Department of Peace and Conflict Studies

Academic Year 2020-2021

PCS 6013 Gender and Peacebuilding

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

    - **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:

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

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

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

Recommended Readings:

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

Connel, B. (2002). Hegemonic masculinity. In Stevi Jackson and Sue Scott (Eds.). *Gender: A sociological reader,* Chapter 5, pp. 60-62. NY: Routledge.

Coastan, J. (2019). *The intersectionality wars.* pp. 1-7. https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination

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

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:

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

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

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

Recommended Readings:

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

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

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:

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

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

Recommended Readings:

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

Myrttinen, H. and Daigle, M. (2017). *When merely existing is a risk: Sexual and gender minorities in conflict, displacement, and peacebuilding.* International Alert. https://www.international-alert.org/sites/default/files/Gender_SexualAndGenderMinorities_EN_2017.pdf

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

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

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?
(Adapted from: Conciliation Resources. (2018). https://rc-services-assets.s3.eu-west-1.amazonaws.com/s3fs-public/Inclusion%20of%20gender%20and%20sexual%20minorities%20in%20peacebuilding.pdf

Session 4: What is Gender Mainstreaming?
Date: *Thursday October 29, 2020*

Required Readings:

Sato, F. (2012). A Camouflaged Military: Japan's Self-Defense Forces and Globalized Gender Mainstreaming. *The Asia-Pacific Journal: Japan focus,* 10 *(36)*, pp. 1-23.

United Nations Development Programme. (2013). Gender mainstreaming made easy: Handbook for programme staff. pp. 1-38.

Recommended Readings:

Association for the development of education in Africa. (2006). A tool for gender mainstreaming in higher education in Africa.

United Nations Development Programme's Regional Bureau for Europe and the CIS. (2007). *Gender mainstreaming in practice: A toolkit.*

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:

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

Davies, S. et. al. (2016). How women's silence secures the peace: analyzing sexual and gender-based violence in a low intensity conflict. *Gender and Development,* 24 *(3)*, pp. 459-473. (Case Study: Philippines)

Recommended Readings:

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

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

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

Required Readings:

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

Goswami, R. (2015). *UNSCR1325 and female ex-combatants: Case study of the Maoist women of Nepal.* NY: UNWomen. pp. 2-21.

Recommended Readings:

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

Tarnaala, E. (2016). *Women in armed groups and fighting forces: Lessons learned from gender-sensitive DDR programmes.* Norwegian Peacebuilding Resource Centre. pp. 1-7.

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

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

Required Readings:

Dolan, C. (2018). *Victims who are men.* In Aoláin, F. N. et. al. (Eds.). *The Oxford handbook of gender and conflict.* UK: Oxford University Press, pp. 86-104.

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

Recommended Readings:

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

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

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

Required Readings:

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

Women Peace and Security International Framework: United Nations Security Council Resolutions: http://www.securitycouncilreport.org/un-documents/women-peace-and-security/

- United Nations Security Council Resolution 1820 (June 19, 2008).

- United Nations Security Council Resolution 1888 (September 30, 2009).
- United Nations Security Council Resolution 1889 (October 5, 2009).
- United Nations Security Council Resolution 1960 (December 16, 2010).
- United Nations Security Council Resolution 2106 (June 24, 2013).
- United Nations Security Council Resolution 2122 (October 18, 2013).
- United Nations Security Council Resolution 2242 (October 13, 2015)
- United Nations Security Council Resolution 2272 (March 11, 2016)
- United Nations Security Council Resolution 2331 (December 20, 2016)

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

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

Recommended Reading:

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

Session 9: Gender Parity in Peace Process and Post-Conflict Reconstruction
Date: *Thursday November 5, 2020*

Required Readings:

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

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

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

Soma, E. (2020). Our search for peace: Women in South Sudan's national peace processes 2005-2018. *UNWomen; Oxfam*, pp. 1-62.

Recommended Readings:

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

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

Mirza, T. (2019). Somalia and the new deal for engagement in fragile states: Gender equality as the key to peacebuilding and state-building success. *Undergraduate journal of politics, policy, and society,* 2 *(1)*, pp. 180-205.

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: <u>Midnight</u> 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

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

Grading Rubric

Final Paper

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

9.   **UPEACE Policies:**

In the Classroom:

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

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.