of masculinities and femininities. When addressed, the history of a femicide event is mainly focused on the victim physical characteristics and her life and reputation rather than on the root causes of the crime or on the profile of perpetrator and the drive behind his actions. The language "used to describe women or the crimes committed against them maintains the idea that women are participants in their own abuse, especially when they fail to uphold gender roles prescribed by

society" (Branch, 2019) and the information that is disclosed does not escape from the patriarchal culture that presents the news objectifying the female body.

Media's take on the women victims as the culprits of the crime against them, while justifying the crimes committed against them and the acts of the perpetrator by questioning the morality of the women, not only blur the understanding of the conflict but it also represents a tool for the perpetuation of gender-based violence in Ciudad Juárez. Besides, to the very act of violence faced by the victims, and the re-victimization from those who write the news and reports, the additional misogynist comments from the civil readers and information receivers who access the information via the internet (Bejarano, 2014) illustrate the reproduction of the limited and harmful understanding of the femicide phenomenon. This way, machismo culture and its cycle of masculine dominance are promoted by two apparently contradictory attitudes: the justification of violent acts against the threats that independent, working women represent to the traditional gender-role dynamics of the society; and by the reinforced perception that Juárez's women need protection from the masculine figures on their community.

Conclusion and Recommendations

The case of femicides in Ciudad Juárez is unfortunately not an isolated incident. The male-dominated society of Juárez is similar to the social relationships in other cities of Mexico and to the most of Latin America cities and countries where the patriarchal structure is propelled by hegemonic masculinities and machismo culture that allow for the continued violence against women. When explored through a deeper lens it becomes evident that the issues of femicide in Juárez do not start and end with the murders, but rather encompass an entire system of "femicidal violence" (Bejarano, 2014) where both government and media play a role in upholding the

structures that allow for these gender-based violence. In order for improvements to be made the ingrained disrespect for women must be fully and totally addressed. Questions regarding what to do with the cases of femicidal violence that do not end with the death of women are important to address the issue as a social conflict, rather than just as a justice and security concern.

In the case of media coverage of these events, it is evident that journalism has failed to act in a way that protects the citizens and instead has protected the system. The long-term denial of gender as a key motivator in the violence in Juárez slowed and complicated the ability of women to seek justice for the crimes committed against them, their mothers, daughters, and sisters. Media's role in conflict can often be painted as that of the innocent bystander, however, acknowledgement of the media's power to frame narratives and create a social agenda must be addressed. News media professionals must be equipped with the proper awareness of gender as they analyze and present these issues to the public. The rhetoric used in covering the violence of Juárez actively denied the presence of a gender element relegating the attacks on women to drug violence and other national crime issues. An intentional shift in word choice could make significant impacts on the action the local and global community takes in the crisis.

In addition, innovative tool from bottom-up actions must be supported. One activist, Maria Salguero, has made waves by developing her own database to make up for the failures of government agencies and traditional media (Sim, 2018). Salguero's database tracks incidents of femicide and attaches a geolocation to each case and her work, along with the many other activists in Mexico, forces these stories to be heard. While social movements and public displays like the famous pink crosses have brought light to the issue of femicide the presence of new media has also played a role in helping the women be heard. In 2017 activists partnered with local government to release an App called '*No Estoy Sola*' (I am not alone). The App, which provides "a quick-trigger

distress call in the event of an attack", shows the progress being made from the grassroots level (Swenson, 2017). The presence of new media and social media has also allowed space for activists to communicate and raise awareness for the femicides in Juárez and to minimize the disinformation and silence campaign that was once promoted by the mainstream media.

Alternate forms of media including documentaries have called upon the state to be more honest and active in their treatment of these violent acts. External pressure and international attention have the ability to elicit action on behalf of the state. Now, a call for mainstream media to depart from the sensationalism that explicit headlines and shallow coverage promote, opting for the promotion of analysis and journalism ethics is made. In recent years, important steps have been taken on the search for the visibility and understanding of the phenomenon but this situation, however, demands greater research into the complex and intersectional factors that impact the way the violence against women is treated. While the targeting of women is clear, elements such as class and race still play roles in the way the victims are treated. Research that delves into these issues could bring further advancement to the rights of all women not just in Juárez but in many cities of Latin America and even other regions of the world.

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Branch, D. (2019). Femicide in the News: How Newspaper Articles Represent the Killing of Women & Girls in Detroit and Ciudad Juárez. Western Michigan University ScholarWorks, 1-83. Retrieved from https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=4159&context=honors_theses

Cantillo Barrios, L. (2010). Feminicidio y medios de comunicación. Congreso Nacional de Sociología. Retrieved from https://docplayer.es/19177415-Feminicidio-y-medios-de-comunicacion.html

How One Woman is Mapping Femicides in Mexico. (2018, Dec 10). *OpenDemocracy* Retrieved from http://argo.library.okstate.edu/login?url=https://search-proquest-com.argo.library.okstate.edu/docview/2153702899?accountid=4117

Juárez Rodríguez, J. (2017). Comunicación, ética y feminicidio: Contextos de una crisis de representación en la prensa. *Cuadernos Inter.c.a.mbio sobre Centroamérica y el Caribe*, 14(2), 19-30. Retrieved from https://dialnet.unirioja.es/servlet/articulo?codigo=6152130

Livingston, J. (2004). Murder in Juárez: Gender, Sexual Violence, and the Global Assembly Line. *Frontiers: A Journal of Women Studies, 25*(1), 59-76. Retrieved from http://www.jstor.org.argo.library.okstate.edu/stable/3347254

Maruska, J.H. (2010). When States are hypermasculine? *Gender and International Security*, Sjoberg, 235-255.

McCombs, M; Reynolds, A (2002). News influence on our pictures of the world. *Media Effects: Advances in Theory and Research.*

Sarah Stillman (2007) 'The missing white girl syndrome': disappeared women and media activism, Gender & Development, 15:3, 491-502, DOI: 10.1080/13552070701630665

Swenson, K. (2017). Hundreds of women disappear in Ciudad Juarez each year. A smartphone app could help. *The Washington Post*. Retrived from https://www.washingtonpost.com/news/morning-mix/wp/2017/07/10/hundreds-of-women-disappear-in-ciudad-juarez-each-year-a-smartphone-app-could-help/

U.N. Women. (2018). *Infografa Violencia ONU Mujeres Espanol.* https://www2.unwomen.org/-/media/field%20office%20mexico/documentos/publicaciones/2019/infografa%20violencia%20onu%20mujeres%20espaol_web.pdf?la=es&vs=5828

UN Women. (2017). The long road to justice, prosecuting femicide in Mexico. Retrieved from https://www.unwomen.org/en/news/stories/2017/11/feature-prosecuting-femicide-in-mexico

World Health Organization. (2012). Understanding and addressing violence against women: Femicide. Retrieved from https://apps.who.int/iris/bitstream/handle/10665/77421/WHO_RHR_12.38_eng.pdf?sequence=1

SYLLABI

IN THE FOLLOWING SECTION THE THREE SYLLABI
FROM COURSES TAKEN ARE ATTACHED.

Department of Peace and Conflict Studies

Academic Year 2019-2020

M.A. in Gender and Peace Building
M.A. in International Peace Studies
M.A. in Media and Peace
M.A. in Peace Education

PCS 6013 Gender and Peacebuilding

1.   **Instructor: Dr. Uzma Rashid**
        Office: PCS Office, Building 5
        E-mail: urashid@upeace.org

2.   **Course number of credits:** 3 credits

3.   **Duration of the course:** 15 sessions from Tuesday September 17 to Monday October 7, 2019.

4.   **Course meeting times and place:** Classroom 3; Morning session: 8:45am – 11:45am

5.   **Course Description:** This course examines the gendered dimensions of peacebuilding and introduces students to concepts such as those of hegemonic masculinities and militarism, and their part in conflict situations and peace processes. Students will be encouraged to explore the role of gender norms in producing violence and reinforcing inequalities, and in nurturing gender-based violence and gendered imbalances. The role of these cultures of violence will also be explored in the context of peace building, and specific strategies of empowerment and of achieving gender equity will be critically examined, in particular, those focusing on the ways in which these strategies should be connected to structural changes to ensure lasting peace for all genders.

6.   **Course Objectives:**

        Students will be able to:

        • Critically analyze existing research
        • Perform an intersectional conflict analysis
        • Perform a gender analysis and propose strategies for positive change
        • Understand gender mainstreaming as it applies to local, national and global issues

7.   Detailed Outline of Sessions:

Session 1: Unpacking Gender

Date: Tuesday September 17, 2019

Required Readings:

Lips, H. M. (2014). *Gender: The basics.* NY: Routledge. (Chapter 2: Power, Inequalities, and Prejudice, pp. 23-46).

UNWomen. Understanding masculinities and violence against women and girls. (Chapter 1: *Masculinity matters*, pp. 7-23).

Recommended Readings:

Schippers, M. (2007). Recovering the feminine other: masculinity, femininity, and gender hegemony. *Theory and society, 36,* pp. 85-102.

Connel, B. (2002). Hegemonic masculinity. In Stevi Jackson and Sue Scott (Eds.). *Gender: A sociological reader,* pp. 60-62. NY: Routledge.

Session 2: Gender Consciousness in Peacebuilding

Date: Wednesday September 18, 2019

Required Readings:

Žarkov, D. (2018). From women and war to gender and conflict? Feminist trajectories. In Aoláin, F. N. et. al. (Eds.). *The Oxford handbook of gender and conflict.* UK: Oxford University Press, pp. 17-34.

Enloe, Cynthia (2014) "Gender Makes the World Go Round" in *Bananas Beaches, and Bases: Making Feminist Sense of International Politics.* Berkeley and Los Angeles: University of California Press. 2nd edition. pp. 1-36.

USIP. *Gender, War, and Peacebuilding*, pp. 1-15.

Recommended Readings:

Beckwith, Karen (2005) "A Common Language of Gender?" *Politics and Gender* 1(1): pp. 128-135.

Tickner, J. Ann (2001) Gendering World Politics: Issues and Approaches in the Post-Cold War Era. New York: Columbia University Press. pp. 11-20.

Session 3: Analyzing Gender through an Intersectional Lens

Date: Thursday September 19, 2019

Required Readings:

Rooney, E. (2018). Intersectionality: Working in conflict. In Aoláin, F. N. et. al. (Eds.). *The Oxford handbook of gender and conflict*. UK: Oxford University Press, Chapter 25, pp. 328-342.

Coastan, J. (2019). *The intersectionality wars*. https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination

Beringola, A. M. (2017). Intersectionality: A tool for the gender analysis of sexual violence at the ICC. *Amsterdam Law Forum,* pp. 84-109.

Angela J. Lederach (2019): Youth provoking peace: an intersectional approach to territorial peacebuilding in Colombia, Peacebuilding. In *Peacebuilding*, Routledge, Taylor & Francis Group. pp. 1-20. https://doi.org/10.1080/21647259.2019.1616959

Session 4: Conceptualizing Hypermasculinity in the Context of Conflict and Peacebuilding

Date: Friday September 20, 2019

Required Readings:

Cohn, C. and C. Enloe, (2003) "A Conversation with Cynthia Enloe: feminists look at masculinity and the men who wage war." *Signs: Journal of Women in Culture and Society* 28(4) pp. 1187-1207.

Maruska, J.H. (2010). When States are Hypermasculine? in Sjoberg, L. ed. *Gender and International Security* (Routledge) pp. 235-255.

Recommended Reading:

Cahn, Naomi & Fionnuala D. Ni Aolain (2010) "Gender, Masculinities and Transition in Conflicted Societies," New England Law. Review. 44 (1) pp. 101-123.

Session 5: Sexual and Gender-Based Violence in the Context of Conflict

Date: Monday September 23, 2019

Required Readings:

Baaz, M.E. and M. Stern (2009) "Why do Soldiers Rape? Masculinity, violence and sexuality in the armed forces in the Congo (DRC)," International Studies Quarterly 53 pp. 495-518.

Hansen, L. (2001) "Gender, nation, rape: Bosnia and the construction of security" in International Feminist Journal of Politics 3(1) pp. 55-75.

Recommended Reading:

Mackenzie, M. (2010) "Securitizing Sex: towards a theory of the utility of wartime sexual violence," International Feminist Journal of Politics 12(2) pp. 202-221.

Session 6: Women as Participants in Conflicts

Date: Tuesday September 24, 2019

Required Readings:

Sjoberg, L. (2010). Women fighters and the 'beautiful soul' narrative. *International review of the Red Cross.* 92 *(877)*, pp. 53-68.

Ortbals, C. D., & Poloni-Staudinger. (2018). *Gender and political violence: Women changing the politics of terrorism.* USA: Springer. (Chapter 2: Women Engaged in Violent Activity as Terrorists, Guerrillas and Genocidaires, pp. 19-48).

Recommended Reading:

Thomas, J. L., &Bond, K. D. (2015). Women's Participation in Violent Political Organizations. *American Political Science Review*, 109(3), 488-506.

Session 7: 'The Invisible War' Documentary

Date: Wednesday September 25, 2019

Screening in class of a documentary showcasing military culture and the prevalence of sexual abuse within the U.S. military. A class debrief will follow with students discussing the contents using a gender lens, exploring structural, cultural and institutionalized systems enabling abuse.

Required Reading:

Feitz, L., and Nagel, J. (2008). The militarization of gender and sexuality in the Iraq war. In Maninger, S. et. al. (Eds.). *Women in the military and in the armed conflict.* Netherlands: VS Verlag für Sozialwissenschaften, pp. 201-226.

Session 8: Men's Experiences in Conflicts

Date: Thursday September 26, 2019

Required Readings:

Dolan, C. (2018). *Victims who are men.* In Aoláin, F. N. et. al. (Eds.). *The Oxford handbook of gender and conflict.* UK: Oxford University Press, Chapter 7, pp. 86-102.

Sivakumaran, S. (2010). Lost in translation: UN responses to sexual violence against men and boys in situations of armed conflict. *International review of the Red Cross*, 92 *(877),* pp. 259-277.

Oosterhoff, P. et. al. (2004). Sexual torture of men in Croatia and other conflict situations: An open secret. *Reproductive health matters,* 12 *(23)*, pp. 68-77.

Recommended Reading:

Sivakumaran, S. (2007). Sexual violence against men in armed conflict. *The European journal of international law,* 18 *(2)*, pp. 253-276.

Session 9: The Women, Peace, and Security Agenda

Date: Friday September 27, 2019

Required Readings:

"Report of the Secretary General on Women Peace and Security – Office of the Secretary General." (2015).

United Nations Security Council Resolution 1325. "Women, Peace and Security," October 31, 2000.

Women Peace and Security International Framework: United Nations Security Council Resolutions:
- United Nations Security Council Resolution 1820 (June 19, 2008).
- United Nations Security Council Resolution 1888 (September 30, 2009).

- United Nations Security Council Resolution 1889 (October 5, 2009).
- United Nations Security Council Resolution 1960 (December 16, 2010).
- United Nations Security Council Resolution 2106 (June 24, 2013).
- United Nations Security Council Resolution 2122 (October 18, 2013).
- United Nations Security Council Resolution 2242 (October 13, 2015)
- United Nations Security Council Resolution 2272 (March 11, 2016)
- United Nations Security Council Resolution 2331 (December 20, 2016)

Accessible at: http://www.securitycouncilreport.org/un-documents/women-peace-and-security/

Session 10: The Women, Peace, and Security Agenda: Analyzing Practice

Date: Monday September 30, 2019

Required Readings:

Otto, D. (2018). Women, peace, and security: A critical analysis of the Security Council agenda. In Aoláin, F. N. et. al. (Eds.). *The Oxford handbook of gender and conflict.* UK: Oxford University Press, Chapter 8, pp. 105-118.

Bell, C., & O'Rourke, C. (2010). Peace agreements or pieces of paper: The impact of UNSC 1325 on peace processes and agreements. *International and comparative law quarterly,* 59 *(4),* pp. 941-980.

Session 11: Queering Peacebuilding

Date: Tuesday October 1, 2019

Required Readings:

Mizzi, R. C. & Byrne, S. (2015). *Queer theory and Peace and Conflict Studies: Some critical reflections.* In M. Flaherty, J. Senehi, H. Tuso, T. Matyok & S. Byrne (Eds.), Gender and peacebuilding: All hands required. New York, NY: Lexington, pp. 1-15.

Hagen, J. J. (2016). Queering women, peace, and security. *International affairs,* 92 *(2),* pp. 313-332.

Maier, N. (2019). Queering Colombia's peace process: a case study of LGBTI inclusion. *The international journal of human rights,* pp. 1-16.

Recommended Readings:

Shepherd, L. & Sjoberg, L. (2012). Trans- bodies in/ofwar(s): cisprivilege and contemporary security strategy. *Feminist review*. 101 *(1)*, p. 5-23.

Lamble, S. (2009). Unknowable bodies, Unthinkable sexualities: Lesbian and transgender legal invisibility in the Toronto women's bathhouse raid. *Social and legal studies,* 18 *(1)*, p. 111-130.

Session 12: Gender Parity in Peace Processes

Date: Wednesday October 2, 2019

Required Readings:

Adjei, M. (2019). Women's participation in peace processes: A review of literature. *Journal of peace education,* pp. 2-23.

IPTI (2016) Case Study, Women in Peace and Transition Processes: Kenya (2008-2013), *The Graduate Institute, Geneva.* pp. 1-14.

Krause, J. et. al. (2018). Women's Participation in Peace Negotiations and the Durability of Peace. *International interactions,* pp. 1-23.

Recommended Reading:

Paffenholz, Thania, Nick Ross, Steven Dixon, Anna-Lena Schluchter and Jacqui True, (April 2016) "Making Women Count – Not Just Counting Women: Assessing Women's Inclusion and Influence on Peace Negotiations." Geneva: Inclusive Peace and Transition Initiative (The Graduate Institute of International and Development Studies) and UN Women. Available at http://www.inclusivepeace.org/sites/default/files/IPTI-UN-Women-Report-Making-Women-Count-60-Pages.pdf

Session 13: Gender and Post-Conflict Reconstruction

Date: Thursday October 3, 2019

Required Readings:

Zuckerman, Andrea and Greenberg, Marcia. (2004). *The Gender Dimensions of Post-Conflict Reconstruction: An Analytical Framework* in Gender and Development, An Oxfam Journal, 12 *(3).* pp. 1-16.

Mackenzie, M. (2009). Empowerment boom or bust? Assessing women's postconflict empowerment initiatives. *Cambridge review of international affairs, 22 (2),* pp. 199-214.

Issifu, A. K. (2015). The Role of African Women in Post-Conflict Peacebuilding: The Case of Rwanda. The journal of Pan-African studies, 8 (9), pp. 63-74.

Recommended Reading:

Hudson, Heidi. (2010). Peace building though a gender lens and the challenges of implementation in Rwanda and Cote D'Ivoire. *Security studies*, 18 *(2),* pp. 287-318.

Session 14 and Session 15: Final Presentations

Dates: Friday October 4, 2019, and Monday October 7, 2019

Students, in pairs, will share their final presentations.

8. **Grading:**

- **Class Participation (25%):** Each student is expected to initiate and meaningfully engage with class discussions.

- **Case Study Presentation (20%):** Three students in each class are responsible for working as a group to present a summary and analysis of the case(s) assigned for the day by the instructor. These presentations will be made in Sessions 3, 4, 5, 6, 7, 8, 11, 12, and 13.

- **Final Paper (40%):** Students, working in groups, will choose a case of a conflict situation or a peace process, and conduct a gendered analysis of it.

- **Final Presentation (15%):** Students will present the analysis of the case they chose for their final paper through a 15 minutes' presentation.

Late Assignments:

As a rule no extensions are granted, given the condensed and intensive nature of the course. Late assignments will not be accepted, unless there are extenuating circumstances.

Case Study Presentation; Final Presentation

	Excellent (9.0-10.0)	Good (8.0-8.9)	Sufficient (7.0-7.9)	Insufficient (0-6.9)
Content (40%)	The information required was presented, supported with evidence AND new creative concepts or applications were developed.	The information required was presented and supported with evidence.	Most of the information required was presented and some was supported with evidence.	The information was required was not presented and evidence was not provided.
Delivery (20%)	Language is appropriate, speech is clear and pace is effective	Language is appropriate, speech is mostly clear and pace is generally effective	Language is not always appropriate, speech can be unclear and pacing is somewhat ineffective	Language is inappropriate, speech is unclear and pace is too slow to too fast
Organization (20%)	Content is clearly organized in a manner that is easy to follow and allows the audience to develop a clear line of thought with the speaker	Content is organized and is generally easy to follow. The audience can identify the speaker's line of thought	Content is disorganized and sometimes difficult to follow. The audience has a general idea of the speaker's line of thought	Content is disorganized and difficult to follow. The audience is unsure of the speaker's line of thought
Creativity (20%)	Presentation consistently used creative attempts to engage the audience	Presentation had some creative attempts to engage the audience	Presentation followed the standard mode of delivery to engage the audience	Presentation failed to engage the audience

Final Paper

	Excellent (9.0-10.0)	Good (8.0-8.9)	Sufficient (7.0-7.9)	Insufficient (0-6.9)
Content (40%)	All the major components of a research paper (question, theory, methodology, evidence, and argument) AND evidence of creative thought	All the major components of a research paper (question, theory, methodology, evidence, and argument)	Most of the components of a research paper present	Few or none of the major components present
Research (20%)	Arguments supported by accurate citations of exhaustively documented literature and supporting data	Strong and balanced literature review, data collection, and documentation	Failure in one of these areas	Failure in multiple areas
Organization (20%)	Paragraph structure and overall paper architecture cohere, the paper's thesis is clearly linked to its overall design and reiterated along the way	Paragraph structure and overall paper architecture cohere, but the paper's thesis is not clearly linked to its overall design	Problems with either the organization of paragraphs or the overall architecture	Little or no organization; stream of consciousness writing.
Clarity (20%)	The paper is very easy to follow with no need to reread sentences for understanding.	The paper is generally easy to follow although some grammatical or vocabulary issues inhibit understanding.	The paper can be difficult to follow due to grammatical or vocabulary issues although the overall message is generally clear.	The paper is very difficult to follow and the message is unclear.

9.   **UPEACE Policies:**

In the Classroom:

We will be discussing issues that can be emotionally difficult and disagreements may arise. Please be very careful to be very respectful when you disagree with each other, and please let me know if you are feeling uncomfortable in the classroom. Be aware of how much you are speaking in class, and act accordingly. It is very important that you do not speak while other people are speaking. Side conversations are very distracting and disrespectful.

UPEACE Policy on Equity and Inclusive Language

UPEACE is committed to providing an environment of trust and equality for everyone by creating spaces for teaching and learning that are inclusive and respectful to all. As an UN-affiliated institution, UPEACE expects its students and instructors to conduct themselves in a manner that is consistent with and reflects the values enshrined in the Charter of the United Nations, and in accordance with our Code of Ethics, especially with regards to a respect for fundamental human rights, social justice and human dignity, and respect for the equal rights of women and men. UPEACE expects its students and instructors to show respect for all persons equally without distinction whatsoever of race, gender, religion, colour, national or ethnic origin, language, marital status, sexual orientation, age, socio-economic status, disability, political conviction, or any other distinguishing feature. This includes upholding an environment where all students and instructors have the opportunity to have their views heard and to contribute from their knowledge, experience, and individual viewpoints.

UPEACE Policy on Plagiarism

Plagiarism is among the most serious breaches of academic honesty, and is not tolerated under any circumstances. Plagiarism involves the use of someone else's ideas or words without full acknowledgement of and reference to the source. This definition covers all published and unpublished material, whether in manuscript, printed or electronic form. Plagiarism may be intentional or unintentional, and consent of the author of the source is inconsequential. Plagiarism includes the following instances:

a. Failure to use quotation marks when text is directly copied from another source;
b. Paraphrasing or copying text from another source without due acknowledgement by way of a reference;
c. Adopting the same frame or structure of another author's written work without due acknowledgement by way of a reference;
d. Adopting the ideas or concepts, or the sequence thereof, of another author's written work without due acknowledgement by way of a reference;

Plagiarism is, therefore, not only about copying the text of another author's work, but also about presenting someone else's approach (the "paradigm") without acknowledgement, thereby suggesting that your work was the result of your own creativity and originality.

These rules apply to all written work. That includes, but is not restricted to: exams, papers, group reports, PowerPoint presentations, thesis, posters, etc. The same rules apply to group work and documents produced by several contributors. It is the responsibility of every member of the group or every contributor to verify that the plagiarism rules have been followed in the whole assignment. If a student has any doubts about the nature of plagiarism, the rules for use and citation of sources or other issues relating to academic honesty, it is the student's **responsibility to seek clarification from faculty before submitting a written assignment.**

Electronic media in class:

Using mobile phones or any similar devices in class is **NOT ALLOWED**. Limited use of laptops is allowed, only if being used to refer to the readings assigned for class.

10.   **Instructor short biographical data:**

Dr. Uzma Rashid (Pakistan)

Assistant Professor, Department of Peace and Conflict Studies

Dr. Uzma Rashid currently serves as Assistant Professor, Department of Peace and Conflict Studies at the University for Peace, Costa Rica. Prior to joining UPEACE, she worked as Chair at the Department of Sociology, and Associate Dean for Research of the School of Social Sciences and Humanities at the University of Management and Technology, Lahore, Pakistan. Dr. Rashid has done her PhD as a Fulbright scholar from the interdisciplinary Language, Literacy, and Culture program at the University of Maryland, Baltimore County, USA, and has extensive teaching and research experience in a variety of contexts. Her current research interests lie at the intersections of gender, religion, race, ethnicity, and class, in particular focusing on intersectionality and inclusivity in peacebuilding efforts.

DEPARTMENT OF PEACE AND CONFLICT STUDIES

M.A. in Media and Peace

Academic Year 2019 – 2020

MP 6000 Introduction to Media and Peace

1. **Instructor: Matt Mogekwu Ph.D.**
   Office: PCS Visiting Prof. Office, Building 5
   Contact: mogekwu@yahoo.com or mmogekwu@ithaca.edu
   Office Hours: 2:00 p.m. - 4:00 p.m. Monday through Thursday

2. **Number of credits: 3**

3. **Course Pre-requisites:**
   Although this is an introductory course, it is expected that students would have taken courses in (or at least be familiar with) Mass Media and their functions; Mass Media Effects; Writing for Mass Media; Research in the Social Sciences; and Ethics.

4. **Duration of this course:**
   This course is scheduled to last THREE weeks: Wednesday October 30 – Tuesday November 19, 2019.

5. **Course meeting time: Morning Schedule:** 8:45 a.m. – 11:45 a.m.

6. **Venue:** Classroom **#6** at the Rodrigo Carazo Campus in Ciudad Colon

7. **Course Description:**
   This is an introductory course that provides an overview of how media have come to be currently understood and how media research relates to our understanding of their role in conflict situations, their resolution, and the ultimate peacebuilding process. Through case study analyses of contemporary armed conflicts and peace building efforts, the framing of news and other messaging approaches can contribute to conflict escalation and violence, as well as contribute to conflict transformation and peacebuilding.

1

At the end of this course, it is expected that students will be able to:
➢ Critically analyze existing research and theoretical frameworks
➢ Perform their own qualitative/quantitative research
➢ Facilitate a workshop or class
➢ Evaluate media messaging for their contributions to the peaceful resolutions or escalation of conflict.

Throughout the course, we shall make references to various communication theories that impact on media and their functions in conflict and peacebuilding. However, special attention will be given to some theories and principles espoused by scholars such as Cees Hamelink, Walter Lippmann, Robert Hackett, Jake Lynch, Johan Galtung, Marshall McLuhan, Noam Chomsky and Ibrahim Shaw.

8. **Course Goals:**
    ▪ To help develop in students the expertise to always look critically at media and media content to determine the extent to which they act as agents of conflict resolution and peacebuilding in society.
    ▪ To help instill in students an appreciation of research in media scholarship.
    ▪ To encourage students to develop the ability and willingness to examine themselves and determine their role as individuals and as members of media organizations in guiding media and their operations along the path of establishing peaceful environment in whichever society they find themselves.

9. **Course Content:**
    The following is the general layout for the course.

    There are 15 sessions for the course and topics/themes are spread as indicated:

    ❖ **Sessions 1 and 2:** General Introduction of participants; an overview of the course content and an overview of the major media of communication and how they function.

    ❖ **Sessions 3 and 4:** The nature of conflict and peace from an interpersonal communication perspective.

    ❖ **Sessions 5 and 6:** Contemporary conflict theories and Media and Conflict Reporting.

    ❖ **Session 7:** Quiz 1 and discussion of first assignment.

    ❖ **Sessions 8 and 9:** Research Considerations in media, conflict and peacebuilding.

    ❖ **Sessions 10 and 11:** Ethical considerations and conflict reporting and peacebuilding. Quiz 2.

    ❖ **Sessions 12 and 13:** The picture that emerges – Framing of stories and its impact on conflict resolution and peacebuilding.

    ❖ **Sessions 14 and 15:** Rounding up. Class presentations of group papers. Quiz 3.

10. Detailed Course Schedule

SESSIONS 1 & 2: INTRODUCTIONS & OVERVIEWS

Date: *Wednesday October 30 & Thursday October 31, 2019*

Introductions:
Students will introduce themselves and state their expectations of the course. The purpose of this is for a better appreciation of the course family and get ready to interact with one another on the basis of the understanding of who we are.

Course Overview:
The various themes and topics for the various sessions will be explained and discussed in terms of what students should expect to learn and take out of them as well as how students should prepare to participate in class discussions.

Overview of the major media of communication and how they function. (Focus on radio, Television, Newspapers, magazines, social media, theater, movies).

The Nature of Conflict and Peace. An introduction.

Lecture and class discussion.

Required Readings:

Stalenoi, I. (2014) "The People's War" and Johan Galtung's Conflict Models," *The Public Administration and Social Policies Review*, VI, 1(12)/June 2014. pp. 32-44. http://revad.uvvg.ro/files/nr12/3.Ionut_Stalenoi.pdf

Greenberg, M., Mallozzi, E., and Cechvala, S. (2012) *PEACEBUILDING 2.0. Mapping the Boundaries of an Expanding Field*. Document of the Alliance for Peacebuilding, pp. 1-63. http://www.allianceforpeacebuilding.org/wp-content/uploads/2013/08/AfP-Mapping-Report_online_FINAL.pdf

Recommended Reading:

Baran, S. J. (2018) *Introduction to Mass Communication. Media Literacy and Culture*. 10th Edition. New York: McGraw -Hill.

SESSIONS 3 & 4: UNDERSTANDING INTERPERSONAL COMMUNICATION

Date: *Friday November 1 & Monday November 4, 2019*

By themselves, media, of whatever type, are primarily inanimate objects or phenomena and as such cannot do much in message formulation and dissemination that can cause conflict, reduce or resolve and create an environment for peace. It is humans – the media practitioners/operators who really give them life as disseminators of information. It will, therefore be inconceivable to think of mass media "behavior" and function without understanding the communication processes that direct the behavior of these practitioners/operators.

Therefore, these sessions will examine some human communication processes and principles as they relate to conflict generation and resolution and apply them to media. We will, thus, examine the following:
- The Co-orientation theory
- The socio-psychological model of human relationships
- Degrees of agreement and understanding; realization and feeling understood.
- Relational Intricacies (Self-fulfilling prophesies and spirals).

Required readings:

Wilmot, W. W. (1979) *Dyadic Communication*, 2ND ed. London: Addison – Wesley Publishing Co. pp. 82-87; 112-125.

Mogekwu, M. (2005) "African Union: Xenophobia as poor intercultural communication," *EQUID NOVI* (*South African Journal of for Journalism research*) 26(1) pp. 5-20.

Patton, B. R. and Gigffin, K. (1974) *Interpersonal Communication*. Basic Text and Readings. New York: Harper and Row. pp. 87-205.

Recommended Reading:

Any book on **Interpersonal Communication**.

PowerPoint Presentation

SESSIONS 5 & 6: SOME CONTEMPORARY THEORIES AND PRINCIPLES REGARDING MEDIA, CONFLICT AND PEACE

Date: *Tuesday November 5 & Wednesday November 6, 2019*

The nature of conflicts: These sessions will examine the nature of conflict and conflict situations as well as the essence of peace and process of peacebuilding.

It will examine some conflict theories and how media get involved in conflict situations:
- Examine postulations by Jake Lynch and Johan Galtung
- Ibrahim Shaw
- Cees Hamelink
- Marshall McLuhan
- Robert Hackett

Media reporting of conflicts:
- Majid Tehranian's *Ten Commandments*. (Handout)

Documentary:
These documentaries help us understand the path available to the media to navigate towards peacebuilding.
- A Force More Powerful
- Peace Journalism in Mexico
- Peace Journalism in The Philippines
- All Governments Lie

(*Discussion follows each documentary*)

Understanding and appreciating Indigenous Knowledge Systems (IKS) and their approach to Conflict Resolution and Peacebuilding. Lessons for the (mass) media.

An analysis of the Truth and Reconciliation Commission of South Africa as a model.

Required Readings:

Shaw, I.S., Lynch, J. and Hackett, R.A (2011) *Expanding Peace Journalism, Comparative and Critical Approaches*. Sydney: Sydney University Press. From this book **READ** the following chapters:
- Chapter 3: Shaw, Ibrahim "Human Rights Journalism: A critical conceptual framework of a complementary strand of peace journalism" pp. 96-121.
- Chapter 10: Hawkins, Virgil "Peace process or just peace deal? The media's failure to cover peace" pp. 261-284**.**

Mogekwu, M. (2000) "Media and the Establishment of Regional Peace in Africa," in Spring U.O. ed., *Peace Studies from a Global Perspective*. Human Needs in a Cooperative World. Delhi: Maadhyam Book Services. pp. 326-344.

Parent, G. (2012) "Identifying Factors Promoting or Obstructing Healing and Reconciliation," *International Journal of Peace Studies*, Summer 2012, Vol. 17, No. 1. pp. 25-45.

Izugbara, C. O. and Ugal, G. and Ukwayi, J. K. (2003) "Indigenous Knowledge and Communal Conflict Resolution. Evidence from Nigeria. *INDILINGA* (*African Journal of Indigenous Knowledge Systems*) Vol. 2 No. 2, December 2003. pp. 1-14.

Recommended Readings:

Cingranelli, D. L. and Richards, D. L. (1999) "Respect for Human Rights After the End of the Cold War," *Journal of Peace Research*, Vol.36, No. 5, September 1999, pp. 511-534.

Ntsoane, O. (2003) "Batswana Indigenous Conflict Resolution Methods: A Narrative," *INDILINGA* (*African Journal of Indigenous Knowledge Systems*) Vol. 2, No.2, December 2003. pp. 15-25. (www.indilinga.org.za)

Find and read up any article on the **Truth and Reconciliation Commission** (TRC) of South Africa, and how it functioned.

SESSION 7: Quiz 1

Date: *Thursday November 7, 2019*

Quiz 1 (Based on issues discussed up until November 6, 2019)
Quiz will be a mix of multiple choice questions, True or False questions, and short essays.

Discuss Assignment for the weekend (individual). Due Monday November 11, 2019.
Each student will select a story on conflict anywhere in the world, from any medium, reproduce the story as written or broadcast and critique it based on what we have discussed so far in class, noting, in particular, what you consider as flaws and strengths in the story's contribution towards resolving the said conflict. (4-8 pages, 12point font size, double spacing)

Go through previously assigned readings.

SESSIONS 8 & 9: MEDIA RESEARCH APPROACHES

Date: *Friday November 8 & Monday November 11, 2019*

In these two sessions we shall discuss the general research approaches in media. These discussions will help us understand how we collect data to lead to the kinds of analyses that enable us understand the role of media in, and extent to which they can contribute to the initiation of conflict and also to its resolution. Two broad areas will be examined: The qualitative and quantitative approaches to data collection and analysis.

a) **Qualitative:** Interviews, Observation, Focus Group Discussions
b) **Quantitative:** Surveys, Content Analysis and Experiment

Required Readings:

Wimmer, R. D. and Dominick, J. R. (2011) *Mass Media Research.* An Introduction. (Ninth Edition) Boston: Wadsworth Cengage Learning. Chapters 1-2 **READ** pp. 10-57 and Chapters 5-9 **READ** 114-260.

Recommended Readings:

Krippendorff, K. (2013) *Content Analysis: An Introduction to its Methodology.* London: Sage. **Note especially** pp. 82-125.

Stempel III, G.L., Weaver, D.H. and Wilhoit, G.C. (2003) *Mass Communication Research and Theory.* NY: Allyn and Bacon.

SESSIONS 10 & 11: MEDIA AND MORALITY IN CREATING ENABLING ENVIRONMENT FOR CONFLICT RESOLUTION AND PEACEBUILDING

Date: *Tuesday November 12 & Wednesday November 13, 2019*

Ethics in media practice.
We shall look at the definition of ethics, interrogate it in terms of the different approaches to it. The four theoretical approaches to ethics and ethical practices in media will be discussed.

Quiz 2 (Based on issues discussed between November 7 and 11, 2019)
(Same question design as in Quiz 1)

Required Readings:

Lynch, J. and Galtung, J. (2010) *Reporting Conflict*. New Directions in Peace Journalism. St. Lucia: University of Queensland Press. (Chapter 3: Controversies of Objectivity, Balance, Truth and Ethics.), Chapter 3, pp. 50- 63.

McGoldrick, A. (2011) "Empathy and Ethics: Journalistic Representation and its Consequences," in Shaw, I. S., Lynch, J. and Hackett, R. A., (eds.) *Expanding Peace Journalism. Comparative and Critical Approaches*. Sydney: Sydney University Press. pp. 122-144.

Wimmer, R. D., and Dominick, J. R. (2011) *Mass Media Research. An Introduction.* (Ninth Edition) Boston: Wadsworth Cengage Learning. Chapter 3, pp. 64-85.

Society of Professional Journalists (SPJ) (2014) Code of Ethics. pp. 1. https://www.spj.org/ethicscode.asp

RTDNA (Radio Television Digital News Association) (2015) Code of Ethics. pp. 1. https://www.rtdna.org/content/rtdna_code_of_ethics

Theatre Code of Ethics. https://www.presserpac.com/theatre-code-of-ethics

Recommended Reading:

Christians, Clifford G.; Fackler; Mark, Richardson; Kathy Brittain; Kreshel; Peggy J. and Woods, Robert H. Jr. (2016) *Media Ethics: Cases and Moral Reasoning.* 10th Edition. New York and London: Routledge.

PowerPoint Presentation.

SESSIONS 12 & 13: THE PICTURE THAT EMERGES

Date: *Thursday November 14 & Friday November 15, 2019*

Framing stories.   (Some class exercises)
How stories are framed to achieve given effects? How does framing impact conflict and peace?

Required Readings:

'Framing Theory," https://masscommtheory.com/theory-overviews/framing-theory/

Musa, B. (2009) "Framing Theory and Conflict Transformation in Rwanda and Bosnia," in M'Bayo, R., Onwumechili, C., and Musa, B. (eds.) *Communication in an Era of Global Conflict*. Principles and Strategies for 21st Century Africa. New York: University Press of America. Chapter 4, pp. 49-74.

Lynch, J. and Galtung, J. (2010) *Reporting Conflict. New Directions in Peace Journalism*. St. Lucia: University of Queensland Press. Chapter 1: Reporting Conflict: The Low Road and the High, Chapter 1, pp. 1-24.

Watson, B. R. (2014) "Assessing Ideological, Professional, and Structural Biases in Journalists' Coverage of the 2010 BP Oil Spill," *Journalism & Mass Communication Quarterly*, Vol. 91, No. 4, Winter 2014. pp. 792-810.

Recommended Readings:

Lynch, J. and Galtung, J. (2010) *Reporting Conflict: New Directions in Peace Journalism*. St. Lucia: University of Queensland Press. Chapter 2, pp. 25-49.

Vu, H. T., Guo, L., and McCombs, M. E. (2014) 'Exploring "the World Outside and the Pictures in Our Heads": A Network Agenda-Setting Study.' *Journalism & Mass Communication Quarterly*, Vol. 91, No. 4, Winter 2014. pp. 669-686.

The class will be given a number of stories to read and give their impressions of the framing approaches.

Discussion of group projects:
Each group will write a research paper on the following topic:
The Media as Bridge Builders and Mediators in an Era of Global Insurgency and Social Unrest: Challenges and Opportunities.

Each group will re-examine all the issues discussed in class, and the assigned readings to determine and take a position with convincing arguments on the realization or not of what the topic appears to suggest. Each paper will be between 15 and 20 pages long – double space 12 point font size.

Each group will make a presentation on their paper.

SESSIONS 14 & 15: ROUNDING UP

Date: *Monday November 18 & Tuesday November 19, 2019*

Class Presentation of group projects

Quiz 3 (Based on issues discussed from November 12 – 15, 2019)
Same question design as in Quizzes 1 and 2

Group Projects: *due* <u>**Tuesday November 19, 2019**</u> *by* <u>**8:45 a.m.**</u>

Required Readings:

Warnecke, A. and Franke, V. C. (2010) "Sustainable Conflict Transformation: An Analytical Model for Assessing the Contribution of Development Activities to Peacebuilding," *International Journal of Peace Studies*, Spring/Summer 2010, Vol. 15, No. 1. pp. 71-93.

Sharp, G. (2003) *There are Realistic Alternatives*. (A Report of the Albert Einstein Institution, Boston, USA) Chapters 1-3, pp. 1-29. www.aeinstein.org

11. **Teaching Method:**

This course will be taught, using a combination of lectures, class discussions, use of audio-visual materials, simulations, individual and group activities that would involve class presentations.

12. **Assignment/Grading/Assessment:**

There will be a couple of quizzes that will be done in-class and students will be informed ahead of time what the quizzes will focus on and when they would be given. Grades for all assignments will be given according to the UPEACE grading guidelines. Group work will be assessed with the assumption that every member of any group participated equally in putting together the final product and as such, the grade for the project/assignment will apply to all members of the group equally. However, if any particular member of any group is deemed to have been uncooperative with the rest of the group and therefore did not contribute meaningfully to the final product, such student will be penalized in the interest of justice and fairplay.

- **Participation (10%):**
  This class demands the full participation of all students in the form of contribution to class discussions, answering questions from the instructor, sharing your thoughts and ideas without waiting to be pushed/prompted to do so. The instructor will constantly note the level of participation of each student. Participation will also give an indication of the student's readiness for class by having done any assigned readings for each class, where provided.

- **Attendance and Absences (10%):**
  Regular attendance to all the classes is expected. As a matter of courtesy, absence from class should be accounted for by informing the class instructor in writing about the reasons. Absences will proportionately reduce the participation grade, unless extenuating circumstances are documented (e.g. medical report/certificate) Visits by family and friends and attending weddings do not count as "extenuating circumstances." Whatever the reason for absence, students are always responsible for the materials covered in the lectures they must have missed. Students who fail to attend more than 20% (twenty percent) of the class **will not be approved to complete the class. When their absences are properly justified, they may negotiate with the course instructor for the submission of additional independent work. (See Student Handbook 2019-2020)**

- **Quiz 1 (10%):** (Based on issues discussed up until November 6, 2019)
  Quiz will be a mix of multiple choice questions, True or False questions, and short essays.
  Date: _Thursday November 7, 2019_

- **Quiz 2 (10%):** (Based on issues discussed between November 7 and 11, 2019)
  Same question design as in Quiz 1
  Date: _Tuesday November 12, 2019_

- **Quiz 3 (10%):** (Based on issues discussed from November 12 – 15, 2019)
  Same question design as in Quizzes 1 and 2
  Date: _Monday November 18, 2019_

- **Individual Assignment (15%): Due _Monday November 11, 2019_**
  Each student will select a story on conflict anywhere in the world, from any medium, reproduce the story as written or broadcast and critique it based on what we have discussed so far in class, noting, in particular, what you consider as flaws and strengths in the story's contribution towards resolving the said conflict. (4-8 pages, 12point font size, double spacing)

- **Group Assignment (35%):** *Due <u>Tuesday November 19, 2019</u> by <u>8:45 a.m.</u>*
  Each group will write a research paper on the following topic:
  The Media as Bridge Builders and Mediators in an Era of Global Insurgency and Social Unrest: Challenges and Opportunities.

  Each group will re-examine all the issues discussed in class, and the assigned readings to determine and take a position with convincing arguments on the realization or not of what the topic appears to suggest. Each paper will be between 15 and 20 pages long – double space 12 point font size.

  Each group will make a presentation on their paper.

13. **UPEACE Policies:**

UPEACE Policy on Equity and Inclusive Language

UPEACE is committed to providing an environment of trust and equality for everyone by creating spaces for teaching and learning that are inclusive and respectful to all. As an UN-affiliated institution, UPEACE expects its students and instructors to conduct themselves in a manner that is consistent with and reflects the values enshrined in the Charter of the United Nations, and in accordance with our Code of Ethics, especially with regards to a respect for fundamental human rights, social justice and human dignity, and respect for the equal rights of women and men. UPEACE expects its students and instructors to show respect for all persons equally without distinction whatsoever of race, gender, religion, colour, national or ethnic origin, language, marital status, sexual orientation, age, socio-economic status, disability, political conviction, or any other distinguishing feature. This includes upholding an environment where all students and instructors have the opportunity to have their views heard and to contribute from their knowledge, experience, and individual viewpoints.

UPEACE Policy on Plagiarism

Plagiarism is among the most serious breaches of academic honesty, and is not tolerated under any circumstances. Plagiarism involves the use of someone else's ideas or words without full acknowledgement of and reference to the source. This definition covers all published and unpublished material, whether in manuscript, printed or electronic form. Plagiarism may be intentional or unintentional, and consent of the author of the source is inconsequential. Plagiarism includes the following instances:

a. Failure to use quotation marks when text is directly copied from another source;
b. Paraphrasing or copying text from another source without due acknowledgement by way of a reference;
c. Adopting the same frame or structure of another author's written work without due acknowledgement by way of a reference;

d. Adopting the ideas or concepts, or the sequence thereof, of another author's written work without due acknowledgement by way of a reference

Plagiarism is, therefore, not only about copying the text of another author's work, but also about presenting someone else's approach (the "paradigm") without acknowledgement, thereby suggesting that your work was the result of your own creativity and originality.

These rules apply to all written work. That includes, but is not restricted to: exams, papers, group reports, PowerPoint presentations, thesis, posters, etc. The same rules apply to group work and documents produced by several contributors. It is the responsibility of every member of the group or every contributor to verify that the plagiarism rules have been followed in the whole assignment. If a student has any doubts about the nature of plagiarism, the rules for use and citation of sources or other issues relating to academic honesty, it is the student's **responsibility to seek clarification from faculty before submitting a written assignment.**

Electronic media in class
Using mobile phones or any similar devices in class **is NOT ALLOWED**. Each professor must decide if the use of laptops is allowed.

14. **Instructor's short biographical data:**

Mathias (Matt) Mogekwu *(United States)*

Mathias (Matt) Mogekwu graduated with a BA (Journalism) University of Wisconsin-Whitewater; MA (Communication) Michigan State University; and Ph.D. (Journalism) Indiana University, all in the USA.

He has taught Journalism and (Human) Communications courses in universities in the USA, Nigeria, Sierra Leone, Swaziland and South Africa where he became (full) Professor of Communication and Dean of Faculty of Human and Social Sciences.

Over the years, his research and scholarship have focused on Media and Peace Building; International Communication; Press Freedom and Sustainable Development; Capacity Building for Media Practitioners in Developing Countries; and Indigenous Knowledge Systems (IKS) and their Role in Conflict Prevention and Resolution. He has published articles in academic journals and presented papers in these areas at international conferences across the globe.

Mogekwu is a member of numerous academic associations including, among many others, the International Peace Research Association (IPRA) where he served on the Executive Committee and Governing Council for several years; the International Association for Media and Communication Research (IAMCR); and African Council for Communication Education (ACCE) where he was National Coordinator and First Vice –President for many years.

Mogekwu just retired from Ithaca College, NY as Chair of the Journalism Department.

Department of Peace and Conflict Studies
MA in Peace Education
Academic Year 2019-2020

PEP 6025 Education in Emergencies:
Armed Conflicts, Disasters and Health Crises

1. **Instructor: Kees Wiebering, MSc**
   Office: Dept. Of Peace and Conflict Studies, Visiting Professor Office, Building 5
   Email: k@wiebering.com
   Office hours: 2:00 p.m. – 4:00 p.m.

2. **Course number of credits**
   3 Credits

3. **Course Co-requisites and/or Prerequisites**
   None

4. **Duration of the course**
   The course consists of 15 three-hour sessions over a three-week period.
   First session: **Monday 25 November 2019**; Last session: **Friday 13 December 2019**.

5. **Course meeting times and place:**
   Classroom #4
   Morning Schedule, from 8:45 a.m. to 11:45 a.m. On some days, the schedule may vary in case of guest lectures and field trips.

6. **Course Description**
   This course is about the role and possibilities of education in various emergency situations, such as war and post-war situations or other emergency situations as epidemics and natural disasters. The course specifically looks at education as a necessary part of a humanitarian response and the transformative process of building a culture of peace.

   The course focuses on:
   1. The different educational challenges in various emergency contexts,
   2. Participatory teaching-learning methodologies applicable in such contexts, and
   3. Carefully designing education projects in relation to its impact on target groups and society at large.

Central to the course are four different emergency education contexts. The course will take a closer look at emergency education in relation to: armed conflicts and wars, epidemics and health crises; natural disasters, and climate change induced emergencies.

Through these different lenses the course looks at possibilities for formal and non-formal educational strategies and pedagogical methods for helping different kinds of vulnerable groups, the preventive role of education in improving survival and health prospects during or prior to emergencies. The course also looks at applicable examples for concepts, practices and guidelines on which international and local humanitarian agencies and civil society organizations base their work.

7. **Course Goals and Objectives**
   This course supports students to:
   - Critically understand the impact of armed conflicts and other emergencies such as 'natural' disasters and health crises on the education of affected peoples and communities;
   - Draw lessons from effective educational strategies for peoples and communities affected;
   - Explore transformative approaches to education for overcoming the marginalization of peoples and communities affected by armed conflicts and other emergencies;
   - Appreciate the preventive role of education in responding to emergencies;
   - Be aware of cross-cutting issues in emergency education in relation to gender, vulnerable groups, climate change, and man-made disasters;
   - be aware of the societal impact of education projects on multiple stakeholders;
   - Be aware of the vision and work of intergovernmental, governmental, non-governmental organizations or civil society organizations active in education in times of armed conflicts and other emergencies.

This course is intended for all peace educators and peace builders, especially those who may find themselves in situations affected by armed conflicts and other emergencies, in post-conflict reconstruction and rehabilitation, natural disasters and health crises.

It will also provide essential knowledge and skills for formal and non-formal educators to integrate critical perspectives in more general education about disarmament, disaster prevention and the rights of refugees, children, women, and other marginalized groups affected by these emergencies.

8. **Course Content**
   The course focuses on:
   1. The various educational challenges in several emergency contexts,
   2. Participatory teaching-learning methodologies applicable in such contexts, and on
   3. Carefully designing education projects in relation to its impact on tensions in society and on vulnerable groups.

During the course, five different emergency contexts will be addressed:
- Refugees & Internally Displaced Persons
- Ex-Combatants
- Health Crises and Epidemics

- Natural Disasters
- Climate Change

The course offers a practical approach to develop lessons and educational projects in emergency contexts by looking at:
- Frameworks for emergency education,
- Applicable education tools and resources,
- Conflict sensitive project design, and
- Lesson plan design.

Central to the course are examples from various emergency contexts. The examples will be used to elaborate possibilities for formal and non-formal educational strategies and pedagogical methods for helping different kinds of vulnerable groups, to see the preventive role of education in improving survival and health prospects during or prior to emergencies, and to design educational projects aimed at improving the stakeholders' resilience and possibilities to (re)building a sustainable and just society. The examples are also used to show concepts and guidelines on which international and local humanitarian agencies and civil society organizations base their work.

9. **Teaching Method**
   The course will be based on a critical pedagogical approach encompassing the key principles of peace education:
   - *Holism:* looking at wars or other emergencies and wider economic, political, social and cultural factors as a whole;
   - *Dialogue:* whereby creative, horizontal and participatory methods are integrated in the course curriculum;
   - *Values development:* in which students have the opportunity to reflect on their own values and social identities; and
   - *Critical empowerment:* enhancing the capacity and will of students to engage in action at personal and social levels to help in the reconstruction and transformation of situations affected by wars and other emergencies.

   These key principles will be addressed through: critical reading of texts, dialogue and discussion, looking at examples from multiple perspectives, field visits and exchange with professionals in the emergency sector, and ultimately by designing sample lessons and education projects.

10. **Assignment/Grading/Assessment**
    During the course, there will be a total of *three* assignments:
    1. **Student led seminars***:* in teams of two, students facilitate a 60-90 minute part of one session. These student-led seminars will each focus on one of the central emergency contexts.
    2. **Education project design***:* in teams of two, students design an emergency education project.
    3. **Lesson plan***:* each participant designs a sample lesson plan, for an emergency context and situation of their choice.

Assessments and grading will be based on participation and three assignments, as follows:
- Participation 20%
- Student-led seminar 30%
- Project Design 30%
- Lesson Plan 20%

❖ **Participation**
Participants are expected to maintain regular attendance and participate actively in all class activities, group discussions and field trips.

Absence from class should be accounted for by informing the class instructor in writing about the reasons. Absences will proportionately reduce the participation grade, unless extenuating circumstances are documented (for example, by a medical certificate). Visits by family and friends and attending weddings do not count as extenuating circumstances. Whatever the reason for absence, students are always responsible for the material covered in the lectures they may have missed. Students who fail to attend more than 20% (three days) of the class will not be approved to complete the class. When their absences are properly justified, they may negotiate with the course professor for the submission of additional independent work *(Student Handbook 2019-2020)*.

❖ **Student Led Seminar — Team Work**
The class will be divided in teams of two. In turns, the teams facilitate one of the following sessions:

Session 4: Refugees and Internally Displaced Persons
Session 6: Ex-Combatants and Wars
Session 8: Health Crises and Epidemics
Session 10: Natural Disasters
Session 11: Climate Change and Education

The facilitators are expected to identify the main issues and questions (theoretical, empirical, policy-related and practice) in the assigned readings. Special attention should be given to possibilities for programming and projects and cross-cutting issues, like gender, vulnerable groups and climate.

The following elements are recommended for the facilitation:
- The facilitation should take between 60 and 90 minutes
- Present the readings, preferably in a participatory or dialogue form.
- Prepare a 2-4 questions that the entire class will discuss.
- Email these questions to the instructor, the afternoon before the scheduled seminar.
- A session synthesis at the end of the seminar.

If you are in doubt about content or form of the facilitation, contact the instructor the day before at the latest.

After the student led session there will be a break. After this break, the other participants in the session will have the opportunity to give feedback on its design.

Criteria for Assessment:
- Evidence of team planning and team work
- Creativity in the presentations
- Ability to motivate and sustain participation
- Critical analysis/synthesis of the readings
- Time Management

❖ **Project Design Education in Emergency — Group Work**
In teams of two, students will develop an education project in one of the emergency contexts.

On the last day, the projects will be presented, using *two formats*. The first format is a simulation of an NGO market place on which the teams present their projects in an informal but attractive way. The second format will be *a dragon's den*, in which the teams present their projects for a small panel of judges.

The project presentation should entail the following:
- Elements and topics to be addressed in the lessons
- Attention to different perspectives from different stakeholders
- Attention to vulnerable groups and Do No Harm aspects
- Intended impact of the education project

Criteria for Assessment:
- Evidence of team planning and team work
- Evidence of critical analysis of the respective positions of the stakeholders
- Analysis of impact in terms of empowerment and transformation
- Analysis of impact in terms of cross-cutting issues (especially gender issues)
- Evidence of the application of the principles of dialogue

❖ **Lesson Plan Design — Individual Work**
Based on the understanding of the readings, the discussions and examples, write a creative teaching learning plan (for one-hour class time) on any of the course themes.

Use the following format:
- Lesson Title
- Theme: choose one of the central themes in this course
- Intended audience
- Learning objectives for the participants/students/pupils
- Timing: 60-90 minutes
- Material and equipment: indicate all materials you would need
- Short introductory narrative: general background on the theme using reading from this course or additional resource material
- Lesson proper: the lesson has four components: activities, discussion, synthesis and transformation/empowerment

- Bibliography: provide a list of the bibliographic resources used for the lesson plan

Criteria for Assessment:
- Evidence of critical analysis
- Clarity of the description
- Transformational impact of the lesson
- Intended societal impact of the lesson
- Lesson organization

Date of submission: **Friday, 13 December 2019, midnight.**

Late Assignments
As a rule no extensions are granted, given the condensed and intensive nature of the course. Late assignments will not be accepted, unless there are extenuating circumstances. Exceptional students' extension requests should only be approved by the Academic Coordinator of the corresponding Master Programme. Final decision about possible penalties for the late submission of coursework is the responsibility of the individual professor in consultation with the Academic Coordinator.

11. Detailed outline of instructional sessions

Session 1 — Introduction: Emergency and Education

Date: *Monday, 25 November 2019*

Topics
The course begins with a program overview and its central themes. After that we will address consequences and impact of armed conflicts, natural disasters and health crises, and the challenges these entail for rebuilding and healing communities and societies. Through a participatory activity, students will also be encouraged to share some of their relevant personal and/or direct or indirect experiences of such emergencies.

Further topics include: an explanation of the course's central themes and practicalities such as assignments and group building for the student led seminars and projects.

Required Readings

INEE (2015). Education in emergencies. (pp. 1-7).

Sinclair, Margaret (2002). Planning education in and after emergencies. Paris: International Institute for Educational Planning. (Only pp. 21-50).

Recommended Readings

Ball, N. (2001). The challenge of rebuilding war-torn societies. In C. A. Crocker, F. O. Hampson, & P. Aall (Eds.). Turbulent peace. The challenges of managing international conflict. Washington: United States Institute of Peace. (pp. 719-736).

Collier, P. et.al. (2003). Breaking the conflict trap: Civil War and Development Policy. Washington, DC: World Bank. (Chapter 1: Civil War as Development in Reverse, pp. 13-32).

Session 2 – Cross-Cutting Issues in Emergency Education I

Date: *Tuesday, 26 November 2019*

Topics
This session will lay out the central cross-cutting issues of emergency education. The first set of these issues include, the complexity of emergency settings, the distinction between natural emergencies and man-made disasters and its connection to climate change. The second set of issues includes addressing the gender lens in complex interventions and having an eye for vulnerable groups during emergency response. The session will also provide a first insight how this is connected to do-no-harm and conflict sensitivity.

Required Readings

Kagawa, F. & Selby, D. (2015). Bringing disaster to the sustainability agenda: The case for integrating disaster risk reduction with environmental and sustainability education. In: D. Selby & F. Kagawa (eds.). Sustainability frontiers. (Chapter 10, pp. 187-204). Opladen. Berlin. Toronto: Barbara Budrich Publishers.

Maynard, K. A. (1999). Healing communities in conflict: International assistance in complex emergencies. New York: Columbia University. (Chapter 5: Communities in Conflict, 10 pages).

INEE (2010). Gender equality in and through education. INEE Pocket Guide to Gender. (pp. 5-18). Geneva: INEE.

Recommended readings

INEE (n.d.). Ensuring a Gender Perspective in Education in Emergencies. (pp. 1-7).

United Nations Girls' Education Initiative (UNGEI) (2006). Gender and education in emergencies. (pp. 1-7). New York: UNGEI. http://www.ungei.org/resources/files/06.pdf

Session 3 – Emergency Education Frameworks

Date: *Wednesday, 27 November 2019*

Topics
This session addresses two interrelated themes: dealing with crisis and dealing with sustainability.

It provides an overview of a spectrum of perspectives and frameworks on the theme of education in wars and other emergencies. We will look at how emergency is conceptualized; the impact of crises resulting from wars and other emergencies on education for individuals, communities and nations; and various recommendations for educational strategies and practices that can help transform such crises toward a culture of peace.

Secondly, we will focus on the societal impact of emergency education by looking at it through the conflict sensitivity lens. For this, we will introduce peace and conflict impact assessment in designing emergency education projects in order to be able to address the long-term effects on society of projects and activities. The framework will also provide a way to assess different perspectives by different stakeholders in society.

Required Readings

Kagawa, F., & Selby, D. (2010). Learning in emergencies. Defense of Humanity for a livable world. In F. Kagawa & D. Selby (Eds.). Education and climate change. London: Routledge. (Chapter 6: pp. 106-124).

Sommers, M. (2009). Education amidst conflict: The youth challenge. Praxis. The Fletcher Journal of Human Security. Volume XXIV, (pp. 29-39).

UNESCO (2011). The hidden crisis armed conflict and education. The EFA Global Monitoring Report 2011. UNESCO. Paris (pp. 131-149).

Recommended Readings

Bensalah, K. Sinclair, M., Hadj Nacer, F., Commisso, A., & Bokhari, S. (2000). Education in situations of emergency and crisis: Challenges for the new century. World Education Forum Dakar, Education for All 2000 Assessment. Co-ordinated by SIDA & UNESCO. (pp. 1-53). http://unesdoc.unesco.org/images/0012/001234/123484e.pdf

Karimova, T., Giacca, G. & Casey-Maslan, S. (2013). United Nations rights mechanisms and the right to education in insecurity and armed conflict. A policy summary. Geneva: Geneva Academy of International Humanitarian Law and Human Rights/Protect Education in Insecurity and Conflict. (pp. xx-xxv; 1-25). https://www.geneva-academy.ch/joomlatools-files/docman-files/Protection%20of%20Education%20in%20Armed%20Conflict.pdf

UNDP (2004). Reducing disaster risk: A challenge for development. New York: United Nations Development Program, Bureau for Crisis Prevention & Recovery. (pp. 1-9). http://www.adrc.asia/acdr/2004cambodia/documents/Annex_B.pdf

Session 4 – Refugees and Internally Displaced Persons

Date: *Thursday, 28 November 2019*

Student led seminar

Topics
One of the most visible outcomes of wars and other emergencies is the increasing number of refugees and internally displaced persons (IDPs) in virtually every region of the world. This session will look at the necessity for education for IDPs and refugees. Special attention will focus on children who constitute one of the most vulnerable groups in societies affected by wars or other emergencies. Drawing on the vision and work of peace educators and peacebuilders in various refugee and IDP contexts, we will look at challenges and approaches, including the role of schools and non-formal educational programs in recipient countries.

Required Readings

Davies, L. (2013). Building the resilience of refugees. Educational Leadership. 71(1). pp. 1-6. http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Building-the-Resilience-of-Refugees.aspx

Foundation House (2011). School's in for refugees. A whole-school approach to supporting students of refugee background. Melbourne: Victorian Foundation for Victims of Torture Inc. (pp. 13-27, 39-46, 49-57).

Akello, D. (2013). Rehabilitation and reintegration in view of a war affected child: Reality on the ground. In: Centre for Children in Vulnerable Situations, War Child Holland (Ed.) Papers presented at the International Conference on Children and Youth affected by Armed Conflict: Where to go from here? Speke Resort, Munyonyo, Kampala, Uganda, 25th–27th September 2013. Amsterdam: Centre for Children in Vulnerable Situations, War Child Holland. (pp. 4-12).
http://www.kampala2013.ugent.be/Publications/PapersPresentedAtKampalaConference.pdf

McBiren, J. L., Ezati, B. A., & Stewart, J. (2015). Young women and survival in post-war Uganda. In C.R. Rodriguez, D. Tsikata, & A. A. Ampofo (Eds.). Transatlantic feminisms. (pp. 213-234). Lanham, Maryland: Lexington Books.

Recommended Readings

Women's Commission for Refugee Women and Children (2004). Global survey on education in emergencies. New York: Women's Commission for Refugee Women and Children. (pp. 3-26). https://www.womensrefugeecommission.org/resources/document/137-global-survey-on-education-in-emergencies

Sommers, M. (2002). Children, education and war: Reaching education for all (EFA) objectives in countries affected by conflict. Washington, DC: World Bank. (pp. 1-40). http://documents.worldbank.org/curated/en/2002/06/2002835/children-education-war-reaching-education-all-efa-objectives-countries-affected-conflict

Session 5 – UNHCR in Costa Rica

Date: *Friday, 29 November 2019*

Field Trip to the UNHCR

Required Readings

Costa Rica (2015). UNHCR subregional operations profile - Latin America, pp. 1-6. http://www.unhcr.org/pages/49e492456.html

UN High Commissioner for Refugees (UNHCR). The way to San José: A review of the implementation of UNHCR's urban refugee policy in Costa Rica, August 2011, PDES/2011/08. pp. 1-35. http://www.refworld.org/docid/4e4b72092.html

Recommended Readings

UNHCR (2019). Stepping Up. Refugee Education in Crisis. (pp. 4-53).

Nezer, M. (2013). Resettlement at risk: Meeting emerging challenges to refugee resettlement in local communities. New York: HIAS. (pp. 1-18).

Session 6 – Ex-Combattants and Wars

Date: *Monday, 2 December 2019*

Topics
The situation of ex-combatants is a central component of conflict transformation in post-war ending wars and armed conflicts. Successful re-integration of ex-combatants into civilian life and the wider society undergoing post-conflict recovery and reconstruction requires serious and creative educational policies and programs. Many ex-combatants have missed out on normal educational opportunities, while their life as combatants in armed conflict usually leave a legacy of a culture of war and violence that needs to be transformed toward a culture of peace.

In this session, we will examine perspectives and recommended practices on relevant and alternative educational programs for ex-combatants. The readings will also help to clarify key ideas in Disarmament, Demobilization and Reintegration (DDR).

Required Readings

American Institutes for Research, Menon, G. & Arganese, A. (2007). Role of education and the demobilization of child soldiers –aspects of an appropriate education program for child soldiers. Washington, DC: U.S. Agency for International Development. (pp. 1-8).

Harsch, E. (2005). When war ends: transforming Africa's fighters into builders. Africa renewal, Oct. (pp. 1, 14-20).

Hopwood, J., Osbum, N., Victor, L. & Baines, E. (2008). With or without peace: Disarmament, demobilization and reintegration in Northern Uganda. Field Notes, No. 6, February. Justice and Reconciliation Project Quaker Peace and Social Witness. (pp. 1-9).

Ziebell, S. & Goetz, A.M. (2003). Gender-aware disarmament, demobilization and reintegration (DDR): A checklist. New York: UNIFEM. (pp. 1-13).

Recommended Readings

Ball, N. & van de Goor, L. (2006). Disarmament, demobilization and reintegration: Mapping issues, dilemmas and guiding principles. The Hague: Netherlands Institute of International Relations. (pp. 1-16). http://www.clingendael.nl/sites/default/files/20060800_cru_paper_ddr.pdf

Session 7 – Project Design in Emergency Settings

Date: *Tuesday, 3 December 2019*

Topics
As a preparation for the presentations on the last day, this session is about project design. The session will focus on the logic of a project and using a theory of change, including making assumptions explicit, thinking about intended impact and outcome and risk assessment. Students will receive a practical format in which an education project can be formulated. In the second part of the session, students will share project ideas with each other and get the possibilities for peer review.

Required Readings

Anderson, Mary B. (1999). Do No Harm: How Aid Can Support Peace – Or War. Boulder, CO: Lynne Rienner Publishers. (pp. 21-35).

Taplin, Dana and Clark, Helene (2012). Theory of Change Basics. A Primer on Theory of Change. Act Knowledge. (pp. 1-8) https://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/ToCBasics.pdf

AUSAID (2005). The Logical Framework Approach. (pp. 1-37). https://sswm.info/sites/default/files/reference_attachments/AUSAID%202005%20The%20Logical%20Framework%20Approach.pdf

Recommended Readings

CARE (2011). Gender is easy: A Guideline for doing a gender analysis. (pp. 1-4). http://www.care.org/sites/default/files/documents/Gender-is-Easy-March-2011.pdf

Michelle, Garred; Booth, Charlotte; Barnard-Webster, Kiely and Saleh, Ola (2018). Do No Harm & Gender. Guidance Note. Cambridge, MA: CDA Collaborative Learning Projects. (pp. 1-22). https://www.cdacollaborative.org/wp-content/uploads/2019/01/DNH-Gender_formatted-FINAL.pdf

Session 8 – Health Crises and Epidemics

Date: *Wednesday, 4 December 2019*

Student led seminar

Topics
Apart from the tremendous human costs and suffering, the pandemics like Ebola have caused substantial damage and other negative consequences for the economies and social systems of the region notably health services and education. Since its discovery in the 1980s, HIV/AIDS has killed an estimated over 25 million people, affecting not only individuals and their families and communities but also seriously impacting social and economic well-being in many countries and regions.

This session will explore various perspectives and issues related to the possible causes and consequences of global health emergencies, including the interrelationships between its development into a health crisis and political economic structures at local and global levels. The contributions and challenges of state agencies and NGOs/CSOs in promoting emergency education for addressing pandemics will also be examined.

Required Readings

Global Education Cluster (2015). Safe Access to Learning, During and After the Ebola Crisis. (pp. 1-4). http://educationcluster.net/wp-content/uploads/2015/02/EducationInEbola_JointAdvocayBrief.pdf

Global Business Coalition for Education (2014). Ebola emergency: restoring education, creating safe schools and preventing a long-term crisis. (pp. 1-11). http://gbc-education.org/wp-content/uploads/2014/12/EbolaandEducationReport122014.pdf

WHO (2016). ZIKA. Strategic Response Framework & Joint Operations Plan. January-June 2016. Geneva: World Health Organization. pp. 1-23. http://www.who.int/emergencies/zika-virus/strategic-response-framework.pdf

Inter-Agency Task Team (IATT) on Education (2009). A strategic approach: HIV & AIDS and education. New York: UNAIDS. (pp. 10-39). http://unesdoc.unesco.org/images/0016/001627/162723e.pdf

Inter-Agency Task Team on HIV and Young People. (2008). GUIDANCE/BRIEF: HIV interventions for young people in humanitarian emergencies. UNAIDS Secretariat & UNFPA. https://www.unicef.org/GuidanceBriefsHumanitarian.pdf

Recommended Readings

OXFAM (2014). Ebola: behind the headlines. Download: http://www.oxfam.org.uk/education/resources/ebola
- Ebola: Behind the Headlines Teacher's Guide (pp. 1-5);
- Ebola: Behind the Headlines PowerPoint Presentation (pp. 1-26);
- Ebola: A Perfect Storm? Information Sheet (1 page).

Hodgkin, M. & Schilperoord, M. (2010). Education: critical to HIV prevention and mitigation. Forced Migration Review (FMR). pp. 29-30.

Session 9 – Lesson Plan Design

Date: *Thursday, 5 December 2019*

Topics
This session looks at examples of lesson plans in emergency contexts. During the session several theoretical and practical ideas behind lesson plan design will be explored, with a special focus on how they relate to emergency contexts. Students will also get the opportunity to reflect on the lesson plans and teaching methods they know and see how they fit into emergency contexts.

Required Readings

UNICEF ROSA (2006). Education in emergencies: A resource tool kit. Kathmandu: UNICEF Regional Office for South Asia (ROSA). (pp. 3-8, 13-22, 37-41, 45-51, 63-66, 70-75, 130-132, 134-137).

Wheaton, W. (2008) Emergency Education. London: Save the Children. (pp. 1-34).

British Red Cross:
- HIV and AIDS, pp. 1-6.
- Refugees: seeking safety, pp. 1-7.
- Tsunami in Japan, pp. 1-8.
- Lesson Plan Child soldier, pp. 1-5.

Malchiodi, C. (2005). Using art in trauma recovery with children. Alexandria, VA: American Art Therapy Association. (pp. 1-4).

Douglas, I., Gleichmann, C., Odenwald, M., Steeken, K. & Wilkinson, A. (Eds.) (2004). Disarmament, demobilization and reintegration. A practical field and classroom guide. Eschborn: GTZ, NODEFIC, PPC & SNDC. (pp. 15-28). http://www.cimic-coe.org/wp-content/uploads/2014/06/ddr_handbook_eng.pdf

Session 10 – Natural Disasters

Date: *Monday, 9 December 2019*

Student led seminar

Topics
From the giant tsunami that swept across the Indian Ocean devastating so many countries to earthquakes in Indonesia, Ecuador, China, Japan, Pakistan and Haiti and destructive storms and flooding in Myanmar, Philippines, Bangladesh, and the USA, the destructive forces of nature have left deep wounds on humanity, habitation and ecology.

This session will examine the role of disasters in creating complex emergencies and in destroying human security. The central concept in disaster risk reduction is related to the human factor. As disasters hit vulnerable groups the most and can be made even more disastrous by human actions, the focus is on educational policies and related responsibilities of governments and intergovernmental agencies as well as civil society organizations and institutions.

When educational systems are destroyed, how can governments, humanitarian agencies and other civil society organizations fill the gap in facilities, human resources and other educational infrastructure? Education can play a vital preventive role, so that at least the potentially devastating impact of disasters may be mitigated.

Required Readings

Action Aid International (2006). Lessons for life. Building a culture of safety and resilience to disasters through schools. A briefing paper. London: Action Aid International (pp. 3-16). http://www.unisdr.org/2007/campaign/iddr/docs/UK-actionaid-report.pdf

Doucet, F. & Marcellin, L.H. (2011). Rebuilding a country, cultivating local capacity. Harvard Educational Review. Vol. 81(2), pp. 267-277.

Wisner, B. (2006). Let Our Children Teach Us! A Review of the Role of Education and Knowledge in Disaster Risk Reduction. Geneva: United Nations Office for Disaster Risk Reduction (UNISDR) (pp. 10-30). http://www.unisdr.org/files/609_10030.pdf

Session 11 – Climate Change and Education

Date: *Friday, 6 December 2019*

Student led seminar

Topics
During the course of 2019, climate change finally received widespread attention in media and policies around the world. More and more reports show that in the future to come, more and more climate change induced emergencies and disasters will occur. These include conflicts, refugees and an increased amount of natural disasters like flooding and hurricanes.

This session will address the possibilities and approaches in which climate change issues can be addressed in education.

Required Readings

UNESCO (2010). Climate Change Education for Sustainable Development

International Strategy for Disaster Reduction (ISDR) (2008). Climate change and disaster risk reduction. Briefing Note 1. (pp. 1-11).

United Nations (2009). Risk and poverty in a changing climate. Invest today for a safer tomorrow. Summary and Recommendations: 2009 Global Assessment Report on Disaster Risk Reduction. New York: United Nations. (pp. 3-20).

Session 12 – Field Trip to the CNE

Date: *Tuesday, 10 December 2019*

Field Trip to the Comision Nacional de Riegos y Atencion de Emergencias Pavas

Required Media

Documental sobre Competencias de la CNE - Costa Rica: https://www.youtube.com/watch?v=e0hWLtGkDOU. Published on Jul 28, 2015

CNE prepara simulacro nacional por temblor – Costa Rica: https://www.youtube.com/watch?v=8uhsptRIEys. Published on June 27, 2019

Session 13 – Cross-Cutting Issues in Emergency Education II

Date: *Wednesday, 11 December 2019*

Topics
This session will function as a reminder of the central cross-cutting issues and recapitulation of the course as a whole. Specifically, we will review the different issues addressed in session 2 from the perspective of the lessons learnt. The central question addressed in this session is to what extent an emergency is also a window of opportunity for change. We will look at this question from a perspective of the complexity of emergency settings and climate change. We will also look at emergency settings again through the gender lens, and lastly with an eye for vulnerable groups and conflict sensitivity.

Required Readings

Jones, J. (2011). Ebola, Emerging: The Limitations of Culturalist Discourses in Epidemiology. The Journal of Global Health. (pp. 1-11). http://www.ghjournal.org/ebola-emerging-the-limitations-of-culturalist-discourses-in-epidemiology

Wisner, B., Blaikie, P., Cannon, T., and Davis, I. (2003). At risk: Natural hazards, people's vulnerability and disasters. London: Routledge. (pp. 3-16). http://www.preventionweb.net/files/670_72351.pdf

Recommended Reading

Watteville, N. (2002). Addressing gender issues in demobilization and reintegration programs. Washington: The World Bank Africa Region. (pp. 1-24). http://siteresources.worldbank.org/INTCPR/882726-1120215891552/20626274/DDRWatteville.pdf

Session 14 – Emergency Education Lesson Plans

Date: *Thursday, 12 December 2019*

Peer Review of Lesson Plans
Students will bring their ideas and draft lessons plans to class for a peer review.
- The class will be divided into groups of 3
- Each group will look at the lesson plan of every member of the group
- A conversation will follow so that each member of the group can engage in a constructive review of the lesson plans
- Group members will reflect on and consider comments and recommendations made during the peer review for possible improvement of their lesson plans

NOTE: Final lessons plans are due Friday, December 13, midnight.

Session 15 – Project Presentations

Date: *Friday, 13 December 2019*

Topic
Each project group will present their projects in two formats. The first format will be a market place in which the teams present the projects in an informal but attractive way. The second format will be a dragon's den. In both cases, there will be up to 2 guests present who will act as jurors at the end of the session.

For the market place, the classroom will act as a market place in which every project gets a place to present their project in the form of a market stand. Student are invited to visit each other's stands and to discuss their projects. The guests will also be present at this market place.

After the market session, each group will have a maximum 10-minute presentation of their project proposal. The presentation should entail goals, target groups, multiple stakeholder perspectives, intended impact and a sample lesson. The presentation should be both engaging, informative and clear. After the presentation, there will be the possibility for the audience to ask questions and a dialogue with the other participants on what they see as strengths and weaknesses of the project.

The guests and instructor will act as a panel to give feedback on the projects.

12. UPEACE Policies

UPEACE Policy on Equity and Inclusive Language

UPEACE is committed to providing an environment of trust and equality for everyone by creating spaces for teaching and learning that are inclusive and respectful to all. As an UN-affiliated institution, UPEACE expects its students and instructors to conduct themselves in a manner that is consistent with and reflects the values enshrined in the Charter of the United Nations, and in accordance with our Code of Ethics, especially with regards to a respect for fundamental human rights, social justice and human dignity, and respect for the equal rights of women and men. UPEACE expects its students and instructors to show respect for all persons equally without distinction whatsoever of race, gender, religion, colour, national or ethnic origin, language, marital status, sexual orientation, age, socio-economic status, disability, political conviction, or any other distinguishing feature. This includes upholding an environment where all students and instructors have the opportunity to have their views heard and to contribute from their knowledge, experience, and individual viewpoints.

UPEACE Policy on Plagiarism

Plagiarism is among the most serious breaches of academic honesty, and is not tolerated under any circumstances. Plagiarism involves the use of someone else's ideas or words without full acknowledgement of and reference to the source. This definition covers all published and unpublished material, whether in manuscript, printed or electronic form. Plagiarism may be intentional or unintentional, and consent of the author of the source is inconsequential.

Plagiarism includes the following instances:

a. Failure to use quotation marks when text is directly copied from another source;
b. Paraphrasing or copying text from another source without due acknowledgement by way of a reference;
c. Adopting the same frame or structure of another author's written work without due acknowledgement by way of a reference;
d. Adopting the ideas or concepts, or the sequence thereof, of another author's written work without due acknowledgement by way of a reference;

Plagiarism is, therefore, not only about copying the text of another author's work, but also about presenting someone else's approach (the "paradigm") without acknowledgement, thereby suggesting that your work was the result of your own creativity and originality.

These rules apply to all written work. That includes, but is not restricted to: exams, papers, group reports, PowerPoint presentations, thesis, posters, etc. The same rules apply to group work and documents produced by several contributors. It is the responsibility of every member of the group or every contributor to verify that the plagiarism rules have been followed in the whole assignment. If a student has any doubts about the nature of plagiarism, the rules for use and citation of sources or other issues relating to academic honesty, it is the student's **responsibility to seek clarification from faculty before submitting a written assignment.**

Electronic media in class

Using mobile phones or any similar devices in class is not allowed. During dialogues and discussions laptops are not permitted either.

13. Instructor short bibliographic data

Kees Wiebering has been a professional practitioner in peacebuilding projects since the mid-1990s. Over the years, he designed, implemented and evaluated peacebuilding projects, as well as taught and facilitated many workshops on cross-cutting peace building related issues. He works as independent consultant, mediator, trainer and coach for professionals in peacebuilding. His work focuses on dialogue, conflict sensitivity, peace and conflict impact assessment, intercultural communication, project development and peace education.

He holds a Master of Science in Philosophy and Physics and holds degrees in organization development and mediation. He was member of the core-trainer team for a 4-month course for peacebuilders at the Academy for Conflict Transformation in Cologne, Germany. He is an independent lecturer at the Goethe University in Frankfurt am Main. His research interests are the role of dialogue in peace processes, civil society development and NGO cooperation.