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Department of Peace and Conflict Studies
M.A. in Gender and Peace Building
M.A. in Peace Education
Academic year 2015-2016

GPB 6026 Gender in Peace Building and Human Security (3 credits)

Course Syllabus

Instructor: Gal Harmat, PhD

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Office Hours: Tuesday and Thursday 11:00 a.m. to 12:00 p.m., Office at Building 5

Duration of the course: Three weeks

Classroom: Council Room

1. **Specific Course Title:** Gender in Peace Building and Human Security
2. **Course Number/ number of credits:** GPB 6026, 3 credits
3. **Pre-requisites or co-requisites:** UPM 6001 UPEACE Foundation Course and GPB 6025 Gender Theories.

This course assumes that students will have basic skills in:

- a) Social sciences and or related fields.
- b) Organizing their time and ability to create structures to work effectively at a graduate level with heavy workload and assignments.
- c) Introspection, reflection, acceptance of diversities as a guiding pillar of social arrangements and capacity for dealing with new visions of social paradigms.
- d) Basic computer skills

4. **Intended Participants:** Students in the Master's Degree in Gender and Peace Building, and Peace Education Programmes 2015-2016.
5. **Minimum and maximum number of students envisaged:** Class size 10-24 students.

6. **Course Description:**

The course constitutes an advanced course dealing with central structural arrangements conducive towards war, militarism, hegemonic masculinities, nationalism, conflict creation and resolution, greed, and competitiveness and its consequent violence, including violence against women. The impediments specifically created by lack of gender equity will be analyzed, an analysis that is seen as pivotal for peacekeeping in times of rapid globalization.

Some of the material assigned for the course offers specific strategies for empowerment and achieving gender equity, while representing the necessity for these strategies to be connected to a structural changes and a drastic shift away from the discourses concerning women with the terms "vulnerabilities" and victimization and about males as innately aggressive. It examines the complex relationships between gender, biology, race, class, ethnicity, nationalism, religion, sexual orientation, militarization, both in the domestic and the public spheres. The former is analyzed as a pillar for the latter. Global gender indicators will complement the above material.

The definitions of what constitutes human security have been shifting, specifically when analyzed from a clear gender perspective, assuming that: a) there is no clear boundary between war and peace for women worldwide; and b) security considerations go beyond that of relationships between States and focus on the human. The course will thus focus on peace building and peace education, as well.

7. **Course meeting dates, times and place:**

Dates: from 26 October to 13 November, **Classroom #1**

Afternoon Schedule from 8:45- 11:45

8. **Course Overview, purposes and goals:**

A. Students completing this course will be able to, from a clear gender perspective:

- Understand the intrinsic relation between some gender specific structural and cultural arrangements impeding the construction of peace keeping.
- Understand how men and women have to be militarized through creating aggressive masculinities and domestic femininities to fight wars.
- Understand what human security means away from simple state Security.
- Understand the complexity of analyzing the notions of women's peacefulness and male aggressiveness.

- Discuss the newest results of studies on empathy in terms of gender differences.
- Observe wars and conflicts through the specific lenses of widows and prostitution.
- Discuss women as agents of change rather than just “Vulnerable” and “Victims”.
- Understand how globalization and militarization differentially impacts women and men.

B. *Primary Themes addressed:*

- Gender and:
- Hierarchies
- Masculinities and femininities
- Militarism and militarization
- Peacekeeping
- Post Conflict issues
- Nationalism
- Structural and Cultural Violence
- Violence against women
- Human security
- Peace building
- Greed, competition and globalization
- Intersectionality of gender, class, religion, sexual orientation
- Standpoint theory as it relates to peacefulness, aggression and empathy.
- Global indicators
- Culture of peace.

C. *Relation of larger Issues of peace and conflict and where this course fits in within the general programme*

- Gender equality is seen as a contributor to peace and a deterrent of war.
- The analysis and conception of human security must include the differential impacts of war and peace on women and men.
- Given the lack of gender equity, post-conflict situations aggravate for women and boys and girls what happened during war and conflict.
- The empowerment of women involves a profound structural changes.
- The importance of focusing on peacekeeping in terms of gender analysis.

9. **Course requirements and assessment:**

- **Attendance (10%)** Presence in all classes is expected. If the student receives more than 20 % absences without a medical certification or valid emergency, s/he will not pass the course. In this latter case, that is, when there is a valid absence due to very serious situation, students can make arrangements to complete the assignments or submit additional work (see handbook). Absences should be notified to the instructor via email.
- **Participation (20%)** Class participation is also important. Students will be asked to bring to class for presentation a youtube clip and/or a specific article and this will contribute to 20% of the grade. The order of the students' presentations will be conducted on the first day of the course with examples provided of sample potential materials.

These you-tubes clips, short articles or pictures would concern issues relevant to the class, such as degrees of militarization, hegemonic masculinities, women as active agents of change, men working towards stopping violence against women, etc. The grade will be based on the clarity of the presentation, the outlining of the main concepts, a critical analysis of the material and the ability to answer questions posed by others.

- **Reaction Paper (30%)** By Monday, November 2nd, after the first week, each student will submit a reaction paper (600 to 800 words double space) to all the readings and discussions presented during the previous week in terms of:
 - a) Reactions to the materials, especially in terms of the degree of relevancy to the country of origin or residence. This is an essential component of the reaction paper.
 - b) Clarity and clear evidence, including references, of understanding the materials and reactions to presentations of other students during this week.
 - c) Tentative summary and conclusions - Are they consistent with the material presented?
 - d) Is it readable and comprehensible?
 - e) Critical analysis and personal reactions.
- **Final Paper: (40%)** During the last day of classes (Friday, November 13), the student shall submit a final paper (2000 words double space).

The final paper is a more personal-theoretical paper reflecting specifically on how have you been a contributing member (even if unconsciously or unintentionally) to a militaristic culture either as using your masculine gender privileged or doing "what girls have to do".

This paper should include very specific examples of how you can empower yourself and maybe evade or change the expected patterns for males and females. The paper must include references to articles or presentations that have taken place in class and are related to your final thesis, as well.

Final paper due:

- ◆ **Final Paper** is due on **Friday November 13th, 2015**

10. UPeace Policies:

Plagiarism (from Student handbook, pp. 29)

“Plagiarism is among the most serious breaches of academic honesty, it is not tolerated under any circumstances. It will be punished and may result in expulsion from the University. Plagiarism involves the use of someone else’s ideas or words without proper acknowledgement. This includes the failure to use quotation marks and/or to appropriately reference text taken directly from another source, as well as the failure to provide clear citations of paraphrased texts directly from another source (...) Even if the wording is changed, the source of ideas must be clearly referred”.

Electronic media in class

No laptops allowed in the classroom. Also it is not acceptable to use cell phones during class time.

11. **Teaching** **method/Class** **format:**
- The class will be based on active participation, encouraging cognitive and emotional learning. There will be lectures, experiential in-class exercises, outside-class assignments, individual presentations, small group discussions and plenary presentations. The students and professor share responsibility for making the class lively, stimulating, respectful of differences and challenging.

Group Discussions and Preparations:

In groups, you are responsible for analyzing the readings. Each student must bring with them questions and doubts about the materials. There will be one facilitator per work-group and you will be taking turns doing the facilitation.

What is your task and how do you prepare for the discussions?

- What is the author’s main point(s)?
- Why do you think the author write the article?
- What is her/his perspective?

- What is that s/he is seeking to counter?
- What evidence is s/he giving to support their arguments?
- Are the arguments convincing? Explain your answer – why?
- To what extent do the readings relate to the objectives of the course?
- What aspects of the article are new to you? Be specific.
- Have the readings contribute to the understanding of the subject matter? How? Be specific.
- What has been left unanswered if anything? What future questions does the article raises?
- Prepare one question for the plenary/group work - either because you are not clear of issues presented or for further discussion.

12. Learning resources:

Required Texts: Reading materials are drawn from a wide variety of sources and as such there are no required textbooks. Rather, students will receive the course readings online at the beginning of the course. A reader can also be purchased at the copying center at UPeace.

NOTE: All readings are required for all class periods. Students have to **read** the required readings for each session **in advance (at least the day before of each session)**.

13. Detailed outline of daily classes: Students should follow the schedule outlined below:

Session 1: The Lens of Gender and Curiosity

The aim of the first session is to introduce the concept of gender analysis of peace and war, and connect it to basic gender theory and concepts of social constructions and gender based stereotypes. Thus, students will be able to understand and apply a complex diverse gender power dynamics analysis.

Required Readings:

Hooks, b (2000). *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press. Chapter 1

Video:

<http://m.youtube.com/watch?v=ElJxUVJ8blw>
<http://m.youtube.com/watch?v=L0c10c2cu0g>

Recommended Readings:

Hudson, V.; Ballif-Sapnwill B.; Caprioli, M. (2012). *Sex & World Peace*. New York: Columbia University Press. Chapter 1: Roots of national and international relations, pp. 1-10 and Chapter 2: What is there to see and why aren't we seeing it?, pp. 11-32.

Session 2: Feminist Curiosity

An introduction to the interrelatedness of gender and peace/war through the Human Knot simulation and its analysis. Students will acquire the basic competence of gender mainstreaming.

Required Readings:

Enloe, Cynthia. (2004) *The Curious feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press. Introduction: Being Curious about Lack of Feminist Curiosity, pp. 1-10 and Chapter 1: The Surprised Feminist, pp. 13-18.

Recommended Readings:

Enloe, C. (2013): *Seriously: Investigating Crashes and Crisis as if Women Mattered*. Berkeley: University of California Press. Chapter 1: Who is Taken Seriously?, pp. 1-18.

Session 3: Gender Sensitive Indicators of Potential Conflict

Students will critically evaluate the application of a Gender Analysis to early warning systems and conflict prevention mechanisms and critically evaluating the lack of a gender perspective in such processes.

Required Readings:

UNWomen Organization (Oct. 2012) *Gender-Responsive Early Warning: Overview and How-to Guide*. pp. 1-17.

<http://www.unwomen.org/~media/Headquarters/Media/Publications/en/04EGenderResponsiveEarlyWarning.pdf>

Recommended Readings:

OSCE (2009) *Gender and Early Warning Systems: An Introduction*, pp. 2-15.

<http://www.osce.org/odihr/40269?download=true>

Session 4: Peace Building - The Cost of Ignoring Gender

Students will be able to apply a gender analysis to peace building and post war reconstruction mechanisms and theories, and critically evaluate the impacts the lack of a gender perspective in such processes, including the economic level.

Required Readings:

Rees, M. (2002). International Intervention in Bosnia Herzegovina; The cost of ignoring gender. In Cockburn, C. and Zarkov, D (Eds), *The Postwar Moment: Militaries, Masculinities and International Peacekeeping*. London: Lawrence and Wishart limited, pp. 51-67.

Myrntinen, H., Naujoks, J. and Bushra, J. (2014). *Rethinking Gender in Peace building*. International Alert I, pp. 5-27.

http://international-alert.org/sites/default/files/Gender_RethinkingGenderPeacebuilding_EN_2014.pdf

Recommended Readings:

Chiongson, R.A. et al.(2011). Role of Law and Justice In Achieving Gender Equality, in *World Bank Background Paper*, pp 1-36,

<http://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1322671773271/Chiongson-law-and-justice.pdf>

Session 5: Hegemony and Privileges

Students will be able to conceptualize and understand the complexity of privileges, hegemony, and the intersectionality of power and discrimination in themselves and in the larger context of masculinities and femininities in times of war.

Required Readings:

McIntosh, P. (1989). White Privilege: Unpacking the Invisible Knapsack. *Peace and Freedom Magazine*, July-August. Philadelphia, PA: Women's International League for Peace and Freedom, pp. 10-12.

<http://amptoons.com/blog/files/mcintosh.html> Or a PDF version [here](#)

Johnson, A. G., (2001). *Privilege, power and difference*. London & Toronto: Mayfield Publishing Company. Chapter 1: We're in Trouble.

<http://www.agjohnson.us/books/privilege/excerpt-from-privilege-power-and-difference/>

Horn, D. (2010). "Boots and Bed sheets: Constructing the Military Support System in a time of war". In Sjoberg, L., and Via, S. (Eds) *Gender, War and Militarism*, Chapter 4, pp. 1.10.

Recommended Readings:

Connell. R. W. (2002). Masculinities, the Reduction of Violence and the Pursuit of Peace. In *The Postwar Moment: Militarities, Masculinities and International Peacekeeping Bosnia and the Netherlands*. London: Lawrence and Wishart, pp.33-40.

Session 6: Identities- Risks and Opportunities

Students will be exploring personal and social gender and other identities and their role in constructing violence and war, as much as their potential for constructing peace and non-violence. Understanding the power of social constructions in terms of the question of how to create social change.

Required Readings:

Paechter, C. (2006). *Masculine Femininities/Feminine Masculinities: Power, Identities and Gender*. London: Educational Studies, pp. 1-24.

Or

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge. Chapters 1-3

Required Videos:

<https://www.youtube.com/watch?v=Bo7o2LYATDc>

<https://www.youtube.com/watch?v=Q50nQUGiL3s> (1:06 minutes onwards)

Recommended Readings:

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge. Chapters 4

Session 7: Identities- Gender and Art Education

Students will be exploring personal, ethnic, racial, sexual orientation, religious identity and its intersectionalities with art methodologies.

Required Readings:

Sophie Calle, *The Address Book*, Siglio, 2012.

<http://mic.com/articles/82015/these-young-women-are-using-incredible-art-to-turn-gender-roles-on-their-head>

<http://www.dazeddigital.com/artsandculture/article/22646/1/the-artists-subverting-the-gender-binary>

Recommended Readings:

Marina Abramović's Performance: Stresses on the Body and Psyche in Installation Art *Camera Obscura* (2003) 18(3 54): 99-117;

Empathy: The Importance of Context

Students will be critically exploring the complex construction and reproduction of gender differences in the context of attributing empathy to the “feminine” and aggressiveness to the “masculine”. Looking at the context as the place where change and transformation can take place, with a focus on education and socialization processes.

Required Readings:

Eliot, L. (2009) *Pink Brain, Blue Brain: How Small Differences Grow into Troublesome Gaps- and What we can do about it*. New York: Houghton Mifflin Harcourt. Are baby girls more empathic?, pp. 1-4.

Recommended Readings:

Fine, C. (2010) *Delusions of Gender: How our Minds, Society and Neurosexism Create Difference*. London: W.W. Norton and Company, Chapter 2: Why you should cover your head with a paper bag if you have a secret you don't want your wife to find out, pp. 14-26.

Session 8: Human Security

While looking at the difference between national security and human security from a gender perspective, students will observe both the necessity of incorporating gender into the notions of human security, as much as the understanding that human security focuses on the individual, as part of a group, rather on the nation.

Required Readings:

Hudson, V.; Ballif-Sapnville B.; Caprioli, M. (2012). *Sex & World Peace*. New York: Columbia University Press. Chapter 4: The Heart of the Matter: The Security of Women and The Security of States, pp. 95-118.

Recommended Readings:

Moussa, G. (2008) "Gender Aspects of Human Security". In *Rethinking Human Security* Edited by M. Goucha and J. Crowley. N. Y: UNESCO, pp. 81-100.

Session 9: Gender, Sexism and Militarism

Understanding the interrelatedness of sexism and militarism and between militarism and globalization, the students will be able to critically look at the connection between militarism/militarization and the escalation of conflicts into violence in general, and gender based violence in particular as a "built-in" mechanism of current paradigms of globalization.

Required Readings:

Enloe, C. (2007). *Globalization and Militarism Feminists make the Link*. NY: Rowman and Littlefield. Chapter 1: Crafting a Global Feminist Curiosity to make sense of globalized militarism: Tallying impacts, exposing causes, pp. 1-18, Chapter 2: Tracking the Militarized global sneaker, pp. 19-32 and Chapter 3: How does national Security become militarized?, pp. 39-62.

Video:

<http://youtu.be/hqDUz2YYROc>

Recommended Readings:

Harmat, G., (2013). Militarism and Sexism - fresh meat fresh sweets, a gender analyses of the IDF (PDF Attached)

Yuval-Davis, N., (1997). *Gender and nation*. London, Thousand Oaks, New Delhi: Sage Publications. Chapters 1-3

Session 10: Nationalism

Students will be able to critically evaluate the dependency of nationalism and national security on gender dichotomies as a way to perpetuate direct and structural violence and the system of war.

Required Readings:

Enloe, C. (2000). *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley: University of California Press. Chapter 3: Nationalism and Masculinity, pp. 42-64.

Recommended Readings:

Enloe, C., (2000b). *Manoeuvres: The international politics of militarizing women's lives*. Berkeley, CA: University of California Press. Chapters 2-5

Enloe, C., (2000a). *Beyond Rambo: women and the varieties of militarized masculinity*. In Isaksson, E. (ed.) *Women and the military system*. (pp. 71-93). Harvester, Finland: Wheatsheaf Publications.

Cockburn, C., (1998). *The space between us: Negotiating gender and national identities in conflict*. Zed Books, London & New York. Chapters 1-2

Session 11: Working Towards a Culture of Peace part I

Session 11+12 will allow the students to understand and conceive alternative notions of masculinities disconnected from sexism, militarism and disposed towards non-violence and peace in the context of positive peace. We will look at various social and cultural institutions such as education, history, media etc, as much as the psychological aspects of gender socialization.

Required Readings:

Kaufman, M. (2000) *Working with Men and boys to challenge Sexism and end's men violence*. In Breines, I.; Connell, R. and Eide, I. (Eds). *Males Roles, Masculinities and Violence: A culture of Peace Perspective*, pp. 213-222.

Reardon, B. (2001) *Tasks and Directions for the Global Campaign for Peace Education*. In *Education for a Culture of Peace in a Gender Perspective*. Paris: UNESCO, pp. 19-26.

Recommended Readings:

Reardon, B. (2001) *Tasks and Directions for the Global Campaign for Peace Education*. In *Education for a Culture of Peace in a Gender Perspective*. Paris: UNESCO, pp.26-36.

Session 12: Working Towards a Culture of Peace Part II

Session 11+12 will allow the students to understand and conceive alternative notions of masculinities disconnected from sexism, militarism and disposed towards non-violence and peace in the context of positive peace. Cont'

Required Readings:

Wessells, M.; Schwebel, M. and Anderson, A. (2001) *Psychologists Making a Differ-*

ence in The Public Arena: Building Cultures of Peace. In *Peace Conflict and Violence: Peace Psychology For The 21st Century*, Edited By D. Christie, R. Wagner And D. Winter: New Jersey: Prentice Hal, Chapter 30: pp. 350-362.

Hooks, b (2000). *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press. Chapter 3

Recommended Readings:

Hooks, b (2000). *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press. Chapter 4-6

Sessions 13-14: Shaping the future, learning from success stories

The final sessions will allow students to contextualize gender into peace work and peace education on all aspects, and practice gender mainstreaming in peace building through simulation exercises. In addition, the students will learn lessons from success stories of women peace movements such as that of the women of Liberia.

Required Readings:

Ayindo, B., Gbaydee Doe, S., and Jenner, J., (2001). "When you are the peace builder - reflections and stories on peace building from Africa". Harrisonburg, Virginia: Eastern Mennonite University, Chapters 1-4 and chapter 7.

<https://www.emu.edu/cjp/publications/faculty-staff/when-you-are-the-peacebuilder.pdf>

Recommended Readings:

Ayindo, B., Gbaydee Doe, S., and Jenner, J., (2001). "When you are the peace builder - reflections and stories on peace building from Africa". Harrisonburg, Virginia: Eastern Mennonite University, Chapters 5-6 and chapter 9.

<https://www.emu.edu/cjp/publications/faculty-staff/when-you-are-the-peacebuilder.pdf>

14. Instructor's biographical data:

Gal Harmat

Assistant Professor, Gender and Peace Building Programme, Dept. of Peace and Conflict Studies

Dr. Gal Harmat holds a PhD in Gender Analysis of Peace Education and Dialogue encounters from Nitra University (Slovakia) and a M.A. in Gender and Peacebuilding from the UN-Mandated University for Peace in Costa Rica. She was a professor in conflict transformation, peace education and gender and Co-Director of the Social Justice and Peace Education Teachers Training Program, Kibbutzim Teachers College in Tel Aviv, Israel. She has also been teaching in the World Peace Academy (University of Basel), the European Peace University (Austria), and the Arts and Social Change College in Israel.

As a Gender and Peacebuilding Specialist, she has extensive experience in training, conflict analysis, dialogue facilitation, capacity building, peace education, research, gender empowerment and gender mainstreaming since 1998 in various countries in Eastern Europe, Africa, and West and South East Asia. Her consultancies include intergovernmental organizations (e.g. OSCE, UN Women, UNDP, and the Council of Europe), and various international and regional NGOs (e.g. Non Violent Peace Force, Friends of the Earth Middle East; Peres Centre for Peace).