

Queen's University of Belfast

School of History, Anthropology, Philosophy & Politics

Autumn Semester 2020-2021

**Module Guide**

**PAI7039**

**Gender, Peace and Security**

**Convenor: Dr Jamie J. Hagen**

**MODULE CONVENOR**

Dr Jamie J. Hagen

Room:

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Email address:

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Consultation Hours:

Tuesdays 3:30 - 5pm and Thursdays 10:30 am – noon. Book appointment via Setmore:  
<https://queensuniversitybelfastjamiehagen.setmore.com/>.

**TIMETABLE**

Lectures:

10 am -12:00 Mondays PFC/02/011 or MS Teams

Tutorials:

Combined with lectures in seminar format, hence the 2-hour slot

Assessment

Critical Film Review (30%)

1500 words, Due 9 November

Formative Research Proposal

500 words, Due 16 November

Final Essay (60%)

3500 words, Due 14 December

Participation (10%)

Attendance, participation, engagement

**MODULE OVERVIEW**

**MODULE DESCRIPTION**

This course provides a critical examination of peace and security issues with a focus on how gender matters to understanding conflict-related environments. The course considers a range of issues through a queer and feminist lens. Topics include: definitions and scope of gender-based and sexual violence in conflict; the history of Women, Peace and Security laws and policies; the experiences of LGBTQ individuals in conflict-related environments; women's participation in peacebuilding; gender, peacekeeping and humanitarian assistance; civil society responses to conflict and a critical consideration of the Women, Peace and Security agenda including calls for decoloniality of the agenda.

## MODULE AIMS

- Acquaint students with key disciplinary concepts, theories and approaches in gender, peace and security.
- Enhance students' understanding of conflict transformation as a process which encompasses, but goes beyond, conflict intervention and conflict management;
- Assist students in understanding and critically assessing the role of gender in developing sustainable forms of conflict transformation;
- Enable students to understand the relationship between theoretical conceptualisations of the Women, Peace and Security agenda and existing in practice approaches to, and models of including a gender perspective in peace and security work;
- Promote the capacity of students to critically interrogate existing approaches to gender in peacebuilding and peacekeeping;
- Emphasise the importance of interdisciplinarity in researching processes of gender, peace and security;
- Provide an overview of more recent perspectives on gender, peace and security – how they respond to key contemporary and global challenges (e.g. sexual violence; climate change; demilitarisation; humanitarian emergencies; inclusive peacebuilding).

## LEARNING OUTCOMES

On successful completion of this module, students will:

- Be able to identify and critically evaluate a range of academic literatures and methodological approaches to analysing gender in differing contexts (historical, political, policy, social, international, legal) as it relates to peace and security
- Have a systematic understanding and knowledge of the principle features of gender, peace and security within an inter-disciplinary frame
- Be able to write a critical gender analyses after independently finding, gathering and evaluating information and texts related to peace and security
- Have an efficient grasp on various approaches to gender analysis of peace and security in global politics

## SKILLS

This module will assist in developing students' skills in a number of important areas. These include:

### Intellectual skills

- *Managing & Prioritizing Knowledge*: identify relevant and subject-specific knowledge, sources and data; manage such information in an independent manner
- *Analytical Thinking*: identify, understand, interpret and evaluate relevant subject-specific arguments made by others; construct independent arguments
- *Critical & Independent Thinking*: ability to think critically and construct one's own position in relation to existing and ongoing debates in the field

### Professional and career development skills

- *Communication Skills*: ability to communicate clearly with others, both orally and in writing
- *Teamwork*: ability to work with others in a team, negotiate conflicts and recognize different ways of learning

- *Diversity*: ability to acknowledge and be sensitive to the range of cultural differences present in the learning environment
- *Self-Reflexivity*: ability to reflect on one's own progress and identify and act upon one's own development needs with respect to life-long learning and career development
- *Time Management*: ability to negotiate diverse and competing pressures; cope with stress; and achieve a work / life balance

#### Technical and practical skills

- *Information Technology*: demonstrate the knowledge and ability to use contemporary and relevant ICT

#### Organizational skills

- *Efficient and effective work practice*: demonstrate ability to work efficiently to deadlines
- *Clear organisation of information*: show efficiency in the organisation of large amounts of complex information and the ability to identify, describe and analyse the key features of the information
- *Organisation and communication*: demonstrate ability to use evidence to develop logical and clear arguments; show aptitude for the effective use of information in a direct and appropriate way
- *Enterprising thinking*: Demonstrate ability to think and argue in novel and enterprising ways, to display originality of thought and argument and the ability to clearly support arguments in innovative ways

## **ASSESSMENT AND EXPECTATIONS OF STUDENTS**

### **ATTENDANCE AND PARTICIPATION**

Students must attend a one-hour lecture and one-hour seminar per week. Students are expected to come to seminars fully prepared and having done the weekly assigned reading in order to fully participate and enhance their learning. This module practices independent learning and encourages students to take responsibility for their own learning. This includes the responsibility of setting your own assignment topics. Students must attend a one-hour plenary per week as well as a one-hour seminar.

ALL students to attend each seminar having completed all of the required readings.

Seminars will be discussion-based, and questions, speculation and creative and critical thinking are encouraged. Students will be encouraged to assess the effectiveness of what actions were taken in each case, and to suggest alternatives.

### **ASSESSMENT**

This module will be examined by means of one critical film review, a final essay and class participation.

Critical Film Review:	30%
Case Study Proposal	0%
Final Essay	60%
Participation	10%

The *critical film review* is worth 30% of overall assessment. The essay will be due 2 November by 12 noon.

The *final essay* is worth 60% of the overall assessment. It should be 3500 words in length. This essay will be due on Monday 14 December by 12 noon

*Seminar Participation (10%)* The mark awarded will be based on a) the extent of student attendance; as well as a b) a weekly assessment by the lecturer of the student's performance in seminars including

- a brief presentation of the film reviewed for the first assignment
- leading the class in discussion of class readings for a selected week as agreed with instructor

By "performance" is meant: (i) level of preparedness for the weekly task; (ii) engagement in class discussion; (iii) degree of contribution to the exploration and understanding of the subject matter.  
Assignment details

### **Critical Film Review 30% - 1500 words (Due 2 November by 12 noon)**

Please write a review of ONE of the films listed on the Critical Film Review Assignment page.

- Women at War, 2019
- Black Panther, 2017
- The Imitation Game, 2014
- Persepolis, 2007
- War Witch, 2012
- Beasts of No Nation, 2015
- Moffie, 2020
- Their Finest 2017

*Aim of the critical review:*

A critical review gives a short account of the film along with a reflection on its strengths and weaknesses.

- Please note that the review should not be just a summary, use the wordcount wisely to present your honest reflection and assessment of the reading.

*Make sure to focus on these aspects:*

- Details on the subject of the film (theme/argument) and genre (e.g. is it satirical, first person narrative, comedic?)
- Comments on the directors' perspective and positioning- (i.e. research the director!)
- What kind of writing style does the film use to consider gender? Do you find their approach useful? If so, why? If not, why not?
- How does the film relate to your knowledge of the topic, the themes you have encountered in this module and your own perspective and beliefs (e.g. Has the reading confirmed/challenged your opinion? Does it raise new questions for you or leave something unaddressed?)
- Evaluation of the overall strengths and the weaknesses of the film employing an intersectional gendered lens. (i.e. illustrate whether you find the arguments presented convincing or not, and why).

Most journals have a book review section which could be useful to learn how to write this essay. In preparing for your assignment, we suggest you read a few examples in relevant feminist journals.

**Case Study Proposal (formative) 500 words (Due: 9 November) Which case study will you be studying for your final essay question and how?**

Your abstract should not be longer than 500 words (not including annotated bibliography) and consist of three sections:

1. Succinct description of the case study you have chosen to study. Be specific about what dimensions of the implementation of the Women, Peace and Security agenda are you are interested in considering including timeframe.
2. You will need to indicate which actors involved in the implementation (governments, diplomats, NGOs, UN bodies, etc.) you will explore in detail.
3. A list of at least 5 academic sources – either books, book chapters, or journal articles – including a max 20-word statement as to why each of the sources is relevant and will be useful in your research. NGO reports, journalism, podcasts are all welcome as additional sources, but you must engage in existing academic literature as well.

research proposal is a feedback exercise, is formative and will not be formally assessed. It is worth connecting both essays through the same case study, however you are not required to do so. However, students are strongly encouraged to prepare and submit the paper in order to set parameters for the coursework early on in this module. Experience of the past shows that time invested in preparing the case study at this stage translates directly into the quality of the follow-on, assessed assignments.

**FINAL ESSAY (60%) 3500 words (Due: 14 December by noon)**

This essay will answer the question: **How successful has the Women, Peace and Security agenda been in addressing gendered insecurities in your chosen case study?**

In this essay, you will reflect on the Women, Peace and Security agenda as applied to one case study the most appropriate assessment of the causes and consequences of conflict, and the role of different actors in conflict transformation. Consider how the actors involved identify their concerns and ways to circumvent/help conflict transformation mechanisms already in place with a gendered lens.

Aspects to consider include ongoing state building initiatives, the role of peacekeeping, gender mainstreaming, projects to promote economic empowerment, and progress towards achieving justice and reconciliation. Be sure to assess this from both the local perspective as well as from the perspective of actors in the international community. You are encouraged to bring an interdisciplinary approach to your writing, drawing on literature from Conflict Studies, Peace Studies, Conflict Resolution, Decolonial Studies and Feminist Studies.

**ASSESSMENT POLICIES & REGULATIONS**

Students **MUST NOTE** the following:

The **word count** in assignments is inclusive of ALL in-text references but **NOT** the bibliography or any material included in appendix or appendices.

**The word count must be included on a cover page along with student number, module code, and title of assignment.**

Failure to submit word count will result in work being returned and late penalties applied until work is returned for marking with word count included on cover sheet.

Students are required to keep to the word limit and mark penalties can be applied by examiners if students exceed the word limit

### Submitting Coursework

To submit your coursework, you must **upload an electronic copy of your assignment onto the TurnitinUK website ([www.turnitinuk.com](http://www.turnitinuk.com))** prior 12:00 noon on the stated deadline. A link to this website is also provided in the School sharepoint site.

For the **critical film review** is: 12 noon on **Monday 9 November 2020**

For the **formative research proposal** is 12 noon on **Monday 16 November 2020**

The submission deadline for **final essay** is: 12 noon on **Monday 14 December 2020**

**The School uses a system of anonymous marking, so do not include your name on the assignment.** Please include your student number, module code, and title of assignment, and the word count.

Please keep an electronic receipt for all Submissions. All assignments are retained by the School for scrutiny by internal and external examiners.

**All assignments submitted after the deadline will be penalized 5 percentage points for working day, to a maximum of five days (25%), after which a mark of 0 will be recorded.**

### Registering for TurnItInUK

You will be pre-enrolled for all your modules on TurnItInUK, but you will need to complete your Turnitin registration the first time that you use it.

You will receive a welcome email with temporary password. Log in to [www.turnitinuk.com](http://www.turnitinuk.com) using your @qub.ac.uk email address and this password, and change the password as you prefer. **You do not need to create a new account.** Any queries should be directed to the main School office.

### Word Count Penalty

Students must ensure that they adhere to the word limit set by the Module Convener for any piece of assessed work and should indicate word length of the title page. The word count in assignments is inclusive of ALL in-text references (meaning any footnote or endnote) but *NOT the bibliography* or any material included in appendix or appendices.

If students breach the upper limit specified, they may gain an unfair advantage and markers are not required to read beyond the stated word limit. Moreover, meeting the stipulated requirements is one

of the skills that is being assessed and achieving the stipulated length is directly related to other assessment criteria (such as a concise argument, clear focus, etc). *Work that exceeds the stated maximum, beyond a tolerance of 10%, faces a penalty of 3%.*

### **Extensions and Exceptional Circumstances**

As part of the Exceptional Circumstances procedures, students who believe they will miss an assignment deadline because of illness, etc., must request an extension via the **'Request for an Extension to an Assignment Deadline'** form, either electronically to [happ@qub.ac.uk](mailto:happ@qub.ac.uk) or to the Main Office at 25 University Square. The form should be submitted in advance of the deadline or, in exceptional circumstances, within three days following the stated deadline. Students should ALSO email their Module Convener directly to discuss the reasons for the request and agree a new deadline. Extensions will not normally be longer than five working days.

**ALL requests MUST be accompanied by supporting evidence (usually medical documentation as detailed in the guidance on the Request form. Requests without supporting evidence will be rejected.**

Students are strongly encouraged to speak to their Personal Tutor or Advisor of Study, as well as their Module Convener, for support and guidance should any circumstances arise that affect their attendance or assessment in their modules.

### **Plagiarism**

The School takes a very severe line on students who plagiarise work. Students who attempt to pass off another's work as their own will receive a mark of ZERO. In some cases, acts of plagiarism can result in the student failing the entire degree. Remember, plagiarism includes information from books, newspapers, journals and the Internet. All suspected cases of plagiarism will be investigated in line with University procedures.

Marks cannot be awarded twice for the same piece of work, which includes exam answers. Any answer reproducing work previously submitted for assessment will be awarded a mark of ZERO, and any assignment repeating work from another module will be awarded a mark of ZERO. The module convener will be happy to clarify what constitutes unacceptable repetition of module material.

For details of University Regulations on Academic Offences, see:

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ExaminationsandAssessment/AcademicOffences/>

The page also provides a link to guidance on how to identify and avoid plagiarism. Please also refer to the School's Student Handbook Guide for more information about referencing and plagiarism, and advice on essay-writing. For further help with research, essay writing, referencing, avoiding plagiarism and other similar issues with your studies, please see your module convener or personal tutor. The Learning Development Service, which is an excellent resource for your continued

learning, academic support, and the enhancement of the university experience:  
<http://www.qub.ac.uk/directorates/sgc/learning/>

## SCHOOL ASSESSMENT POLICIES

### Conceptual Equivalents Marking Scale

The School of History, Anthropology, Philosophy & Politics uses the University's conceptual equivalent marking scheme for all undergraduate assessment, which is posted below. For further information on the University's conceptual equivalent marking scheme and the marks used, see the School's Undergraduate Student Handbook. This is available from the School Office and will be posted on the resources page on QOL for each module. The University's conceptual equivalent marking scale can also be accessed online at:

<http://www.qub.ac.uk/directorates/media/Media,464088,en.pdf#search=conceptual%20marking%20>

## FEEDBACK

Students should note that feedback on their academic progress is available in a variety of forms, not just in terms of written feedback on set assignments:

- **Students can approach course convenors and other teaching staff in their set Office Hours** (available from the School Office), or otherwise by appointment, to talk about their academic progress, issues relevant to the course, or to discuss in more detail the written feedback that they receive on set assignments.
- **Students should meet with their Personal Tutors to discuss their overall academic progress** at least once a semester. Bringing assignment mark-sheets to these meetings may help in discussing ways of improving assignment performance and preparing for exams.
- **The school is introducing a “feedback week” where staff will be available to discuss assignments**

The School is committed to return written feedback on set assignments to students within three weeks of the deadline for submission of coursework.

It is important that students who submit their essays by the deadline receive feedback in a timely fashion so that they can properly prepare for their exams or further assignments. Students can therefore expect to receive feedback on their essays within no later than *three weeks* of the submission deadline (this policy does not apply to students who submit their coursework *after* the deadline). Students will be able to access their formative feedback and essay marks online via Grademark/Turnitin. This will automatically be available three weeks after the submission deadline or possibly earlier if your module convenor makes them available before that point. Please make sure you retain your Grademark/Turnitin password and other information. If students have not received feedback within three weeks of the deadline, they should contact their module convenor directly. Students who wish to discuss their grade should do so with the convenor during his or her office hours.



## **School of History, Anthropology, Philosophy & Politics Student Handbook**

This module guide should be read in conjunction with the Undergraduate Student Handbook which contains important details of School policies. A copy of the Undergraduate Student Handbook can be obtained from the School Office (25 University Square) or downloaded from the resources section of any PAI or PHL module on Queen's Online.

### **MODULE SCHEDULE AND READING LISTS**

#### **LECTURE/SEMINAR SCHEDULE**

This course is taught by means of weekly two-hour sessions comprising a mix of lecture inputs and seminar/tutorial discussions. The sessions are held on Monday 10 am -12:00, beginning 21 September.

Each seminar will be based on discussion generated by students undertaking a focused piece of research in group or as individuals. The seminars will be lively, and to get the most learning out of them students are expected to undertake the assigned research and engage fully in the debates.

Students are encouraged, and expected, to explore the wealth of research on gender, peace and security available in the library and through the e-journals available through the library. Students are also expected to bring real examples to bear on topics, which involves looking at newspaper reports, parliamentary debates, policy documents and other 'non-academic' literature.

#### **CORE TEXTS**

There is one text you will need to purchase for this module: Gender and Peacebuilding, Claire Duncanson, 2016. The book is available in the library and at No Alibis bookstore on Botanic Avenue. The rest of the readings are linked under each module week.

#### **RECOMMENDED TEXTS**

The following collections offer a useful starting point for topics across the module and provide accessible introductions to studying gender, peace and security:

- Laura J. Shepherd (eds) (2019) Edward Elgar. There is 1 copy available in McClay Ground Floor (Short Loan)
- Soumita Basu, Paul Kirby and Laura J. Shepherd 2020, New Directions in Women, Peace and Security.
- Mason, Corrine. Routledge Handbook on Queer Development Studies (2018)

**Journals:** You should familiarise yourself with, and regularly try to read, articles from relevant journals, such as *International Feminist Journal of Politics*, *Gender and Society*, *Feminist Review*, *Women's International Studies Forum*, *Critical Military Studies*, *Signs*, *Hypathia*, *European Journal of Women Studies*, *Feminist Media Studies*, *Feminist theory; Peacebuilding*, *Review of International Studies*, *Security Dialogue*,

*Millennium: Journal of International Politics, Men and Masculinities. International Affairs, Critical Studies on Security*

### Internet Sources:

When preparing your research essays you will find a great deal of useful information on the Internet. However, please remember to be selective!

Some useful sites:

- Consortium on Gender, Security and Human Rights: <https://genderandsecurity.org>
- LSE Women Peace and Security blog: <http://blogs.lse.ac.uk/wps/>.

## LECTURE TOPIC SCHEDULE

Week 1 (21 Sept)	Introduction to Gender, Peace and Security	
Week 2 (28 Sept)	Human Security, Gender and Peacebuilding	
Week 3 (5 Oct)	Feminist Approaches to Conflict and Security	
Week 4 (12 Oct)	Gendering Alternatives to Neoliberal Peacebuilding	
Week 5 (19 Oct)	Gender, Law and Humanitarian Responses to Violence	
Week 6 (26 Oct)	READING WEEK	
Week 7 (2 Nov)	Sexual and Gender-Based Violence in Conflict	Critical Film Review Due
Week 8 (9 Nov)	Feminist Peace Research and Activism (MD)	
Week 9 (16 Nov)	Peacebuilding, Gender and the Global South	
Week 10 (23 Nov)	LGBTQ Activism and the Colombian Peace Process	
Week 11 (30 Nov)	When is 'post'-conflict? New visions for peace & gender justice	
Dec 14		Final Essay Due

### WEEK ONE: 21 SEPTEMBER

#### INTRODUCTION TO GENDER, PEACE AND SECURITY

This session introduces the Women, Peace and Security (WPS) agenda. In this session, we consider more closely the gendered dimensions of peace and conflict as illustrated by the now 10 WPS resolutions. Studying the Women, Peace and Security agenda also offers a way to look more closely at the role civil society takes in shaping narratives about both peace and conflict.

#### QUESTIONS:

1. What is the cost of ignoring gender in peacebuilding?
2. What is the purpose of the Women, Peace and Security agenda?
3. How Women, Peace and Security different from Gender, Peace and Security?

#### LEARNING OUTCOMES

By the end of the seminar, students should:

- Be familiar with feminist scholarship on peacebuilding

- Understand the core feminist critiques of mainstream approaches to peacebuilding and conflict resolution
- Understand the challenges, at local, national and international levels to the inclusion of a gender perspective in peacebuilding
- Be familiar with the feminist movements associated with peacebuilding in different contexts

### **REQUIRED READINGS:**

Shepherd, Laura J. (2015). Peacebuilding in Laura J. Shepherd (ed.), *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. pp. 268-282. [Ch22 begins on pg. 297 in PDF]

Puechguirbal, Nadine (2012) The Cost of Ignoring Gender in Conflict and Post-Conflict Situations: A Feminist Perspective (February 14, 2012). Amsterdam Law Forum, Vol. 4, No. 1, pp. 4-19. Puechguirbal 2012 The Cost of Ignoring Gender in Conflict.pdf

Basu, Soumita (2016), The Global South writes 1325 (too), *International Political Science Review*, Vol. 37(3) 362–374. Basu 2016 The Global South Writes.pdf

UN Security Council Resolution 1325 (2000) Online:  
[https://www.un.org/ruleoflaw/files/res\\_1325e.pdf](https://www.un.org/ruleoflaw/files/res_1325e.pdf)

30 minute video on Side By Side: Women, Peace and Security: Side by Side -- Women, Peace and Security

### **FURTHER READINGS:**

Cockburn, Cynthia (2007) *From where we stand: war, women's activism, and feminist analysis*. London; New York: Zed Books.

Deiana, Maria-Adriana “To settle for a gendered peace? Spaces for feminist grassroots mobilization in Northern Ireland and Bosnia-Herzegovina”, *Citizenship Studies*,

Hedström, Jenny (2016) We Did Not Realize about the Gender Issues. So, We Thought It Was a Good Idea, *International Feminist Journal of Politics*, 18:1, 61-79.

Hagen, Jamie J. (2016), Queering Women, Peace and Security, *International Affairs*, Volume 92, Issue 2, March 2016, Pages 313–332.

Hansen, Lene (2013) ‘Security, Conflict and Militarisation’ in G. Waylen, K. Celis, J. Kantola and L.S. Weldon (eds) *The Oxford Handbook of Gender and Politics* (Chapter 33)

*International Feminist Journal of Politics* (2017) Special Issue: The Difference that Gender Makes to International Peace and Security, edited by Sara E. Davies, Nicole George and Jacquie True, Vol.19 No.1, 2017.

*Peacebuilding*, (2016) Special Issue Building Peace: Feminist Perspectives, Vol.2 No.2

## **WEEK TWO: 28 SEPTEMBER**

### **HUMAN SECURITY, GENDER AND PEACEBUILDING**

This session introduces the human security paradigm as it relates to peace and conflict. This week we reflect on what security looks like for different people in varying contexts and how human security as a framework responds to these realities. Readings this week also set up important debates concerning where human security should come from in times of peacebuilding.

### **QUESTIONS**

1. What does human security mean in theory and practice?
2. Who is responsible for providing human security?
3. How does human security fit within international peacebuilding initiatives?

## LEARNING OUTCOMES

By the end of the seminar, students should:

- Understand how human security relates to peace and security
- Be able to critically assess how human security relates to human development
- Be able to engage in debates what issues can be taken up as human security

## REQUIRED READINGS

Martin, Mary and Taylor Owen (2010) “The Second Generation of Human Security: lessons from the UN and EU experience,” *International Affairs* 86, 1: 211-224.

UNDP (1994) *Human Development Report: new dimensions of human security* (New York: UNDP). (Chapter two, p. 22-44)

[Introductory Resource Guide: Women, Peace and Human Security, NATO, 2019](#)

Peoples, Columba and Nick Vaughan-Williams (2010) *Critical Security Studies*. Chapter 8: Human Security and Development (pp. 120-133)

## FURTHER READINGS:

Darby, Philip (2009) “Recasting Western Knowledges about (Postcolonial) Security,” in D. Grenfell and P. James (eds) *Rethinking Insecurity, War and Violence* (London: Routledge): 98-109.

Gaspar, Des (2007) “Human Rights, Human Needs, Human Development, Human Security,” Institute of Social Studies (ISS), Working Paper, No. 445. Hague, Netherlands: IS

Gomez, Ocas and Des Gaspar (2013) Human Security: A Thematic Guidance Note for Regional and National Human Development Report Teams (16 pages). Available online: <http://hdr.undp.org/en/content/human-security-guidance-note>

Grayson, Kyle (2008) “Human Security as power/knowledge: the biopolitics of a definitional debate,” *Cambridge Review of International Affairs* 21, 3: 383-401.

MacFarlane, Neil and Yuen Khong (2006) *Human Security and the UN*. Chapter 7, “Human Security and the UN: a critique: 225-259.

Nederveen Pieterse, Jan (2011) “Global Rebalancing: Crisis and the East-South Turn,” *Development and Change* vol. 42, 1: 1-27.

Newman, Edward (2010) ‘Critical Human Security Studies,’ *Review of International Studies*, 36: 77- 94.

Owen, Taylor (2004) “Human Security – Conflict, Critique and Consensus: Colloquium Remarks and a Proposal for a Threshold Based Definition,” *Security Dialogue* 35: 373-387.

### *On Everyday Peace:*

Berents, Helen (2015) An embodied everyday peace in the midst of violence, *Peacebuilding*, 3:2, 1-14,

Enloe C (2011) The mundane matters. *International Political Sociology* 5(4): 447–450

IPS Forum Contribution (2011) “The International as an Everyday Practice,” *International Political Sociology* 4(5): 446-462. IPS Forum 2011 The International as an Everyday Practice.pdf

Parashar, Swati. (2013) What wars and ‘war bodies’ know about international relations, *Cambridge Review of International Affairs*, 26:4, 615-630,

## WEEK THREE: 5 OCTOBER

### FEMINIST APPROACHES TO CONFLICT AND SECURITY

This session investigates feminist postcolonial contributions to the study of conflict intervention including reflections on peacebuilding scholarship/practice. In this session, we reflect more deeply on how colonial and geopolitical hierarchies have shaped this field, determining who are the experts, interveners and targets of peacebuilding and whose knowledge, experiences and capacity matters. Will discuss how studying postcolonial and decolonial scholarship enables us to look critically at peace and conflict studies and, possibly, re-think this field a more pluralist way.

### **LEARNING OUTCOMES:**

By the end of this session students will:

- Understand key feminist responses to critical conversations about conflict interventions
- Identify the practical ways in which gender and race might be taken into account in the design and conduct of responding to conflict
- Understand what perspectives feminists bring to the understanding of security

### **QUESTIONS:**

1. Whose knowledge and expertise matter in conflict resolution and peacebuilding?
2. What does it mean to state that conflict resolution and peacebuilding are shaped by Eurocentrism?
3. How can we re-think peace and conflict studies using postcolonial insights?

### **REQUIRED READINGS:**

Listen to 30 minute interview with Sharon Bhagwan Rolls about a feminist perspective to peacebuilding: <https://www.gppac.net/decentering-peacebuilding-feminist-perspective>  
Duncanson, Claire *Gender & Peacebuilding*, Chs. 1 and 2.

Kabeer, Naila (2014) *Social justice and the millennium development goals: the challenge of intersecting inequalities*. Equal Rights Review. 13. P. 91-116

### **FURTHER READINGS:**

Chiongson, R.A. et al.(2011). Role of Law and Justice In Achieving Gender Equality, in World Bank Background Paper, pp 1-36,

Jabri, Vivienne ,2013 Peacebuilding, the local and the international: a colonial or a postcolonial rationality?, *Peacebuilding*, 1:1, 3-16,

Puechguirbal, Nadine (2012) The Cost of Ignoring Gender in Conflict and Post-Conflict Situations: A Feminist Perspective (February 14, 2012). *Amsterdam Law Forum*, Vol. 4, No. 1, pp. 4-19. [Peuchguirbal 2012 The Cost of Ignoring Gender in Conflict.pdf](#)

Rampton, David and Suthaharan Nadarajah. 2017. "A long view of liberal peace and its crisis." *European Journal of International Relations* 23 (2): 441–465. <https://doi.org/10.1177/1354066116649029>

Rees, M. (2002). International Intervention in Bosnia Herzegovina; The cost of ignoring gender. In Cockburn, C. and Zarkov, D (Eds), *The Postwar Moment: Militarities, Masculinities and International Peacekeeping*. London: Lawrence and Wishart limited, pp. 51-67.

Rutazibwa, Olivia U., 2018, On Babies and Bathwater. Decolonising international development Studies. In *Decolonization and Feminisms in Global Teaching and Learning*, Edited By: Sara de Jong, Rosalba Icaza, Olivia U. Rutazibwa

Sabaratham, Meera. 2013. "Avatars of Eurocentrism in the critique of the liberal peace." *Security Dialogue* 44 (3): 259–278.

Shepherd, L. (2014) 'The Road to (and from) 'Recovery': A Multidisciplinary Feminist Approach to Peacekeeping and Peacebuilding' in Otto, D. and Heathcote, G. (Eds.), *Rethinking Peacekeeping, Gender Equality and Collective Security: An Introduction*, Palgrave Macmillan, pp. 99-117.

## **WEEK FOUR: 12 OCTOBER**

### **GENDERING ALTERNATIVES TO NEOLIBERAL PEACEBUILDING**

The aim of this session is reflecting on the shift to neoliberal peacebuilding as well as how this has impacted initiatives for women's empowerment. Both the UN and World Bank have engaged in gender mainstreaming through neoliberal initiatives for women's inclusion. Feminists have offered valuable resistance to easy narratives about gender and peace when it comes to these neoliberal shifts in international peacekeeping through the Women, Peace and Security agenda.

#### **LEARNING OUTCOMES:**

- Understand how feminist approaches to peacebuilding resist neoliberal narratives about women's inclusion
- Knowledge of UN initiatives to promote women's economic empowerment
- Consider the possibilities/limitations of gender-sensitive budgeting in conflict response

#### **QUESTIONS:**

1. How does the World Bank's approach to economic empowerment contribute to a feminist vision of peace?
2. What are some of the key measures necessary to help achieve feminist visions of peace?
3. What are different ways to evaluate the implementation of the WPS agenda?

#### **REQUIRED READING:**

Duncanson, Claire Ch 3, 'Feminist Critiques of Neoliberal Peacebuilding' p. 72-94.

Monica Costa, Marian Sawar and Rhonda Sharp. 2013. 'Women Acting for Women'.

*International Feminist Journal of Politics* 15 (3): 333-52.

Code Pink's Peace Economy (<http://www.codepink.org/peaceeconomy>)

Governance and Social Development Resource Centre Reading pack on gender-responsive budgets: <https://gsdrc.org/professional-dev/gender-responsive-budgeting/>

Watch 10 minute, read first reading, Budlender, D. & Hewitt, D. (2003).

#### **FURTHER READING:**

Sabarathnam, Meera (2017) *Decolonising Intervention: International Statebuilding in Mozambique*. London: Rowman & Littlefield International. (Kilombo: Colonial Questions and International Relations),

Rampton, David and Suthaharan Nadarajah. 2017. "A long view of liberal peace and its crisis." *European Journal of International Relations* 23 (2): 441-465.

Chandler, David, (2010), 'The Uncritical Critique of the Liberal Peace', *Review of International Studies*, 36:S1

Charbonneau, Bruno. (2014). The imperial legacy of international peacebuilding: The case of Francophone Africa. *Review of International Studies*, 40(3), 607-630.

Rutazibwa, Olivia U., 2018, On Babies and Bathwater. Decolonising international development Studies. In *Decolonization and Feminisms in Global Teaching and Learning*, Edited By Sara de Jong, Rosalba Icaza, Olivia U. Rutazibwa

## **WEEK FIVE: 19 OCTOBER**

### **GENDER, LAW AND HUMANITARIAN RESPONSES TO VIOLENCE**

The aim of this session is for students to look critically at the connection between humanitarianism and gendered vulnerabilities. Together we will examine some of the ways international humanitarian assistance initiatives become intertwined with questions of justification (the right to protect) of the use of force to intervene in conflicts. We will consider some of the criticisms of conflict intervention in the name of humanitarianism. The role of various actors, including intergovernmental and nongovernmental organizations, in escalated and intractable conflicts is also considered.

### **LEARNING OUTCOMES:**

- Become familiar with the concept humanitarian intervention and right to protect
- Consider how 'saving women' are used to argue for certain interventions
- Reflect on the relationship between global north and global south actors in relation to calls for humanitarian intervention in the name of gendered insecurities

### **QUESTIONS:**

1. In what ways does humanitarian intervention potentially exacerbate or cause conflict?
2. What is the meaning and effectiveness of protection through humanitarian intervention?
3. What are the key tensions in humanitarian assistance today?
4. What are the key gender dimensions that are part of humanitarian action and protection?

### **REQUIRED READING:**

Heathcote, Gina (2017): Women and Children and Elephants as Justification for Force. *Journal on the Use of Force and International Law*, 4(1), 66-85. DOI: <https://doi.org/10.1080/20531702.2017.1294929>

Hewitt, Sarah (2016, February): Overcoming the Gender Gap: The Possibilities of Alignment between the Responsibility to Protect and the Women, Peace and Security Agenda. *Global Responsibility to Protect*, 8(1), 3-28. DOI: <https://doi.org/10.1163/1875984X-00801002>

Dyan Mazurana, Prisca Benelli, Huma Gupta and Peter Walker, *Sex and Age Matter: Improving Humanitarian Response in Emergencies*, OCHA, Care International, Feinstein International Center: New York (2011), read Executive Summary (pp 1-6), “Why Sex/Gender and Age Matter” (pp 17-21), and then select two of the “Cluster Studies” that are of most interest to you (found on pages 22-78), and “What Happens if we don’t use SADD?” and Conclusion, pp 79-83.

Oosterveld, Valerie “Prosecuting Gender-Based Crimes in International Law,” in Dyan Mazurana, Angela Raven-Roberts, and Jane Parpart (eds.), *Gender, Conflict, and Peacekeeping* (2004) Rowman & Littlefield: Oxford & Boulder.

### **FURTHER READINGS:**

- Reichhold, Urban and Andrea Binder. "Scoping study: what works in protection and how do we know?" Global Public Policy Institute (GPPi), March 2013, pps. 5-9 and 18-33.
- Wenona Giles, "Women Forced to Flee: Refugees and Internally Displaced Persons," in Carol Cohn (editor) *Women & Wars*, Polity Press: Cambridge (2013), pp. 80-101.
- Wilder, Andrew, "Losing Hearts and Minds in Afghanistan," *Viewpoints* Special Edition: "Afghanistan, 1979-2009: In the Grip of Conflict," Washington, DC: The Middle East Institute, 2009. (4 pages)
- Williams, A & Claes, J. (2012). The Responsibility to Protect and Peacemaking, in Nan, S.A., Mampilly, Z.C. & Bartoli, A. (eds.) *Peacemaking: From Practice to Theory*, Volume 2, pp. 420-437

*On Evidence-based humanitarian response through using gendered data collection and analyses*

- Hyndman, Jennifer (2004): "Refugee Camps as Conflict Zones: The Politics of Gender" in *Sites of Violence*, (eds.) Jennifer Hyndman and Wenona Giles, University of California Press: Berkeley, pp. 193-212.
- Inter-Agency Standing Committee, *Gender Handbook in Humanitarian Action*, 2006, available at website <http://www.humanitarianinfo.org/iasc/gender> (Skim Section A "The Basics of Gender Equality" if you feel like you need a refresher, then read Section A "The International Legal Framework for Protection," "Coordination" and "Gender and Participation," then in Section B, select 3-4 of the sections to read carefully).
- Rees, Madeleine: "International Intervention in Bosnia-Herzegovina: The Cost of Ignoring Gender," in *The Postwar Moment*, (eds.) Cynthia Cockburn and Dubravka Zarkov, Zed Books: London (2002) pp. 51-67.

*On Livelihoods and complex humanitarian emergencies*

- Lautze, Sue and Angela Raven-Roberts, "Violence and Complex Humanitarian Emergencies: implications for livelihoods models," *Disasters*, 2006, 30(4): 383-401.
- Pain, Adam and Simon Levine, "A conceptual analysis of livelihoods and resilience: addressing the insecurity of agency," ODI Humanitarian Policy Group Working Paper, November 2012. (13 pages)
- Strochlich, Nina "The Sad Hidden Plight of Child Grooms," *The Daily Beast*, 18 September 2014
- The World Bank, "Checkpoints and Barriers: Searching for Livelihoods in the West Bank and Gaza – Gender Dimensions of Economic Collapse," The World Bank, February 2010. Required reading: Executive Summary, Chapter II (pp 19-44), Chapter IV (pp 59-76), Conclusion (pp 77-82). Optional: Read Chapter I (pp 1-18) if you are not familiar with the Palestinian context; Read Chapter III (45-57) if you have time.
- UNGEI, "Gender and Livelihoods in Emergencies," *IASC Gender Handbook*, (2009), pp, 1-6.
- Young, "Pastoralism, Power and Choice," in *Environment and Conflict in Africa: Reflections on Darfur*, ed. Marcel Leroy, University for Peace, 2009. (11 pages)

**WEEK SIX: 26 OCTOBER  
READING WEEK**

**CRITICAL FILM REVIEW DUE ON 2 NOVEMBER**

**WEEK SEVEN: 2 NOVEMBER  
SEXUAL AND GENDER-BASED-VIOLENCE IN CONFLICT**



This week students will be introduced to sexual violence as a component of the Women, Peace and Security agenda. Additionally, students will consider why it is that sexual violence has continued to take up so much of the focus of considering gender in conflict-related environments. Students will also revisit assumptions about perpetrators and survivors as a way of better understanding gender, peace and security more broadly.

### **LEARNING OUTCOMES:**

- Understanding of how sexual violence is considered within WPS
- Ability to consider masculinity and femininity in relation to sexual violence
- A fuller understanding of gender-based violence in conflict

### **QUESTIONS:**

1. Why does sexual violence remain such a heavy focus on the WPS agenda?
2. How has the response to sexual and gender, based violence evolved over the years?
3. Who is most vulnerable to sexual violence in conflict and why?

### **REQUIRED READINGS**

Ten Reasons Not To Write Your Master's Dissertation on Sexual Violence in War, by Marsha Henry

UN WPS Security Council Resolution 1820 (2008)

Addressing Conflict-Related Sexual Violence: An Analytical Inventory of Peacekeeping Practice  
Sam Cook - "Women, Peace and Security" Policy's Skewed Focus on Sexual Violence (video)

'The missing group of victims in conflict-related violence', (Women Under Siege, 2014, by Jamie Hagen

### **RECOMMENDED READINGS:**

Carpenter, Charli. (2006). "Recognizing Gender-based Violence against Men and Boys in Conflict Situations," *Security Dialogue* 37(1): 83-103.

Cohen, Dara. (2013). "Female Combatants and the Perpetration of Violence: Rape in the Sierra Leone Civil War," *World Politics* 65(3): 383-415.

Human Rights Watch/Binaifer Nowrojee. (1996). "Shattered Lives: Sexual Violence During the Rwandan Genocide and its Aftermath."

Human Rights Watch (2009). "They Want Us Exterminated?: Murder, Torture, Sexual Orientation and Gender in Iraq."

Landesman, Peter. "A Women's Work." *The New York Times*. 9/15/2002.

Gettleman, Jeffrey. "Rape Epidemic Raises Trauma of Congo War." *The New York Times*. 10/7/2007.

Wartime Sexual Violence against Men – a conversation with Elise Feron (podcast)

"I Came to Testify" & "Calling the Ghosts: A Story about Rape, War, and Women" (1996) (film)

## **FORMATIVE RESEARCH PROPOSAL DUE ON 9 NOVEMBER**

### **WEEK EIGHT: 9 NOVEMBER**

#### **FEMINIST PEACE RESEARCH AND ACTIVISM**

### **WEEK NINE: 16 NOVEMBER**

#### **PEACEBUILDING, GENDER AND GLOBAL SOUTH**

This session introduces postcolonial critiques of conflict resolution and peacebuilding scholarship/practice. In this session, we reflect more deeply on how colonial and geopolitical hierarchies have shaped this field, determining who are the experts, interveners and targets of peacebuilding and whose knowledge, experiences and capacity matters. Will discuss how studying postcolonial and decolonial scholarship enables us to look critically at peace and conflict studies and, possibly, re-think this field a more pluralist way.

### QUESTIONS:

1. Whose knowledge and expertise matter in conflict resolution and peacebuilding?
2. What does it mean to state that conflict resolution and peacebuilding are shaped by Eurocentrism?
3. How can we re-think peace and conflict studies using postcolonial insights informed by a gender analysis?

### LEARNING OUTCOMES:

By the end of the seminar, students should:

- Be familiar with postcolonial scholarship on international intervention and peacebuilding
- Understand the core postcolonial critiques of dominant approaches to peacebuilding and conflict resolution
- Be familiar with alternative perspectives on peace and conflict studies rooted in indigenous knowledges and experiences from/in the “Global South”

### REQUIRED READINGS:

Maria Martin de Almagro (2018) Producing Participants: Gender, Race, Class, and Women, *Peace and Security, Global Society*, 32:4, 395-414

Hudson Heidi (2016) Decolonising gender and peacebuilding: feminist frontiers and border thinking in Africa, *Peacebuilding*, 4:2, 194-209, DOI: 10.1080/21647259.2016.1192242

Sabarotnam, Meera (2017) [\*Decolonising Intervention: International Statebuilding in Mozambique\*](#). London: Rowman & Littlefield International. (Kilombo: Colonial Questions and International Relations), Chapter 1

"Why is Mainstream International Relations so Blind to Racism?", by Gurminder K. Bhambra, Yolanda Bouka, Randolph B. Persaud, Olivia U. Rutazibwa, Vineet Thakur, Dancan Bell, Karen Smith, Toni Haastrup and Seifudein Adem in *Foreign Policy*, 2020

["How to Write About Africa" by Binyavanga Wainaina](#)

### FURTHER READINGS:

*Indigenous responses to Conflict Intervention*

Bleiker, Roland and Brigg, Morgan, 2011, *Mediating Across Difference: Oceanic and Asian Approaches to Conflict Resolution*, Introduction

Charbonneau, Bruno. (2014). The imperial legacy of international peacebuilding: The case of Francophone Africa. *Review of International Studies*, 40(3), 607-630. doi:10.1017/S0260210513000491

Geneviève Souillac and Douglas P. Fry (2014) Indigenous Lessons for Conflict Resolution ,Ch.26 in *The handbook of conflict resolution : theory and practice* / ed. Peter T. Coleman, Morton Deutsch, Eric C. Marcus

*Postcolonial scholarship in International Relations:*

- Jabri, Vivienne ,2013 Peacebuilding, the local and the international: a colonial or a postcolonial rationality?, *Peacebuilding*, 1:1, 3-16, DOI: 10.1080/21647259.2013.756253
- Jabri, Vivienne, 2016, Post-Colonialism: A Post-Colonial Perspective on Peacebuilding in The Palgrave Handbook of Disciplinary and Regional Approaches to Peace. Richmond, O. P., Pogodda, S. & Ramović, J. (eds.). Palgrave Macmillan Ltd., p.154-164
- Ling, L.H.M., *Postcolonial International Relations: Conquest and Desire Between Asia and the West* (Basingstoke: Palgrave, 2002)
- Sabaratnam, Meera, 'IR in dialogue... but can we change the subjects? A typology of decolonising strategies for the study of world politics', *Millennium*, 39 (3), 2011, pp. 781- 863
- Said, Edward, *Orientalism* (London: Penguin, 2003)
- Shilliam, Robbie (ed.), *International Relations and Non-Western Thought: Imperialism, Colonialism and Investigations of Global Modernity* (London: Routledge, 2010)

## **WEEK TEN: 23 NOVEMBER**

### **LGBTQ ACTIVISM AND THE COLOMBIAN PEACE PROCESS**

This week addresses the Women, Peace and Security (WPS) agenda in practice with a focus on the Colombian peace process. In this session, we look at how civil society organizations have mobilized to draw attention to the gendered dimensions of conflict and post-conflict reconstruction reconstruction in the Colombian context. We will also consider anti-gender backlash as it relates to interventions to protect and promote gender as a part of peace and security.

#### **QUESTIONS:**

1. What are some of the key challenges to WPS in practice?
2. How has civil society confronted some of these challenges on the local level?
3. How does gender matter to the peacebuilding process in Colombia?

#### **LEARNING OUTCOMES**

By the end of the seminar, students should:

- Be familiar with some of the challenges for Women, Peace and Security Agenda in local implementation
- Understand the challenges, at local, national and international levels to the inclusion of a gender perspective in peacebuilding in Colombia
- Be familiar with the how the right's anti-gender movement relates to gender in peacebuilding

#### **REQUIRED READINGS:**

- Duncanson, Claire Chapter 4 'Protection, Participation and Prevention in Practice' p. 95 - 128.
- Hagen, Jamie J. (2017) Queering women, peace and security in Colombia, *Critical Studies on Security*, 5:1, 125-129, DOI: 10.1080/21624887.2017.1294835
- Lopez, N. 2013. A Look at Women's Rights in Colombia: Shadow Report to CEDAW Committee 2013. New York: UN Women.
- Colombian Women Mediators Prepare to Support Peace, United States Institute of Peace (30 min video)

#### **FURTHER READINGS:**

- Basu, Soumita (2016), The Global South writes 1325 (too), *International Political Science Review*, Vol. 37(3) 362–374. Basu 2016 The Global South Writes.pdf

- Bouvier, V. 2016. Gender and the Role of Women in Colombia's Peace Process. New York: UN Women. March 4.
- Cockburn, Cynthia (2007) *From where we stand: war, women's activism, and feminist analysis*. London; New York: Zed Books.
- Corredor, Elizabeth (2019) Unpacking "Gender Ideology" and the Global Right's Antigender Countermovement. *Signs: Journal of Women in Culture and Society* 2019, vol. 44, no. 3
- Deiana, Maria-Adriana "To settle for a gendered peace? Spaces for feminist grassroots mobilization in Northern Ireland and Bosnia-Herzegovina", *Citizenship Studies*, DOI: 10.1080/13621025.2015.1054790 Preview the document
- Hedström, Jenny (2016) We Did Not Realize about the Gender Issues. So, We Thought It Was a Good Idea, *International Feminist Journal of Politics*, 18:1, 61-79, <https://doi.org/10.1080/14616742.2015.1005516>

## **WEEK ELEVEN: 30 NOVEMBER**

### **WHEN IS 'POST' CONFLICT? NEW VISIONS FOR PEACE AND GENDER JUSTICE**

This session considers neoliberal peacebuilding and the limitations of the conflict/post-conflict framing. Readings this week outline developments, debates about alternative visions for peace including abolitionist thinking and differing visions for seeking gendered justice and new directions in women, peace and security.

### **LEARNING OUTCOMES**

By the end of the seminar, students should:

- Understand the emergence, development and limits of peacebuilding policies and practices.
- Be able to critically engage with the notion of "post-conflict"
- Understand processes of inclusion and exclusion in peacebuilding.

### **QUESTIONS**

1. When does a conflict end?
2. What are the most pressing issues in conflict resolution and peacebuilding from a gendered perspective?
3. How can peace and conflict be expanded to introduce new forms of restorative justice?

### **REQUIRED READINGS**

Duncanson, Claire. Chapter 5, 'Gendering Alternatives to Neoliberal Peacebuilding' p. 129-158.

At least two selections from the LSE WPS Forum

Familiarise yourself with the Black & Pink Abolition Syllabus

**FINAL ESSAY DUE ON 14 DECEMBER**