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**New York University SPS**

**M.S. in Global Affairs**

GLOB1-GC3075

Women, Peacemaking & Peacebuilding

Tuesdays 3:30 – 6:10pm

Spring 2018

3 Credits

**Classroom: Woolworth 232**

**Anne Marie Goetz**

**Office Hours: Tuesdays 10 am to 3 pm**

**Wednesdays 9 am to 12 noon and 3:30 – 6pm**

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**Course description**

Armed conflict – particularly civil war and terrorist attacks - seems to be on the rise, with the Syrian catastrophe producing sharp spikes in civilian casualties and displacement, while the persecution of the Rohingya in Myanmar raising once again the horror of a genocide that the world appears unable to prevent. In these and other current conflicts, whether simmering (Pakistan, Somalia, Lebanon, Israel/Palestine, Iraq) or intense and active (South Sudan, Yemen, parts of Eastern Congo, Eastern Mindanao, the Philippines [at the time this course description was written]), gender shapes how people are affected and get involved in fighting or in building peace. The headline treatment of this gender difference is usually limited to a focus on women as victims, and usually as victims of one particular type of violence; systematic rape. We hear much less about women’s roles as peace-makers, or indeed about their roles as belligerents.

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 be one of the drivers of conflict, or could affect the long-term 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 the roles they play as soldiers, spies, medics, communications officers, let alone as rebuilders and peace leaders, are obscured or ignored. This has resulted in their exclusion from decision-making in peace negotiations 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 UN’s 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', since the UN has faced a crisis in its peace operations. It has had difficulties in stopping conflict, and its own peacekeeping personnel have been involved in sexual exploitation and abuse of vulnerable individuals in conflict countries. Beyond this, the sense of growing international insecurity, and the revived threat of what had been considered unthinkable: nuclear war, makes it urgent to identify peacebuilding resources.

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 and two simulation exercises).

**Course prerequisites:**

No prerequisite for this course

**Course Structure:**

A combination of lectures, discussions and debates form the backbone of the course but this course also includes a simulation game on Security Council resolution-development, and another on peace negotiations in a fictional context. If possible, I will arrange for a class site visit to the Security Council itself to observe a relevant debate (likely on the topic of sexual violence in conflict; likely in April). I will also encourage your participation in topically-relevant UN events at the Commission on the Status of Women (12 – 23 March 2018).

You will be expected to deliver a class presentation on gender issues in a specific conflict context. The other assignments are discussed in detail below. You should constantly check the course site on NYU Classes for updates on readings, information about relevant events in NYC, updates on assignments and due dates, announcements from me, and postings from classmates.

***Learning Outcomes***

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 Security Council 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 programs in Sierra Leone, UN mission draw-down in Liberia, reparations programs 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 Core Readings***

***There is no core text for this course. However, we will rely heavily on the United Nations 2015 Global Study on 1325: PREVENTING CONFLICT, TRANSFORMING JUSTICE, SECURING THE PEACE. This is available on:*** [***http://wps.unwomen.org/~/media/files/un%20women/wps/highlights/unw-global-study-1325-2015.pdf***](http://wps.unwomen.org/~/media/files/un%20women/wps/highlights/unw-global-study-1325-2015.pdf)

***and can be obtained in hard copy from UN Women (220 East 42 street 17th floor).***

***We will also use the 2012 UN Women Sourcebook on women, peace and security which is a collection of papers relevant to the course and will be distributed on the first day of class. (***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>)

***You may also wish to acquire at least one of these, as they are valuable resources:***

* 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
* Robin Chandler, Linda Fuller and Lihua Wang, 2010, *Women War and Violence: Personal perspectives and Global Activism*, Palgrave Macmillan. I**SBN-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\**
* Gulay Caglar, Elisabeth Prugl, Susanne Zwingel (eds) 2013, *Feminist Strategies in International Governance, Routledge*, ISBN-13: 978-1138022706 . $37.99

\*Prices listed from Amazon.com

**Additional 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://peaceoperationsreview.org/wp-content/uploads/2015/08/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>
* *3*. the Global Study on the Implementation of UN Security Council resolution 1325. [http://wps.unwomen.org/resources/](http://wps.unwomen.org/resources)

There are core normative documents that define the Women Peace and Security field. You should read these. They include:

All 8 UN Security Council resolutions on Women, peace and security. These are accessible on the Peacewomen site:

<http://peacewomen.org/resolutions-texts-and-translations>

United Nations, Convention on the Elimination of all forms of Discrimination Against women, 2015, General Recommendation No. 30 on women in conflict prevention, conflict and post-conflict situations, at:

<http://www.ohchr.org/Documents/HRBodies/CEDAW/GComments/CEDAW.C.CG.30.pdf>

**Other useful sources:**

World Bank, 2011 World Development Report, Conflict, Security and Development

<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).

**OECD:** States of Fragility 2016 report:

[**http://www.oecd.org/dac/conflict-fragility-resilience/states-of-fragility-2016.htm**](http://www.oecd.org/dac/conflict-fragility-resilience/states-of-fragility-2016.htm)

**The Peace Portal**: http://www.peaceportal.org/home

(this has resources on a wide range of peace-making initiatives as well as data on conflict such as the 2017 Global terrorism Index; [https://www.peaceportal.org/blogs/-/blogs/released-global-terrorism-index-2017?\_33\_redirect=https%3A%2F%2Fwww.peaceportal.org%2Fblogs%3Fp\_p\_id%3D33%26p\_p\_lifecycle%3D0%26p\_p\_state%3Dnormal%26p\_p\_mode%3Dview%26p\_p\_col\_id%3Dcolumn-1%26p\_p\_col\_count%)](https://www.peaceportal.org/blogs/-/blogs/released-global-terrorism-index-2017?_33_redirect=https%3A%2F%2Fwww.peaceportal.org%2Fblogs%3Fp_p_id%3D33%26p_p_lifecycle%3D0%26p_p_state%3Dnormal%26p_p_mode%3Dview%26p_p_col_id%3Dcolumn-1%26p_p_col_count%25))

**Uppsala Conflict Data program** (One of the most trusted sources of data on changing levels of conflict): <http://ucdp.uu.se/>

Swisspeace: http://www.swisspeace.ch/typo3/en/publications/index.html

The United States Institute of Peace: [www.usip.org](http://www.usip.org)

The Centre for Humanitarian Dialogue: <http://www.hdcentre.org/>

**NEWS and podcasts:**

Finally, since this is a course about conflict as well as gender, you should be up to date on news about war and peace every week. Each class will start with a review of relevant news and I do h=keep track of how well people are keeping informed.

You should read major regular analytical posts on international security such as **Foreign Policy** (for instance this new year review of ten conflicts to keep an eye on: [http://foreignpolicy.com/2018/01/02/10-conflicts-to-watch-in-2018/)\\](http://foreignpolicy.com/2018/01/02/10-conflicts-to-watch-in-2018/%29%5C%5C)

You should listen to a news podcast at least once a day (I recommend **BBC World news** but there are many others).

***Student Assessment and Assignments***

The final grade is based on several components:

**1. Op-Ed**

Please write an 800 word op-ed or speech of publishable quality on a current gender and security issue. The topic choice is yours – for instance you could analyze whether the focus on women in efforts to counter violent extremism will simply endanger them more severely than before, or whether the focus on sexual violence in conflict frames women as victims, not agents of change. You could comment on a recent development in the peace process for Syria or Colombia or you could talk about women’s involvement in political transitions in Nepal or Sri Lanka. Please clear your topic with Professor Goetz by the third week of class. Indicate in your heading the imagined/intended publication for the blog (NYT; Le Monde; Washington Post; Financial Times; BBC Global News; The Guardian; Huffington Post; Open Democracy; Institute for War And Peace Reporting; International Crisis Group; etc). Your Op Ed should take issue with a policy position or should shine a new light on popular certainties and challenge them. It should not be descriptive. It should be provocative and indicate a grasp of the issues in the area that you are addressing.

**DUE: Feb 16: Worth 15% of the final mark**

**2. Analytical Book or Article Review**

Please submit a 1500 word critical book review or article review of a resource used for this course. You will have plenty of opportunity to practice. During the course you will engage in the author/critic presentation process (see below). You may develop your written book review out of this exercise if you wish or you may write a review of any of the resources used for this course (if you wish to use something external to the course just please check beforehand with Prof. Goetz). You will be expected to ‘engage critically’ with the reading and either point out applications of the argument (for instance useful policy applications not anticipated by the author), limitations of the argument, or inconsistencies in the evidence or methodology. It is fine to be totally appreciative of the reading but you must add something to the reading experience in the form of observations about its utility or relevance. Your book review will be expected to demonstrate knowledge of the subject area gained from reading other relevant texts.

**DUE: March 21: Worth 15% of the final mark**

**3. Final Project: Analytical Paper**

For your final project you are asked to write an analytical paper to a maximum of 4000 words length (excluding bibliography, Annexes and footnotes/endnotes).

My expectations about quality and structure of an analytical paper are spelled out in the Annex to this syllabus.

Your paper should address an issue relevant to the course and should contain a clear expression of the problem or mystery or contradiction that you are investigating (for instance: Why is it that although women were at the frontline of the Arab Spring democracy protests their presence diminished substantially in the process of institutionalizing these democracy revolutions in Egypt or Tunisia? Or: Are the indicators to measure progress in women’s security in the 1325 framework adequate? What is missing? Or: does the effort to encourage women to join armies contradict feminist foreign policy principles or feminist anti-war efforts? Or you could write in detail about women’s peace activism or conflict resolution efforts or recovery efforts or refugee issues in a particular context. E.g.: Do plans for full drawdown and exist from Afghanistan make women hostage to an inevitable fate of restricted rights and violence? etc).

**Essay topics and brief outline must be submitted to Prof. Goetz by March 28; the final paper is DUE April 21. Worth 40% of the final mark**

**4. Simulation exercises:** The class will engage in an extended simulation exercises through which we will learn skills in negotiation and strategy. On April 10 (date to be confirmed) we will hold a full-day acting out of a peace negotiation in a fictitious country. You will be assigned a role and will be given instructions regarding the interests that you are pursuing via these negotiations. There will be no class on April 3 to accommodate the extra time needed for the simulation.

**Student performance will be assessed and constitute 10% of the grade.**

**5. Seminar Attendance, Participation, Author/critic presentations:**

Class participation is a key element of the course and can take several forms: making informed comments, asking or responding to questions, and generally showing that you have thought about a topic or a case. During every class students will be asked to mention current events in the past week that are of relevance for the course and you are invited to post links to articles or your own commentary on the NYU Classes Forum page for the class. It is a good idea to read a major international newspaper daily (NYT, The Guardian, Le Monde or similar) and I expect everyone to listen to a global news podcast once a day (Al Jazeera and BBC offer excellent daily news summaries that you can listen to on your phone).

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.

* *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 several 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. An important planning consideration is that the author cannot develop a rebuttal until s/he discusses the critique with the critic.

**Class participation, the author/critic exercise and preparedness are worth 10% of the final mark.**

1. **Presentation**: students are asked to prepare one 15-minute presentation about gendered aspects of specific conflicts. The purpose of these presentations is to develop more in-depth perspectives on specific conflicts and this may also inspire some of you to focus more closely on a particular conflict situation or region. Each presentation must cover some basic facts about the conflict in question, namely:
* What are considered to be the causes of conflict; when did it start and why? When and how did it end (if it is over)?
* What are the ways that women engaged in the conflict? What were their roles within warring parties, within peace groups?
* What do we know about how conflict affected them?
* How (if at all) did women engage in conflict resolution and peace talks?
* How (if at all) did post-conflict peacebuilding efforts engage women?
* What were women’s main priorities for the peace and recovery processes? Were their demands met?
* Did gender roles change during the conflict? Were these changes sustained afterwards?
* What was the role of external actors and did they help elevate women’s concerns in the peace or recovery processes?

 **Countries / conflict situations to be investigated are:**

Syria

Colombia

Philippines

Nepal

Sri Lanka

Mali

Burundi

Liberia

Sierra Leone

**The presentation is worth 10% of the final grade**

Summary of **Course Requirements and Grading:**

One ~800 word op-ed/speech/blog 15% February 16

One book/article review (1500 words) 15% March 21

Analytical paper (3 to 4000 words) 40% April 21

Simulation games 10%

Seminar Participation and Preparation 10%

Presentation 10%

**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.
* ***Op Ed::*** 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, succinct and persuasive writing.
* ***Art5icle review:*** succinct and accurate summary of the article, identification of several points of concern/dispute/agreement. Raise fair challenges to the evidence or the interpretation in the article in question.
* ***In-Class Exercises:*** Contributions of insight to the analysis; raising questions showing insight into the implications of the analysis; accurate work.
* ***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.

**Course AT A GLANCE:**

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| --- | --- | --- |
| **Class** | **Date** | **TOPIC** |
| 1 | January 30 | Overview of course – why does women’s inclusion matter? (please note that there is no class on January 23) |
| 2 | February 6 (10:30 – 12:30) | Sexual violence in conflict – from a humanitarian problem to a tactic of warfare(this will be scheduled as a make-up class in the week of January 29) |
| 3 | February 6 | Women’s Peace Activism – case studies |
| 4 | February 13 | The normative framework: UN Security Council resolutions, the Beijing Platform for Action, CEDAW General Recommendation 30 |
| 5 | February 20 | Peacebuilding – where is gender in the UN’s ‘architecture’ of peacebuilding and recovery |
| 6 | February 27 | Peacebuilding/reconciliation as constitutional / governance reform – challenges and priorities for women |
| 7 | March 6 | The ‘peace dividend’ -- Disarmament and Demobilization – Dealing with the Spoilers; what happens to women fighters (Nepal, Liberia, Aceh, Sri Lanka)  |
| **8** | **March 13** | **NO CLASS (spring break)** |
| 9 | March 20 | The ‘peace dividend’ – Economic recovery |
| 10 | March 27 | Gender and violent extremism |
| 11 | April 3 | Preparation for simulation and likely visit to Security Council |
| 12 | April 10 | Full day simulation (date TBC) |
| 13 | April 17 | Transitional justice – alternative approaches to justice and reparations for war-related gender crimes |
| 14 | April 24 | Feminist foreign policy |
| 15 | May 1 | Review and Synthesis |

**SPS 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.

**Communication Policy:**

The first element of my communication policy is my expectation that you will come and consult with me at least twice, ideally more often, during the semester to tell me about your own particular subject interests in the course (whether geographic or thematic) and also to discuss assignments. I have office hours on Tuesdays (10 am to 6 pm) and Wednesdays (12 pm to 3 pm), and am also available by appointment at other times that might be more convenient to you. Credit students must use the NYU email to communicate. NYU Classes course-mail supports student privacy and FERPA guidelines I will respond to emails within 24 hours of receiving them, unless for some reason it is physically impossible to do so i.e. when travelling.

My expectations:

I expect students to communicate to me either in any challenges they may be facing that need my attention. By this I mean any difficulties you face in accessing course materials, understanding course content, or researching a topic for an assignment. I expect that when I ask students to submit proposed topics for the term paper and a proposed outline that they will take advantage of this opportunity for support through reflection on the topic and ways to develop it.

I expect that communications in both directions will be respectful and constructive.

**NYUSPS Policies**

“NYUSPS policies regarding the Family Educational Rights and Privacy Act (FERPA), Academic Integrity and Plagiarism, Students with Disabilities Statement, and Standards of Classroom Behavior among others can be found on the NYU Classes Academic Policies tab for all course sites as well as on the University and NYUSPS websites. Every student is responsible for reading, understanding, and complying with all of these policies.”

The full list of policies can be found at the web links below:

* University: <http://www.nyu.edu/about/policies-guidelines-compliance.html>
* NYUSPS: <http://sps.nyu.edu/academics/academic-policies-and-procedures.html>

**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.

**SPS Grading Scale**

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| **Letter** | **%** | **Quality Points** | **Descriptions** |
| A | 95-100 | 4.0 | Exceptional |
| A- | 90-94 | 3.7 | Excellent |
| B+ | 87-89 | 3.3 | Very Good; exceeds course standards |
| B | 83-86 | 3.0 | Good; meets course standards |
| B- | 80-82 | 2.7 | Somewhat Satisfactory; meets some course standards and requires improvement |
| C+ | 77-79 | 2.3 | Less than Satisfactory; requires significant improvement |
| C | 73-76 | 2.0 | Unsatisfactory; requires substantial improvement |
| C- | 70-72 | 1.7 | Unsatisfactory; requires extensive improvement |
| F | Below 70 | 0.0 | Fail |

http://sps.nyu.edu/academics/academic-policies-and-procedures/graduate-academic-policies-and-procedures.html#Grades

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| **Date** | **Week** | **TOPIC** |
| **January 30** | **2** | Overview of course (please note that there is no class on January 23) |
| 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?**Guest speaker**: Louise Allen, head of the NGO Working Group on women peace and security, NYC |
| **Required reading** | Please read the short foundational UN Security Council resolution on WPS: resolution 1325, passed in 2000. You will find it on this site:<http://peacewomen.org/resolutions-texts-and-translation>[**Thania Paffenholz**](http://www.inclusivepeace.org/node/140)**,**[**Nick Ross**](http://www.inclusivepeace.org/content/nicholas-ross)**, Steven Dixon, Anna-Lena Schluchter, Jacquie True, 2016, ‘**MAKING WOMEN COUNT - NOT JUST COUNTING WOMEN: ASSESSING WOMEN'S INCLUSION AND INFLUENCE ON PEACE NEGOTIATIONS’ <http://www.inclusivepeace.org/sites/default/files/IPTI-UN-Women-Report-Making-Women-Count-60-Pages.pdf>Is conflict getting worse?Please read the following (they are very short):FP article on 10 conflicts to watch this year: <http://foreignpolicy.com/2018/01/02/10-conflicts-to-watch-in-2018/>)\\ ---> <http://foreignpolicy.com/2018/01/02/10-conflicts-to-watch-in-2018/>From the **UN Women reader:** Women’s Participation in Peace Negotiations: Connections between Presence and Influence, 2012Please watch: WILPF video on women in peace deals<https://www.youtube.com/watch?v=EWNON4SBcPk&feature=youtu.be> |
| **Recommended** | John Gray, 2015, Steven Pinker is wrong about violence and war (The Guardian)<https://www.theguardian.com/books/2015/mar/13/john-gray-steven-pinker-wrong-violence-war-declining>Steven Pinker, 2017, Has the Decline of Violence Reversed since The Better Angels of Our Nature was Written? <https://stevenpinker.com/files/pinker/files/has_the_decline_of_violence_reversed_since_the_better_angels_of_our_nature_was_written_2017.pdf>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.Laura Shepherd, 2008 ‘Power and Authority in the production of UN Security Council resolution 1325’, *International Studies Quarterly,* [Volume 52, Issue 2,](http://onlinelibrary.wiley.com/doi/10.1111/isqu.2008.52.issue-2/issuetoc) pages 383–404, June 2008True, 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*, Columbia University Press. |

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| **Date** | **Week** | **TOPIC** |
| **Feb 6****(10:30 – 12:30)** | **2** | **Sexual violence in conflict – from a humanitarian problem to a tactic of warfare (make-up class will be scheduled for week of January 29)** |
| 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 reading** | ‘Prevention and response to conflict-related Sexual Violence: Scenario-based training for military peacekeepers’: Scenario 1: Democratic Republic of the Congo(on NYU Classes Resources page)from the UN Women Sourcebook, 2012: Addressing conflict-related sexual violence, <http://www2.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2012/10/wpssourcebook-04d-addressingsexualviolence-en.pdf?v=1&d=20141222T221204> |
| **Author/critic reading (required)****(Class debate)** | Chris Dolan, 2015, ‘Letting go of the gender binary: Charting new pathways for humanitarian interventions on gender-based violence’, ICRC International Review 894:[**https://www.icrc.org/en/international-review/article/letting-go-gender-binary-charting-new-pathways-humanitarian**](https://www.icrc.org/en/international-review/article/letting-go-gender-binary-charting-new-pathways-humanitarian)vs:Jeanne Ward, 2017, It’s not about the gender binary, it’s about the gender hierarchy: A reply to “Letting Go of the Gender Binary”, ICRC, International review 901.<https://www.icrc.org/en/international-review/article/its-not-about-gender-binary-its-about-gender-hierarchy-reply-letting-go> |
| **Recommended** | *Report of the Secretary-General on Sexual Violence in Conflict*, 2017(if the 2018 report is available by the time of this class we will read that instead)<http://www.un.org/en/events/elimination-of-sexual-violence-in-conflict/pdf/1494280398.pdf>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.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.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*](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2155937##) , [*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. |
| **Other resources** | You could watch ‘The Greatest Silence’ (Dir: Lisa Jackson)Or ‘Lumo’(find online) |

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| **Date** | **Week** | **TOPIC** |
| **February 6** | **3** | **Women’s peace activism – case studies**  |
| Around the world women are the mainstays of anti-war movements, including efforts to stop the proliferation of weapons of mass destruction. This has been the case for a long time, and certainly at least since 1915. 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.*“While injustices and inequalities embedded in gender relations are a long-term threat to development and stability, gender equality represents a safeguard to the spread of radicalization and violent extremism. It is critical, therefore, that women’s leadership be tapped into as a critical resource for peace.”* *– Submission of the Committee on the Elimination of Discrimination against Women to the Global Study* |
| **Required reading** | From the **UN Women reader:** UN Women 2012, ‘Women’s Participation in Peace Negotiations: Connections between presence and Influence’, <http://www2.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2012/10/wpssourcebook-03a-womenpeacenegotiations-en.pdf?v=1&d=20141222T221159>Marie O’Reilly, Andrea O’Sullebhain, and Thania Paffenholz, 2015, Reimagining Peacemaking: Women’s Roles in Peace Processes, International Peace Institute<https://www.ipinst.org/wp-content/uploads/2015/06/IPI-E-pub-Reimagining-Peacemaking-rev.pdf> |
| **Author/critic reading (required)** | Hilary Charlesworth, 2008, ‘Are Women Peaceful? Reflections on the Role of Women in Peace-Building’, *Feminist Legal Studies* no.15: 347-361 |
| **Recommended** | United Nations, 2015, ‘ PREVENTING CONFLICT, TRANSFORMING JUSTICE, SECURING THE PEACE’, Chapter 3: ‘Women’s Participation and a Better Understanding of the Political’.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.Patty Chang, Mayesha Alam, Roslyn Warren , Rukmani Bhatia, Rebecca Turkington , 2015, WOMEN’S POLITICAL PARTICIPATION IN PEACE PROCESSES: A close examination of experiences in Guatemala, Northern Ireland, Kenya and the Philippines , Georgetown Institute of Women’s peace Studies, Washington DC, Mimeo.Chapters from: Cynthia Cockburn, 2012, *Antimilitarism: Political and gender dynamics of peace movements*, Palgrave MacmillanCh. 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>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. |
| **Other resources** | I will arrange a screening of ‘Pray the Devil back to Hell’ – Director Gini Rieteker, Produced Abbey DisneyWILPF video on women in peace deals<https://www.youtube.com/watch?v=EWNON4SBcPk&feature=youtu.be> |

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| **Date** | **Week** | **TOPIC** |
| **February 13** | **4** | **The normative framework – UNSC resolutions, CEDAW GR 30, national Action plans on 1325, and more** |
| 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 and adopting a sense that the international community has a responsibility to protect people from human rights abuses, including if perpetrated by sovereign states. 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 ‘protection of Civilians’ (POC) agenda, and the extent to which issues of protection of women are compatible with the commitment to promote their agency and gender equality. We review the normative framework: UN Security Council resolutions, the Beijing Platform for Action, CEDAW General Recommendation 30. We consider the current state of the POC agenda in light of the current US administration’s abdication of a sense of international responsibility and respect for human rights. We will also examine attempts to measure and track change on women peace and security matters. In particular we will read the new 2017 Women peace and Security Index produced by the Georgetown Institute of WPS.  |
| **Required reading** | United Nations, 2015, Report of the High-level Independent Panel on PeaceOperations ‘Uniting our strengths for peace: politics,partnership and people’, <http://www.un.org/sg/pdf/HIPPO_Report_1_June_2015.pdf>Pages 9 – 26. United Nations, 2015, ‘PREVENTING CONFLICT, TRANSFORMING JUSTICE, SECURING THE PEACE’, executive summary and Chapter 2 (they are not long!)Women peace and Security Index 2017 – 2018, Georgetowninstitute for WPS, <https://giwps.georgetown.edu/the-index/chapters/> (please read Chapters 1 and 2) |
| **Author/critic reading (required)** | Valerie Hudson et al: The Heart of the Matter: The security of women and the security of states (in NYU Classes resources page) |
| **Recommended** | Laura Shepherd, 2011, ‘Sex, Security and Superhero(in)es: From 1325 to 1820 and Beyond’, International Feminist Journal of PoliticsDianne Otto, 2009, ‘The Exile of Inclusion: Reflections on Gender Issues in International Law Over the Last Decade’, The Melbourne Journal of International Law 11 - 26.<https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1508067>Bruce Jones with Feryal Cherif, ‘Evolving Models of Peacekeeping: Policy Implications and Responses’, *Center for International Cooperation*, NYU. http://www.operationspaix.net/DATA/DOCUMENT/5880~v~Evolving\_Models\_of\_Peacekeeping\_\_Policy\_Implications\_and\_Responses.pdfTracy 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>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. |
| **Other resources** | Video: ‘Side by Side: Women Peace and Security’<http://www.unwomen.org/en/news/in-focus/women-peace-security/2012>(look at the bottom of the page) |

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| **Date** | **Week** | **TOPIC** |
| **February 20** | **5** | **Peacebuilding – where is gender in the UN’s ‘architecture’ of peacebuilding and recovery?** |
| 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 class we examine this new institutional ‘architecture’ form 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 reading** | United Nations, *Report of the Secretary-General on Women’s Participation in Peacebuilding* (S/2010/466), September 2010, <http://www.betterpeace.org/node/1623> |
| **Author/critic reading (required)** | United Nations, 2015, THE CHALLENGE OF SUSTAINING PEACE: REPORT OF THE ADVISORY GROUP OF EXPERTS FOR THE 2015 REVIEW OF THE UNITED NATIONS PEACEBUILDING ARCHITECTURE<http://www.un.org/en/peacebuilding/pdf/150630%20Report%20of%20the%20AGE%20on%20the%202015%20Peacebuilding%20Review%20FINAL.pdf>(by the time of this class a major new report on sustainable peacebuilding should be ready -- it is being prepared for a high level meeting at the UN in April on sustainable peace. If so, we will all analyze the new report instead). |
| **Recommended** | Rob Jenkins, 2013, *Peacebuilding: From Concept to Commission*, chapter 2Anne Marie Goetz and Rob Jenkins, 2015, ‘Missed Opportunities : Gender and the UN’s Peacebuilding and Peace Operations Reports’, http://futurepeaceops.org/2015/07/30/missed-opportunities-gender-and-the-uns-peacebuilding-and-peace-operations-report/ |

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| **Date** | **Week** | **TOPIC** |
| **Feb 27** | **6** | **Peacebuilding/reconciliation as constitutional and governance reform – challenges and priorities for women** |
| 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? Many peace agreements set up federal governance arrangements as the preferred approach to power-sharing. What do federal arrangements mean for women’s chances of participating in decision-making, or for wresting control from traditional leaders on matters such as reproductive and sexual rights, marriage and inheritance (including property ownership), culture and education, and justice in cases of abuses of women’s rights? |
| **Required reading** | UN Women, 2012, ‘Gender and Post Conflict Governance’, <http://www2.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2012/10/wpssourcebook-05c-genderpostconflictgovernance-en.pdf?v=1&d=20141222T221159>(hard copy in your sourcebook)Susan Harris Rimmer, 2009 ‘Surfacing Gender in the Constitution of Timor Leste’Please download from: https://works.bepress.com/susan\_harris\_rimmer/43/We will also read the text of several post-conflict constitutions or accords – Nepal, Mindanao, Myanmar, possibly the new constitution for Sri Lanka, if it is ready. There will be a handout on federalism in Yemen and in Myanmar. |
| **Author/critic reading (required)** | Aili Mari Tripp: 2015, ‘Women’s Rights in Post-Conflict Constitutions’, Chapter 7 of: Women and Power in Post Conflict Africa, Cambridge University PressLisa Kindervater and Sheila Meintjes, 2018, Gender and Governance in Post-Conflict and Democratizing Settings  [The Oxford Handbook of Gender and Conflict](http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199300983.001.0001/oxfordhb-9780199300983) |
| **Recommended** | United Nations 2015: THE CHALLENGE OF SUSTAINING PEACE REPORT OF THE ADVISORY GROUP OF EXPERTS FOR THE 2015 REVIEW OF THE UNITED NATIONS PEACEBUILDING ARCHITECTUREJ. 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>Clare Castillejo, 2010, ‘Building a state that works for women: integrating gender into post-conflict state-building’, FRIDE.Ashild Falsch, 2010, ‘Women’s political participation and influence in post-conflict Burundi and Nepal’, Peace Research Institute OsloSemanta Dahal, 2008, ‘Post conflict constitution making in Nepal: Toward ‘inclusiveness’ in democracy’, in Working paper series: National Law School of India University (MLSIU).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> |

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| **Date** | **Week** | **TOPIC** |
| **March 6** | **7** | **The ‘peace dividend’ -- DDR** |
| 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. |
| **Required reading** | 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> |
| **Author/critic reading (required)** | Laura Sjoberg and Caron Gentry, Chapter three, ‘Triple transgressions at Abu Graibh’, in Mothers,, Monsters, WhoresAndJakana L. Thomas and reed Wood,  ‘The social origins of female combatants ‘ 2017 , Conflict Management and Peace Scienc, pp: e 1–18<http://journals.sagepub.com/doi/pdf/10.1177/0738894217695524> |
| **Recommended** | UN Department for Disarmament Affairs, 2001, ‘Gender Perspectives on DISARMAMENT, DEMOBILIZATION AND REINTEGRATION (DDR)’, <http://www.un.org/disarmament/HomePage/gender/docs/note4.pdf>MacKenzie, Megan. “Securitization and De-securitization: Female Soldiers and the Construction of the Family,” Security Studies (summer 2009)Chris Coulter, 2008, ‘Female fighters in the Sierra Leone War: Challenging the Assumptions?’ *Feminist Review*, no. 88: 54-73. |
| **Other resources** | Video: Gender and Disarmamenthttps://www.youtube.com/watch?v=VHHavw5-\_KM&feature=youtu.be |

**WEEK 8:**

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| March 13 | 8 | **NO CLASS: Spring break** |

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| **Date** | **Week** | **TOPIC** |
| **March 20** | **9** | **The peace dividend: Economic recovery** |
| 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. |
| **Required reading** | UN Women/Patricia Justino, 21012, ‘Women Working for Recovery: The Impact of Female Employment on Family and Community Welfare after Conflict’, UN Women.available on: <http://www.unwomen.org/~/media/Headquarters/Media/Publications/en/05BWomenWorkingforRecovery.pdf>Theodora-Ismene Gizelis, “Gender Empowerment and United Nations Peacebuilding,” *Journal of Peace Research*, 2009, vol. 46, no. 4, pp. 505-523. |
| **Author/critic reading (required)** | Clare Duncanson, 2016 , ‘Feminist Critiques of Neoliberal Peacebuilding’, Chapter 3 of Gender and Peacebuilding, Polity Press.AND:The new SG Report on ‘Sustaining peace’ – the gender content only. |
| **Recommended** | CORDAID 2013: ‘Focus on fragility: Cordaid and the post-2015 agenda’, <http://www.cordaid.org/media/publications/FocusonFragility_new.pdf> and on course site |

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| **Date** | **Week** | **TOPIC** |
| **March 27** | **10** | **Countering Violent Extremism from a gender perspective** |
| Violent extremists today often make explicit declarations about their intentions to restrict women’s rights as part of their state building projects.   Women in areas under their control suffer greatly from prohibitions on their freedom of movements and expression (including prohibitions on women and girls’ employment, education, and visibility).  These groups also cultivate a violent and exploitative masculinity that rains horrors on women considered to have transgressed, or on ‘infidel’ women – as was seen in the capture and sale of Yazidi women by ISIS forces. Yet these extremists also attract female followers.    Countering violent extremism (CVE) is a huge growth area in international conflict prevention work.  Arguably, gender analysis has found a more prominent place in these early days of the field because of concerns about the cultivation of violent masculinities and the attacks on women’s rights. This session reviews the understandings of gender and the use of gender analyses as they are being deployed in CVE agendas, examining the ways in which discourses of “violent masculinities” may enhance or may undermine feminist approaches to conflict prevention work and the reduction of violent extremism. |
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| **Required reading** | *Aubrey, M., R. Aubrey, F. Brodrick and C. Brooks (2016*). ‘Why Young Syrians Choose to Fight: Vulnerability and resilience to recruitment by violent extremist groups in Syria - Research Summary’. London, International Alert.Carolyn Hoyle. Alexandra Bradford, Ross Frenett, 2015, Becoming Mulan? Female Western Migrants to ISIS <http://www.strategicdialogue.org/wp-content/uploads/2016/02/ISDJ2969_Becoming_Mulan_01.15_WEB.pdf>Naureen Chowdhury Fink and Rafia Barakat, 2013, “Strengthening Community Resilience against Violence and Extremism: The Roles of Women in South Asia,” Policy Brief, Center on Global Counterterrorism Cooperation, 11. |
| **Author/critic reading (required)** | Naureen Chowdhury Fink and Rafia Barakat, “Strengthening Community Resilience against Violence and Extremism: The Roles of Women in South Asia,” Policy Brief (Center on Global Counterterrorism Cooperation, November 2013), 11. |
| **Recommended** | United Nations 2015, *Global study on 1325*, Chapter 9: Countering Violent Extremism While Respecting the Rights and Autonomy of Women and Their Communities Vasuki Nesiah, “Feminism as Counter-Terrorism: The Seduction of Power,” in *Gender, National Security, and Counter-Terrorism: Human Rights Perspectives*, ed. Margaret L. Satterthwaite and Jane Huckerby, Human Rights Perspectives (Routledge, 2013), 127–51. ***Khan, N. (2010). "Violence, Anti-Convention and Desires for Transformation amongst Pakistan's Mohajirs in Karachi." Cultural Dynamics 22(3): 225-245.******Szanto, E. (2016). "Depicting Victims, Heroines, and Pawns in the Syrian Uprising." Journal of Middle East Women's Studies 12(3): 306-322.***Stephen Zunes, “Ten Things to Know about the Middle East,”<http://www.alternet.org/story/11608/10_things_to_know_about_the_middle_east> Shalom, Stephen R., “The United States and Middle East: Why Do ‘They’ Hate Us?” Z-May, 2001.  <http://www.thirdworldtraveler.com/Why_They_Hate_Us/US_Middle_East_WDTHU.html>Chris Toensing, “Muslims Ask: Why Do They Hate Us?” Alternet, Sept. 25, 2001. <http://www.alternet.org/story/11590/> [Nafeez Ahmed, ‘No Piers Morgan. This is how to destroy the Islamic State, *Middle East Eye*, 5 February 2015](http://www.alternet.org/story/11590/)<http://www.middleeasteye.net/columns/no-piers-morgan-how-destroy-islamic-state-1630388804>[Hoda Elsadda](https://opendemocracy.net/author/hoda-elsadda) Article 11: feminists negotiating power in Egypt, 50.50:inclusive democracy, 5 January 2015 <https://opendemocracy.net/5050/hoda-elsadda/article-11-feminists-negotiating-power-in-egypt>Abu-Lughod, Lila. 2002. “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others.” *American Anthropologist* 104(3):783-790. <http://onlinelibrary.wiley.com.ezproxy.drew.edu/doi/10.1525/aa.2002.104.3.783/pdf> |

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| **Date** | **Week** | **TOPIC** |
| **April 3** | **11** | **Preparation for term papers and likely site visit, Security Council, Open Debate Sexual Violence in Conflict (TBC)** |
| *The UN Security Council holds a once a year public ‘Open Debate’ on sexual violence in Conflict. This is likely to be held this week (though the schedule can change). If the Open Debate is this week we will attend it instead of class this week. Reading will be the 2018 report on SV in C, which will be shared as and when it becomes available. More details to follow.*  |

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| **Date** | **Week** | **TOPIC** |
| **April 10** | **12** | **Conflict resolution in Danan: simulation exercise** |
| *This is a day-long peace negotiation simulation of considerably complexity, co-managed by Prof Goetz and Nanako Tamaru of the Washington DC-based Institute for Inclusive Security* |
| **Required reading** | Handouts for the ‘Danan’ Simulation, Inclusive Security, Washington DC. |

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| **Date** | **Week** | **TOPIC** |
| **April 17** | **13** | **Transitional justice – alternative approaches to justice and reparations for war-related gender crimes** |
| 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 reading** | 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-°©‐Report-°©‐Progress.pdf UN, 2015, Global Study, chapter 5: ‘Towards an era of transformative justice ‘ 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> |
| **Author/critic reading (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> |
| **Recommended** | Staggs Kelsall, Michelle and Stepakoff, Shanee. "‘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.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.Nowrjoee, 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.UN Women, 2012, *Reparations*, <http://www2.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2012/10/wpssourcebook-06a-reparationsdevelopmentgender-en.pdf?v=1&d=20141222T221158>(Hardcopy is in your Sourcebook). |
|  | Video: ICC Prosecutor Fatou Bensouda on prosecutionsMax Marcus: Sexual violence investigations <http://www.unwomen.org/en/news/in-focus/women-peace-security/2012> (look at bottom of page)  |

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| **Date** | **Week** | **TOPIC** |
| **April 24** | **14** | **Feminist Foreign Policy** |
| When Margot Wallstrom announced in 2014 (October) that, as Sweden’s foreign minister, she would practice feminist foreign policy, few people knew what that meant After all, the pursuit of national interests and security on the global stage often means advancing national defense industries or trading with human rights abusers – surely this contradicts the notion of feminist foreign policy? Unheard of and almost Inconceivable just a few years ago, feminist foreign policy is now developing a doctrinal grounding and there is even a research center devoted to its study: <http://centreforfeministforeignpolicy.org/home>This is no flash in the pan – at least 20 coutnries are developing feminist foreign policy positions and these range from increasing aid for women’s empowerment in fragile states to stronger efforts to stop sexual violene in conflict. In 2017, Sweden, Denmark, Finland, Belgium, the Netherlands, Canada, and Luxembourg joined [in pledging to raise $600m (£483m)](http://af.reuters.com/article/topNews/idAFKBN15O0MI) to replace money withdrawn by US President Donald Trump, when he banned funding for overseas health groups that support (or even mention) abortion. Then Sweden's Deputy Prime Minister, Isabella Lovin, became [a viral sensation](http://www.bbc.co.uk/news/world-europe-38853399) after she was photographed surrounded by women members of the government, in what appeared to be a parody of Mr Trump signing the anti-abortion measure. In 2017 Canada announced its first feminist international-assistance policy, following hundreds of consultations and 10,000 written submissions. From 95 to 2015, only 2 percent of Canada’s bilateral international development assistance was allocated to projects whose primary objectives were gender equality and the empowerment of women. Now there is criteria to receive funding, consult women locally, involve them in decision-making and project implementation. They expect that by 2021, close to 95 percent of Canada’s aid and development budget will target the advancement of gender equality and the empowerment of women, 15 percent principally. 150 million, single largest boost to women’s rights organizations.At the same time as these positive developments, other countries have hardened their stance against women’s rights internationally. There is a new negotiating collective at the UN called the ‘group of friends of the Family’ that appear determined to spoil norms on women’s rights and cut back advances in reproductive and sexual rights in particular. Women’s rights and gender equality are becoming areas on which states differentiate sharply in international negotiations. |
| **Required reading** | Browse for items of interest on Sweden’s feminist foreign policy – official government website/portal: <http://www.government.se/government-policy/feminist-foreign-policy/>Kathy Gilsinan, 2016, ‘The Myth of the 'Female' Foreign Policy: As more women become heads of state, will the world actually change?’ **The Atlantic**, August 25<http://www.theatlantic.com/international/archive/2016/08/-foreign-policy-clinton-may-thatcher-women-leadership/497288/>Anne Marie Goetz 2015, ‘The New Cold War on Women’s Rights?’ UNRISD, [http://www.unrisd.org/beijing+20-goetz](http://www.unrisd.org/beijing%2B20-goetz)Soumita Basu, 2016, ‘Gender as national Interest at the UN Security Council’. International Affairs, 92:2, 255-273. |
| **Recommended** | Valerie Hudson 2014 The Hillary Doctrine |

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| **Date** | **Week** | **TOPIC** |
| **May 1** | **15** | **Review** |
| We will revisit the objectives of the course, see what we have learned, and identify gaps for future teaching and learning. |

***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* (Routlegde). In 2017 she was named by the Hague-based ‘Women’s Initiatives for Gender Justice’ as one of 151 individuals who over the past 125 years have advanced the cause of gender justice internationally (see: <http://4genderjustice.org/gender-justice-legacy-wall/>).

ANNEX

**Final assignment: Analytical paper**

Please submit a paper on a research question you have discussed and cleared with Dr Goetz on a subject relevant to the course.  The paper should be an analytical exploration of an issue that interests you.  The paper should be between 3,500 - 5000 words (15 - 25 pages) and must of course conform to academic standards regarding ethical use of sources.  Papers that will exceed the word length are not advised and must be cleared with Dr. Goetz at least a week prior to the due date.

**Structuring an Analytical Paper**

This is an analytical paper, which means that it is more academic than the two writing exercises so far. ‘More academic’ not only means correct use of citations and resources (in fact this is the least of the elements of relevance); it means that what is expected is a structured argument that does the following:

**Introduction**: Establishes what you are discussing and why it matters (matters politically, philosophically, legally, practically etc).

I.e.: what is the problem you want to address (can include a gap in the literature, gap in knowledge, unexplained phenomenon, a hypocrisy, a neglected area of policy, etc.)

It is useful to either outright state or hint at conclusion – in a tantalizing way, a ‘hook’ indicating something exciting, unexpected, controversial, or disturbing.

You can also provide a brief ‘roadmap’ to the structure and progression of the argument covered in the paper.

**Context-setting**: Show you know what you are talking about – where does your discussion fit in the context of literature in this area, or in the context of current policy debates or current political developments. This is to help your audience understand what you are talking about in case they do not know already

**Methodology**: This **is rarely needed for a term paper** but definitely needed for a thesis and you can consider adding a few points on how you generated or gathered evidence (ie: your sources).

*Hypothesis*: what is your postulated explanation for the problem or issue you are analyzing?

Who and what did you study?

Where and when?

Why did you pick that sample?

What tools did you use to collect data, and why? (include tools like an interview questionnaire in appendix)

Carefully describe how you used the tools.

Describe the analytical procedures (your own judgment? Double blind analysis? Initial simple coding and aggregation of similar responses? Coding and statistical analysis?)

**(If you have developed an investigation, generated evidence then you should have a section on):**

**Findings/results:**

Do not present raw data. Present a distilled version but by ALL MEANS DO use data if relevant, aggregated and assembled in charts/tables/graphs.

If you have used hypotheses – this is where you review and accept or reject/revise them

Bring in analysis to help sort/classify findings and lead towards broader observations/analysis in the next section.

**Discussion/ policy implications**

Do not repeat what is the in the findings

Offer principles, generalizations, broad patterns, relationships

Show how your findings or analysis is confirmed by or is contradicted by other studies

Discuss impact of your thoughts/analysis on theory or policy or practice

*Answer the question: so what?*

Identify points that cannot be explained and need more research

**Conclusion**

Re-state very briefly: How did you address the ‘problem’, knowledge gap, data gap, contradiction, legal issue, etc.?

Are there remaining gaps in knowledge?

What were the limitations of your study?

What can be done with the ideas you have offered?

(remember to check back with the introduction – and it is even good practice to re-write it – when you get to this stage0.