



PO/IR 360 GLOBAL GENDER POLICY: STUDYING SECURITY, PEACE, AND ARMED CONFLICT

IES Abroad Vienna

DESCRIPTION:

This course introduces students to gender equality policy in the field of security, peacekeeping, and armed conflict by taking the UN Women, Peace, and Security Agenda (WPS) as a starting point and case study to explore broader conceptual and empirical issues around the struggle for gender equality in the field of security, as well as to deepen students' understanding of different meanings of gender, approaches to gender research, and levels of gender analysis, building on and advancing their knowledge on gender and (international) politics. WPS is one of the most comprehensive global gender equality frameworks that exist today. It builds on the UN Security Council Resolution 1325 and nine consecutive resolutions to advance the integration of gender concerns into global security governance and national and international security policies and practices. This includes peacekeeping, post-conflict reconstruction, peace negotiations, security sector reform, military integration, and the prevention of gender-based violence in armed conflict. The WPS agenda is considered a ground-breaking milestone in that it not only promises the protection of women in conflict, but also recognizes women's and men's different experiences in the pre- and post-conflict period and ensures women's equal participation and engagement in peace processes. As an example of successful feminist norm diffusion, the agenda has also spread beyond the UN system, e.g., to NATO, the EU, and other regional organizations. Yet, implementation through state-level National Action Plans (NAPs) remains lacking and armed conflicts, such as in Colombia, Syria, or Ukraine, highlight how the protection of women as well as their participation in conflict resolution is inadequate. The agenda has also been criticized for a stereotypical focus on women as victims and colonial patterns of racialization and Othering. This course explores the successes and failures of WPS from multiple angles, scrutinizing relevant actors, institutions, policies, practices, and discourses. It will deepen students' knowledge of global gender relations and policy frameworks as well as sharpen their analytical skills in utilizing different concepts of gender and conducting gender analysis at different levels of political processes and institutions.

TRIGGER WARNING:

The content and discussion in this course will explore topics related to violence, conflict and insecurity. Some of it may be emotionally and intellectually challenging to engage in. The teacher will work with the students to ensure that the classroom is a space where we can engage openly, empathetically, and thoughtfully with difficult content from different positionalities.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: Basic introductory knowledge of international organizations, the UN system, and/or gender studies

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Lectures
- Plenary and Group Discussions
- Visual demonstrations, such as video inputs
- Fieldtrips

Each class follows a close reading of the assigned literature to familiarize students with various, partly contradictory approaches to the study of gender equality frameworks in general, and of gender and security specifically. Engagement with the literature and subsequent class discussions will be guided by three questions:

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- How does each text conceptualize gender? What does gender mean and refer to? (men/women; masculinities/femininities; gender relations; gender orders; intersectionality; de/postcoloniality; etc.)
- How do the texts understand the relationship between gender and security? Where do they locate it? (institutions, actors, national-international-everyday level, policies, practices, discourses, ideologies, meanings, etc.)
- How do they *do* gender analysis? Which methods are employed?

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation - 10%
- Group discussion and moderation - 10%
- Oral presentation - 30%
- Midterm exam - 20%
- Final paper - 30%

Class participation

Class participation refers to the extent to which students are involved, active, and prepared when coming to class. This includes reviewing the assigned readings before class meetings, preparing relevant discussion questions for the session, and actively taking

A	Excellent participation The student engages with the assigned bibliography, showing a thorough understanding of the material, particularly in gender, peace, and security. They critically analyze the main ideas, examining the applicability and implications of the arguments within a broader context. The student adeptly connects the central themes of the readings to course discussions, especially regarding the intersections of gender, peace and security. Through questions, and comments, they explore the complexities of these topics, making informed and well-reasoned judgments that reflect a deep understanding of the power dynamics at play. The student articulates their responses to classmates' opinions respectfully and contributes constructively to ongoing discussions, often posing insightful questions that further explore issues of gender, security and peace. They are fully committed to participating in and completing class activities, consistently demonstrating a keen interest in understanding and addressing the nuances of the fields.
B	Very good participation The student's contributions demonstrate a general engagement with the assigned materials, particularly in the context of gender, peace, and security. They usually identify the main ideas, though there are occasional lapses in deeply reflecting on the applications and implications of this information, particularly in terms of how these concepts interact within broader societal structures. While the student effectively builds on others' contributions, they sometimes diverge into tangential topics, which can disrupt the collective dialogue on gender, peace and security. They consistently maintain a respectful attitude toward others' ideas and opinions, fostering a collaborative learning environment. The student is generally active in class activities related to gender, peace, and security but occasionally loses focus or energy, affecting their overall engagement with these critical themes.
C	Regular participation The student regularly engages with the assigned bibliography, yet their reading tends to be superficial, especially in areas related to gender, peace, and security. While they attempt to build on others' ideas, their comments often indicate a lack of thorough preparation and critical engagement with the material. Frequently, their contributions are shallow or not well integrated with the ongoing discussions on these topics, underscoring the need for deeper analysis and more critical reflection on the implications of the readings within the context of gender, peace and security.
F	Insufficient participation The student consistently engages with the readings superficially or neglects to read the assigned materials. Their lack of preparation is evident, resulting in no or uninformed contributions to class discussions. Additionally, they show little interest in building on others' ideas, demonstrating a lack of engagement with the course content and an unwillingness to participate in collaborative dialogue, particularly around critical topics of gender, peace and security.

part in class discussions and activities. Participation can take place in class or using the online participation forum in Moodle.

Group Discussion and Moderation

This exercise is designed to develop students' critical synthesis, public speaking, and analytical reflection skills. Every week, a group of two students will be assigned a reading, which they are expected to analyze and synthesize for their peers. This will be followed by a 20-minute group discussion moderated by the student hosts, for which they will have prepared thought-provoking questions. After the class, each student host will evaluate their experience in an analytical written exercise (500 words), in which they discuss their ideas about the studied text, expose their understanding of relevant theoretical currents, and identify areas of application in the current context.

Midterm Exam

The exam will take place in week 6. It consists of multiple-choice and the development of higher-order questions in the field of women, peace, and security. The exam takes stock of and helps students reinforce the knowledge and expertise which they have acquired during the course so far, strengthen memory, aid long-term retention of the subject matter, and encourage active participation in the learning process. It serves as a valuable educational tool that enhances learning through critical thinking, engagement, assessment, skill development, comprehensive understanding, and preparation for future academic challenges. Input on 'how to' will be given in week 3.

Oral Presentation

Depending on the class size, students will either work individually or in groups. Students will be preparing 10-15 min presentations on WPS case studies of their choosing that have not been in the focus of the readings (**country case studies**, e.g. Iraq, Colombia, Austria, etc.; **institutions and actors**, e.g. NATO, the African Union, IMF, World Bank, or private security companies; or **policy fields**, such as environmental policy, police reform, human trafficking, cyber security). They will conduct their own independent research, give short inputs on the state of WPS in their case studies, and guide class discussions. 10% will be dedicated to a brief literature review (2-3 pages); 10% for short inputs; and 10% for the guided class discussions. To do so, students will prepare slides to go with the presentation. Presentations will take place in unit 12 and students will receive feedback from the class and teacher. This assignment strengthens presentation as well as research skills. Input on 'how-to' will be given in unit 7. The teacher will support students with the decision on a topic, formulation of guiding questions, and case study structure.

Excellent (A)	Good (B)	Requires Improvement (C)	Not Met (F)
Presents argument/text in comprehensive and systematic way. Provides detailed examples and evidence to substantiate the argument. Analysis is well-founded, and thoroughly detailed. Presentation is conveyed in a professional and respectful tone.	Presents argument/text with reasonable clarity. Provides relevant examples to back up. Provides detailed examples and evidence to substantiate the argument though some aspects may be lacking in depth or specificity. The presentation is generally constructive and delivered in a professional manner.	Presents argument/text but with limited insight or relevance. The analysis is somewhat superficial and may lack supporting examples. Examples are minimal, unclear, or not well-supported. Conclusions are either not coherent or lack sufficient detail.	Does not effectively present an argument. The analysis is minimal, irrelevant, or inaccurate. Offers no insights or examples, or they are irrelevant and unhelpful. The presentation lacks constructiveness and is unprofessional.

Final Paper: Reflection on case study

Students will write a 2,000-2,500-word reflection on the case study presentation, due for upload to Moodle by the end of the final week. This assignment aims to foster connections between academic literature and discussions of current events. In Unit 7, students will receive guidance on structuring their reflections and formulating an overarching question. Feedback on the final paper will be

provided via Moodle, focusing on the coherence of arguments, depth of analysis, integration of literature and case study, clarity of writing, and adherence to academic standards. Grades will reflect the quality of the analysis, synthesis of ideas, and overall engagement with the assignment requirements.

Through this assignment, the following skills will be acquired and/or enhanced:

- **Critical Thinking:** Analyzing the case study presentation critically and assessing its relevance to academic literature and current events.
- **Integration of Knowledge:** Connecting theories and concepts from academic literature to real-world examples discussed in the case study.
- **Research Skills:** Utilizing academic sources to support arguments and reflections effectively.
- **Writing Proficiency:** Communicating ideas clearly and coherently in an academic format, adhering to the specified word count and structure.
- **Reflective Practice:** Reflecting on personal insights gained from the case study and academic literature, demonstrating self-awareness and intellectual growth.

Excellent (A)	Good (B)	Requires Improvement (C)	Not Met (F)
Thoroughly assesses the arguments/texts with sharp insight. Provides detailed examples and evidence to support the evaluation. Offers clear, specific, and constructive suggestions for improvement. Recommendations are actionable, well-supported, and thoroughly detailed. The paper is written in a scientific manner.	Acknowledges the arguments/texts with reasonable insight. Uses relevant examples to support the evaluation. Provides a good analysis, though some aspects may lack depth or specificity. The paper is generally constructive and written in a scientific manner.	Identifies the arguments, but with limited insight or relevance. The analysis is somewhat superficial and may lack appropriate examples for support. Conclusions are minimal, unclear, not well-supported, or lack sufficient detail.	Does not effectively present the argument. The analysis is minimal, irrelevant, or inaccurate. Offers no conclusions, or they are irrelevant, unhelpful, or overly critical. The paper lacks scientific character.

LEARNING OUTCOMES:

The following objectives will progress from lower-order cognitive skills (remembering and understanding) to higher-order skills (applying, analyzing, evaluating, creating, applying, and integrating) as students deepen their understanding and proficiency in the complex field of gender, security, and international politics.

- Recall the key components of the Women, Peace, and Security (WPS) agenda as a pivotal global initiative for gender equality
- Define and list the foundational concepts of gender in the context of global governance, including its applications within the UN system and its translation to national policies
- Identify and discuss various conceptual interpretations of gender as a category in academic scholarship and policy contexts



- Apply distinct levels of gender analysis (individual, institutional, systemic) to examine issues in security, war, and armed conflict
- Analyze and differentiate between diverse conceptual and empirical approaches to gender within the security studies field
- Evaluate and critique the effectiveness and implications of different approaches to gender research in the context of peace, conflict and security
- Synthesize information from various perspectives to map out thematic areas related to peace, conflict and security
- Integrating multiple conceptual and empirical approaches to gender issues in security and conflict settings
- Apply improved writing skills to articulate coherent arguments and analyses related to gender, peace and security
- Integrate analytical and research skills to produce well-reasoned presentations and academic papers on gender, war, armed conflict, and international politics

ATTENDANCE:

IES Abroad Vienna requires attendance at all class sessions. Attendance will be taken every class. Students must attend at least 60% of their class sessions to qualify for a passing grade, regardless of whether their absences have been excused or not. Your attendance is required in-person unless otherwise noted in the syllabus. Students are highly encouraged to communicate absences as soon as possible to their professors and for excused absences using the processes described in the absence policy.

Please refer to the IES Abroad Vienna Absence Policy for a more precise overview of all attendance policies at IES Abroad Vienna and of possible grade penalties.

ACADEMIC INTEGRITY:

At IES Abroad Vienna, we hold ourselves to the highest standards of honesty and academic integrity. Any form of academic dishonesty undermines the principles of trust and fairness essential to a thriving learning community. As such, plagiarism and cheating are considered serious violations of our code of conduct, and students found engaging in such activities will face swift and severe consequences, ranging from a failing grade on an assignment, to an academic review and possible expulsion from the program.

USE OF AI:

The use of Generative AI tools such as ChatGPT, Google Gemini, or Claude to generate substantive content, such as the analysis of data or the development of written arguments, is not permitted. If students choose to use Assistive AI tools to assist in their research, they must disclose this in the manuscript. A student's final written text should be their own and reflect their own ideas, arguments, and conclusions. This policy does not refer to spell and grammar checking tools (such as Grammarly) which may be used without acknowledgement.

CONTENT:

Session	Content	Readings
Week 1	Introduction This class will start with an introduction round to get to know each other and then provide an input (with joint brainstorming elements) on: • Why study gender, security, and armed conflict as related? • How did global gender equality frameworks evolve? What is WPS? • Recap of different concepts of gender and gender analysis, and how we will use them in class	• Kirby, Paul and Shepherd, Laura J. (2016) The Futures Past of the Women, Peace and Security Agenda, <i>International Affairs</i> 92(2), 373-392 (19 pages). • Harrington, C. (2011). Resolution 1325 and Post-Cold War Feminist Politics. <i>International Feminist Journal of Politics</i>, 13(4), 557–575. (18 pages).

	Explanation of course design, aims, and assessments	
Week 2	Historical and geopolitical contexts - This week explores the historical trajectories and geopolitical conditions that led to the introduction of UNSCR 1325. - It sensitizes students for the transformation of feminist projects into global gender policy and the manifold struggles and actors – often from civil society and transnational women’s networks - that have shaped this process. - Particular attention is paid to the feminist peace movement as a pivotal starting point for thinking gender, security, and armed conflict together.	- Harrington, Carol (2011) Resolution 1325 and Post-Cold War Feminist Politics, <i>International Feminist Journal of Politics</i> 13 (4), 557–75 (18 pages). - Tickner, J. Ann and True, Jacqui (2018) A Century of International Relations Feminism: From World War I Women's Peace Pragmatism to the Women, Peace and Security Agenda, <i>International Studies Quarterly</i> 62 (2), 221–233 (12 pages).
Week 3	Input on Mid-term exam The first half of the class will provide input on the quiz, outlining the main requirements, and how it will be assessed. The second half will delve into institutional(ist) perspectives of WPS: - While the scholarship on WPS is usually grounded in Feminist International Relations and Security Studies, this unit brings in feminist work on political institutions, especially feminist institutionalism and political science. - We will investigate the politics of the UN Secretariat, as well as questions around building political institutions in post-conflict. This will convey the importance of institutional context and actors that shape policy content and output in the field of gender equality. - It will also sensitize students for different disciplinary approaches and their effects on how we conduct gender analysis of global equality frameworks.	- Thomson, Jennifer (2019) The Women, Peace, and Security Agenda and Feminist Institutionalism: A Research Agenda. <i>International Studies Review</i> 21 (4): 598-613 (15 pages). - Tryggestad, Torunn L. (2009) Trick or Treat? The UN and Implementation of Security Council Resolution 1325 on Women, Peace, and Security, <i>Global Governance</i> 15(4), 539–557 (18 pages).
Week 4	This week consists of a joint field trip with other IR courses to an International Organizations located in Vienna (OSCE, UN) for a discussion with WPS experts.	

Week 5	Feminist norm diffusion beyond the UN system: EU and ASEAN - In this week, we are tracing the trajectories of WPS into other international and regional organizations, in this case the EU and ASEAN, asking how WPS is subject to norm diffusion and with what effects. - This sensitizes students for how gender equality frameworks develop and play out under different institutional circumstances, sometimes with unintended consequences.	- Davies, Mathew (2016) Women and Development, Not Gender and Politics: Explaining ASEAN's Failure to Engage with the Women, Peace and Security Agenda. <i>Contemporary Southeast Asia</i> 38 (1): 106-127 (11 pages). - Haastrup, Toni (2017) Creating Cinderella? The Unintended Consequences of the Women Peace and Security Agenda for EU's Mediation Architecture, <i>International Negotiation</i> 23(2), 218-237 (19 pages).
Week 6	Mid-Term Exam	
Week 7	Feedback session to - give general feedback on the mid-term assignment - take stock of the contents and organization of the course so far and which adjustments might be needed to better achieve learning goals and create a more productive and inclusive learning environment. Students will be asked to fill in a short, anonymous questionnaire in preparation Preparation for final case study presentation and reflection - provides input and detailed instructions on the remaining assignments (presentations and essay) - provides space for follow-up discussions and consultations for the final assignments	
Week 8	Practices and tools of WPS 'on the ground' - This class moves away from the institutional settings of international organizations and nation-state implementation and focuses on examples from the wide field of practices that the WPS guides on the ground. - We will look at the work done with and by WPS within military institutions and in post-conflict settings, especially around accountability for sexual violence during war. - This will give students not only an idea of the challenges and different forms of practical applications, but also introduce them to the specific tools that are being used, such as the	- Bastick, Megan and Duncanson, Claire (2018) Agents of Change? Gender Advisors in NATO Militaries, <i>International Peacekeeping</i> 25(4), 554-577 (23 pages). - Kunz, Rahel (2020) Messy Feminist Knowledge Politics: A Double Reading of Post-Conflict Gender Mainstreaming in Liberia, <i>International Feminist Journal of Politics</i> 22 (1), 63-85 (22 pages).

	role of gender advisors, gender mainstreaming mechanisms, and accountability measures in peace agreements.	
Week 9	Meanings and discourses: Intersectional and postcolonial interventions • Scholars have repeatedly argued that the problems of WPS cannot only be seen in imperfect implementation or institutional constraints, but importantly lie in its ideological underpinnings and the essentialized meanings it reproduces. • This includes stereotypical representations of women as vulnerable and possessing specific 'female skills' in conflict resolution, as well as colonial understandings of 'Other' women. • This class discusses the gendered and racialized meanings inherent in WPS and how they can depoliticize gendered power relations, center Whiteness, and legitimize war and militarism. • Students will learn from intersectional, critical race, and de/postcolonial approaches that argue for a broader conceptualization of gender as a constitutive category	• Lazic, S., & Stavrevska, E. B. (2024). Peace in Plural: Towards Decolonial and Feminist Approaches to Peace. <i>Journal of Intervention and Statebuilding</i>, 18(4), 367–385. (18 pages). • Martin de Almagro, Maria (2018) Producing Participants: Gender, Race, Class, and Women, Peace and Security, <i>Global Society</i> 32(4), 395-414 (19 pages).
Week 10	Extending the Agenda conceptually and thematically • One of the main fault lines in the debate around WPS is whether a narrow definition with a focus on women and armed conflict should be maintained over a broader definition of gender and a broader scope of security issues that are covered by the agenda. • In this class, we will therefore examine arguments for a broadening of scope from a conceptual angle, with interventions from queer and masculinity studies, and thematically, with a perspective on how WPS matters in the context of borders and migration. • This will strengthen students' ability to distinguish between different conceptualizations of gender and evaluate their political consequences.	• Hagen, Jamie J. (2016) Queering Women, Peace and Security, <i>International Affairs</i> 92(2), 313-332 (19 pages). • Hannah Wright (2020) "Masculinities perspectives": advancing a radical Women, Peace and Security agenda?, <i>International Feminist Journal of Politics</i>, 22:5, 652-674 (22 pages).
Week 11	Guest lecture	

	- In the first half of the unit, we are holding a guest lecture with an expert on WPS. This can be an Austrian government representative, a researcher from a local university, or a practitioner from a local NGO, e.g. ICAN or CARE Austria. - We will learn from first-hand accounts about what it means to research and implement WPS in a specific national context and/or advocate for it in different policy settings. - This will provide insights into the real-world challenges faced by those working toward gender equality within state institutions and enable conversations about the relations, but also gaps between academic scholarship and application in the political process. Recap - In the second half of the unit, we will evaluate contents, activities, and learning outcomes of the course, looking back at the objectives formulated in the beginning of the semester and the mid-term evaluation. - We will reflect on the subject areas covered during the semester and address potential gaps that have remained open. - If there is demand, we will have extra time for individual feedback and consultations, particularly for any questions related to the final essay.	
Week 12	Case study presentations The final class will consist of: - Case study presentations - Peer feedback and individual consultations for the final paper	

COURSE-RELATED TRIPS:

- Joint visit with other courses in the BEIR program to an International Organizations working in the field of WPS and located in Vienna (OSCE, UN).

REQUIRED READINGS:

- Bastick, Megan and Duncanson, Claire (2018) Agents of Change? Gender Advisors in NATO Militaries, *International Peacekeeping* 25(4), 554-577.
- Davies, Mathew (2016) Women and Development, Not Gender and Politics: Explaining ASEAN's Failure to Engage with the Women, Peace and Security Agenda. *Contemporary Southeast Asia* 38 (1): 106-127.

- Hastrup, Toni (2017) Creating Cinderella? The Unintended Consequences of the Women Peace and Security Agenda for EU's Mediation Architecture, *International Negotiation* 23(2), 218-237.
- Hagen, Jamie J. (2016) Queering Women, Peace and Security, *International Affairs* 92(2), 313-332.
- Harrington, Carol (2011) Resolution 1325 and Post-Cold War Feminist Politics, *International Feminist Journal of Politics* 13 (4), 557-75.
- Kirby, Paul and Shepherd, Laura J. (2016) The Futures Past of the Women, Peace and Security Agenda, *International Affairs* 92(2), 373-392.
- Kunz, Rahel (2020) Messy Feminist Knowledge Politics: A Double Reading of Post-Conflict Gender Mainstreaming in Liberia, *International Feminist Journal of Politics* 22 (1), 63-85.
- Martin de Almagro, Maria (2018) Producing Participants: Gender, Race, Class, and Women, Peace and Security, *Global Society* 32(4), 395-414.
- Myrntinen, Henri (2019) Locating Masculinities in WPS, in Davies, Sara E. and True, Jacqui (eds): *The Oxford Handbook of Women, Peace, and Security*, Oxford: Oxford University Press, 88-97.
- Parashar, Swati (2019) A Postcolonial Critique in Sara E. Davies and Jacqui True (eds.) *The Oxford Handbook of Women, Peace and Security*, Oxford Handbooks, Oxford.
- Thomson, Jennifer (2019) The Women, Peace, and Security Agenda and Feminist Institutionalism: A Research Agenda. *International Studies Review* 21 (4): 598-613.
- Tickner, J. Ann and True, Jacqui (2018) A Century of International Relations Feminism: From World War I Women's Peace Pragmatism to the Women, Peace and Security Agenda, *International Studies Quarterly* 62 (2), 221-233.
- Tryggstad, Torunn L. (2009) Trick or Treat? The UN and Implementation of Security Council Resolution 1325 on Women, Peace, and Security, *Global Governance* 15(4), 539-557.

RECOMMENDED READINGS:

- Aroussi, Sahla (2011) 'Women, Peace and Security': Addressing Accountability for Wartime Sexual Violence, *International Feminist Journal of Politics* 13 (4), 576-593.
- Holvikivi, Aiko and Reeves, Audrey (2020) Women, Peace and Security after Europe's 'Refugee Crisis', *European Journal of International Security* 5(2), 135-154.
- Jansson, Maria and Eduards, Maud (2016) The Politics of Gender in the UN Security Council Resolutions on Women, Peace and Security, *International Feminist Journal of Politics* 18(4), 590-604.