GOVT-570

GENDER AND CONFLICT RESOLUTION

Fall 2016

St. Mary's Hall 126
Thursday, 9:30am-12:00pm

Office Hours: Mondays 2:00pm-4:00pm
and by appointment

Email: sao32@georgetown.edu

COURSE DESCRIPTION

This course explores the gendered dimensions of conflicts, their resolution and how conflict affects different genders. The class will not only focus on women but include a broader understanding of gender issues and ask the question: how would we think about and intervention strategies to address conflicts if gender is a central aslect of conflict resolution and peacebuilding programming? Within this context, the class will look at different conceptual and theoretical aspects such as masculinity, femininity, and hypermasculinity. In addition to discussing conceptual and theoretical perspectives, the course will also take a practical approach and discuss how to most effectively mainstream gender into policy making and programming related to peacebuilding, conflict resolution and development and explore tools such as gender analysis that are conflict sensitive and context aware.

Course Objectives

Some of the main objectives of the course include:

- Develop a complex understanding of the relationship between gender, conflict and conflict resoltuion;
- Learn central conceptual frameworks and different theories related to gender;
- Explor construction of gender identities withing broader social, political, economic and religio-cultural contexts;
- Examine key international legal documents regarding gender and their application
- Critically analyze the importance of gender mainstreaming in conflict resolution programming;
- Learn a set of skills such as gender analysis and apply them to real-life situations

<center>**CLASS REQUIREMENTS AND EVALUATION PROCESS**</center>

Participation (30 points) of the final grade will be based on the quality of your attendance and quality of **participation** in class and blackboard discussions. Students are expected to attend all classes, be on time, and come to class prepared to discuss the central themes of the week and readings. If you are unable to attend the class you need to inform Dr. Kadayifci-Orellana. Missing more than 1 class session will impact your participation grade.

In regards to blackboard/Canvas discussions students are expected to write at least one comment on a reading or class discussions for that week and has to respond to at least one other students comment each week. Comments should be reflective and analytical. Additionally, it is essential for students to be present and actively participate in class activities, exercises, and discussion. Your in-class participation needs to reflect readings and other course materials. Class assignments should be submitted on time. Late assessments will affect your grade.

Final Paper (50 points): Final Student Papers will be submitted at the end of the semester. Students can chose to write their final papers independently or as a group of upto four (4) students. If students choose to write as a group they should be aware that they will also share the grade of the paper. Students have the following options for the Final papers:

- **Develop Gender Mainstreaming Tools:** For their final paper, students may chose a peacebuilding program in a given conflict context, and develop gender-mainstreaming tools, and a gender inclusivity framework for it. For this projects, students will discuss and analyze why they developed these tools, how do these tools differ from other tools, what are the strengths and limitations of these tools in addressing the key issues relating to gender in the conflict context.
- **Analyze an Existing Mainstreaming Tool:** Students can also analyze an existing mainstreaming tool that was applied in a conflict context. For this project, students will analyze this tool by discussing how they address gender mainstreaming, what are the strengths and shortcomings of these tools and how these tools can be strengthened or applied in other contexts.
- **Case-Study Paper:** Students can also choose to write a case-study paper, addressing one of the themes discussed in class. More specifically, the case-study paper should demonstrate a good understanding of the class themes and applying to a case. Your paper should have a clear argument and support that argument logically and with evidence. Your paper also needs to reflect your acquaintance with the assigned literature, as well as your personal critique of the literature, the perspectives explored in class and the connections to the current worldly events.
- The Final papers should be 15-18 pages long (typed, double-spaced), including footnotes and bibliography.

Final Paper Due Date: December 1, 2016. (this date may change)

Class Presentations (20 points): Student groups (2-3 people) will make 20-minute presentations followed by 10-minute class discussion, related to the course material. Class Presentations **should not** include a summary of the readings for the class, but should apply the themes of the week to real

world events. Some class presentation ideas student can choose from may include (students can also come up with other creative ideas):

- Some students may choose to apply the concepts/ ideas of the week to a current-day conflict, others may present a relevant video clip exploring the relevance of the themes in real life contexts;
- Lead an experiential, exercise relevant to the topic of the week;
- Students may also chose to debate different sides of the issue of the week;
- Instead of a class presentation, students can also invite a guest speaker for a particular week, interview the speaker beforehand and write a short paper based on the interview, the readings of the week and the guest lecture.

Nevertheless, each presentation should have clear learning objectives and should be designed to achieve these objectives effectively. Each student will write a 5-7 page paper. This paper will critically engage with the themes of the week, discuss their application in real world situations. This paper should also describe the presentation project, state its relevance to the theme of the week and articulate learning objectives and how this presentation achieves the learning objectives. Students will be evaluated on their ability analyze and critically engage with the readings, and their ability to apply the material to real world events, their preparation and research, and effective presentation and use of time. Students are **required** to discuss their plans ahead of time with Dr. Kadayifci-Orellana.

Grading:

Student Evaluations -- students' performances will be determined by adding the points received from:

Participation:	30
Class Presentations:	20
Final Paper:	50
Total:	100

The final grade for the course -- A numerical score will be equivalent to the following letter grades:

100-95: A
90-94: A-
85-89: B+
80-84: B

PEDAGOGICAL STYLE

This is an interactive course in which you are expected to engage with the ideas and thoughts presented in the assignments, by the professor, other students -- and yourself. The philosophy of teaching followed is **collaborative learning**, which favors a model where there is more interaction in the classroom between students and teachers, students and teachers work cooperatively, and assignments involve cooperation and creative thinking. **By taking this course, you are already involved in the process of creative thoughtfulness.**

What is Collaborative Learning?

- Collaborative learning means that in addition to the lectures, and the requisite assignments, we will engage in active, ongoing and focused discussion.
- The process is based on the concept that we each -- equally -- hold experience-based knowledge that provides a solution (or stimulus) to another person's question.
- Rather than passive learning, you will be engaged in "doing," in thinking, creating, rejecting, and building.
- You will be required to analyze the ideas of others, to organize your own and to express them constructively.
- We each have our own learning styles and ways of expression. Becoming aware of these and using them wisely is part of the collaborative process.
- In the collaborative process, we not only listen and observe, but actively participate by contributing ideas, resources and follow-up action. We also adjust our perceived realities.
- Preparedness includes coming to class having read and thought through the assignments, ready to build on what has already been done, to offer new solutions.
- Collaborative learning does not stop when you walk out of the classroom (nor begin when you enter). You are encouraged to continue your discussions and to work collaboratively out of class. **Your assignments, however, are individual**.
- **Collaborative Learning is neither** a free-for-all, nor talk for talk's sake. Collaborative Learning does not mean slacking off and hiding behind the work of others.

During your journey in Introduction to Peace and Conflict Resolution, **please remember**:

***Communication** of an idea is expedited when we are in touch with the core of ourselves. When we are in touch with our core, we open ourselves to creativity. We also discover that the essence of communication is intention.

***Self-expression**: in order for the self to express itself, it must express itself as a whole. When we are presenting papers, we are not only presenting an idea, but we are presenting ourselves. The person is more important that the idea, because it is the person who through effective communication, can transfer that idea to others.

*****Active listening** is a communication skill which we develop as we learn to hear not only words and ideas, but also the emotions, feelings, and experiences behind words and ideas. We try to become a clear mirror for another person, reflecting back what we have heard and understood. We use empathy as a tool of analysis.

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STATEMENT ON ACADEMIC INTEGRITY

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All students are governed by Georgetown University's Academic Integrity Code, which details specific violations of ethical conduct that relates to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. All of your work, whether oral or written, in this class is governed by the provisions of the Code. Academic violations, particularly plagiarism, have been increasing in recent years, partly due to web sites and other sources that offer information or papers that students can submit as their own work. Defined by the Code, plagiarism is using the work, ideas, or words of someone else without attribution. Other violations include

inappropriate collaboration (working on a project with another person but not acknowledging her or his contribution), dishonesty in examinations, whether in class or take-home, dishonesty in papers (not submitting original work), work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The adjudication process and possible penalties are listed in Georgetown University's Academic Integrity Code booklet, which is also available on the Georgetown University web site. The Instructor has the responsibility to monitor course assignments for violations of academic integrity, and the right to submit any suspicious assignments for electronic analysis to detect such violations. Being a member of this academic community entitles each of us to a wide degree of freedom in the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the ethical standards of scholarly conduct.

Course Materials

Required course readings can be found both at the **Georgetown University Library Reserve Desk** and the **Georgetown University Bookstore**. Other course materials, such as articles and chapters, can also be found at the **Georgetown University Library Reserve Website**. Some of the articles will also be available on **Blackboard**. Students are also suggested to familiarize themselves with the Blackboard, as important announcement will be posted there.

- Enloe, C. (2004). *The Curious Feminist: Searching for Women in a New Age of Empire.* Berkeley: University of California Press.

- Cohn, C. (2012). *Women and Wars.* Boston, MA: Polity Press.

- Mazurana, D., & Raven-Roberts, A., & Parpart, J. (2005). *Gender, Conflict, and Peacekeeping.* New York: Rowman & Littlefield Publishers.

- Naraghi-Anderlini, S. (2007). *Women Waging Peace: What They Do and Why it Matters.* Boulder, CO: Lynne Rienner.

Recommended:

- Tripp, A. M., Marx Ferree, M., & Ewig, C. (2013). *Gender, Violence, and Human Security: Critical Feminist Perspectives.* New York: NYU Press.

- Abdo, N., & Lentin, R. (2002). *Women and the Politics of Military Confrontation: Palestinian and Israeli Gendered Narratives of Dislocation.* New York: Berghahn Books.

Some Videos: (Additional selection of relevant videos can be found under Blackboard/videos)

- The Mothers of the Plaza de Mayo, 1985, 62 minutes
- Young Males and Masculinity in Sub-Saharan Africa: HIV/AIDS, Conflict, and Violence at https://www.youtube.com/watch?v=LTGqJllwWew
- Las Abuelas de Plaza de Mayo and the Search for Identity at https://www.youtube.com/watch?v=rZGq15IhAi0&feature=youtu.be

- Documentary: Pray the Devil Back to Hell at
  https://www.youtube.com/watch?v=FQ3hM9rCWLc
- Movie: Rossenstrasse by FilmEurope Channel
- Afghanistan Unveiled at: http://itvs.org/films/afghanistan-unveiled
- Documentary Taking Root: Vision of Wangari Maathai at http://itvs.org/films/taking-root

Some Relevant Websites:

- IRC: http://www.rescue.org/crisis-syria.
- Women's Refugee Commission: https://www.womensrefugeecommission.org/srh/50-protection/gender.
- Unifem Women, Peace and Security Portal: http://www.womenwarpeace.org/.
- International Civil Society Action Network http://www.icanpeacework.org/ .

PART I

THEORETICAL and CONCEPTUAL FRAMEWORK

September 1: Introduction to Gender, Conflict and Peacebuilding: This week we will define our main concepts such as gender, conflict, peace etc. Therefore, we will explore how the field and practice of conflict resolution would be different if questions of gender were centrally and routinely included. We will ask ourselves what it means to integrate a gendered perspective to peace and conflict resolution and whether and how it is beneficial.

Required Readings:

- Enloe, C. (2004). Introduction: Being Curious About Our Lack of Feminist Curiosity; Chapter 2: Margins, Silences and Bottom Rungs. How to Overcome the Underestimation of Power in International Relations. In *The Curious Feminist: Searching for Women in a New Age of Empire* (pp.1-18; 19-42). Berkeley, CA: University of California Press.

- Cohn, C. (2012). Women and Wars: Toward a Conceptual Framework. In *Women and Wars* (pp.1-35). Boston, MA: Polity Press.

- Kuehnast, K., de Jonge Oudraat, C. & Hernes, H. (2011). Introduction. In *Women and War: Power and Protection in the 21st Century* (pp. 1-18). Washington, DC: United States Institute of Peace.

- Myrttinen, H., El-Bushra, J., & Naujoks, J. (2014). Rethinking Gender in Peacebuilding. London: International Alert. Retriavable at: http://international-alert.org/sites/default/files/Gender_RethinkingGenderPeacebuilding_EN_2014.pdf.

Recommended Reading:

- Theidon K., Phenicie, K., & Murra, E. (2011). *Gender, Conflict and Peacebuilding.* Washington, DC: United States Institute of Peace. Retrievable at: https://www.usip.org/sites/default/files/Gender%20conflict%20and%20peacebuilding.pdf

September 8: Theoretical Frameworks: This section we will explore different feminist theories such as liberal feminism, radical feminism, cultural feminism and identify and compare core arguments, and perspectives of different feminist approaches.

Required Readings:

- Dowd, N. E. (2010). Men, Masculinities, and Feminist Theory. In *The Man Question: Male Subordination and Privilege* (pp. 13-24). New York: NYU Press.

- Hawkesworth, Mary E. (1989) „Knowers, Knowing, Known: Feminist Theory and Claims of Truth" *Signs*, Vol. 14, No. 3 (Spring), pp. 533-557

- Tong, R. (2009). Multicultural, Global, and Postcolonial Feminism. In *Feminist Thought: A More Comprehensive Introduction* (pp. 200-236). Boulder: Westview.

- Shulman, A. K. (1980). Sex and power: Sexual Bases of Radical Feminism. *Signs 5*(4), 590-604.

Recommended Readings:

- Enloe, C. (2004). Becoming a Feminist: Cynthia Enloe in Conversation with Three British International Relations Scholars. In *The Curious Feminist: Searching for Women in a New Age of Empire* (pp. 155-192). Berkeley, CA: University of California Press.

- Blanchard, E. M. (2003). Gender, International Relations, and the Development of Feminist Security Theory. *Signs: Journal of Women in Culture and Society,* 28(4), pp. 1289-1312.

- Hanisch, C. (1969). The Personal is Political. *Radical Feminism: A Documentary Reader*, 113-16.

- Tessler, M., Nachtwey, J., & Grant, A. (1999). Further Tests of the Women and Peace Hypothesis: Evidence from Cross-National Survey Research in the Middle East. *International Studies Quarterly 43*(3), pp. 519-531.

September 15: Construction of Gender Identities in the Context of Society: We will look at the construction of gender identities and how the social, cultural and religious contexts influence gender roles, gender stereotypes and intervention strategies. As this class establishes a broad and inclusive understanding of gender which goes beyond the binary categories of female and male, we will explore the role of alternative gender identities, notably LGBTQI communities in conflict and peacebuilding.

Required Readings:

- Hägglund, S. (1996). Developing Concepts of Peace and War: Aspects of Gender and Culture. *Peabody Journal of Education 71*(3), pp. 29-41.

- Hayward, S., & Marshall, K. (2015). Religious Women's Invisibility: Obstacles and Opportunities. In *Women, Religion, And Peacebuilding: Illuminating the Unseen*. Washington, DC: United States Institute of Peace.

- Jabri, V. (1999). Explorations of Difference in Normative International Relations. In V. Jabri & E. O'Gorman (Eds.). *Women, Culture and International Relations*. Boulder, CO: Lynne Rienner Publishers.

- Hagen, J. J. (2016). Queering Women, Peace and Security. *International Affairs 92*(2), pp. 313-332.

- Culture, Gender Equality and Development Cooperation OECD documenta at http://www.oecd.org/social/gender-development/1896320.pdf

Recommended Readings:

- Lorde, A. (1977). The transformation of silence into language and action. *Sister outsider: Essays and speeches*, pp. 81-84. Retrievable at: https://www.csusm.edu/sjs/documents/silenceintoaction.pdf.

- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford law review*, 1241-1299.

- Frable, D. E. (1997). Gender, Racial. Ethnic, Sexual and Class identities. *Annual Review of Psychology 48*(1), pp. 139-162.

- Gerami, S. (2005). Islamist Masculinity and Muslim Masculinities. In M. Kimmel et al. (Eds.). *Handbook of Studies on Men & Masculinities* (pp. 448-457). Thousand Oaks: Sage.

- Richter-Devroe, S. (2008). Gender, Culture, and Conflict Resolution in Palestine. *Journal of Middle East Women's Studies 4*(2), pp. 30-59.

- Mizzi, R. C., & Byrne, S. (2015). Queer Theory and Conflict Studies: Some Critical Reflections. In M. P. Flaherty, T. Matyok, S. Byrne, & H. Tusa (Eds.). *Gender and Peacebuilding: All Hands Required*. Lanham, MD: Lexington Books

PART II

GENDER IN PEACE AND CONFLICT

September 22: Development of International Legal Mechanisms on Gender: This week we will explore international legal mechanisms on women such as UN Security Council Resolution 1325 and others. We will discuss the developments that led to these resolutions and other international

documents and their aftermath. We will also discuss how these documents protect and empower gender equality in local contexts.

Required Readings:

- UN Security Council. (2000). *Women, Peace, and Security*. Resolution 1325. S/RES/1325. Adopted October 31, 2000. Retrievable at: http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1325(2000).

- Coomaraswamy, R. (2014). Chapter 1: Setting the Context; Chapter 2: The Normative Framework for Women, Peace and Security. In P*reventing Conflict, Transforming Justice, Securing the Peace: A Global Study on the Implementation of Security Council Resolution 1325* (pp. 18-25; 26-35). Retrievable at: http://wps.unwomen.org/~/media/files/un%20women/wps/highlights/unw-global-study-1325-2015.pdf.

- Arostegui, J., & Bichetero, V. E. (2014). Women, Peace and Security: Practical Guidance on Using Law to Empower Women in Post-Conflict Systems. Washington, DC: Women in International Security (WIIS). Retrievable at: http://wiisglobal.org/wp-content/uploads/2015/03/WPS-Toolkit-Electronic.pdf.

- Bell, C. & O'Rourke, C. (2010). Peace Agreements Or Pieces Of Paper? The Impact Of UNSC Resolution 1325 On Peace Processes And Their Agreements. *The International and Comparative Law Quarterly (59)*4, pp. 941-980. Retrievable at: http://www.research.ed.ac.uk/portal/files/8145174/Peace_agreements.pdf.
- Convention on the Elimination of All forms of Discrimination Against Women (CEDAW). Retrievable at: http://www.un.org/womenwatch/daw/cedaw/cedaw.htm.

- Bond, J. E. (2014). CEDAW in Sub-Saharan Africa: Lessons in Implementation. *Michigan State Law Review 24*, pp. 241-263.

Recommended Reading:

- UN Human Rights Office of the High Commissioner (2014). Women's Rights Are Human Rights. New York & Geneva: United Nations. Retrievable at: http://www.ohchr.org/Documents/Publications/HR-PUB-14-2.pdf.

Online resources:

- Resolutions on women peace and security http://www.un.org/en/peacekeeping/issues/women/wps.shtml.
- Resolutions on Gender Equality: http://www.un.org/womenwatch/ianwge/resolutions.htm. http://www.usip.org/gender_peacebuilding/about_UNSCR_1325.

September 29: Gender Mainstreaming and Gender Analysis: Building on the conceptual, theoretical, and institutional framework, we will look at gender mainstreaming and gender analysis in conflict contexts. We will particularly explore how applying a gender lens to the analysis of the

causes, triggers, and patterns of conflict contributes to more effective conflict prevention and resolution.

Required Readings:

- EU General Secretariat of the Council (2008). Mainstreaming Human Rights and Gender into European Security and Defence Policy. Retrievable at: http://www.consilium.europa.eu/ueDocs/cms_Data/docs/hr/news144.pdf.

- UN Women (2012). Gender and Conflict Analysis. Retrievable at: http://www.unwomen.org/~/media/Headquarters/Media/Publications/en/04AGenderandConflictAnalysis.pdfU.

- Raven-Roberts, A. (2005). Gender Mainstreaming in United Nations Peacekeeping Operations: Talking the Talk, Tripping Over the Walk. In D. Mazurana, A. Raven-Roberts, & J. Parpart (Eds.). *Gender, Conflict and Peacekeeping* (43-63). Boulder, CO: Rowman & Littlefield.

- Ramsbotham, O., Miall, H., & Woodhouse, T. (2011). Gender and Conflict Resolution. In *Contemporary Conflict Resolution* (pp. 305-326). Cambridge: Polity Press.

- Cockburn, C. (2001). The Gendered Dynamics of Armed Violence and Conflict. In C. Moser & F. Clarke (Eds.). *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence* (pp. 13-29). London & New York: Zed Books.

October 6: Sexual and Gender-Based Violence in Conflict: This week we will look at the different impacts that war and conflict have on different genders. While we will explore sexual and gender-based violence (SGBV) against women and girls as the most common form of sexual violence in (post-)conflict settings, we will also turn to the often underexplored occurrence of SGBV against men and boys. After exploring the drivers for both, we will discuss ways to comprehensively address all forms of SGBV through peacebuilding measures.

If we look at the range of interventions necessary to address sexual violence in conflict and post-conflict situations, it becomes clear how pressing is the need for a concerted and integrated approach. — UN Under-Secretary General Jean-Marie Guehenno

Required Readings:

- Kelly, L. (2000). Wars Against Women: Sexual Violence, Sexual Politics and the Militarised State. In S. Jacobs, R. Jacobson and J. Marchbank (Eds). *States of Conflict: Gender, Violence and Resistance,* (pp. 45-65). New York, NY: Palgrave Macmillan.
- Grey, R., & Shepherd, L. J. (2013). "Stop Rape Now?" Masculinity, Responsibility, and Conflict-related Sexual Violence. *Men and Masculinities, 16*(1), pp. 115-135.

- Dolan, C. (2014). Has Patriarchy been Stealing the Feminists' Clothes? Conflict-related Sexual Violence and UN Security Council Resolutions. *IDS Bulletin 45*(1), pp. 80-84.

- Cohen, D. K., Green, A. H., & Wood, E. J. (2013). Wartime Sexual Violence: Misconceptions, Implications and Ways Forward. *Special Report 323*. Washington, DC: United States Institute of Peace. Retrievable at: http://www.usip.org/sites/default/files/resources/SR323.pdf.

- Shahrokh, T. (2015). Towards More Inclusive Strategies to Address Gender-Based Violence. *IDS Policy Briefing 104*, Brighton: IDS.

Recommended Readings:

- Boesten, J., & Fisher, M. (2012). Sexual Violence and Justice in Post Conflict Peru. *Special Report 310*. Washington, DC: United States Institute of Peace. Retrievable at: https://www.usip.org/sites/default/files/SR310.pdf.

- Kelly, J. (2010). Rape in War: Motives of militia in DRC. *Special Report 243*. Washington, DC: United States Institute of Peace. Retrievable at: https://www.usip.org/sites/default/files/SR243Kelly.pdf.

- Murphy, R., & Burke, R. (2015). Sexual and Gender-based Violence and the Responsibility to Protect: Where Does Gender Come In? *Irish Studies in International Affairs 26*, pp. 227-255.

- Macklin, A. (2004). Like Oil and Water with a Match: Militarized Commerce, Armed Conflict and Human Security in Sudan. In W. Giles & J. Hyndman (Eds.). *Sites of Violence: Gender and Conflict Zones* (pp. 75-107). Berkeley CA: University of California Press.

October 13: Masculinities, Men in Military and Peacekeeping: After having established a broad understanding of masculinities during Part I of the class, this week we will look at institutions like national militaries and international peacekeeping settings as *hypermasculine* environments which affect the ways wars are waged and peace is kept. Therefore, we will examine the theoretical underpinnings of hegemonic masculinity and discuss their persuasiveness and how it affects peace and conflict.

Required Readings:

- Enloe, C. (2000). Chapter 1: How do they Militarise a Can of Soup? In *Maneuvers: The International Politics of Militarising Women's Lives* (pp. 1-34). Berkeley, CA: University of California Press.

- Enloe, C. (2004). Chapter 18: When Feminists Look at Masculinity and the Men Who Wage War: A Conversation between Cynthia Enloe and Carol Cohn. In *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley, CA: University of California Press.

- Whitworth, S. (2004). Introduction: The Costly Contradictions of UN Peacekeeping; Militarized Masculinities and Blue Berets. In *Men, Militarism and UN Peacekeeping: A Gendered Analysis* (pp. 11-22; 151-182). Boulder, CO: Lynne Rienner Publishers.

- Masters, C. (2005). Bodies of Technology: Cyborg Soldiers and Militarized Masculinities. *International Feminist Journal of Politics 7*(1), pp. 112-132.

- Cockburn, C. (2010). Gender Relations as Causal in Militarization and War: A FEMINIST STANDPOINT. *International Feminist Journal of Politics, 12*(2), 139-157.

Recommended Readings:

- Dietrich Ortega, L. M. (2012). Looking beyond violent militarized masculinities: guerrilla gender regimes in Latin America. *International Feminist Journal of Politics, 14*(4), 489-507.

- Hooper, C. (1998). Masculinist Practices and Gender Politics: The Operation of Multiple Masculinities in International Relations. In M. Zalewski & J. Parpart (Eds.). *The 'Man' Question in International Relations* (pp. 28-53). Oxford: Westview.

October 20: Gender and Violence: This week we will take a closer look at the gendered dimensions of direct, structural, and cultural violence in conflict. Here we will also address and problematize essentialist assumptions about gender roles in conflict, routinely depicting men as aggressive warriors and women as vulnerable victims. Deconstructing these roles, we will also look at female perpetrators and women as combatants.

Required Readings:

- Cynthia, E. (2004). Chapter Seven: All the Men are in the Militias, All the Women Are Victims: The Politics of Masculinity and Femininity in Nationalist Wars. In *The Curious Feminist: Searching for Women in a New Age of Empire.* Berkeley, CA: University of California Press.

- Cockburn, C. (2004). The Continuum of Violence. In W. Giles & J. Hyndman (Eds.) *Sites of Violence: Gender and Conflict Zones* (pp. 3-44). Berkeley, CA: University of California Press.

- Sjoberg, L., & Gentry, C.E. (2008). Introduction: A Woman Did That? In *Mothers, Monsters, Whores: Women's Violence in Global Politics* (pp. 1-26). London & New York: Zed Books.

- Russo, V. (1994). The Constitution of a Gendered Enemy. In E. Addis, V. E. Russo, & L. Ebesta (Eds.). *Women Soldiers: Images and Realities* (pp. 49-58). New York: Macmillan Press.

October 27: Gender, Displacement, and Humanitarian Action: Based on the understanding and wide acknowledgement of the different impacts of humanitarian crises on women/girls and men/boys, this week we will look at the gender dimensions of displacement with a focus on refugees, internally displaced persons and at ways to address gender-based concerns and special needs within humanitarian action.

Required Readings:

- Giles, W. (2012). Women Forced to Flee: Refugees and Internally Displaced Persons. In C. Cohn (Ed.). *Women and Wars* (pp. 80-101). Malden, MA: Polity Press.

- IASC (2006). Gender Handbook in Humanitarian Action: Women, Girls, Boys, and Men: Different Needs, Equal Opportunities. Retrievable at: https://www.humanitarianresponse.info/system/files/documents/files/Gender%20Handbook.pdf.

- Marteens, D. (2012). Forced Displacement and Gender Justice in Colombia. *ICTJ/Brookings*. Retrievable at: https://www.ictj.org/sites/default/files/ICTJ-Brookings-Displacement-Gender-Colombia-CaseStudy-2012-English.pdf.

- Busher, D. (2010). Refugee Women: Twenty Years On. *Refugee Survey Quarterly*. Retrievable at: https://www.womensrefugeecommission.org/resources/gender-issues/658-refugee-survey-quarterlyrefugee-women-twenty-years-on.

November 3: Gender in Peacebuilding: In this section, we will develop a nuanced understanding of the role of gender in peacebuilding. We will look at the involvement of women and men in conflict prevention, transformation and peace processes, different impacts of their contributions, as well existing power imbalances and obstacles to gender equal participation.

Required Readings:

- Naraghi-Anderlini, S. (2007). Preventing and Transforming Conflict Nonviolently. In *Women Waging Peace: What They Do and Why it Matters* (pp. 19-52). Boulder, CO: Lynne Rienner.
- O'Gorman, E. (2014). Independent Thematic Review on Gender for the UN Peacebuilding Support Office (PBSO) - Final Report March 2014. Retrievable at: http://www.un.org/en/peacebuilding/pbso/pdf/Final%20Report_Thematic%20Review%20on%20Gender%20&%20Peacebuilding.pdf.

- GIZ (2014). Promoting Women's Participation in Peace Negotiations and Peace Processes. Bonn: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). Retrievable at: http://eeas.europa.eu/archives/features/features-working-women/working-with-women/docs/2014-05-08_toolkit_promoting-womens-participation-peace-neg_en.pdf.

Recommended Readings:

- Wright, H., & Welsh, P. (2014). Masculinities, conflict and peacebuilding: perspectives on men through a gender lens. *Saferworld Report*. Retrievable at: http://www.saferworld.org.uk/resources/view-resource/862-masculinities-conflict-and-peacebuilding-perspectives-on-men-through-a-gender-lens.

November 10: Women's Role in Countering Violent Extremism (CVE): Against the backdrop of the recent Resolution 2242 (2015) on Women, Peace and Security, we will take a closer look at the role of women in countering terrorism and violent extremism and the integration of a gender analysis on the drivers of radicalization of women. We will also critically assess the potential impacts of counter-terrorism strategies on women's human rights and women's organizations and explore ways how to ensure consultations with women and women's organizations when developing these strategies.

Required Readings:

- Holmer, G. (2013). Countering Violent Extremism: A Peacebuilding Perspective. *Special Report 336*. Washington, DC: United States Institute of Peace. Retrievable at: http://www.usip.org/publications/countering-violent-extremism-peacebuilding-perspective.

- De Jonge Oudraat, C. (2016). Chapter 1: Preventing and Countering Violent Extremism (CVE): The Role of Women and Women's Organizations. In N. C. Fink, S. Zeiger, & A. Bhulai. A Man's World? Exploring the Roles of Women in Countering Terrorism and Violent Extremism (pp. 18-35). Retrievable at: http://www.hedayah.ae/pdf/a-man-s-world.pdf.

- De Saint Marc, G., & Lacombe, S. (2016). Chapter 8: The Roles of Women in Terrorism and CVE: 164 Motivations, Experiences and Engagement. In N. C. Fink, S. Zeiger, & A. Bhulai. A Man's World? Exploring the Roles of Women in Countering Terrorism and Violent Extremism (pp. 164-177). Retrievable at: http://www.hedayah.ae/pdf/a-man-s-world.pdf.

- UNSC 2242 (2015). Retrievable at: http://www.peacewomen.org/node/93019.

One of the following case studies from "A Man's World?":

- Chapter 5: The Role of Women in Preventing, Mitigating 100 and Responding to Violence and Violent Extremism in Nigeria

- Chapter 6: Afghan Women and CVE: What are their roles, chal- 118 lenges and opportunities in CVE?

- Chapter 7: Female Radicalization to ISIS and the Role of 142 Women in CVE

November 17: Gender in Post-Conflict Settings: In this last thematic week, we will address the role of gender in post-conflict settings. We will particularly focus on issues of governance and institutional accountability, security sector reform (SSR), disarmament, demobilization and reintegration (DDR), as well as transitional justice and reconciliation from a gendered perspective.

Required Readings:

- Enloe, C. (2004). Chapter 16: Demilitarization or More of the Same? Feminist Questions to Ask in the Postwar Moment; Chapter 17: A feminist Map of the Blocks on the Road to Institutional Accountability. In *The Curious Feminist: Searching for Women in a New Age of Empire.* Berkeley, CA: University of California Press.

- Gordon, E., Welch, A. E., & Roos, E. (2015). Security Sector Reform and the Paradoxical Tension between Local Ownership and Gender Equality. *International Journal of Security and Development 4*(1). Retrievable at: http://www.stabilityjournal.org/articles/10.5334/sta.gj/.

- Mazurana, D., Eckerbom, L. (2012). Women, Girls, and Disarmament, Demobilization and Reintegration (DDR). In C. Cohn. *Women and Wars* (pp. 194-214). Malden, MA: Polity Press.

- Naraghi-Anderlini, S. (2007). Postconflict Governance and Leadership; Transitional Justice and Reconciliation. In *Women Waging Peace: What They Do and Why it Matters* (pp. 115-152; 153-190). Boulder, CO: Lynne Rienner.

- Steiner, S. E. (2013). Common Strategies for Women in Transition Countries. *Peace Brief 156*. Washington, DC: U.S. Institute of Peace. Retrievable at: https://www.usip.org/sites/default/files/PB156.pdf.

November 24: Thanksgiving Break - No Class

December 1: Reflections on the Class and Wrap-Up