

**New York University SCPS  
M.S. in Global Affairs**

**GLOB1-GC3075  
Women, Peacemaking & Peacebuilding  
Wednesdays 6:30-9:10  
Fall 2015**

**Anne Marie Goetz  
Office Hours: By appointment  
amg22@NYU.EDU**

### **Course description**

That conflict affects women and men, girls and boys in different ways is hardly a major insight, yet security sector analysts and policy-makers continue to have considerable difficulty accepting that this gendered impact of conflict ought to shape international, regional, or local policies aimed at conflict prevention, resolution, or peacebuilding. Even more challenging is the suggestion that gender relations could affect the triggers and causes of conflict or the conduct and the resolution of conflict, or the sustainability of peacebuilding efforts. An immediately obvious consequence is that women and girls figure in popular and policy treatments of conflict mainly as victims, and their various roles as participants in fighting forces, rebuilders and peace leaders, are obscured or ignored. This has resulted in their exclusion from decision-making on peace deals and post-conflict recovery processes including transitional justice and economic recovery. Recovery processes can therefore re-entrench or even strengthen conservative or pre-conflict versions of gender relations and women's rights.

The course will be linked to current policy debates on this issue in international peace and security institutions, notably the United Nation's Security Council, and the new (since 2005) Peacebuilding Commission, as well as regional and national security institutions including national action plans to institutionalize normative commitments to women's rights and the women peace and security agenda. The major focus will be women's role in conflict resolution, reconciliation, and long-term peace building. This is a particularly important moment in which to gain a nuanced understanding of the 'women peace and security agenda' -- October 2015 marks the 15th anniversary of the passage of Security Council resolution 1325. We will follow on-going debates on how to implement this agenda more effectively and integrate it to current UN peace and security reform processes.

Peacebuilding is a complex and uncertain process and its success is essential to the prevention of renewed conflict. Topics to be covered will include gender issues in peace processes, conflict-related humanitarian crises, post-conflict policy priorities such as disarmament, demobilization and reintegration, transitional justice and reparations and long-term peacebuilding. Students will be encouraged to analyze the politics of international policy-making in the security field and to simulate policy-advocacy through persuasive argumentation (for instance in Op Eds and briefings). In addition, a class exercise will involve drafting a resolution on women and peacebuilding and simulating a Security Council negotiation over the text.

### ***Learning Objectives***

By the end of this course the students should:

1. Have a strong grasp of the normative framework for a gender-sensitive approach to peace and security policy (knowledge of relevant international treaties, agreements, and resolutions);

2. Have a strong grasp of the analytical and evidence base for a gender-aware approach to peace-making and peacebuilding, including an understanding of the implications of gender-blind approaches for long-term recovery;
3. Be able to undertake critical gendered analysis of contemporary peacebuilding processes (such as economic recovery programmes in Sierra Leone, UN mission draw-down in Liberia, reparations programmes in Bosnia, stabilization efforts in Somalia, conflict-prevention efforts in fragile states and regions, natural resource management in fragile states, their own national foreign policy, etc.);
4. Articulate an evidence-based policy position in relation to peace and security and present an argument succinctly and precisely in oral and written form.

### **Recommended Readings**

**There is no core text for this course. Please consider purchasing at least one of these, as they are valuable resources:**

- Gulay Caglar, Elisabeth Prugl, Susanne Zwingel (eds) 2013, *Feminist Strategies in International Governance*, Routledge, ISBN-13: 978-1138022706 . \$37.99
- Donna Pankhurst, ed., 2008, *Gendered Peace: Women's Struggles for Post-War Justice and Reconciliation*, (Routledge). \$42.44
- Kathryn Sikkink, 2011, *The Justice Cascade*, (WW Norton & Co.). \$19.12
- Rob Jenkins, 2012, *Peacebuilding: From Concept to Commission*, (Routledge). \$30.99
- Robin Chandler, Linda Fuller and Lihua Wang, 2010, *Women War and Violence: Personal perspectives and Global Activism*, Palgrave Macmillan. ISBN-13: 978-0230103719, \$57.00
- Dyan Mazurana, Angela Raven-Roberts and Jane Parpart, 2005, *Gender, Conflict and Peacekeeping*, Rowman and Littlefield, ISBN-13: 978-0742536326, \$34.01.
- Annika Kronsell and Erika Svedberg (eds.), 2012, *Making Gender Making War: Violence, Military and Peacekeeping Practices*. Routledge, New York, London
- Hudson, Valerie et al. 2012. *Sex and World Peace* (Columbia University Press). ISBN: 978-0-231-13182-7 \$25.18\*
- Anderlini, Sanam Naraghi, 2007, *Women Building Peace* (Lynne Reinner). ISBN: 978155826-512-8. \$20.01\*

\*Prices listed from Amazon.com

### **Additional required readings:**

- Largely from NYU-held e-journals and other on-line sources, URLs for which will be supplied. Some will be selections posted to the course site.
- You should download, as and when relevant, publications from international security institutions. In 2015 three significant 'high-level' reviews were conducted on peace and security at the UN and you need to be familiar with their contents::
- 1. *Uniting Our Strengths for Peace*, the Report of the High-Level Independent Panel on United Nations Peace Operations – see [http://www.un.org/sg/pdf/HIPPO\\_Report\\_1\\_June\\_2015.pdf](http://www.un.org/sg/pdf/HIPPO_Report_1_June_2015.pdf)
- 2. *The Challenge of Sustaining Peace*, the Report of the Advisory Group of Experts for the 2015 Review of the UN's Peacebuilding Architecture. Peacebuilding, see [http://www.un.org/pga/wp-content/uploads/sites/3/2015/07/300615\\_The-Challenge-of-Sustaining-Peace.pdf](http://www.un.org/pga/wp-content/uploads/sites/3/2015/07/300615_The-Challenge-of-Sustaining-Peace.pdf)
- 3. the Global Study on the Implementation of UN Security Council resolution 1325. This will be launched

in October 2015 and we will either attend the launch or go to the 15<sup>th</sup> anniversary Security Council meeting on 1325.

Other useful sources:

UN Women, 2012, Sourcebook on Women Peace and Security: <http://www.unwomen.org/en/digital-library/publications/2012/10/un-women-sourcebook-on-women-peace-and-security>

World Bank, 2011 World Development Report, Conflict, Security and Development  
[http://siteresources.worldbank.org/INTWDRS/Resources/WDR2011\\_Full\\_Text.pdf](http://siteresources.worldbank.org/INTWDRS/Resources/WDR2011_Full_Text.pdf)

There are a number of excellent websites with resources on women peace and security – one of the best (you can even get a phone app for it) is the Peacewomen site: <http://peacewomen.org/>. This contains the text of all the WPS Security Council resolutions, interesting blogs, and texts and transcripts of country statements at Security Council debates – a great research resource.

Also look at: <http://www.stoprapenow.org/> to familiarize yourself with the UN's approach to "conflict related" sexual violence, including the work of the Special Representative of the Secretary General (SRSG) on Sexual Violence in Conflict, as well as various departments and agencies. This site includes links to key documents, such as UN Security Council Resolutions 1820, 1888, and 1960 – the last requesting an annual update report from the Special Representative's office on sexual violence (see next reading).

### ***Student Assessment***

The final grade is based on five components.

- **Simulation exercise:** The class will engage in an extended simulation exercise (NOVEMBER 4 AND 11) through which we will learn about how UN Security Council resolutions are negotiated. Each class member will be assigned to represent a country on the Security Council and will work in teams to draft a resolution and negotiate it. Participation requires background research on national perspectives on gender and conflict as well as women's rights, research into phrasing of various clauses in the draft resolution, networking with other negotiating teams, and role-play during the actual negotiations. Student performance will be assessed and constitute 10% of the grade.
- A **class presentation** on a gender and security issue will demonstrate students' ability to conduct research and to develop briefings with a policy or operational change objective. Topics will ideally be based on the longer term-paper the student plans to write and will help organize the student's thinking in preparation for the term paper. These topics must be discussed in advance with the Instructor and could include alerting policy-makers to a gender-specific funding deficit in a specific area of peacebuilding (e.g.: lack of funding for women's economic empowerment in peacebuilding contexts), or to a neglected protection issue (Security of IDP women and girls in urban non-camp settings), or the consequences of failing to include gender issues in a truth and reconciliation process. Ideally these presentations should address contemporary policy dilemmas. The presentations can be based on the student's term paper topic. The presentations will be worth **15%** of the final grade.
- **Short early writing exercise:** Students will each produce a supplementary written product in the first half of the term – either an Op Ed, blog entry, speech or a policy brief. For instance, you can write a brief analysis of one of the three major peace and security high level reports emerging this year. These will be worth **20%** of the final grade. **Deadline: October 24**
- **Term Paper:** Students will be asked to write a term paper on an aspect of the subject matter of the course. This will make up **40%** of the final grade. **Note the early Deadline: December 5.**
- **Class participation** and preparation in advance through careful review not only of assigned readings but of relevant current events is essential for learning in any class but in particular in relation to this highly topical

subject. Every week we will begin class with a discussion of topics relevant to the course that are featured in the week's news. It is a good idea to read a major international newspaper daily ([NYT](#), [The Guardian](#), [Le Monde](#) or similar). IN ADDITION, there is a weekly 'author/critic' debate in which students will prepare and present summaries of a key reading and a critique of that reading. Each week a different pair of students will take this role, one as author, one as critic. Every student in the class will have a role once as the author and once as the critic. During the first class there will be a 'trial run' of this process.

- *Roles/Process:* One student will be the author, and give a five to ten minute summary of her/his article/chapter/report (doing his/her best to "sell" the document's key arguments). The other student is the (friendly, collegial, but still incisive) critic, and gets five minutes to critique some portion of the author's work. The author then gets five minutes to rebut the charges. The rest of the class, which should have been taking notes (and will have read the article/chapter anyway), will then join in the debate on the merits of the reading(s) under discussion.
- *Partnership:* The nature of the assignment requires the two students to coordinate in advance. Begin communicating with your presentation collaborator as soon as possible. Get email addresses from one another in class. The two students should agree early whom will play which role, and the timeline for getting the outline document completed. An important planning consideration is that the author cannot develop a rebuttal until s/he discusses the critique with the critic.

**Class participation** will be worth **15%** of the final grade.

#### AT A GLANCE:

Class	Date	TOPIC
1	Sept 9	Soldiers and Mothers: Overview of course (and quick survey of the normative framework: UN Security Council resolutions, the Beijing Platform for Action, CEDAW General Recommendation 30)
2	Sept 16	Women's peace activism – case studies
3	Sept 23	Protection of Civilians I: Where is gender in the evolving international response to conflict?
4	Sept 30	Protection of Civilians II: Sexual violence in conflict – from a humanitarian problem to a tactic of warfare
5	October 7	Peacebuilding – where is gender in the UN's 'architecture' of peacebuilding and recovery
6	Oct 14	Peacebuilding/reconciliation as constitutional / governance reform – challenges and priorities for women
7	Oct 21	UN visit – the 15 <sup>th</sup> anniversary Open Debate on Women Peace and Security Plus (TBC) Launch of the 2015 Global Study on Women peace and Security Op Ed/briefing paper due <b>October 25</b>
8	October 28	Disarmament and Demobilization – Dealing with the Spoilers; what happens to women fighters (Nepal, Liberia, Aceh, Sri Lanka)
9	November 4	The politics of negotiations on gender issues – preparation for simulation exercise
10	Nov 11	You say you want a resolution: Simulation exercise: negotiation of resolution 2122
11	Nov 18	Guest lecture: Gender and Transitional Justice
12	Nov 25	NO CLASS – HAPPY THANKSGIVING
13	Dec 2	Post-conflict governance and peacebuilding in Muslim countries <b>Term paper Due December 5</b>
14	Dec 9	The peace dividend – gender, economic recovery programmes, and post-conflict spending

15	Dec 16	Review and Synthesis
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### SCPS Statement on Academic Integrity and Plagiarism

*“Plagiarism is presenting someone else’s work as though it were one’s own. More specifically, plagiarism is to present as one’s own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; creative images, artwork, or design; or facts or ideas gathered, organized, and reported by someone else, orally and/or in writing and not providing proper attribution. Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgement of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism. Penalties for plagiarism range from failure for a paper or course to dismissal from the University.*

### NYU Classes

All written work must be submitted via the [Assignment Tool](#) on NYU Classes to be scanned through Turnitin.

### CGA Attendance and Lateness Policy

All students must attend class regularly. Your contribution to classroom learning is essential to the success of the course. Any more than two (2) absences (with an explanation or not) will likely lead to a need to withdraw from the course or a failing grade.

### Incomplete Policy

Incompletes are only granted in extreme cases such as illness or other family emergency and only where almost all work for the semester has been successfully completed. A student’s procrastination in completing his/her paper is not a basis for an Incomplete.

### Evaluation Criteria

- **Research Paper:** Clear evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate and persuasive writing.
- **Policy Memo:** Clear evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate and persuasive writing.
- **In-Class Exercises:** Contributions of insight to the analysis; raising questions showing insight into the implications of the analysis; accurate work.
- **Quizzes and Exams:** Mastery of the facts and scholarship involved; accurate answers; drawing insightful conclusions based on analysis.
- **Group Project:** Addressing the questions asked and drawing relevant and useful conclusions based on research and analysis; working together effectively as a team.
- **Presentation:** Clear understanding of the issues at hand; ability to present them in an interesting, lucid and professional manner appropriate to the audience.
- **Class Participation:** Active, respectful and collegial engagement in class discussion; evidence of reading and preparation.

### SCPS Grading Scale

Grade	Meaning	GPA Conversion
A	Exceptional; superior effort	4.0
A-	Excellent	3.7
B+	Very good	3.3
B	Good; meets program standards	3.0
B-	Meets program standards in most respects	2.7
C+	Requires moderate improvement	2.3
C	Requires significant improvement	2.0
C-	Requires extensive improvement	1.7
F	Fail – Did not meet minimal course requirements	0

#### **WEEK 1: September 9, 2015**

1	Sept 9	Soldiers and Mothers: Overview of course (and quick survey of the normative framework: UN Security Council resolutions, the Beijing Platform for Action, CEDAW General Recommendation 30)
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Why is armed conflict – and its resolution – such a masculine business, why are women’s roles in conflict so invisible? What are the consequences of women’s exclusion from conflict prevention, exclusion and recovery? How does the international normative framework seek to challenge this invisibility and related exclusions, and how does it sometimes reproduce the same gender essentialisms that produce this invisibility?

#### **Reading:**

Laura Shepherd, 2008 ‘Power and Authority in the production of UN Security Council resolution 1325’, *International Studies Quarterly*, [Volume 52, Issue 2](#), pages 383–404, June 2008

Buvinic, Mayra et al. 2012, ‘Violent Conflict and Gender Inequality: An Overview’, World Bank

#### **Recommended:**

Ch. 2, Cockburn, Cynthia, “Gender Relations as Causal in Militarization and War: A Feminist Standpoint in Kronsell, Annika and Erika Svedberg (eds.), 2012, Making Gender, Making War: Violence, Military and Peacekeeping Practices. Routledge, New York, London.

Cohn, Carol, Sex and Death in the Rational World of Defense Intellectuals, Signs, 1987, 12(4), 687-718.

True, Jacqui. 2012. “From Domestic Violence to War Crimes” & “Losing Entitlement, Regaining Control: Masculinities and Competitive Globalization” In *The Political Economy of Violence Against Women* (pp. 3-16 & 34-52). Oxford: Oxford University Press. (Isidore)

Valerie Hudson et al, 2013, What is there to see, and why aren’t we seeing it?’ (chapter 2); ‘When we do see the global picture, we are moved to ask how this happened’ (chapter 3), In *Sex and World Peace*,

#### **WEEK 2**

2	Sept 16	Women’s peace activism – case studies
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Around the world women are the mainstays of anti-war movements, including efforts to stop the proliferation of weapons of mass destruction. We will examine some examples of the effectiveness of their efforts, and analyze their methods. Why have so few of these women peace leaders participated in formal conflict resolution or in post-conflict recovery? We will pay particular attention to women's peace activism in Ireland and Liberia.

#### **Readings:**

Section IV, V, VI: The Women's Coalition: Jacqueline Nolan-Haley and Bronagh Hinds, 'Problem-Solving Negotiation: Northern Ireland's Experience with the Women's Coalition', Journal of Dispute Resolution, 2003, Vol. 2003, Issue 2.

#### **Author/critic debate:**

Baines, Erin K, 2005, 'Les femmes Aux Milles bras: Building peace in Rwanda', in *Gender, Conflict and Peacekeeping*, ed Dyan E. Mazurana, Angela Raven-Roberts and Jane Parpart, Rowman and Littlefield, 306 – 337.

Hilary Charlesworth, 2008, 'Are Women Peaceful? Reflections on the Role of Women in Peace-Building', *Feminist Legal Studies* no.15: 347-361

#### **Recommended:**

Chapters from: Cynthia Cockburn, 2012, *Antimilitarism: Political and gender dynamics of peace movements*, Palgrave Macmillan

Ch. 14, Fidelma Ashe, "Re-envisioning Masculinities in the Context of Conflict Transformation: The Gender Politics of Demilitarizing Northern Ireland Society" in the Kronsell and Svedberg reader.

Christine Bell, 2011 Women and Peace Agreements Dataset:  
[http://www.peacewomen.org/portal\\_resources\\_resource.php?id=1288](http://www.peacewomen.org/portal_resources_resource.php?id=1288)

#### **WEEK 3:**

<b>3</b>	<b>Sept 23</b>	<b>Protection of Civilians I: Where is gender in the evolving international response to conflict?</b>
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The UN's Security Council shifted in its approach to peacekeeping after the genocidal conflicts of the 1990s towards a focus on protecting war-affected populations with an emphasis on preventing human rights abuses. This involved a significant shift in the focus of peacekeeping practice and in some ways laid the ground for the emergence of the women, peace and security agenda. This session looks at this evolution in international peacekeeping, the place of gender in the POC agenda, and the extent to which issues of protection of women are compatible with the commitment to promote their agency and gender equality.

#### **Readings:**

Laura Shepherd, 2011, 'Sex, Security and Superhero(in)es: From 1325 to 1820 and Beyond', International Feminist Journal of Politics

#### **For the author/critic debate:**

R. Charli Carpenter, 2005, "'Women, children and other Vulnerable Groups': Gender, Strategic Frames and the Protection of Civilians as a transnational Issue", in *International Studies Quarterly*, no. 49, 295-334.

**Recommended:**

Bruce Jones with Feryal Cherif, 'Evolving Models of Peacekeeping: Policy Implications and Responses', *Center for International Cooperation*, NYU.

Tracy Fitzsimmons, 2005, 'The post-conflict postscript: gender and policing in peace operations', in Dyan Mazurana, Angela Raven-Roberts and Jane Parpart, *Gender, Conflict and Peacekeeping*, pages 256 – 278.

Hilary Charlesworth, 'Feminist Reflections on the responsibility to protect', *Global Responsibility to Protect*, Vol. 2, Issue 3 (2010), pp. 232-249  
<http://ezproxy.library.nyu.edu:2360/content/journals/10.1163/187598410x500372>

**WEEK 4:**

<b>4</b>	<b>Sept 30</b>	<b>Protection of Civilians II: Sexual violence in conflict – from a humanitarian problem to a tactic of warfare</b> <b>Guest lecturer: Pablo Castillo-Diaz, Protection Specialist, UN Women</b>
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One of the most significant developments in both the WPS and POC agendas in recent years is the Security Council's recognition of sexual violence as a tactic of warfare – meriting therefore a political and a security response. In this session we review what it means to see command responsibility behind war rape, we consider recent developments in the area of combatting conflict-related sexual violence, we address war rape of men and boys, and we consider the impact that the work on sexual violence has had on the whole agenda of 1325.

**Required:**

Rhonda Copelon, 2011, 'Toward accountability for violence against women in war: Progress and Challenges', in Elisabeth Heineman, *Sexual Violence in conflict zones: From the ancient world to the era of human rights*, pages 232- 256.

**For the author/critic debate:**

Gina Heathcote, "Naming and Shaming: Human Rights Accountability in Security Council Resolution 1960," *Journal of Human Rights Practice* (2012)

**Recommended:**

DeLaet, Debra, 'Gender, sexual violence and justice in war-torn societies', *Global Change, Peace & Security*, 20:3, 2008. pp. 323 —338.

Dana Kay Cohen 2013 'Female combatants and the perpetration of violence', *World Politics* July.

*Report of the Secretary-General on Sexual Violence in Conflict*, 2013 (UN Doc S/2013/149), 14 March 2013) – available at <https://www.un.org/en/sc/documents/sgreports/2013.shtml>. If the 2014 report is available by the time this session occurs, read it instead.

Elisabeth Jean Wood, "Armed Groups and Sexual Violence: When Is Wartime Rape Rare?" *Politics & Society*, Vol.



37 (March 2009), pp. 131-161.

Mark Drumbl, 2013, 'She Makes Me Ashamed to Be a Woman': The Genocide Conviction of Pauline Nyiramasuhuko, 2011', [\*Michigan Journal of International Law\*, 2013](#) , [\*Washington & Lee Legal Studies Paper No. 2012-32\*](#), [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2155937](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2155937) .

Rob Jenkins and Anne Marie Goetz, 2010, 'Addressing Sexual Violence in Internationally Mediated Peace Negotiations', *International Peacekeeping*, vol. 17, April 2010.

#### WEEK 5:

5	October 7	Peacebuilding – where is gender in the UN's 'architecture' of peacebuilding and recovery?
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In 2005 the UN Peacebuilding Commission, was created, as were and related institutions such as a large Peacebuilding Fund providing immediate support for national efforts at reconciliation and stabilization, and the Peacebuilding Support Office (PBSO). In this session we examine this new institutional 'architecture' from the point of view of how it has engaged with the WPS agenda and enabled (or not) women's participation in national peacebuilding efforts.

#### **Required:**

United Nations, *Report of the Secretary-General on Women's Participation in Peacebuilding* (S/2010/466), September 2010, <http://www.betterpeace.org/node/1623>

#### **For the author/critic debate:**

Theodora-Ismene Gizelis, "Gender Empowerment and United Nations Peacebuilding," *Journal of Peace Research*, 2009, vol. 46, no. 4, pp. 505-523.

#### **Recommended**

Rob Jenkins, 2013, *Peacebuilding: From Concept to Commission*, chapter 2

#### WEEK 6:

6	October 14	Peacebuilding/reconciliation as constitutional and governance reform – challenges and priorities for women
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Critical to sustained peace is a political settlement that ensures fair power-sharing between social groups – particularly where there have been extremes of social inequality and exclusion. What does the post-conflict political settlement mean for women? What are the opportunities and challenges represented by post-conflict elections, constitutional reform processes, and governance reform? Is statebuilding and governance reform approached as if women mattered as participants in public decision-making, and beneficiaries of decisions about public goods?

Your short initial written piece is **due at the end of this week**.

**Reading:**

Vivien Hart, 'Constitution-Making and the Transformation of Conflict', *Peace and Conflict*, Vol 26 No. 2, <http://www.constitutionnet.org/files/Hart%20Constitution%20Making%20and%20the%20Transformation%20of%20Conflict.pdf>

**Recommended:**

Clare Castillejo, 2010, 'Building a state that works for women: integrating gender into post-conflict state-building', FRIDE.

Semanta Dahal, 2008, 'Post conflict constitution making in Nepal: Toward 'inclusiveness' in democracy', in Working paper series: National Law School of India University (MLSIU).

J. Erikson and C. Faria, 2011 'We want empowerment for our women: Transitional feminism, Neoliberal Citizenship and the gendering of women's political subjectivity in post-conflict South Sudan', *Sings NO*. 36 (3):627-62.

<http://ezproxy.library.nyu.edu:15490/ehost/pdfviewer/pdfviewer?sid=40809c6f-4cad-4c7b-824c-eb4f738ef22c%40sessionmgr115&vid=3&hid=112>

Ashild Falsch, 2010, 'Women's political participation and influence in post-conflict Burundi and Nepal', Peace Research Institute Oslo.

**WEEK 7:**

<b>7</b>	<b>Oct 21 or if possible 22nd</b>	<b>UN visit – the 15th anniversary Open Debate on Women Peace and Security Plus (TBC) Launch of the 2015 Global Study on Women peace and Security</b>
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On October 22 Spain will preside over the 15<sup>th</sup> anniversary meeting of the Security Council to celebrate passage of resolution 1325 in the year 2000. Ideally, we will all go to the Security Council that morning in lieu of class on the 21<sup>st</sup>. If that is not possible, we will attend an event at the UN on the 21<sup>st</sup> linked to the launch of the UN Women Global Study on women peace and security. Your Op Eds/ short analytical pieces are due at the end of this week and if you have not got a topic you can write a blog with your reactions to the event that we attend.

For preparation you will need to read this year's special Global Study on WPS. Technically this will not be available until shortly before the Open Debate but I will see what I can do to get it to you earlier....

**WEEK 8:**

<b>8</b>	<b>October 28</b>	<b>Disarmament and Demobilization – Dealing with the Spoilers; what happens to women fighters (Nepal, Liberia, Aceh, Sri Lanka)</b>
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A major post conflict priority is to appease the potential 'spoilers' of the peace through access to economic and political opportunities, and to reduce risk of relapse into conflict by disarming former combatants and shrinking the numbers of people in security forces. These processes are called Disarmament, Demobilization, and reintegration. This process has fixated in the past on male combatants and on rebuilding a male breadwinner model after conflict, to the serious disadvantage of women fighters and workers.

**Readings:**

Chris Coulter, 2008, 'Female fighters in the Sierra Leone War: Challenging the Assumptions?' *Feminist Review*, no. 88: 54-73.

UN Department for Disarmament Affairs, 2001, 'Gender Perspectives on DISARMAMENT, DEMOBILIZATION AND REINTEGRATION (DDR)', <http://www.un.org/disarmament/HomePage/gender/docs/note4.pdf>

**For the author/critic debate:**

MacKenzie, Megan. "Securitization and De-securitization: Female Soldiers and the Construction of the Family," *Security Studies* (summer 2009)

**WEEK 9:**

9	November 4	The politics of negotiations on gender issues – preparation for simulation exercise
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We will use this class to prepare for a complex simulation exercise that we will conduct next week, November 11. In previous years we have not held a preparatory session but student feedback suggests that it is necessary. Significant preparation is needed in real life for negotiations, and even simulations – so this week we examine reasons why resolution 2122 was introduced to the council in 2013 and we begin to explore the national positions on elements of the resolution. Throughout the course we have seen how the protection agenda crowds out the women's leadership and participation agenda, let alone the contribution that gender equality can make to conflict prevention. On October 18 2013, the Security Council passed an extraordinary resolution, 2122, reinstating women's agency as central to the WPS agenda. Students will work in pairs. Each pair will play the role of one of the Security Council members that were involved in the negotiations. Because this requires some preparation, the pairs will be designated in advance and this session is the opportunity to research your national position as well as explore in advance potential alliances with other countries. The role requires research into what the Member State in particular has been concerned about on the Council, what are their positions on human rights and protection of civilian's issues, and gender issues. Each pair will produce for the next week a one-paragraph statement containing their views on the proposed resolution.

**Reading:**

UNSC resolution 2122.

(a hard copy of the earlier draft will be distributed prior to the class but you MUST read the final resolution – very short!)

Secretary-General reports on women and peace and security 2013, S/2013/525 (focus in particular on the conclusions/recommendations at the end.

**WEEK 10:**

<b>10</b>	<b>Nov 18</b>	<b>You say you want a resolution: the politics of negotiating resolution 2122</b>
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In this session we will conduct a re-enactment of the negotiation of resolution 2122, working from an early draft to argue reasons to retain or scrap certain key components. Each 'Council member' will start the negotiations with a brief statement of their national position and priorities, any 'red line' areas, and any additional proposals to add to the draft under negotiation. Be prepared for odd alliances, sudden phone calls from Capital signaling changes of position, and surprise personal revelations from ambassadors!

**WEEK 11:**

<b>11</b>	<b>Nov 18</b>	<b>Gender in Transitional Justice Possible Guest Lecturer: Alison Davidian, Justice Specialist UN Women</b>
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The class will cover the evolving international normative framework on gender and transitional justice and review the core elements of transitional justice - truth, justice, reparations, and guarantees of non-repetition - from a gender perspective. The emphasis will be on how TJ mechanisms have under-delivered on women's rights in both policy and practice, and recommendations for reforms which will bring the TJ field in line with the need to contribute to transformative justice and gender equality

**Required:**

Aguirre, Daniel and Pietropaoli, Irene. "Gender Equality, Development and Transitional Justice: The Case of Nepal" in International Journal of Transitional Justice, (IJTJ) Vol. 2, 2008, 356-377.

UN Women, Making TJ work for women - link

<http://www.unwomen.org/~media/Headquarters/Attachments/Sections/Library/Publications/2012/10/06B-Making-Transitional-Justice-Work-for-Women.pdf>

OPEN DEBATE OF THE SECURITY COUNCIL, OCTOBER 2013 - WOMEN PEACE AND SECURITY. "Gender, Rule of Law and Transitional Justice in Conflict-Affected Settings", Azerbaijan Presidency of the Security Council, October 2013.

Louise Chappell, Rosemary Grey and Emily Waller, "The Gender Justice Shadow of Complementarity: Lessons from the International Criminal Court's Preliminary Examinations in Guinea and Colombia", International Journal of Transitional Justice, Vol.7, No.3, 2013, pp.455-475.

<http://ezproxy.library.nyu.edu:5306/content/7/3/455.full.pdf>

**Suggested readings**

Staggs Kelsall, Michelle and Stepakoff, Shantee. "'When We Wanted to Talk About Rape': Silencing Sexual Violence at the Special Court for Sierra Leone", in the International Journal for Transitional Justice (IJTJ) Vol. 1, 2007, 355-374.

Liu Centre report on: Women and Reintegration in Northern Uganda, Justice and Reconciliation Project Field Notes, N. 2, September 2006.

Ortega, Luisa Maria Dietrich. "Transitional Justice and Female Ex-Combatants", in Cutter-Patel, Ana, DeGreiff, Pablo and Waldorf, Lars, (Eds.). "Disarming the Past: Transitional Justice and Ex-Combatants", Social Science Research Council, 2009. Chapter 5

only [http://www.ssrc.org/workspace/images/crm/new\\_publication\\_3/%7B465ede38-0c0d-df11-9d32-001cc477ec70%7D.pdf](http://www.ssrc.org/workspace/images/crm/new_publication_3/%7B465ede38-0c0d-df11-9d32-001cc477ec70%7D.pdf)

Nairobi Declaration on Women's and Girls' Right to a Remedy and Reparation.

Valji, Nahla. "Gender Justice and Reconciliation", in Building a Future on Peace and Justice: Studies on Transitional Justice, Peace and Development: The Nuremberg Declaration on Peace and Justice, June 2007.

Nowrjoe, Binaifer. "Your Justice is Too Slow: Will the ICTR Fail Rwanda's Rape Victims?", UN Research Institute for Social Development, Occasional Paper, No.10, November 2005.

Manjoo, Rashida. "Report of the Special Rapporteur on Violence Against Women, Its Causes and Consequences", 2010 thematic report on reparations for women.

Morocco: Gender and the Transitional Justice Process, ICTJ, September 2011

UN Women, Part 1, "Introduction" (pg.8-15) and Ch. 4 "Justice for Women During and After Conflict" (pp. 80-101) in UN Women, 2011, *Progress of the World's Women: In Pursuit of Justice*, <http://progress.unwomen.org/pdfs/EN-%20Report-%20Progress.pdf>

12	Nov 25	<b>**NO CLASS** Happy Thanksgiving.</b>
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13	Dec 2	<b>The peace dividend – gender, economic recovery programs, and post-conflict spending</b>
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Fragile post conflict states often attract generous aid support – often without strict conditions on aid management. This desperately-needed 'peace dividend' Is an incentive to sustain the peace process – this is what the Peacebuilding Fund was set up in the first place. Jobs, livelihood support, and the recovery of food security are crucial to efforts to defuse social tensions. The 'New Deal for fragile states is the most recent generation of international efforts to improve aid management in conflict-prone states and has important potential openings for women to link their interests to the expressing of 'national ownership' over the recovery process. this session reviews the New Deal and post-conflict spending patterns and entry-points for ensuring attention to gender inequality.

**Term Papers are DUE this week December 5<sup>th</sup>!!!!**

#### Reading:

UN Women/Patricia Justino, 21012, 'Women Working for Recovery: The Impact of Female Employment on Family and Community Welfare after Conflict', UN Women: pages 3 – 6 show an excellent example of a series of carefully formulated testable hypotheses.

available on:

[http://www.unwomen.org/~media/Headquarters/Media/Publications/en/05BWomenWorkingforRecovery.p  
df](http://www.unwomen.org/~media/Headquarters/Media/Publications/en/05BWomenWorkingforRecovery.pdf)

and on course site

#### Recommended:

CORDAID 2013: 'Focus on fragility: Cordaid and the post-2015 agenda',  
[http://www.cordaid.org/media/publications/FocusonFragility\\_new.pdf](http://www.cordaid.org/media/publications/FocusonFragility_new.pdf) and on course site

14	Dec 9	Post-conflict governance and peacebuilding in Muslim countries
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As the international intervention force draws down in Afghanistan, there is a growing awareness of – and resignation in relation to – the fact that women's rights are under serious and growing threat. Across the middle East and north Africa, down to Mali and northern Nigeria, and to a lesser extent in Mindanao and Aceh, it is clear that extremists using Islamic banners are making the control of women's mobility, property, sexuality, and employment a signifier of their political and social projects. How are Muslim women addressing their shrinking public space – and the acceleration of attacks on their rights that come with conflict? And what is their role in extremist movements? is a gender analysis needed of terrorism and counterterrorism?

**Readings:**

Jacqueline Ismael, Shereen Ismael, and Chris Langille, 2011 'Post Conflict Reconstruction and Women in the Muslim World', *Arab Studies Quarterly* No. 33 (1): 23- 43. In NYU Library

M. Chloe Mulderig, 2013, *An Uncertain Future: Youth Frustration and the Arab Spring*. Boston University, Pardee Center,  
<http://www.bu.edu/pardee/files/2013/04/Pardee-Paper-16.pdf?PDF=pardee-papers-16-arab-spring>

**For the author/critic debate:**

Kandiyoti, Deniz (2007) '[Between the Hammer and the Anvil: Post-Conflict Reconstruction, Islam and Women's Rights.](#)' *Third World Quarterly*, 28 (3). pp. 503-17.

15	Dec 9	Review and Synthesis
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In this class we will reflect on and consolidate what we have learned.

**Instructor**

Dr. Anne Marie Goetz, who joined CGA in January 2014, previously served at the United Nations since 2005 as Chief Advisor on Governance, Peace and Security, for UNIFEM and then UN Women. Prior to joining UNIFEM in 2005, she was a Professor of Political Science at the Institute of Development Studies, University of Sussex where she worked since 1991. She also served the United Nations Development Programme in Chad and Guinea in the mid-1980s. While at the UN over the past decade Dr. Goetz spearheaded initiatives to promote women's empowerment in the UN's peace building work in post-conflict situations, to build peacekeepers' capacities to detect and prevent sexual violence in conflict, and to support women's organizations' efforts to participate in peace talks and post-conflict decision-making.

Dr. Goetz is a political scientist who specializes in research on development policies in fragile states to promote the interests of marginalized social groups, particularly poor women. She also researches conditions for democratization and good governance in South Asia and East Africa. This has included research on pro-poor and gender-sensitive approaches to public sector reforms, anti-corruption initiatives, decentralization, and state building in fragile states and post-conflict situations.

Professor Goetz is the author of eight books on the subjects of gender, politics and policy in developing countries, and on accountability reforms - the latest is a 2009 edited volume: *Governing Women: Women in Politics and Governance in Developing Countries* (Routledge).