1. **Instructor:** Dr. Uzma Rashid  
   **E-mail:** urashid@upeace.org

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

3. **Duration of the course:** 15 sessions (10 sessions Council Room + Zoom and 5 sessions supervised group work and forum discussions) from October 26 to November 6, 2020.

4. **Course meeting times and place:** Council Room + Zoom; **Morning session:** 8:15 a.m. – 11:15 a.m. (Costa Rica Time)
   - **Zoom Meeting Link**  
     [https://zoom.us/j/96017864980?pwd=NFFEVDg1THJUa0JzckNVcm56Tk80dz09](https://zoom.us/j/96017864980?pwd=NFFEVDg1THJUa0JzckNVcm56Tk80dz09)
   - **Meeting ID:** 960 1786 4980
   - **Access code:** 290781

5. **Course Description:** This course examines the gendered dimensions of peacebuilding and introduces students to concepts such as those of gender inequalities, masculinities, militarism and their part in conflict situations. 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 peacebuilding, 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 Inequalities**

**Date:** *Monday October 26, 2020*

**Required Readings:**


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


**Recommended Readings:**


**Group Work Guidelines:**

- Focusing on the context you associate with (country of birth; country where you spent most of your life in etc.), analyze the gender inequalities that exist there, and summarize, using empirical data available (for e.g. that of the Gender Gap Index; Gender Inequality Index, etc.), in what ways persons of diverse gender identities and sexual orientations experience these gender inequalities. *Working with your group, post your response of about 300-500 words to the forum.*
Session 2: How is Gender Connected to Peace and Conflict Studies?
Date: Tuesday October 27, 2020

Required Readings:


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

Recommended Readings:


Group Work Guidelines:

• Working with your group, choose a conflict situation and analyze some of the ways in which gender issues surfaced in it, and share your brief analysis of 300-500 words, written collaboratively, on the forum.

Session 3: Queering Peacebuilding
Date: Wednesday October 28, 2020

Required Readings:


Recommended Readings:


**Group Work Guidelines:**

Working with your group, think of the following questions, and share a response to these in about 500 words on the forum:

1) Are the needs of persons of diverse gender identities and sexual orientations in conflict contexts better served by organisations with a specific LGBT focus or by peacebuilding organisations with a wider mandate?

2) How would effective approaches to support the meaningful participation of persons of diverse gender identities and sexual orientations differ in more or less restrictive social, cultural and legal contexts?

3) What impact does the inclusion of persons of diverse gender identities and sexual orientations have on the broader peacebuilding work of international actors, in contexts where these groups are not widely accepted?


**Session 4: What is Gender Mainstreaming?**

**Date:** Thursday October 29, 2020

**Required Readings:**


**Recommended Readings:**


UN Habitat. (2012). *A compendium of case studies on gender mainstreaming initiatives in UN Habitat (2008-2012).*

**Group Work Guidelines:**

- Working with your group, choose a case from the UN Habitat compendium of case studies on gender mainstreaming (recommended reading). Share the main objectives in that case and what gender issues were covered. If you were to add to the gender mainstreaming process in this case, what would you add and how? Share your response of 300-500 words on the forum.

**Session 5: Sexual and Gender-Based Violence in the Context of Conflict**
*Date: Friday October 30, 2020*

**Required Readings:**


**Recommended Readings:**


**Session 6: Women as Participants in Conflicts**
*Date: Monday November 2, 2020*

**Required Readings:**


Recommended Readings:


Session 7: Men’s Experiences in Conflicts
Date: *Tuesday November 3, 2020*

Required Readings:


Recommended Readings:


Session 8: Analyzing the Women, Peace, and Security Agenda
Date: *Wednesday November 4, 2020*

Required Readings:


**Recommended Reading:**


**Session 9: Gender Parity in Peace Process and Post-Conflict Reconstruction**

**Date:** *Thursday November 5, 2020*

**Required Readings:**


Recommended Readings:


Session 10: Final Presentations
Dates: *Friday November 6, 2020*

Students, in groups, will share their final presentations.

8. Grading:

- **Class Participation (30%)**: Each student is expected to initiate and meaningfully engage with class discussions.

- **Case Study Presentation (20%)**: For six of the sessions, groups composed of five students will 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, and 9.

- **Final Presentation (10%)**: Students will present the analysis of the case they chose for their final paper through a 10 minutes’ presentation.

- **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. **Deadline: Midnight of Sunday November 8 2020** (Costa Rica Time).

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.
# Grading Rubric

**Case Study Presentation; Final Presentation**

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

#### Final Paper

| Category          | 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.

**In Case You Are Unable to Attend a Live Session:**

As a rule, you are expected to attend all live sessions and participate in class discussions. However, if you are unable to attend a session or a part of it, please ensure that you inform the instructor about it. If, for some reason, you are unable to attend a live session, you are expected to submit a reflection paper of 500 words, summarizing the contents of the required readings for that session and share some thoughts on at least one question discussed in class. Recording for each live session will be made available after that session, on the same day.

**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.

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.