



University for Peace



Version March 17, 2016

**Department of Peace and Conflict Studies  
M.A. in Media, Peace and Conflict Studies  
Academic year 2015-2016**

## **MPS 6047 Gender and Media**

**1. Instructor: Gal Harmat, PhD**

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**Phone:** 2205-9068

**Office Hours:** Tuesday and Thursday 11:00 a.m. to 12:00 p.m.

**2. Duration of the course:** Three weeks, from Monday March 28 to April 14.

**3. Course meeting times and place: Afternoon Schedule:** 1:15 p.m. to 4:15 p.m.

**Place:** Classroom 3

**NOTE:**

- **Monday March 28** will be Morning Schedule **8:45 a.m.-11:45 a.m.**
- This course includes **two double sessions**: one on **Tuesday April 12**, another on **Wednesday April 13 (8:45 a.m. to 4:15 p.m.)**
- Notice that Monday April 11 is National Day.

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

**5. Pre-requisites or co-requisites:**

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

**6. Intended Participants:** Students in the Master's Degree in Media, Peace and Conflict Studies.

**7. Minimum and maximum number of students envisaged:** Class size 10-24 students.

**8. 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 and children. Once our theoretical framework is established, we will conduct a focused analysis of media coverage in the context of peace and conflict in order to explore the specific impediments created by a lack of gender equity. In addition to journalistic forms, we will apply this analysis in various sessions to a broader study of new media tools, art, and imagery, and consider their social implications in the context 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 course aims to explore traditional media strategies and to develop a new media campaign (or project) in order to raise awareness of gender (in)equality in conflict zones in addition to challenge hegemonic powers and link between Media coverage, community intervention and gender representation and reporting tools.

## 9. 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 and the way these reflect in media.
- Understand how men and women have to be militarized through creating aggressive masculinities and domestic femininities to fight wars.
- Understand media role in militarization and new colonialism.
- Understand the complexity of media as a mirror to the notions of women's peacefulness and male aggressiveness.
- Observe wars and conflicts through the specific lenses of widows and women in prostitution.
- Discuss women as agents of change rather than just "Vulnerable" and "Victims".
- Understand how globalization and militarization differentially impacts women and men and set an alternative solution.

### *b) Primary Themes addressed:*

Gender and:

- Hierarchies
- Masculinities and femininities
- Militarism and militarization
- Hegemony
- New Conflict issues
- Nationalism
- Structural and Cultural Violence
- Violence against women
- Human security
- Peace journalism
- Greed, competition and globalization
- Intersectionality of gender, class, religion, sexual orientation
- Standpoint theory as it relates to peacefulness, aggression and empathy
- Global media coverage
- Culture of peace

## 10. 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 e-mail.
- **Participation (30%)** 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.

- **New Media campaign or project (60%):** The students will develop a new media campaign around issues of Gender equality and equity. A social advocacy campaign that reflects a high level of self-awareness and purpose in the words and images that it uses, as well as a specific sensitivity to issues of representation, equality, etc., and the functional dynamics of contemporary media use. In addition, the students will document their process of learning and conceptualize it according to the terms learned during the course.
- **Criteria of Assessment:**
  - Creativity and Originality-20%
  - Sensitivity to issues of representation- inclusion and the diversity of people from different ethnicities recess sexual orientations, classes, religion and ctr-15%
  - Understanding of new media tools-25%
  - Quality of production-20%
  - Research and bibliography-20%

## 11. UPeace Policies:

### Plagiarism

Plagiarism is among the most serious breaches of academic honesty, and is not tolerated under any circumstances. It will be punished and may result in expulsion from the UN mandated University for Peace if a student commits more than two offenses.

Plagiarism involves the use of someone else's ideas or words without reference to the source. This includes the failure to use quotation marks and to appropriately reference text taken directly from another source, as well as the clear citation of text paraphrased from one or more sources including one's work that has already been submitted for another class<sup>1</sup>, or published elsewhere. Even if the wording is changed, the sources of ideas must be clearly referenced.

Using almost the same frame of another author's article –the themes discussed, the sequence of ideas, the sources consulted, etc. – also constitutes a case of plagiarism. This is not really exactly about the text in itself, but about the approach, the “paradigm” and, therefore, the claims of creativity and originality.

In addition, there should be no falsification or misrepresentation of research data and/or findings.

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.

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<sup>1</sup> Unless specifically authorized by the respective instructor, for example in the use of term papers as direct inputs into the Final Graduation Requirement

## **Electronic media in class**

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

### **12. 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?*

### **13. 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)**.

### **14. Detailed outline of daily classes:** Students should follow the schedule outlined below:

#### **Session 1: The Lens of Gender and Curiosity** *Monday March 28, 2016 (Morning schedule)*

The aim of the first session is to introduce the concept of gender analysis of peace and war, and connect it to new media, 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 Reading:**

Hooks, b (2000). *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press. Chapter 1: Feminist Politics: Where we stand, pp. 1-6.

Harmat, G. (n.d.) *Naming the Background*, pp. 1-9.

### **Videos:**

- Jackson Katz: Violence against women—it's a men's issue  
<http://m.youtube.com/watch?v=ElJxUVJ8blw>
- The moment I became a feminist: Brenda Chapman at TEDxBerkeley  
<http://m.youtube.com/watch?v=Loc10c2cu0g>

### **Recommended Readings:**

Hudson, V., Ballif-Sapnivil B., and 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: Community Intervention and Media**

*Tuesday March 29, 2016 (Afternoon schedule)*

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 and the role of media in conflict.

### **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.

Stacy L. Smith, S.L. , Choueiti, M. & Piepe, K. (2015) Gender bias without borders: An investigation of female characters in popular films across 11 countries.

<http://seejane.org/wp-content/uploads/gender-bias-without-borders-executive-summary.pdf>

**Recommended Reading:**

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**

*Wednesday March 30, 2016 (Afternoon schedule)*

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

**Required Reading:**

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 Reading:**

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

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

**Session 4: Peace Building and Media- The Cost of Ignoring Gender**

*Thursday March 31, 2016 (Afternoon schedule)*

Students will be able to apply a gender analysis to media coverage peacebuilding 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.

[http://aplus.com/a/women-not-objects-sexism-advertising?c=7412&tse\\_id=INF\\_6b650750f3844e1ea005296f4e9b3074&u](http://aplus.com/a/women-not-objects-sexism-advertising?c=7412&tse_id=INF_6b650750f3844e1ea005296f4e9b3074&u)



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Gotz, M. et al (2008) Gender in children's television: Worldwide Results from a media analysis in 24 countries  
[http://www.prixjeunesse.de/images/PDF/GenderInChildrensTVWorldwide\\_2008.pdf](http://www.prixjeunesse.de/images/PDF/GenderInChildrensTVWorldwide_2008.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**

*Friday April 1, 2016 (Afternoon schedule)*

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. The students will participate in a media analysis exercise, where the class looks at different media examples. News videos and clips from the major news agencies will be presented and discuss whose voices and perspectives are overrepresented and whose are underrepresented.

### **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. 1-6.  
<http://static1.1.sqspcdn.com/static/f/636447/10105735/1294338496063/Microsoft+Word+-+Unpacking+the+Knapsack+of+White+Privilege.pdf?token=E%252FjQgdoaD3Z2OyH84Hs3p3UvmXU%253D>

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/>

WACC (2015) 'Mission Possible': A Gender and Media Advocacy Toolkit.  
[http://www.mediareform.org.uk/wp-content/uploads/2015/11/Mission\\_Possible-A\\_Gender\\_and\\_Media](http://www.mediareform.org.uk/wp-content/uploads/2015/11/Mission_Possible-A_Gender_and_Media)

### **Recommended Readings:**

Ali, R. & Batool, S. (2015) Stereotypical Identities: Discourse Analysis of Media Images of Women in Pakistan. *Multidisciplinary Journal of Gender Studies*, 4 (1), 690 – 717  
<http://hipatiapress.com/hpjournals/index.php/generos/article/view/1502/1314>

### **Session 6: Identities- Risks and Opportunities**

*Monday April 4, 2016 (Afternoon schedule)*

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 and peace journalism.

### **Required Readings:**

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

Or

Butler, J. (1999). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge. Chapters 1-3, pp. 3-180.

### **Required Videos:**

- <https://www.youtube.com/watch?v=NptgVU7j94g>
- Judith Butler: Your Behavior Creates Your Gender:  
<https://www.youtube.com/watch?v=Bo7o2LYATDc>
- Judith Butler: Part 1/6:  
<https://www.youtube.com/watch?v=Q50nQUGiI3s> (1:06 minutes onwards)

**Recommended Reading:**

Butler, J. (1999). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge. Conclusion, pp 181-190.

**Session 7: Identities: Gender and Diversity, Art and Media.**

*Tuesday April 5, 2016 (Afternoon schedule)*

Students will be exploring personal, ethnic, racial, sexual orientation and religious identities and their intersections through the use of art. Using art allows students to reflect on the context of identity-forming and lets them experiment their own change in identity (gender and other) and being in the shoes of the other in a safe and constructive manner. Students will thus experiment with the role of art as a tool in social change.

**Required Readings:**

Guralnik, N. (1996). *Sophie Calle: True Stories*. Tel Aviv Museum of Art.

Kinsey, L., S. (2014). These Young Women Are Using Incredible Art to Turn Gender Roles on Their Head. *Art.Mic online Magazine*. pp. 1-4.  
<http://mic.com/articles/82015/these-young-women-are-using-incredible-art-to-turn-gender-roles-on-their-head>

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Johnson, A. (2005). *The Gender Knot Chapter 1: Where we are?*, pp. 3-26.

**Required Videos:**

<https://www.youtube.com/watch?v=NptgVU7j94g>

**Recommended Reading:**

Calle, S. (1996) *The Shadow, 1981*. Tel Aviv Museum of Art.

Calle, S. (1996) *Personal Museum*. Tel Aviv Museum of Art.

Yeung, P. (2015). The artists subverting the gender binary. *DazedDigital Magazine*.  
<http://www.dazeddigital.com/artsandculture/article/22646/1/the-artists-subverting-the-gender-binary>

## **Session 8: Empathy: The Importance of Context in Gendered Media**

*Wednesday April 6, 2016 (Afternoon schedule)*

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 .

Mukhrib, A.M. (2013) The Clarity of Gender Stereotype Generation in Popular English Media: A Comparative Analysis of Two Leading Magazines and Reality. *US-China Foreign Language*, August 2013, Vol. 11, No. 8, 626-635

<http://www.davidpublishing.com/davidpublishing/Upfile/9/16/2013/2013091672733769.pdf>

### **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 9: Human and Women Rights in Commercial Realism**

*Thursday April 7, 2016 (Afternoon schedule)*

Media is essential in the socialization of people and exercising a great deal of power over our attitudes and beliefs. During the session we will analyze media clips and news and look at the gender dimensions of media. We will also cover the gender codes in media and advertisement. Students will learn the role of media in socializing children and adults into sexist, gender unequal standpoints and behaviors. They will further explore the power of counter media to expose and unlearn these standpoints and behaviors and to socialize children and adults to being critical of gender injustice, gender violence and

oppression and gender privileges and link it to their own new media campaign.

**Required Readings:**

Goffman, E. (1987). *Gender advertisements*. New York: Harper & Row. Chapters 1-2, pp. 1-23.

AGENCE FRANCE-PRESSE (2013). "Sweden sees boom in stay-at-home dads". Retrieved 14 June 2015. <http://www.rawstory.com/2013/06/sweden-sees-boom-in-stay-at-home-dads/>

**Recommended Readings:**

Banks, J.A. (2004). "Teaching for social justice, diversity and citizenship in a global world". *Educational Forum*, 68: pp. 289-298.

**Session 10: Media images analysis, Sexism and Militarism**

*Friday April 8, 2016 (Afternoon schedule)*

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:**

- "Take Gender, Add Curiosity about Power, You've Got Feminism" (Clark University Video) <http://youtu.be/hqDUz2YYROc>

### **Recommended Readings:**

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

Harmat. G., (2015). Gender and Sex-Based Stereotypes in Palestinian Jewish Track III Peace Dialogue Encounters. In *Justitias Welt*, Volume 28, August 2015:

[http://www.justitiaswelt.de/Aufsaetze/AS107\\_201508\\_GH.pdf](http://www.justitiaswelt.de/Aufsaetze/AS107_201508_GH.pdf)

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

### **Session 11: New Colonialism, Nationalism and Media**

*Tuesday April 12, 2016 NOTE: Double Session (Morning)*

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.

Morna, C.L. GENDER IN MEDIA TRAINING: A SOUTHERN AFRICAN TOOL KIT. South African Institute for the Advancement of Journalism (IAJ) and Gender Links (GL),  
[http://portal.unesco.org/en/files/47269/12650028681Gender\\_in\\_Media\\_Training\\_A\\_southern\\_African\\_Toolkit.pdf](http://portal.unesco.org/en/files/47269/12650028681Gender_in_Media_Training_A_southern_African_Toolkit.pdf)/Gender in Media Training BA southern African Toolkit.pdf

### **Recommended Readings:**

Enloe, C., (2000b). *Manoeuvres: The international politics of militarizing women's lives*. Berkeley, CA: University of California Press. Chapters 2-5, pp. 35-197.

Enloe, C., (2000a). *Beyond Rambo: women and the varieties of militarized masculinity*. In Isaksson, E. (ed.) *Women and the military system*. Harvester, Finland: Wheatsheaf Publications. Chapter 4, pp. 71-93.

Cockburn, C., (1998). *The space between us: Negotiating gender and national identities in conflict*. Zed Books, London & New York. Chapters 1-2, pp. 12-75.

### **Session 12: Media Project Development**

Tuesday April 12, 2016 NOTE: Double Session (Afternoon)

Session 12+13 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:**

Gurumurthy, A. Gender and Media- A situation analysis of the Asia region - Key highlights International Forum on Gender, Media, ICTs and Journalism: 20 years after the BPfA May 2015, Mexico City [http://www.itforchange.net/sites/default/files/Gender and Media-A situation analysis of the Asia region-Key highlights.pdf](http://www.itforchange.net/sites/default/files/Gender%20and%20Media-A%20situation%20analysis%20of%20the%20Asia%20region-Key%20highlights.pdf)

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. (in consultation with Cabezudo, A.) (2001) Tasks and Directions for the Global Campaign for Peace Education. In Education for Disarmament, *Forum Disarmament*, pp. 19-26.  
<http://www.isn.ethz.ch/Digital-Library/Publications/Detail/?ots591=0c54e3b3-1e9c-be1e-2c24-a6a8c7060233&lng=en&id=109132>

#### **Recommended Readings:**

Arvidsson, Sofia (2009). *A Gender Based Adjectival Study of Women's and Men's Magazines Link*. Unpublished Thesis, University Hogskolan I Gavle. pp. 3-33.

Chloe (2012). *Doing It Wrong: Gender Roles and the Message of Inadequacy in Women's Magazines*. Sociology of Sexuality (blog), Summer 2012. pp. 1-6.  
<http://mkopas.net/courses/soc287/2012/08/06/doing-it-wrong-gender-roles-and-the-message-of-inadequacy-in-womens-magazines/>

WACC (2013). "Towards 2015: A Communication Rights Agenda". *Media and Gender Monitor* No. 24. pp. 2-20.

### **Session 13: Part 2**

Wednesday April 13, 2016 **NOTE: Double Session (Morning)**

Session 12+13 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.

#### **Required Readings:**

Wessells, M.; Schwebel, M. and Anderson, A. (2001) Psychologists Making a Difference 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: Sisterhood is still powerful, pp. 13-18. [https://excoradfeminisms.files.wordpress.com/2010/03/bell\\_hooks-feminism\\_is\\_for\\_everybody.pdf](https://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf)

#### **Recommended Readings:**

Hooks, b (2000). *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press. Chapter 4: Feminist Education for Critical Consciousness, pp. 19-24; Chapter 5: Our body, ourselves: Reproductive Rights, pp. 25-30 and Chapter 6: Beauty within and without, pp. 31-36. [https://excoradfeminisms.files.wordpress.com/2010/03/bell\\_hooks-feminism\\_is\\_for\\_everybody.pdf](https://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf)

### **Sessions 14-15: Shaping the future, learning from success stories**

- **Session 14:** Wednesday April 13, 2016 **NOTE: Double Session (Afternoon)**
- **Session 15:** Thursday April 14, 2016 (*Afternoon schedule*)

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. Last part of the session will be students' presentations.

### **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, pp. 5-38 and Chapter 7, pp. 59-70.  
<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 pp. 39-58 and Chapter 9, pp. 89-97.  
<https://www.emu.edu/cjp/publications/faculty-staff/when-you-are-the-peacebuilder.pdf>

## **15. 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.

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