

Gender, Violence & War

Instructor: Margaret Jenkins (mj588@georgetown.edu)

Academic Unit: School of Public Policy, CEU

Course level (MA, PhD): MA

No. of Credits (No. of ECTS Credits): 2

Office hours:

To be confirmed

Course Description

Why are there still so few women serving in the world's militaries? What is militarized masculinity and what should public policy do about it? What are the opportunities and challenges posed by information technology for enhancing gender equality and addressing violence? Have there always been women fighters and soldiers? Are there effective policies for the post-conflict re-integration of women combatants? Is gender-based violence an inevitable consequence of war?

This course responds to the increasing demand for gender expertise and understanding related to peace and security. Those seeking a career in public policy, no matter what they work on or where, need to be prepared to respond to professional demands regarding gender. Practitioners and policy-makers are increasingly asked to consider the ways in which gender issues should affect the design and implementation of their programs, to evaluate impacts with a gender perspective, and to respond to questions and concerns related to gender discrimination and equality.

Students will come away from this course with a strong understanding of the interconnections between gender, violence, and conflict, but the objective of the course is deeper and broader. By the course's conclusion, students will have considered ways to address gender inequality, and prevent and respond to gender-based violence in policies and programs related to peace and security. This will include an analysis of the challenges, pitfalls, and complexities of doing so, especially in diverse ideological, political, religious, and cultural contexts.

Guest speakers will be joining the class to share their particular expertise on specific themes of the course; all of the guest speakers are actively engaged in research, advocacy and/or activism. These speakers offer students a unique opportunity to learn about policy engagement and future career paths in related fields.

The course will draw from a variety of materials, including academic articles, policy and program studies and reports, news articles and documentary films. Materials will be posted or linked to on the course website, where they can be downloaded or printed.

Learning Outcomes:

By the end of this course, students will be able to: (1) to identify and discuss key gender issues related to peace and security; (2) critically analyze programmatic and policy responses to these issues; and (3) develop and present a briefing that offers specific recommendations related to a country's National Action Plan on Women, Peace and Security.

Students will acquire an overarching understanding of cutting edge issues related to gender, conflict and violence that are regularly covered in the media, such as women's involvement in militant and terrorist groups, and gender based violence during peacekeeping operations. Through guest speakers, and case studies, students will also explore a wide range of policies and programs to implement the gender, peace and security agenda at grassroots, national and international levels.

Course Requirements:

Students will be responsible for one opinion piece, one group project and group presentation, and two response pieces to course readings. For the group presentation, the group will be expected to give an overview of the National Action Plan (NAP) on Women, Peace and Security for a specific country. Students are not expected to present a finished analysis, but instead to use the presentation to share their reflections on a country's NAP, and solicit questions and feedback. Sign-up sheet for the group project, with suggested countries, will be posted online by the instructor. (Groups can also feel free to contact me if they want to assess the NAP of an country that is not listed, in the interest of time only, I suggested some).

The opinion piece is worth 25%, group project 20%, group presentation 10%, response pieces are each worth 15%, and class attendance/participation 15%. Attendance at all class sessions is mandatory. Students will be expected to fully participate in classroom discussions and activities. Readings will be posted on the class website.

1. Opinion piece (25%), DUE FRIDAY MARCH 23: An 800-1,000-word opinion piece for a newspaper or online site (e.g. national newspaper, The Guardian, Politico, Huffington Post) dealing with one or more themes of the course. The op-ed should draw attention to a current issue and must make an explicit argument about a specific policy or program that is or is not working. Grading will be based on the quality of the writing, and the clarity of the argument. A handout for tips on writing an effective opinion will be provided but the best way to understand the style is to read opinion pieces in major publications.

2. Group project/policy brief (20%) and group presentation (10%), DUE FRIDAY MARCH 30: 2500 words, double spaced. Your group is tasked with preparing an analysis on a specific country's National Action Plan (NAP) on Women, Peace and Security. This should include a

summary of the NAP, and an analysis of its strengths and shortcomings, including with respect to how the country went about drafting its NAP (were there consultations with civil society groups and women's rights organizations for example). Group presentations on NAPs will take place during our last class session (March 21).

3. Two response pieces (each worth 15%): For the response pieces, students will sign up for two sessions for which they will take a lead in class discussion. For each of these two sessions, students are expected to submit short response pieces (250- 500 words max) engaging at least two of the assigned readings, and raising one or two discussion questions. **These are due by 12 noon by email for the class when they will be discussed.** A sign up sheet will be available online.

Sequence of Class Sessions (subject to change, per availability of external visitors)

March 5: A discussion of foundational concepts: gender, feminism, security, freedom

March 6: The legal and institutional framework for gender, peace and security

March 7: Gendered causes and consequences of war

March 12: Gender-based violence: incidence, variation, prevention and response

March 14: Gender and the military; gender and armed groups

March 19: Peace and security operations; post-conflict reconstruction

March 21: Gender mainstreaming in practice; group presentations on NAPs

Session 1: Monday March 5, 2018 (3:30- 5:10): Foundational concepts.

- This course is focused on policy and program responses to current gender, peace and security issues—what they are, and what they should be. The purpose of this first class is to connect this to classic theoretical work and reflection on feminism and the meaning of gender.

Simone de Beauvoir, *The Second Sex* (excerpt)

Judith Butler, *Performative Acts and Gender Constitution* (excerpt)

Uma Narayan, *Contesting Cultures, Respect for Cultures and Third World Feminists* (excerpt)

Cynthia Weber, *Queer international relations: sovereignty, sexuality and the will to knowledge* (excerpt)

Session 2: Tuesday March 6 (3:30 – 5:10): The institutional and legal framework

- An introduction to the international legal and normative infrastructure on gender, peace and security, including National Action Plans (discussion of group project)
- To explore the challenges and opportunities for mainstreaming gender in certain ideological or religious contexts
- In-class consultancy exercise: Class discussion and role-play as a consulting firm tasked with gender mainstreaming the Somali Police Force (SPF). Please read background document (on class website) in preparation for the exercise.

“Executive Summary,” Preventing Conflict, Transforming Justice, Securing The Peace. A Global Study on the Implementation of 1325. 2015. UN Women. (p. 13- 17)

Gordon, Eleanor, Anthony Cleland Welch and Emmicka Roos. “Security Sector Reform and the Paradoxical Tension between Local Ownership and Gender Equality,” *Stability: International Journal of Security & Development*. 4 (1). 2015.

Session 3 & 4, Wednesday March 7 (3:30 – 7:00): Gendered causes and consequences of war

- To investigate the proposed connection between gender issues and the onset and frequency of war, and to critically examine some of the arguments regarding the gendered causes of war. e.g., are women leaders less likely to go to war as some have suggested, and is gender inequality a cause of political conflict?
- To learn how women and men may be affected differently by war and its aftermath, and consider variation across different types of conflicts

Fukuyama, Francis. 1998. “Women and the Evolution of World Politics”, *Foreign Affairs* 77(5): 24-40.

Nye, Joseph. 2012. “A More Peaceful World if Women in Charge?” *CNN Global Public Square blog*, February 8

Hudson, Valerie, Mary Caprioli, Bonnie Ballif-Spanvill, Rose McDermott and Chad Emmett. 2008. “The Heart of the Matter: The Security of Women and the Security of States,” *International Security* 33(3): 7-45.

Plumper, Thomas and Eric Neumayer. 2006. “The Unequal Burden of War: The Effect of

Armed Conflict on the Gender Gap in Life Expectancy," *International Organization* 60(3): 723-754.

Pinker, Steven. *The Better Angels of our Nature: The decline of violence in history and its causes*. Penguin UK, 2011. **Quick read/skim the Preface and Ch. 10: The Pacifist's Dilemma and Feminization.

Session 5 & 6, Monday March 12 (3:30– 7:00): Conflict-related gender-based violence—incidence, variation, prevention & response

Learning Goals:

- To consider possible explanations for variation in gender-based violence across different conflicts
- To explore possible strategies for preventing and responding to gender-based violence, including harnessing IT
- To consider feminist responses to the historical narrative on war, especially related to gender-based violence

Guest speaker (TBC): Representative from NANE, Budapest office.

Wood, Elisabeth Jean. 2009. "Armed Groups and Sexual Violence: When is Wartime Rape Rare?" *Politics and Society* 37(1): 131-161.

Ragnhild Nordas, Peace Research Institute Oslo (PRIO), Preventing Conflict-related Sexual Violence. PRIO Policy Brief. February 2013.

Sivakumaran, Sandesh. 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): 259-277.

Human Rights Watch, *Justice on Trial: Lessons from the Minova Rape Case in the Democratic Republic of Congo*.

Andrea Peto, "Memory and the Narrative of Rape in Budapest and Vienna in 1945," in *Life After Death: Approaches to a Cultural and Social History of Europe During the 1940s and 1950s.*, ed. R. Bessel and D. Schumann.

Session 7 & 8-- Wednesday March 14 (3:30 – 7:00): Gender and the military; gender and other armed groups

Learning Goals:

- Session 7: To identify key gender issues for militaries with respect to gender (women's roles in the military, gender based violence, training, sexual assault prevention, impunity), and consider the variation in response of militaries to gender issues
- Session 8: To learn about the various ways in which women serve as militants, rebels, and terrorists in contemporary conflicts (and how these women are represented in the media)

Guest Speaker: TBC

Readings for Session 7 on gender and the military:

Baaz, Maria Eriksson and Maria Stern. 2013. "Fearless Fighters and Submissive Wives: Negotiating Identity Among Women Soldiers in the Congo (DRC)." *Armed Forces and Society* 39(4): 711-739.

MacKenzie, Megan. 2013. "Let Women Fight: Ending the U.S. Military's Female Combat Ban," *Foreign Affairs*, January 23.

For Session 8 on gender and armed groups:

Gowrinathan, Nimmi. 2014. "The Women of ISIS: Understanding and Combating Female Extremism," *Foreign Affairs*, August 21.

Meet the Kurdish Women Fighting ISIS in Syria, www.nbcnews.com

Coulter, Chris. 2009. *Bush Wives and Girl Soldiers: Women's Lives Through War and Peace in Sierra Leone*, Ithaca: Cornell University Press. Chapter 4: From Rape Victims to Female Fighters (pgs. 125-153).

Session 9 & 10-- Wednesday March 14 (3:30 – 7:00): Peace and security operations; post-conflict reconstruction

Learning Goals:

- To identify gender issues related to peacekeeping, such as, why are there still so few women peacekeepers? Does the presence of women peacekeepers increase or decrease the reporting of violence against women? Are all-female peacekeeping contingents good policy?

- To understand key gender issues associated with peace processes and negotiations, DDR (disarmament, demobilization and reintegration), and post-conflict reconstruction

Film Clip: *A Journey of a Thousand Miles: Peacekeepers* (Documentary about an all-female peacekeeping contingent from Bangladesh deployed to Haiti, by Sharmeen Obaid-Chinoy, Geeta Ghandbir and Perri Peltz)

Natalie F. Hudson, "En-gendering UN peacekeeping operations." *International Journal*, Vol. 60, No. 3, 2005, pp. 785-807.

Sessions 11 & 12: March 21 (3:30 – 7:00): Gender Mainstreaming in Practice, and Group Presentations

Learning Goal:

- To understand national variation in implementation of the gender, peace and security agenda
- To gain an overview of different activities and foci of governmental and non-governmental international organizations as well as grassroots civil society groups, and reflect on gaps, challenges, and successes

Guest Speaker: TBC

UN Department of Peacekeeping and Department of Field Support. Gender Forward Looking Strategy, 2014- 2018. DPKO/DFS Gender Unit. (scan to get an idea of the UN DPKO strategy)

Grabska, Katarzyna, "Constructing 'Modern Gendered Civilised' Women and Men: Gender-Mainstreaming in Refugee Camps," *Gender & Development*, 19: 1. 2011. pp. 81-93.