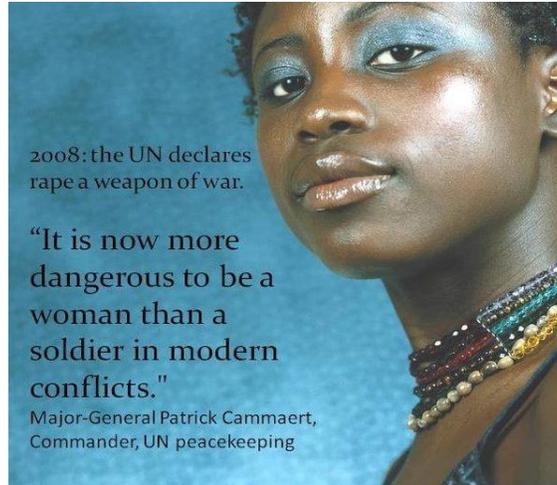


GENDER, PEACE & SECURITY

Spring 2017 SIS-619-002 Tuesdays 2:30 pm to 5:25 pm Mary Graydon Center, Room 303A

Instructor: Barbara J. Wien
Office Hours: Tuesdays: 9 am to Noon,
and Fridays: 2:30 PM to 4 PM

Tel: 202-885-6429 or wien@american.edu
Home: 703-522-3069 (don't hesitate to call)
Barbara's Office: 309 East Quad Building



Women's right to participate in policy making on peace and security is a central need of the human race. Moreover, multiple forms of violence against women, from the home to the global system of militarism and sex trafficking, must be a central focus of national security. Militarized security depends on gender inequality, gender inequality is a form of structural violence, and war impacts women disproportionately. These reinforcing cycles can be transformed with research, knowledge, mass participation, mobilization and skills.

This course will reconceptualize International Relations theory through a gender lens and "feminist curiosity". We will explore effective, courageous, cutting-edge strategies for ending gender-related violence, transforming cultural attitudes and norms, and creating systems and institutions for a more human world order. We will study 'gendered' theories of power, nonviolent struggle, and transgendered communities who offer us stories of great resilience, courage and hope.

Research shows that females are increasingly working to end bloody conflicts at enormous personal risk. Women's numbers are growing in peacemaking, peace-building and peacekeeping. They are forging peace agreements, negotiating ceasefires, protecting human rights, and improving the conditions in their countries, despite their marginalization and exclusion in official circles. At the highest levels of all governments, we find a systematic absence of gender expertise, and an under-representation of females in decision-making. Excluding gender produces harmful policies and hobbles societies. A huge unmet need persists for gender expertise in crisis prevention, national security decisions, economic planning, humanitarian recovery work, education, and peace-building. This course is an attempt to address the paucity of gender expertise in many institutions, and educate a new generation of gender-sensitive decision-makers.

Required Texts

Mary Hawkesworth, **Political Worlds of Women: Activism, Advocacy and Governance in the 21st Century**. (Boulder, Colorado: Westview Press), 2012. Electronic copy available free at AU library

Asha Han and Betty Reardon, **The Gender Imperative**. (New Delhi, India: Routledge) 2010. E-book available.

National Geographic, Special Issue on Gender, January 2017. Provided by instructor

Instructor's Teaching Philosophy, Methodology and Approach:

Our seminar will be almost entirely discussion-based with only brief framing lectures by the professor. Students will also take responsibility to present and chair parts of the discussion and present case-studies alongside the instructor. Lectures, movies, guest speakers and assignments are designed to deepen our investigation of the ways actors think about and pursue gender equity and peace-building. Our purpose is think analytically and creatively about the theory, practice and inter-relationship of gender and nonviolent strategies for peace.

Our emphasis will be on self-generated learning, using diverse methods of instruction, involving art, music, films, case studies, storytelling, small group work, student-led sessions, guest speakers, independent research, and readings. We will work to create a collaborative, cooperative learning community, based on healthy dynamics and democracy in small groups. We will study numerous historical cases, philosophy, history and strategy. We will view a series of documentary films to stimulate observations not easily available in written texts.

Requirements and What to Expect:

We will explore and create scholarly knowledge **together**. Student participation is required at every session. The success of the class is a shared responsibility. Together, I hope we will create an atmosphere of rigor, excellence, respect, trust and fun. Assignments will be marked ½ a grade down for every day they are late.

Course Objectives:

- To understand theories of patriarchy, power, peace-building, and alternatives to war and violence;
- To explore the intersectionality and relationship of peace, race, gender and class;
- To analyze what is blocking gender equality and peace;
- To research the effectiveness of gender-based strategies and policies for ensuring justice, equality and freedom;
- To gain an appreciation of just-peaceful cultures or societies, where, how and why they exist;
- To create positive human interactions and alternatives to life-destroying policies in the world;
- To experience a peaceable classroom and healthy group dynamics;
- To learn how scholarly knowledge can be created and generated **collectively**;
- To create an enjoyable, fun learning community for sharing ideas, skills and wisdom;
- To encourage students to become reflective, critical learners;
- To enhance our imaginations, intellectual flexibility, creativity & problem-solving capacities.

Learning Outcomes, by the end of this course you should be able to:

- Demonstrate knowledge of at least five theories in the field of gender and conflict studies;
- Reflect critically & analytically on what you are learning;
- Appreciate contending viewpoints and engage in civil discourse;
- Effectively communicate your own emerging vision and approach to 'gendered power';
- Prepare and present an effective, robust, concise presentation;
- Demonstrate effective skills in facilitating the learning of others at multiple levels;
- Connect course content to current public events and issues in the news.

EVALUATION/GRADE DISTRIBUTION	
Participation in Seminar Discussions and posting a reflection on our readings the night before class	30%
Research Paper on Gender or Transgender Peace-building Movement Due April 28th (15 pps, not incl. bib)	30%
Team Presentation on a Creative Campaign (15 minute presentation, handout, and bibliography) + discussion	20%
QIPPS of weekly readings (Questions, Interesting Points, and Problems/Critique). Post to Blackboard before class	20%

Class Schedule

January 17: Foundational Theories & Terms

- Introductions and Building our Learning Community
- Syllabus review and course requirements
- Review of Core Concepts, Theories and Definitions (handouts)
- Women's Path of Hope (group exercise)
- Check out <http://www.onebillionrising.org/>

Watch "It's a Girl!" or "She's Beautiful When..." in class together

Read for 1/24: **National Geographic** "Special Issue on Gender" January 2017, distributed in class by instructor today. Post your reflections on the journal on a discussion thread on Blackboard



Syrian women organize schools for girls at great risk

Jan 24: Discussion of J21 Women's March & reflections on National Geographic gender issue

Jan 31: Gender Inequality as Structural Violence: The Status of Women in a Global Context

Discuss Hawkesworth Section I, II, III, pages 1-112

Woman Stats website [womanstats.org/](http://www.womanstats.org/) and <http://www.unwomen.org/en>

Feb 7: Identity, the State and Political Power

Hawkesworth pages 113-248

Watch the film "India's Daughter" in class together

Feb 14: Transnational Political Activism

Hawkesworth Part VIII, IX and X, pages 249-331 Student Teaching Team: **Amy Pipher**

Feb 21: Globalization, Female Labor, Structural Violence:

Alternatives Economics and Bangladesh Textile Workers

"Birthing Justice" report from Other Worlds are Possible, 80 pages

<http://www.otherworldsarepossible.org/birthing-justice-women-creating-economic-and-social-alternatives>

<http://www.bbc.com/news/business-22296645>

<http://www.waronwant.org/overseas-work/sweatshops-and-plantations/sweatshops-in-bangladesh>

<http://strongerunions.org/2016/12/27/bangladesh-textile-workers-face-layoffs-prosecutions-global-corporates-must-act/>

http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_243015.pdf

<http://www.nbcnews.com/business/economy/were-no-1-when-it-comes-gender-wage-gap-n262616>

http://www.issuelab.org/resource/gender_violence_and_peace_a_post_2015_development_agenda

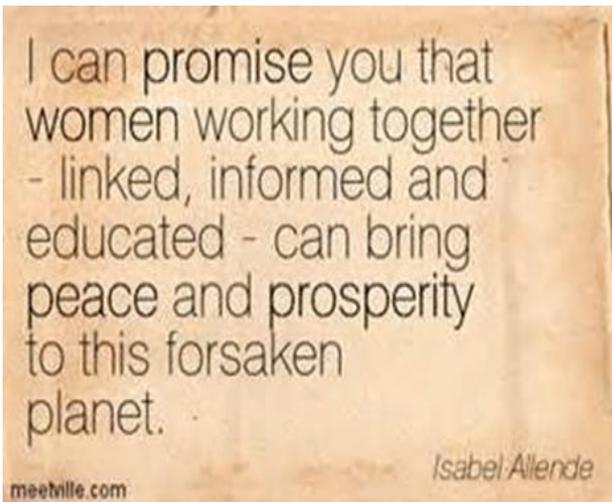
Resources for <http://www.genderaction.org/who.html> and Institute for Women's Policy Research <http://www.iwpr.org/>

Student Teaching Team: **Alex Tureau and Mashiyat Ahsan**

February 28: Sexism and the War System

Asha Han and Betty Reardon, Section One of *The Gender Imperative* 2010, pages 1-87

Read "Forging a New Security", 2012 report from the female Nobel Prize winners, 50 pages:



<http://nobelwomensinitiative.org/2012/01/conference-report-women-forging-a-new-security-ending-sexual-violence-in-conflict/>

Dept. of Defense Sexual Assault Prevention and Response <http://www.sapr.mil/index.php/annual-reports>

Search International Campaign to Stop Rape & Gender Violence <http://www.stoprapeinconflict.org/>

Student Teaching Team: **Mary Fenton and Atika Alkhalouf**

March 7: Patriarchy as a Global System

Asha Han and Betty Reardon, *The Gender Imperative*, Section 2 & 3 pages, 87 -287

<http://feminismandreligion.com/2013/02/18/patriarchy-as-an-integral-system-of-male-dominance-created-at-the-intersection-of-the-control-of-women-private-property-and-war-part-1-by-carol-p-christ/>

<https://www.transcend.org/tms/2015/08/to-go-wide-or-deep-womens-peace-work/>

March 21: UNMAKING WAR, REMAKING MEN: How Violence Changes Males, How Men Can Change Violence



Men Engage, 2015 a discussion paper from Men and Boys for Gender Equity, The Beijing Platform Turns 20! and UN Women (on Blackboard, 60 pages)

Overcoming Violence Exploring Masculinities, Violence, and Peace-building, report from Women Peacemakers Program, International Fellowship of Reconciliation (on Blackboard, 50 pages)

Engaging Men and boys to Achieve Gender Equality: How Can we Build on what We Have learned? 2007 International Center for Research on Women (ICRW) and Instituto Promundo, Brazil (on Blackboard, 28 pages)

Visit Truckers Against Trafficking <http://www.truckersagainstrafficking.org/> Watch "Soldiers of Conscience"

Student Teaching Team: **Aimee Oda**

March 28: Nonviolent Gendered Movements

“Pray the Devil Back to Hell”, the women of Liberia organize against war, watch in class together

Gender Imperative, Section 4, pages 287 to 427

Discussion of your 15-page research paper due April 28th



April 4: Hate Violence Against LGBTQ & HIV-Affected Communities: Stories of Resilience and Courage

<http://ilga.org/> International Lesbian, Gay, Bisexual, Trans and Intersex Association

<http://hrapf.org/> Human Rights Awareness and Promotion Forum, Uganda

<http://avp.org/about-avp/coalitions-a-collaborations/82-national-coalition-of-anti-violence-programs>

LGBT Hate Violence Report 2013 found on Blackboard. Everyone please contribute research and stories

Student Teaching Team: Chi Onyeocha Chukwu, William Lewis & Corina Hendren

April 11: #SayHerName: Legal Strategies to Protect Women's Lives

Julie L. Arostegui and Veronica Eragu Bichetero, “Women, Peace and Security: Practical Guidance on Using Law to Empower Women in Post-Conflict Systems. Best Practices and Recommendations from the Great Lakes Region of Africa”. Sweden: Stockholm International Peace Research Institute (SIPRI) and Washington, D.C.: Women In International Security, 2014. Found on Blackboard.

5 Challenges to Diffusing Women's Rights Law http://clg.portalxm.com/library/keytext.cfm?keytext_id=112

“Women, Peace and Security: Practical Guidance on Using Law to Empower Women in Post-Conflict Systems Best Practices and Recommendations from the Great Lakes Region of Africa”

<http://wiisglobal.org/wp-content/uploads/2015/03/WPS-Toolkit-Electronic.pdf>

Sandra Bland death: <http://www.msmagazine.com/news/uswirestory.asp?id=15767>

Although U.S. Black women are killed, raped and beaten by law enforcement officials, their experiences are rarely in the narrative surrounding state violence. By highlighting the cases of Black women who have been killed by the police and broadening our understanding of racial violence to include sexual assault, incarceration and other inequities confronted by Black women, we hope to build a framework within which to comprehend and foreground their experiences. As the African American Policy Forum (AAPF) prepares to release its forthcoming brief on Black women and state violence, please join us in our efforts to shed light on why it is absolutely imperative that we build a gender-inclusive racial justice movement.

Let's listen to a webinar with: **Kimberle Crenshaw**, Executive Director of the African American Policy Forum and the Columbia Law School Center for Intersectionality and Social Policy Studies; **Barbara Arnwine**, Executive Director of the Lawyer's Committee for Civil Rights Under Law; **Andrea Ritchie**, Police Misconduct Attorney, Soros Justice Fellow and Co-Author of *Queer (In)justice: The Criminalization of LGBT people in the United States*; **Charlene Carruthers**, Director of Black Youth Project 100; **Priscilla Ocen**, Associate Professor of Law at Loyola Law School in Los Angeles **Moderated by Janine Jackson**, FAIR

Tahirih Justice Center Institute <http://www.tahirih.org/> a non-profit organization dedicated to providing legal services and generating policy changes for immigrant women fleeing gender-based violence. They represent females facing genital mutilation or honor killings if forced to return their countries.

Student Teaching Team: Aryn Keyel, Sade Tuckett, and Blessing Ikpa

April 18: Women Countering Violent Extremism All readings found in folder on Blackboard for April 18

“It’s a Man’s World: Exploring the Roles of Women in Countering Violent Extremism”, by Rafia Bhulai, Naureen Chowdhury Fink and Sara Zeiger, 184 pages. By Hedayah and The Global Center on Cooperative Security, 2016

“Women, Gender and Terrorism - The Missing Link”, 4 pages. Women in International Security Policy Brief, 2016

“Women Countering Violent Extremism”, 54 pages. Brookings Institute, 2014

Student Teaching Team: _____ **Camila Pereira de Santana** _____

April 25: Women as Teachers of Peace and Agents of Change

“Reimagining Peace: Women in Peace Processes” report from the International Peace Academy, 42 pages

<http://www.ipinst.org/wp-content/uploads/2015/06/IPI-E-pub-Reimagining-Peacemaking-rev.pdf>

<http://www.youtube.com/watch?v=VC7Rtwh1OeU&sns=fb> Her Excellency Madam Atifete Jahjaga of Kosovo

Student Teaching Team: _____ **Lauren Acker** _____



<http://www.el-karama.org>



Female supporters of ousted President Mohammed Morsi stand inside the defendants’ cage in a courtroom in Alexandria, Egypt in 2013. An Egyptian court handed down heavy sentences of 11 years in prison to 21 female supporters of the ousted Islamist president, many of them juveniles, for holding a protest. AP /Amira Mortada, El Shorouk Newspaper

Arab Women’s Voices: Highlighting Women’s Rights and Roles, and Future in the Region

From Karama’s website (click on heading to go to website. Review Policy Papers there on each country):

Arab Women, an Irrevocable Part of the Middle East’s New Dawn (an excerpt from Karama’s newsletter):

“In the wave of uprisings that have ignited across the Middle East in 2011, women have stood shoulder to shoulder with men at the forefront of protests in Egypt, Tunisia, Yemen, Libya, Iraq, Algeria, Syria, Morocco, Oman, and Bahrain. The presence, leadership, and participation of women have been extensive. Essential to public demonstrations as activists, organizers, medics, mothers, motivators, decision-makers, media figures, and whistle-blowers, women all over the region have been indivisible from the ranks of protesters calling resolutely for dignity, democracy, and change.”

This article details comprehensively the role of women as leaders in transition, reformation, and protest, and their unparalleled courage in raising their voices and demanding tangible commitment to progress and change. In highlighting women such as Asmaa

Mahfouz (a cofounder of the April 6 movement), Dina Omar (a cardiologist serving injured protesters in Tahrir), Azza Kamel (an activist and Karama partner who spent 18 days in the square), and Sharira Amin (former Nile TV anchor who became a whistleblower on government censorship of media) in Egypt, as well as activists from other areas of the region, for instance, Tawakkol Karman (Yemen) and 90-year-old lawyer Ali Yahia Abdennour (Algeria), we are reminded of the critical role women played in the movements sweeping the region. Going forward, inclusion of women's perspectives and voices in social and political development of their nations and the region as a whole will be an essential aspect of combatting old frameworks and building new ones that reinforce women's rights frameworks and espouse peace, freedom, and equality above all.

May 9: Women After the Arab Spring: Gains and Losses

<https://www.opendemocracy.net/5050/women-and-arab-spring>

<http://news.trust.org/spotlight/poll-womens-rights-in-the-arab-world>

<https://www.opendemocracy.net/arab-awakening/abdalhadi-alijla/women-and-arab-spring-dream-turned-nightmare>

<http://www.reuters.com/article/us-arab-women-spring-analysis-idUSBRE9AB00O20131112>

http://www.truthdig.com/report/print/women_in_egypt_after_the_arab_spring_gains_and_losses_20141007



Women encircle the Royal Air Force **Greenham Common** base in England to stop U.S. nuclear missiles in Europe. Ten of thousands of women camped outside the base for over 6 years in the 1980s to prevent the deployment of the nuclear missiles.

The military base was closed in 1993 and is a park today.

SAFE AND INCLUSIVE and CLASSROOM STATEMENT

- As a community, in this classroom and at American University, we value diversity and aim to foster a safe and supportive environment for our students. The classroom environment should be especially conducive to the productive exchange of ideas.
- Topics may arise in class readings and discussion that may be painful to some participants, including but not limited to issues of racism, gender, sexuality, and violence. In the interest of promoting the wellness of all students, I will do my best to present "trigger warnings" for such content, and students should take due measures to protect their own sense of safety and wellness.
- To facilitate our communication, if there is a particular name and/or pronoun you would like used, please let us know what it is and what pronoun you prefer.
- Students found responsible for sexual misconduct in or outside of class can face penalties which include suspension or expulsion from American University, and they may be subject to criminal charges.
- AU maintains a comprehensive list of resources (on- and off-campus) for survivors of sexual assault. These resources can be found at: <http://www.american.edu/.../sexual-assault-resources.cfm/>

Please read in the months and years ahead:

Joyce Blackwell-Johnson *No Peace without Freedom, No Freedom without Peace: African American Women Activists in the Women's International League for Peace and Freedom, 1915-1970*. U. of North Carolina Chapel Hill. PDF 1998

Pam McAllister, "You Can't Kill the Spirit" in *Nonviolent Social Movements* Zunes, Kurtz and Asher (posted to our readings folder on Blackboard)

<http://www.san.beck.org/GPJ28-WomenforPeace.html>

<http://www.feministpeacenet.org/more-information/militarism-and-violence-against-women/>

Global Nonviolence Action Database <http://nvdatabase.swarthmore.edu/> search for women or gender

<https://www.transcend.org/tms/2015/08/to-go-wide-or-deep-womens-peace-work/>

<http://iwps.info/about-iwps/>

<http://www.vday.org/>

www.codepink.org

Additional Resources and Ideas

The Millennium Goals set by the United Nations in 2000 specifically demanded the achievement of gender equality. Although gender equality is certainly an [objective](#) *per se*, it is also understood as a viable [strategy](#) to achieve the remaining Goals. To empower women means to enable countries to improve their social, economic, and political life. For instance, better [education](#) for women means improving the country's economic growth and contributing to [poverty](#) reduction. Specifically, the third Millennium [Goal](#) has five sub-goals:

1. To improve women's education. This will improve women's economic independence and it will also facilitate women's participation in social and political life.
2. To overcome barriers to schooling for girls, especially access to primary schools.
3. To promote mechanisms that give women a voice in politics and government institutions. This has the potential to strengthen [democracy](#).
4. To enact and implement equal economic [rights](#) for all; equal pay for equal work, free choice of profession and [employment](#), work benefits, and laws against sexual harassment.
5. To generate more information about the situation of women to draft effective policies on wages, informal employment, unpaid work, and other relevant [issues](#)

Here are some organizations advancing these goals...

- [SEED Gender Equality Award](#)
- [The African Women Development Fund \(AWDF\)](#)
- [Fondo Centroamericano de Mujeres \(FCAM\)](#)
- [Global Fund for Women \(GFW\)](#)
- [Mama Cash Foundation](#)
- [Nirnaya Women's Fund \(India\)](#)
- [Urgent Action Fund for Women's Human Rights](#)
- [FRIDA – The Young Feminist Fund](#)
- [United Nations Entity for Gender Equality and the Empowerment of Women \(UN Women\)](#)
- [Women's Hope, Education and Training Trust \(WHEAT\)](#)
- [Ukrainian Women's Fund \(UWF\)](#)
- [Her Fund \(HF\)](#)
- [The Virginia Gildersleeve International Fund \(VGIF\)](#)
- [Mediterranean Women's Fund \(MWF\)](#)

<https://www.transcend.org/tms/2015/08/to-go-wide-or-deep-womens-peace-work/>

<http://www.violenceisnotourculture.org/News-and-Views/global-womens-participation-peace-how-does-it-compare>

