



GEORGETOWN UNIVERSITY
School of Continuing Studies

Course Name: Gender, International Peace and Security
GOVT 346.20

Dr. S. Ayse Kadayifci-Orellana

COURSE DESCRIPTION

What does women or more broadly gender have to do with international peace and security?

Why is it important to include women in discussions involving, conflict, peace, security and development?

Where are the women in these discussions?

How would the fields of peace and security look if questions of gender were centrally and routinely included?

Research in peace and security fields over the last two decades have demonstrated the multiple ways gendered identities and power structures are central to the processes of war, peace and security. Importance of women's empowerment to peace and prosperity has also been underlined by various international organizations such as the United Nations, and a series of landmark UN Security Resolutions. This course will examine theoretical and practical aspects of gender-sensitive approaches to international security, peacebuilding and development through synchronous online teaching, videos and films, and guest speakers, among others. Students will explore contemporary debates in the field and critically engage concepts like masculinity, femininity, human security, and militarization and apply them to frameworks pertaining to peace, security and development. Through a number of different case-studies, students will develop a deeper understanding of how gender norms, roles, identities and assumptions shape peace and security dynamics. The course will also cover pioneering international legal tools – such as Responsibility to Protect and UN Resolution 1325—in order to examine their impacts on gendered power dynamics during conflicts as well as post-conflict.

*** Trigger Warning: Some of the course content and class discussions may be triggering for some students. If you have any concerns, or if you would like to talk about this, please contact me at sao32@georgetown.edu**

*** We May Adjust the Syllabus Based on Student Needs**

Course Objectives

Some of the main objectives of the course include:

- Conceptualize gender not as an equivalent of “women” but rather as a system of social constructs that creates hierarchies associated with masculinities and femininities;
- Explore the construction of gender identities within broader social, political, economic and religio-cultural contexts;
- Explore current theories of international peace and security from a gendered perspective
- Understand how gender issues influence international affairs;
- Understand varied impacts of conflict and violence on different genders;
- Examine key international legal documents regarding gender issues and their application;
- Learn a set of skills including gender analysis and apply them to real-life situations.

CLASS REQUIREMENTS AND EVALUATION PROCESS

1. Participation in Class Discussions (10 points)

Students are expected to do the assigned readings and be prepared to discuss them during class sessions. If you are unable to attend a session, you should watch the recording of the class session you missed and record a short (approximately 5 min.) video presenting your comments, your reflections regarding the class session and submit it via canvas.

2. Weekly Blogs/ Discussions (20 points)

Each week on Friday, you are required to write a blog reflecting on the readings and class discussion from the week. In your blog, you can include current events, or a movie/documentary, reports, news items or academic articles related to that week’s themes. You can choose to do a video blog instead of a written blog if you prefer to do so. You are also required to respond to at least two other students’ blog posts by Sunday (11:59 pm). Comments should be reflective and analytical and engage with the ideas of the themes of the week.

3. Critical Movie Review (25 points)

You will review a movie/documentary (e.g. In the Name of Sex; Pray the Devil Back to Hell etc.) and write a short critical reflection on this. The review should be between 600-900 words. The review should include a discussion on what gender themes are involved in the movie, how they are related to key themes

and concepts discussed in class as well as your critical reflection of the movie from the perspective of our class themes and topics. Your review should draw upon three of the required or recommended readings in the syllabus relevant to key themes and issues arising from the movie. You can find a list of possible movies: <https://genderandsecurity.org/projects-resources/filmography?page=1> (Links to an external site.)

4. Research Paper and Presentation (45 points)

This assignment has two parts:

Part I- Research Paper (25 points):

Find a human rights report, newspaper story, or other media or policy document about gender and international peace and security. What do the readings in this class tell us about that story? What different understandings of that story do the readings suggest are possible? What more (or less) could be said than is said in the story that you have chosen? How does gender matter in the story? How is it related to peace, security, or development? You will write a research paper (3500-4000 words) analyzing a current event/ case study from the perspective of class themes. This paper should demonstrate mastery of the themes explored in class and serious research into the case/ event analyzing how gender impacts the issues at hand and, what gender-sensitive recommendations you would make to address these issues. Your paper should have a clear argument and support that argument logically and with evidence. Your paper also needs to reflect your acquaintance with the assigned literature, as well as your personal critique of the literature, the perspectives explored in class and the connections to the current worldly events and a bibliography.

Part II- Presentation (20 points):

You will make a 15-minute presentation at the end of the semester about this story. You are encouraged to be creative for this assignment (eg: a poster presentation for an awareness raising add/campaign; a news show; a policy brief to present the cabinet secretary etc.) You can choose to work in groups for this final Project. However, your research papers should be individually written.

Students are required to discuss their plans ahead of time with Dr. Kadayifci-Orellana.

This assignment will be completed in 3 stages:

Stage 1: Submission of Abstract and Outline: End of Week 1

Stage 2: Submission of a Rough Draft Due: End of Week 3

Stage 3: Presentation & Final Paper Due: End of Week 5

Grading:	
10 Points	Class participation
20 Points	Weekly Blogs and Discussion
25 Points	Critical Movie Review
20 Points	Class Presentation

25 Points	Final Paper
100 Points	Total

The final grade for the course -- A numerical score will be equivalent to the following letter grades:	
100-95: A	75-79: C+
90-94: A-	70-74: C
85-89: B+	65-79: C-
80-84: B	Below 65 D

PEDAGOGICAL STYLE

This is an interactive course in which you are expected to engage with the ideas and thoughts presented in the assignments, by the professor, other students -- and yourself. The philosophy of teaching followed is **collaborative learning**, which favors a model where there is more interaction in the classroom between students and teachers, students and teachers work cooperatively, and assignments involve cooperation and creative thinking. **By taking this course, you are already involved in the process of creative thoughtfulness.**

STATEMENT ON ACADEMIC INTEGRITY

All students are governed by Georgetown University's Academic Integrity Code, which details specific violations of ethical conduct that relates to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. All of your work, whether oral or written, in this class is governed by the provisions of the Code. Academic violations, particularly plagiarism, have been increasing in recent years, partly due to web sites and other sources that offer information or papers that students can submit as their own work. Defined by the Code, plagiarism is using the work, ideas, or words of someone else without attribution. Other violations include inappropriate collaboration (working on a project with another person but not acknowledging her or his contribution), dishonesty in examinations, whether in class or take-home, dishonesty in papers (not submitting original work), work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The adjudication process and possible penalties are listed in Georgetown University's Academic Integrity Code booklet, which is also available on the Georgetown University web site. The Instructor has the responsibility to monitor course assignments for violations of academic integrity, and the right to submit any suspicious assignments for electronic analysis to detect such violations. Being a member of this academic community entitles each of us to a wide degree of freedom in the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the ethical standards of scholarly conduct.

Required Materials

Links to required readings and materials can be found in this syllabus as well as in the module pages. If any of the links are broken, please let me know asap.

Note on Recommended Readings Included in the Syllabus

Following the required readings in the syllabus, you will find a set of recommended readings. These are included in the syllabus as additional resources for those students who are interested in particular themes and topics and who would like to read more in those areas.

Some Relevant Videos: (Additional selection of relevant videos can be found under Blackboard/videos)

- The Mothers of the Plaza de Mayo, 1985, 62 minutes
- Young Males and Masculinity in Sub-Saharan Africa: HIV/AIDS, Conflict, and Violence at <https://www.youtube.com/watch?v=LTGqJllwWew>
- Las Abuelas de Plaza de Mayo and the Search for Identity at <https://www.youtube.com/watch?v=rZGq15IhAi0&feature=youtu.be>
- Documentary: Pray the Devil Back to Hell at <https://www.youtube.com/watch?v=FQ3hM9rCWLc>
- Movie: Rossenstrasse by FilmEurope Channel
- Afghanistan Unveiled at: <http://itvs.org/films/afghanistan-unveiled> (Links to an external site.)
- Documentary Taking Root: Vision of Wangari Maathai at <http://itvs.org/films/taking-root>

Some Relevant Websites:

- Georgetown Institute for Women Peace and Security <https://giwps.georgetown.edu/> (Links to an external site.)
- IRC: <http://www.rescue.org/crisis-syria>. (Links to an external site.)
- Women's Refugee Commission: <https://www.womensrefugeecommission.org/srh/50-protection/gender>. (Links to an external site.)
- Unifem Women, Peace and Security Portal: <http://www.womenwarpeace.org/> (Links to an external site.)
- International Civil Society Action Network <http://www.icanpeacework.org/> (Links to an external site.) .

SCHEDULE

WEEK I: THEORETICAL and CONCEPTUAL FRAMEWORK

Required Readings:

1. [Enloe](#)  (2014) Bananas Beaches and Bases: Making Feminist Sense of International Politics Chapter 1: Gender Makes the World Go Round (1-35)
2. International Alert "Rethinking Gender in Peacebuilding at https://www.international-alert.org/sites/default/files/Gender_RethinkingGenderPeacebuilding_EN_2014.pdf
3. [Crenshaw](#), K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford law review*, 1241-1299
4. [Frable](#), D. E. (1997). Gender, Racial, Ethnic, Sexual and Class identities. *Annual Review of Psychology* 48(1), pp. 139-162.
5. Coomaraswamy, R. (2014). Chapter 1: Setting the Context; Chapter 2: The Normative Framework for Women, Peace and Security. In *Preventing Conflict, Transforming Justice, Securing the Peace: A Global Study on the Implementation of Security Council Resolution 1325* (pp. 18-25; 26-35).
Retrievable at: [http://www.peacewomen.org/sites/default/files/UNW-GLOBAL-STUDY-1325-2015%20\(1\).pdf](http://www.peacewomen.org/sites/default/files/UNW-GLOBAL-STUDY-1325-2015%20(1).pdf) (Links to an external site.)Links to an external site. (Links to an external site.)

Day	Schedule
Monday	Defining Our Concepts: What is Gender and Why Gender Matters? On our first day we will define our main concepts such as gender, conflict, peace, and security etc. We will explore how the field and practice of security and peacebuilding would be different if questions of gender were centrally and routinely included. We will discuss what it means to integrate a gendered perspective to peace and security and whether and how it is beneficial.
Tuesday	Defining Our Concepts: Peace, Security and Development: Where is Gender? Today we will continue to define our main concepts such as conflict, peace, and security etc. We will explore how the field and practice of security and peacebuilding would be different if questions of gender were centrally and routinely included. We will discuss what it means to integrate a gendered perspective to peace and security and whether and how it is beneficial.
Wednesday	Theoretical Origins: Intersectionality: This section we will explore different feminist theories such as liberal feminism, radical feminism, cultural feminism and identify and compare core arguments, and perspectives of different feminist approaches. we will also question essentialist understanding of gender and investigate how intersecting identities such as gender, race, religion, and/or class impact power, privilege and disadvantage of men and women.
Thursday	Legal Tools and the WPS Agenda: This class we will explore international legal mechanisms on women such as UN Security Council Resolution 1325 and national action plans to mainstream gender as well as the 2017 Gender, Peace and Security Act in the US.

Week 1: Assignments	Due Day
Weekly Blog and Discussions:	Friday at 11:59pm
Final Project Abstract	Sunday at 11:59pm

WEEK 2: GENDER AND CONFLICT

Required Readings:

1. CRS's Global Gender Strategy at <https://www.crs.org/sites/default/files/tools-research/crs-global-gender-strategy.pdf> (Links to an external site.)Links to an external site. (Links to an external site.) (Links to an external site.)
2. Gender and Conflict Analysis Toolkit for Peacebuilders (2015) Conciliation Resources <https://rc-services-assets.s3.eu-west-1.amazonaws.com/s3fs-public/CR%20Gender%20Toolkit%20WEB.pdf> (Links to an external site.) (Links to an external site.) Parts I & II
3. CDA Do No Harm and Gender at https://www.cdacollaborative.org/wp-content/uploads/2019/01/DNH-Gender_formatted-FINAL.pdf (Links to an external site.)
4. Saferworld (October 2014) "Masculinities, Conflict and Peacebuilding: Perspectives on men through a gender lens" available at: <https://www.saferworld.org.uk/resources/publications/862-masculinities-conflict-and-peacebuilding-perspectives-on-men-through-a-gender-lens> (Links to an external site.)
Enloe, C. (2000). Chapter 1: How do they Militarise a Can of Soup? In *Maneuvers: The International Politics of Militarising Women's Lives* (pp. 1-34). Berkeley, CA: University of California Press.
5. [Dietrich](#) Ortega, L. M. (2012). Looking beyond violent militarized masculinities: guerrilla gender regimes in Latin America. *International Feminist Journal of Politics*, 14(4), 489-507.

Day	Schedule
Monday	Gender Mainstreaming Gender Analysis: This week we will look at gender mainstreaming and gender analysis in conflict context and discuss how to integrate it into the design, implementation, monitoring and evaluation of policies, programs and projects in all political, economic and social spheres
Tuesday	Do No Harm: Today we will focus on integrating Do No Harm framework into gender analysis. We will particularly explore how applying a gender lens to the analysis of the causes, triggers, and patterns of conflict contributes to more effective conflict prevention and resolution
Wednesday	Conflict and Violence: Masculinities: This week we will take a closer look at the gendered dimensions of direct, structural, and cultural violence in conflict. We will look at the complex relationship between gender norms, violence and militarism. We will first investigate how hyper-masculinity within institutions like national militaries, insurgencies

	and international peacekeeping settings affect the way wars are waged and fought. We will also problematize essentialist assumptions about gender roles in conflict, routinely depicting men as aggressive warriors and women as vulnerable victims and discuss women in the military.
Thursday	Women and Militarism: We will be talking about why women join militaries or insurgent groups and how their participation in violence impacts gender norms and stereotypes.

Week 2 Assignments	Due Day
Weekly Blog and Discussions:	Friday at 11:59pm
Movie Review	Sunday at 11:59pm

WEEK 3: GENDER AND CONFLICT

Required Readings:
<ol style="list-style-type: none"> 1. Audrey Alexander (2019) "Perspectives on the Future of Women, Gender, and Violent Extremism" GWU Available at https://extremism.gwu.edu/sites/g/files/zaxdzs2191/f/Perspectives%20on%20the%20Future%20of%20Women%2C%20Gender%20and%20Violent%20Extremism.pdf (Links to an external site.) (Links to an external site.) 2. Jennifer Philippa Eggert (2015): Women Fighters in the "Islamic State" and Al-Qaeda in Iraq: A Comparative Analysis." <i>Journal of International Peace and Organization</i>, special issue on the "Islamic State". Volume 90, Issues 3 - 4, pp. 363 - 380. At http://www.brismes.ac.uk/conference/wp-content/uploads/2017/03/Paper_Eggert_EggertJ.pdf (Links to an external site.) 3. S. Kadayifci  Orellana (2021) Muslim Women Building Peace in Pakistan in <i>Religion Matters: Religion in Conflict and Conflict Resolution</i> 4. Gusman Joanna (2013) "Recognizing the Feminization of Displacement: A Proposal for A Gender Focused Approach to Local Integration in Ecuador Pacific Rim Law & Policy Journal; Mar20 Vol. 22 Issue 2, p429-467 Available at Jstore 5. Giles, W. (2012). Women Forced to Flee: Refugees and Internally Displaced Persons. In C. Cohn (Ed.). <i>Women and Wars</i> (pp. 80-101). Malden, MA: Polity Press. 6. Cohen, D. K., Green, A. H., & Wood, E. J. (2013). Wartime Sexual Violence: Misconceptions, Implications and Ways Forward. <i>Special Report 323</i>. Washington, DC: United States Institute of Peace.

7. [Dolan, C.](#) (2014). Has Patriarchy been Stealing the Feminists' Clothes? Conflict-related Sexual Violence and UN Security Council Resolutions. *IDS Bulletin* 45(1), pp. 80-84

Day	Schedule
Monday	Terrorism, and Violent Extremism Against the backdrop of the recent Resolution 2242 (2015) on Women, Peace and Security, we will take a closer look at the role of women in terrorism and violent extremism and the integration of a gender analysis on the drivers of radicalization of women
Tuesday	Countering Violent Extremism Today we will critically assess the potential impacts of counter-terrorism strategies on women's human rights and women's organizations and explore ways how to ensure consultations with women and women's organizations when developing these strategies.
Wednesday	Displacement, and Humanitarian Action: Humanitarian crises affect women/girls and men/boys differently. This week we will look at the gendered dimensions of displacement with a focus on refugees, internally displaced persons, and at ways to address gender-based concerns and special needs within humanitarian action.
Thursday	Sexual and Gender-Based Violence in Conflict: This week we will look at Sexual and Gender Based Violence in general. We will also we will look into the often under-explored occurrence of SGBV against men and boys and LGBT community. This week we will look at the different impacts that war and conflict have on different genders. While we will explore sexual and gender-based violence (SGBV) against women and girls as the most common form of sexual violence in (post-)conflict settings, . After exploring the drivers for both, we will discuss ways to comprehensively address all forms of SGBV through peacebuilding measures.

Week 3 Assignments	Due Day
Weekly Blog and Discussions:	Friday at 11:59pm
Final Paper Draft	Sunday at 11:59pm

WEEK 4 GENDER AND PEACE

Required Readings:

1. [Hayward](#), S., & [Marshall](#), K. (2015). Religious Women’s Invisibility: Obstacles and Opportunities. In *Women, Religion, And Peacebuilding: Illuminating the Unseen*. Washington, DC: United States Institute of Peace.
2. Virginia Bouvier (2016) “Gender and the Role of Women in Colombia’s Peace Process USIP Available at: <https://www.usip.org/sites/default/files/Gender-and-the-Role-of-Women-in-Colombia-s-Peace-Process-English.pdf> (Links to an external site.)
3. GIWPS (2015) “Women Leading Peace: A close examination of women’s political participation in peace processes in Northern Ireland, Guatemala, Kenya and the Philippines” available at: <https://giwps.georgetown.edu/wp-content/uploads/2017/08/Women-Leading-Peace.pdf> (Links to an external site.)
4. Steiner, S. E. (2013). Common Strategies for Women in Transition Countries. *Peace Brief 156*. Washington, DC: U.S. Institute of Peace. Retrievable at: <https://www.usip.org/sites/default/files/PB156.pdf> (Links to an external site.)
5. [Zvobgo](#) (Links to an external site.), Kelebogile (2020) Demanding Truth: The Global Transitional Justice Network and the Creation of Truth Commissions. *International Studies Quarterly*.
6. Kunz, Rahel. (2014) Gender and Security Sector Reform: Gendering Differently? *International Peacekeeping*, 21:5, 604-622. [Link](#) (Links to an external site.)

Day	Schedule
Monday	Civil Society, Non-governmental Organizations and Nonviolent Movements In this section, we will develop a nuanced understanding of the role of gender in peacebuilding. We will look at the involvement of women and men in conflict prevention, conflict transformation at the grass-root and community level.
Tuesday	Diplomacy and Negotiations: This week we will look at women in diplomacy and explore women’s involvement and its impact on official, first track peace processes.
Wednesday	Gender and Sustainable Development: Transitional Justice
Thursday	Gender and Security Sector Reform: In this week, we will address the role of gender in post-conflict settings. We will particularly focus on issues of governance and institutional accountability, security sector reform (SSR), disarmament, demobilization and reintegration (DDR), as well as transitional justice and reconciliation from a gendered perspective.

Assignments Due	Due Day
Weekly Blog and Discussions:	Friday at 11:59pm

WEEK 5: GENDER, SUSTAINABLE DEVELOPMENT AND CONCLUSION

Required Readings
<ol style="list-style-type: none"> 1. Andrea Cornwall (2015) and Althea-Maria Rivas "From 'gender equality and 'women's empowerment' to global justice: reclaiming a transformative agenda for gender and development Third World Quarterly, Vol. 36, No. 2, 396-415, available at Jstore http://dx.doi.org/10.1080/01436597.2015.1013341 (Links to an external site.) 2. Covid  19 A Gendered Lens UNFPA Technical Brief 3. Mayesha Alam, Rukmani Bhatia and Briana Mawby – Women and Climate Change GIWPS publication at http://giwps.georgetown.edu/wp-content/uploads/2017/09/Women-and-Climate-Change.pdf (chapter 1) (Links to an external site.) 4. Rovito  et.al (2017) "A Call for Gender-Inclusive Global Health Strategies" in American Journal of Men's Health Vol 11 (6). pp, 1804-1808

Day	Schedule
Monday	Gender and Sustainable Development: Political and Economic Dimensions: Today we will focus on political and economic dimensions of development and gender.
Tuesday	Gender and Sustainable Development: Gender Environment and Global Health: Today we will focus on gender and global health cover gender related aspects of pandemics, reproductive health, mental health etc.
Wednesday	Class Presentations
Thursday	Class Presentations

Assignments Due	Due Day
Weekly Blog and Discussions:	Friday at 11:59pm

Final Paper

Sunday at 11:59pm