

WOMEN, PEACE AND SECURITY

Professor: Dr. Ellen Haring

Class Number: SEST 703-01

Class Meets: Mondays 6:30-9:00 pm

Office Hours: Mondays 4:00-6:00 pm (by appointment)

Classroom Location: ICC 234

Phone Number: 571-331-0416

Email: eh804@georgetown.edu

Introduction/Description. This course examines the multiple roles of women and men in the continuum of conflict. The critically important concept of gender is generally not understood by national security experts. As a consequence, opportunities to effectively address conflict and respond to crises by understanding and engaging the entire population have been overlooked, making national security responses less than optimal. By examining the concept of gender and the roles played by both men and women, reviewing the legal and policy frameworks concerning women, and operationalizing these topics, this course will heighten students' situational awareness and improve their ability to develop holistic strategies to security challenges.

Course Learning Objectives. As a result of completing this course students will:

- Develop new perspectives on what constitutes security, focusing on gender and women, in both domestic and foreign contexts.
- Have an enhanced understanding of policy changes pertaining to women, peace, and security at the national and international level.
- Expand their historical and current perspectives on women's participation in war and peace.
- Increase their awareness of past and current roles women play as state and non-state actors.
- Be able to effectively consider and analyze the roles and activities played by all actors in the peace and security environment.
- Develop approaches and methodologies for incorporating a gender analysis into security related activities.

Instructional Methodology. The predominant means of instruction in this course is by seminar discussion, lecture and interactive exercises. Readings must be completed before class in order for students to fully participate in exercises, discussions and case studies.

An added feature of the class is the viewing of documentary films to enhance the class's understanding of the motivations and activities of women by listening to what the women themselves say about their experiences in conflict. To that end, during the course the class will view and discuss the landmark films "War Redefined" and "Pray the Devil Back to Hell."

Course Expectations. Students are not expected to have a background in women or gender studies. However, students are expected to share their thoughts and insights with the class. Those students with direct professional and related knowledge of the subject are especially encouraged to participate actively in discussions. It is expected that students will already be fully informed about current events, routinely reading a major daily newspaper of record at the very least and a preeminent news weekly.

Course Requirements and Means of Assessment.

Classroom Participation 20%
Short Paper 25%
Gender Analysis Group Project 25%
Journal 30%

Students are expected to engage in daily class discussions at least twice in a constructive and thoughtful manner. Good discussion participation involves people trying to build on, and synthesize comments from others, and on showing appreciation for others' contributions. It also involves inviting others to say more about what they are thinking. Some of the most helpful things you can do are call for a moment to reflect (e.g., during the break would be ideal) or bring a new resource to the classroom. Rude, demeaning, disrespectful or otherwise offensive speech or behavior will not be tolerated.

Weekly Journal: Students will maintain a weekly journal that documents gender based experiences or observations in their communities, at work, at school or at home. At the end of the course students should have a minimum of 8-10 separate entries (approximately 1 page each) that answer the following questions: What did I see or experience? How did it make me feel? What did I learn? Observations will be categorized according to Bradley's gendered dimensions of production, reproduction and leisure at the micro, macro and meso levels of society. The final paper will be 10-12 pages including the 8-10 observations. Each journal entry is intended to be a discrete data point that builds throughout the course. The final product will include an analysis and summative assessment of your observations. Papers are to be double spaced. Journals should be submitted electronically in **Word format** to me at eh804@georgetown.edu by 11:59 pm on **May 7, 2018**.

Paper: A short paper (maximum 2,500 words) on a topic of your choice that draws on lessons learned during the course. Clear your topic choice with me by March 12. All papers are to be double spaced. They must contain footnotes, rather than endnotes (which are part of the word count total). Papers should be submitted electronically in **Word format** to me at eh804@georgetown.edu by 11:59 pm on March 26, 2018.

Gender Analysis Group Project: Students will conduct a gender analysis of an organization or mission and will brief their analysis and findings during the last two class sessions.

Books for Purchase:

Harriet Bradley, *Gender Key Concepts 2nd Edition* (Polity Press, 2013)
Valerie Hudson, Bonnie Ballif-Spanvill, Mary Caprioli & Chad Emmett, *Sex & World Peace*,
(Columbia University Press, 2014)
Cynthia Enloe, *The Curious Feminist*, (University of California Press, 2004)

Recommended:

J. Ann Tickner, *A Feminist Voyage Through International Relations*, (Oxford University Press, 2014).

All other assigned readings are available in Bb lesson folders.

CLASS SCHEDULE AND CONTENT

PART 1. UNDERSTANDING GENDER AS A SOCIAL CONSTRUCT

Class 01: Introduction. Defining Gender (January 10)

This first class establishes the importance of gender in shaping human behavior. Concepts of gender, how it influences values, perceptions and behaviors provide the foundation of this class.

Harriet Bradley, *Gender: Key Concepts*, (2013), Introduction and Chapters 1-3.

Class 02: Gender as a Social Construct (January 22)

The second class examines how production, reproduction and consumption have been predicated along gendered lines.

Harriet Bradley, *Gender: Key Concepts*, (2013), Chapters 4-6

Cynthia Enloe, *The Curious Feminist*, (2004), Introduction, Chapters 1 & 4.

Class 03: Gendered Institutions (January 29)

This class examines how the security apparatus has been shaped by gender based norms that fail to account for or accommodate the full range of human security concerns, illustrating the influence of gender and its interactions with other important variables in international security.

J. Ann Tickner, *A Feminist Voyage Through International Relations*, (2014), Chapters 1-3.

Cynthia Enloe, *The Curious Feminist*, (2004), Chapters 7-14.

Class 04: Gender and Security (February 5)

There is perhaps no human endeavor that is more gendered than war. This class examines the highly gendered nature of war and its impact on both men and women.

Joshua Goldstein, *War and Gender*, (2001), Chapter 1.

Valerie Hudson, *Sex & World Peace*, (2014) Chapters 1-4, (2014).

PART TWO. INTERNATIONAL AND NATIONAL FRAMEWORKS

Class 05: International Laws, Policies and Frameworks (February 12)

The first resolution on women, peace and security, United Nations Security Council Resolution 1325 (UNSCR 1325), was unanimously adopted by the UN Security Council on October 31, 2000. UNSCR 1325 marked the first time the Security Council addressed the disproportionate and unique impact of armed conflict on women. This class traces the genealogy of global gender policy, how it has evolved and how it has become situated within the international system.

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), (1979). <http://www.un.org/womenwatch/daw/cedaw/history.htm>

United Nations Security Council Resolutions 1325 (2), 1820 (2), 1888 (2), 1889 (1), 1960 (2), 2106 (1), 2122 (2), 2242 (2)

Diane Otto, “The Security Council’s Alliance of Gender Legitimacy: The Symbolic Capital of Resolution 1325,” Cambridge University Press (2010): pp. 239-275.

UN Women, A Global Study on the Implementation of United Nations Security Council Resolution 1325, Executive Summary (2015)
http://wps.unwomen.org/pdf/en/GlobalStudy_EN_Web.pdf

Chantal d Jonge Oudraat and Michael E. Brown. WPS+GPS: Adding Gender to the Peace and Security Equation. (2017).

Class 06: National Laws, Policies and Frameworks (February 26)

This class traces international efforts to national policies and practices by looking at how countries have or have not adopted the principles enshrined in UNSCR 1325. It touches on the implications of NATO’s Bi-Strategic directive on Women, Peace and Security.

Take: short tutorial on Writing a National Action Plan (NAP) 101
<https://actionplans.inclusivesecurity.org/national-action-plan-101/> (30 minutes)

US NAP for UN Security Council Resolution 1325, Women, Peace and Security, December, (2015).

NATO/EAPC Action Plan for the Implementation of the NATO/EAPC Policy on Women Peace and Security (2016) https://www.nato.int/nato_static_fl2014/assets/pdf/pdf2016_07/160718-wps-action-plan.pdf.

NATO Bi-Strategic Command Directive 040-001 (2017) Integrating UNSCR 1325 and Gender Perspective into the NATO Command Structure
https://www.nato.int/issues/women_nato/2017/Bi-SCD_40-1_2Rev.pdf.

Class 07: From Policy to Practice (March 12)

In June 2015, the USG released the second US National Action Plan (NAP) on Women, Peace, and Security. Previously signed Executive Order (EO) 13595 directed implementation of the NAP. The NAP and EO 13595 recognize that promoting women’s participation in conflict prevention, management, and resolution as well as in post-conflict relief and recovery advances peace, national security, economic and social development, and international cooperation. This class examines how well DOD, DOS and USAID have or have not been translated into policy into practice within their organizations.

All read:

Robert Egnell, Petter Hojem, Hannes Berts. Gender, *Military Effectiveness, and Organizational Change: The Swedish Model*. Basingstoke: Palgrave MacMillan (2014): 4-5 (key definitions); 23-33; and Chapter 4.

Executive Order (EO) 13595 Instituting a National Action Plan on Women Peace and Security. Select at least one agency's Implementation Plan and Annual Assessment to review for this lesson. Documents are found in agency specific folders on Bb.

PART THREE. HAWKS, DOVES AND CANARIES: HISTORICAL EXAMPLES

Class 08: Women Combatants (March 19)

Throughout history women have taken an active role as combatants in conventional forces, as insurgents and guerrillas, and as terrorists. This lesson is a short survey of recent examples of women combatants in conventional forces, rebel/insurgent forces, as terrorists, spies and saboteurs. This lesson also provides students with insight into the motivations and unique challenges faced by women combatants.

All Read:

Brenda Oppermann, "Hawks, Doves and Canaries" (2014, Small Wars Journal), Background and Women as Combatants Sections. <http://smallwarsjournal.com/jrnl/art/hawks-doves-and-canaries-women-and-conflict>

Reina Pennington, *Wings, Women & War* (University Press of Kansas, 2001): pp. 1-7, 72-80, 143-144, 161-175.

Choose one reading or video from the categories outlined below:

The Insurgents

"Life as a Female Tamil Tiger"

<http://www.telegraph.co.uk/news/worldnews/asia/srilanka/5283438/Life-as-a-female-Tamil-Tiger-guerilla-relived-by-one-of-first-female-soldiers.html>

Miranda, Alison. "Cogs in the Wheel? Women in the Liberation Tigers of Tamil Eelam." *Civil Wars*, vol. 6, no. 4, (2003): 37-54.

http://www2.warwick.ac.uk/fac/soc/pais/people/alison/research/cogs_in_the_wheel/cogs_in_the_wheel.pdf

Alpert, Megan, "To Be a Guerilla, and a Woman, in Columbia" *The Atlantic* (2016).

<https://www.theatlantic.com/international/archive/2016/09/farc-deal-female-fighters/501644/>

The Terrorists

Watch: "My Daughter the Terrorist" (1 Hour)

<https://search.yahoo.com/search?p=women+terrorists+tamil+tigers&ei=UTF-8&fr=moz35>

Women in Terrorist Undergrounds <https://globalecco.org/women-in-terrorist-undergrounds>

Spies and Saboteurs

Women Spies of the Civil War (2011) <http://www.smithsonianmag.com/history/women-spies-of-the-civil-war-162202679/>

Class 09. Doves-Women Peacemakers (March 26)

This lesson examines the active roles that women have played in peacemaking and peacekeeping. Although often overlooked by powerbrokers, research shows that countries that include women in peace negotiations enjoy 25% better long-term outcomes.

Brenda Oppermann, “Hawks, Doves and Canaries” (2014, Small Wars Journal), Women as Doves. <http://smallwarsjournal.com/jrnl/art/hawks-doves-and-canaries-women-and-conflict>

Georgetown Institute for Women, Peace and Security, “Women Leading Peace” (2015). Read pp. 1-30 and 1 case study of your choice.

<https://giwps.georgetown.edu/sites/giwps/files/Women%20Leading%20Peace.pdf>

Scan Women in Peacekeeping at UNDPKO

<http://www.un.org/en/peacekeeping/issues/women/womeninpk.shtml>

Class 10. Canaries-Women as Purveyors of Information **Short Paper Due (April 09)**

This lesson examines women’s informal roles as sources of information throughout the phases of conflict. Although often overlooked and frequently dismissed, women serve as early warning voices prior to and during conflict. Not only do many women actively seek to warn of impending conflict but their activities and behaviors often serve as indicators of escalating and de-escalating violence. Women’s observations also provide a more complete picture of what is happening in their communities.

Brenda Oppermann, “Hawks, Doves and Canaries” (2014, Small Wars Journal), Women Canaries. <http://smallwarsjournal.com/jrnl/art/hawks-doves-and-canaries-women-and-conflict>

“Women’s Contributions to Conflict Prevention”

http://www.peacewomen.org/assets/file/Resources/UN/unifem_womencontributrconprewedisarm_2003.pdf

Listen to <http://www.pbs.org/wnet/women-war-and-peace/podcast/do-women-see-things-that-men-dont-an-interview-with-wendy-lobwein/> (10 minutes)

PART FOUR. PRACTICAL APPLICATIONS

Class 11. Conducting a Gender Audit/Analysis. (April 16)

This lesson explores methods and tools available for advancing the WPS agenda.

Valerie Hudson, Sex & World Peace, (2014) Chapters 5-7, (2014).

Review at least one of the Gender checklists provided in Dropbox and be prepared to present a short (5 minute) overview of your checklist to the class.

Review: The 2014 NATO/EAPC Action Plan on Women, Peace and Security: Assessments and Recommendations, March 2015, Principal Investigator: Dr. Chantal de Jonge Oudraat

Class 12. Organization Gender Analysis Group Presentations (April 23)

Class 13. Mission Specific Gender Analysis Group Presentations (April 30)

May 5, Journals Due