Gender and Violence Curriculum

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Introduction

How should we approach gender and gender differences? What do we know about violence? What has violence got to do with the differences between women and men and why is violence often an integral part of gender relations? Can gender categories in themselves be violent?

These are questions that not only address gender and violence, but in particular, their inter-linkages. Issues relating to gender and the unstable meanings of female and male in Arab societies are hitting the news to an unprecedented extent, often in stories about child marriages, rape during conflict and war, or about sexual assaults and harassment as everyday events and practices. In this course these issues will be object for close scrutiny and discussion; we will analyze media representations of gendered violence; we will ask if the idiom of GBV – Gender-Based Violence –represent a solution or a 'tool' in the work against violence; we will study broader frameworks - everyday political practices, legal frameworks and the labour market – in order to ask how they constitute contexts of enforcements and violence – and how they intersect with gender.

The purpose of this interdisciplinary course is therefore two-sponged: On the one hand to introduce students to recent conceptualizations of gender and violence and their inter-linkages, and on the other to investigate these concepts in the context of historical and current Arab societies, with emphasis on Lebanese society. From this region a number of contested issues will be presented as examples of how gender and violence interlink in concrete and contested cases of both everyday lives and marked events – such as sexual assault, homophobia, the Lebanese civil war and the Arab uprisings.

MODULE 1: THE SOCIAL CONSTRUCTION OF SEX AND GENDER (6 SESSIONS)

Introduction and Background

This module will introduce students to the ways in which sex, gender, and sexuality mark our bodies, influence our perceptions of self and others, organize families and work life, and delimit opportunities for individuals and groups of people. We will consider how the division of the social world into "public" and "private" spheres have distinguished and shaped gender roles. We will also explore the ways in which sex, gender, and sexuality work with other markers of difference and social status such as race, age, nationality, and ability to determine the choices, constraints, freedoms, and opportunities available to men and women. Finally, we will assess the effects of sexism, racism, and classism on the lives of men and women.

Learning Objectives

- Define and distinguish sex, gender, and sexuality
- Understand and explain essentialist and constructivist approaches to identity in general and to gender and sexuality more specifically
- Identify the social, economic, and political roots of gender-based hierarchy and discrimination
- Comprehend gender as a system of social stratification and division of labour

Session 1: Introduction to Social Constructionism

The first class is suggested to start with a discussion to find out the motives of the students for taking this course, and explore their expectations. In the remainder of this first session, students will be introduced to the theory of social constructionism and its application to gender, sex, and sexuality. They will consider the differences between essentialist and constructivist approaches to embodiment and identity, and explore the social dynamics and structures through which the gender binary is constructed, reproduced, and maintained.

Key Message: Sex describes the biological differences between females and males. Gender describes learned behavior about the roles, relations, and responsibilities of female and males.

Media to be studied prior to class session

- Lois Gould, "X: A Fabulous Child's Story"
- Julia Serano, "Experiential Gender" (2007)
- Judith Lorber, "The Social Construction of Gender"
- Watch: *Majorité Opprimée* (dir. Eléonore Pourriat, 2010): https://www.youtube.com/watch?v=kpfaza-Mw4I&t=1s

Session 2: Understanding the Gender and Sexual Binary: Nature versus Nurture

In this session, students will zoom in on the nature vs. nurture debate around gender and sexuality. They will consider how medicine, biology, and genetics have been used to categorize people into men and women and critically assess the limitations of these scientific discourses.

Key Message: Sex, gender, and sexuality are dependent on the gender binary which insists on two distinct sexes – male and female – and two distinct genders – men and women. This binary is considered natural ("Nature") and not socially constructed ("Nurture") – it affects all aspects of gendered identity.

Media to be studied prior to class session

- Anne Fausto-Sterling, "Should There Be Only Two Sexes?" (2000)
- Journal of Genetic Counseling Commentaries on Caster Semenya and Gender Verification Testing (2010)
- Siobhan Fenton, "Gender Neutral Children: Meet the New Generation of Parents with a Gender-Neutral Approach to Childhood" (2016), *The Independent*: http://www.independent.co.uk/life-style/gender-neutral-children-meet-the-new-generation-of-parents-with-a-gender-neutral-approach-to-a6986791.html
- Bo Hanna, "This is What it's Like to Raise a gender-Neutral Child" (2016), Vice: https://www.vice.com/en_us/article/ppxjvb/raising-children-genderneutral-876

Suggested Exercise: *Class debate/discussion - can and should you raise gender-neutral children?*

Session 3: Identity between the Individual and the Collective

In this session, students will think about the difference between "woman" and "women." They will ask: if gender is a social fiction, what are its tangible, concrete effects? Here, they will think about different approaches about individual and the collective. These approaches will include feminism as a political project that simultaneously deconstructs gender while also affirming womanhood as an oppressed and politicized identity.

Key Message: Gender identity – man or woman – is both individually and collectively experienced. Even though these identities can be experienced in different ways by each person, it is also experienced collectively – as one example, women everywhere do not earn the same wage for the same labor as men.

Media to be studied prior to class session

- Simone de Beauvoir, "Introduction" to *The Second Sex* (1949)
- bell hooks, "Sisterhood: Political Solidarity between Women" (1986)
- Chandra Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourse" (1984)

Session 4: The Division of Labor

In this session, students will learn about the gender division of labor, which assigns men and women certain labor roles as a direct result of their gender. Men – historically positioned in the public sphere – can labor outside of the household, meanwhile women – historically positioned in the private sphere – are expected to labor in the household and for the family. Today, domestic labor is still overwhelmingly performed by women around the world, and is undervalued and underpaid – students will study domestic work, and other types of feminized labor. Students will also learn about the "triple shift" and other theoretical concepts that highlight the unequal share of household labor women must perform alongside paid and "formal" labor.

Key Message: Gender roles are not just ideological – they have material outcomes, including the gender division of labor. The gender division of labor assumes that certain types of labor are only appropriate for one gender or the other.

Media to be studied prior to class session

- Arlie Hochschild, Introduction to *The Second Shift: Working Parents and the Revolution at Home* (1989)
- Silvia Federici, "Wages against Housework" (1975)
- Cartoon by "Emma" called "La charge mentale" https://emmaclit.com/2017/05/09/repartition-des-taches-hommes-femmes/
- Barbara Ehrenreich and Arlie Hochschild, "Global Woman" (2003)
- Tina Wallace, "Women's Work in Lebanon: Making the Invisible Visible" (2016)
- "Maid in Lebanon" (dir. Carole Mansour, 2005) https://www.youtube.com/watch?v=rZ8hkYhb5ik

Suggested Exercise: *Homework - In preparation for class, students will write a diary entry outlining and describing the domestic chores necessary to keep their households running, who performs them, including time needed for each.*

Session 5: Heteronormativity and Sexual Deviance

In this session, students will be introduced to the concept of heteronormativity and the function of social norms in disciplining individuals and regulating their sexual desires. They will ask how concepts such as "deviant," "immoral," and "abnormal" have been deployed to make heterosexuality the dominant norm of desire, intimacy, and kinship and how such norms are damaging to those outside of the normative binary. Who does heteronormativity punish, and what happens to those living outside of the norm?

To contextualize the discussion, it is recommended to invite local organizations, such as MOSAIC to discuss with students.

Key Message: The gender binary regulates not just gender – men or women – but also regulates sexuality. Heterosexuality becomes heteronormativity, which creates sexual hierarchies and power imbalances that entrench gender inequalities.

Media to be studied prior to class session

- Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" (1984)
- Michel Foucault, *The History of Sexuality Volume I: An Introduction*. "We Other Victorians" and "The Repressive Hypothesis" (1990)

Suggested Exercise: *Homework - In preparation for class, students will produce an informal journal entry that documents the ways that heterosexuality impacts daily life. What personal identifiers are impacted by one's status as heterosexual or not?*

Session 6: Intersectionality

In this session, students will be introduced to intersectionality as a feminist analytical tool to conceptualize identity and oppression. They will apply it to their local contexts to understand how gender intersects with other identity markers to shape our lived experiences as subjects.

Key Message: People can embody multiple identities – it is impossible to just study gender roles without paying attention to the many other identities that impact a person. Intersectionality – originally an American legal concept – was developed to indicate the possibility of intersecting, multiple identities that can define any one person or community.

Media to be studied prior to class session

- Kimberlé Crenshaw, "The Urgency of Intersectionality" (2016) https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- Jennifer Nash, "Re-thinking Intersectionality" (2008)
- Leen Hashem, "Feminist and Women's Struggles in Lebanon's 'Popular Movement:' The Intersections of the Public and Private (2017): https://lb.boell.org/en/2017/01/18/feminist-and-womens-struggles-lebanons-popular-movement-intersections-public-and-private

MODULE 2: POWER RELATIONS AND POLITICS (3 SESSIONS)

Introduction and Background

What is politics? This question is important to ask in order to expand notions of the political to include not only formal institutions and processes but also informal (but very real) roles, expectations, traditions, and relationships. The key concepts of 'power' and 'violence' will also be discussed and analyzed. These concepts will help us segue into discussions on the interrelatedness of politics and of gender—how, when, and why politics and gender interact in various environments/spheres. The final topic in this section brings together the various concepts and knowledge learned to 'apply' them in the 'real world'.

Learning Objectives

- Define and critically discuss the concepts of gender, power, politics, and violence
- Understand the intersectionality of gender, politics, power, and violence
- Ability to discuss critically how gender is politicized
- Ability to challenge stereotypical ideas about gender, power, violence, and politics in the real world

Session 1: What is politics?

Suggested Exercise: *Class debate/discussion* - What is politics? What is power? What is violence? Why are politics often understood as formal government institutions and practices? Whom does this benefit and who loses from this understanding?

Key Message: Politics impacts every human relationship and goes beyond formal institutions and processes. Politics and political relations are dependent on power relations, which depend heavily on social hierarchies including gender relations.

Building on the prior module's introduction to studying gender, this module seeks to define the additional key concepts for the course: power, politics, and violence. The focus is on contending theories of how power, politics, and violence manifest themselves in human societies.

Media to be studied prior to class session

- Etzioni, Amitai, What is Political? (2003). *CSA Worldwide Political Science Abstracts*, 2006. Available at SSRN: https://ssrn.com/abstract=2157170
- Bruce M. Knauft et al, 1991, "Violence and Sociality in Human Evolution. *Current Anthropology 32(4): 391-428.*
- Ann E. Cudd, 2006, "Violence as a Force of Oppression," *Analyzing Oppression,* Oxford University Press, Ch. 4.

Session 2: The Intersectionality of Politics and of Gender

Building on the foundation of key concepts introduced in the first session of this module, this session will introduce the feminist slogan "the personal is political," which speaks to the ways that social hierarchies in politics and gender roles are not separate from each other but instead are highly interconnected.

Key Message: Politics and gender both depend on power relations and social hierarchies, and these hierarchies can collaborate to keep certain groups powerless and underrepresented.

Media to be studied prior to class session

- Excerpts from Nancy Fraser, *Unruly Practices: Power, Discourse, and Gender in Contemporary Social Theory*. Minnesota, USA: University of Minnesota Press, 1989. [NOTE: I'm unfamiliar with Fraser's work. Any suggestions? Other writing relevant to this session?]
- Enloe, Cynthia. "Conclusion: The Personal Is International; the International Is Personal" in *Bananas, Beaches & Bases: Making Feminist Sense of International Politics*. University of California Press, 2014.

Suggested Exercise: *Class debate/discussion* - What is intersectionality and why does it matter? How does gender matter for politics? Does its relevance change across other categories of difference? How does gender matter beyond the individual—in interactions, in institutions, and as structure?

Session 3: Gender and Politics in International Relations

Students will learn how to foreground gender and gender relations in politics, both at the State and international levels. Specifically, they will focus on how power and violence overlap in positions of power, and how power relations are exchanged and developed in politics at all levels.

Suggested Exercise: *Class debate/discussion* - How are women and men engaged in politics? How is violence practiced and how is it condemned in society? How is power manifested in gender relations as well as in politics?

Key Message: Gender has been historically excluded in international relations and political theory, but plays a critical role in international legal frameworks and policies, including who drafts these policies and who is impacted by such policies.

Media to be studied prior to class session

- Enloe, Cynthia. Chapter 1, Bananas, Beaches & Bases: Making Feminist Sense of International Politics. University of California Press, 2014.

- Paulina Porizkova, "America Made Me a Feminist," The New York Times, 10 June 2017 at https://www.nytimes.com/2017/06/10/opinion/sunday/paulina-porizkova-america-feminist.html
- Paxton, Pamela and Melanie M. Hughes, "Do Women Make a Difference?" in Women, Politics, & Power: A Global Perspective. CQ Press for Sage Publishing.
- Sellers, Patria. What does power really mean to women? Fortune, 20 September 2012 at http://fortune.com/2012/09/20/what-does-power-really-mean-to-women/Lebanon

Additional Media:

- Joseph, S. (2000) "Gendering Citizenship in the Middle East" in Souad Joseph (ed.) *Gender and Citizenship in the Middle East*. Syracuse University Press, pp. 3-33Charrad, M. (2000) "Lineage versus Individual in Tunisia and Morocco" in Suad Joseph (ed.) Gender and Citizenship in the Middle East. Syracuse University Press, pp. 70-88.
- Nadje El Ali and Pratt, Nicola (2016) 'Gender, protest and political transition in the Middle East and North Africa.' In: Steans, Jill and Tepe-Belfrage, Daneila, (eds.), *Handbook on Gender in World Politics*. Cheltenham, UK; Northampton, MA, USA: Edward Elgar, pp. 127-136. (International Handbooks on Gender series)
- Al-Ali, Nadje (2002) 'Between Political Epochs and Personal Lives: formative experiences of Egyptian women activists.' In: Faye, Mary Ann, (ed.), *Auto/biography and the Construction of Identity and Community in the Middle East*. New York: Palgrave.

Potential Guest Lecturers/Visitors

- KAFA (regarding women and violence—see www.kafa.org.lb)
- ADYAN (regarding intersectionality: contact Dr. Fadi Daou and/or Dr. Nayla Tabbara—see http://adyanfoundation.org/about/board/)
- UN organizations, which often have a specific person working on gender (e.g., gender and development—UNDP, gender and the Palestinian community—UNWRA, gender and the environment—UNEP, etc.)
- LADE (Lebanese Association for Democratic Elections—see www.lade.org.lb)
- Search for Common Ground—especially see Ms. Yasmine ElMasri at https://www.sfcg.org/lebanon/ regarding the roles of women in conflict and peace in Lebanon and the region.

MODULE 3: GENDER RELATIONS IN ARAB COUNTRIES (6 SESSIONS)

Introduction and Background

In this module gender relations in Arab societies will be introduced. The sessions will thus contextualize in different dimensions the concepts of gender and violence presented in the previous lectures, taking a closer look at gender relations in Arab societies as they currently unfold.

Learning Objectives

- Place and critically discuss the concepts of gender and violence in the context of Arab countries
- Ability to place current gender relations in Arab countries historical and anthropological perspectives
- Overview of current status of gender relations in Arab countries compared with other regions
- Understanding of the relation between diversity of gender in practices and gender in political projects
- Ability to discuss critically the approaches to gender and gender equality found in international policy-making vis-à-vis the Arab context

Session 1: Anthropological Perspectives on the Formations of Gender in Arab Contexts

Ample research in the Arab Region has demonstrated the many different definitions of normative gender roles, and cannot be pinned down to definite positions or roles. Instead, gender in the Arab Region is dynamic and constantly adapting to societal pressures from both within the Arab Region and beyond. Students will focus on the many variations of gender in the Arab Region, while paying special attention to the ways that gender is also maintained across these different contexts.

Suggested Exercise: *Class debate/discussion* - How can we explain variations in gender relations and gender identities across space and time?

Key Message: Ethnographic research has shown that gender roles – and gender itself – are not singular in definition, and can change depending on the ethnic, national and religious contexts – gender in the Arab Region is no exception.

Media to be studied prior to class session

- Kapchan, Deborah Anne, 1996: Gender on the Market: Moroccan Women and the Revoicing of Tradition. University of Pennesylvania Press, ch. 2: Shtara: Competence in Cleverness, pp.50-71

- Wikan, Unni, 1977: Man Becomes Woman. Transsexualism in Oman as a key to Gender Roles. MAN, Vol. 12, No. 2 (Aug, 1977), pp. 304-319
- Inhorn, Marcia C, 2012: The New Arab Man: Emergent Masculinities, Technologies, and Islam in the Middle East. Princeton, Princeton University Press, ch. 1: Hegemonic Masculinities

Session 2: Historical Perspectives: the 'Woman Issue'

In historical and colonial approaches to Muslim women, 'the woman issue' emerged as a politicized issue around the 1900s presenting a dichotomized image of Arab women and obscuring the rich array of occupations and professions that Arab women possessed historically. The subsequent position of 'the woman question' in political reform movements shed more light on the way that gender in the Arab context links with issues such as religion, culture, and sexual politics.

Suggested Exercise: *Class debate/discussion* - Is there a historical link to the position of women's issues in current political reform movements?

Key Message: The "woman question" has always been a central part of the Western, colonial powers' obsession with the Arab Region, and has perpetuated often harmful stereotypes of the veiled woman in need of "saving".

Media to be studied prior to class session

- Ahmed, Leila, 1999: Women and Gender in Islam. Historical Roots of a Modern Debate. New Haven: Yale University Press, chapter 8: The Discourse of the Veil, pp. 144-168
- Al-Feki, Shereen, 2014: *Sex and the Citadel*. London: Random House, pp. 3-26 (chapter one: Shifting Positions)
- Meriwether, Margaret L,& Judith Tucker, eds., 1999: A Social History of Women and Gender in the Modern Middle East. London: Westview Press. Introduction , pp. 1-24

Session 3: Gendered Family and Family Relations

The family is a central social unit in most Arab societies, but it is equally a patriarchal institution, undergoing change as societies modernize. However, there is still a long way to go before gender equality is obtained in the family.

Suggested Exercise: *Class debate/discussion* - What are the factors that sustain the family as a central institution in Arab societies?

Key Message: The family is a primary social unit that often promotes problematic gender roles as a result of its positioning in society as "natural". Feminist analyses must deconstruct the ways that the family maintains harmful gender roles in order to achieve gender equality.

- Moghadam, Valentine M., 2013 (third edition): Modernizing Women. Gender and Social Change in the Middle East. Boulder. Lynne Rienner Publications, chapter 4: Gender and the Family: Patriarchy in Crisis.
- Joseph, Suad, 1999: Intimate Selving in Arab Societies. Gender, Self, Identity. Syracuse University Press. Ch. 7: My Son/Myself - My Mother/Myself: Paradoxical Relationalities of Patriarchal Connectivity.
- Hatem, Mervat, 1999: Modernization, the State and the Family in Middle East Women's Studies. In: Meriwether, M. L. & J. Tucker, eds.: A Social History of Women and Gender in the Middle East, pp. 63-87

Session 4 and 5: Gender Inequalities in the Arab Societies (double-session)

From recent data sources examples will demonstrate 1. How far Arab societies are from reaching gender equality - compared to other regions in the world and how recent breakthroughs in the region have come to fruition and why has this happened now. 2. The diversity among Arab countries in the fight for gender equality within a range of areas, including political representation, labor market participation, income and education. In class exercises, comparisons will be made between individual and clustered Arab states with Lebanon as the prime example.

Suggested Exercise: *Class debate/discussion* - What is the position of Arab societies compared with other world regions regarding gender equality - and why? - How can the level of progress of gender equality in Arab societies be summarized?

Key Message: Gender inequality is still rampant across the Arab Region, which ranks last in terms of global gender gap indicators of health, education, and political and economic engagement.

Media to be studied prior to class session

- Moghadam, Valentine M., 2013 (third edition): Modernizing Women. Gender and Social Change in the Middle East. Boulder. Lynne Rienner Publications; ch. 1: Gendering the Middle East and North Africa, pp. 1-36
- CAWTAR, MENA-OECD Governance Programme and OECD, 2016: *Women in Public Life. Gender, Law and policy in the Middle East and North Africa.* Executive summary available at https://www.oecd.org/mena/governance/women-in-public-life-mena-brochure.pdf
- UNDP, 2016: *Arab Human Development Report 2016,* http://www.arabstates.undp.org/content/rbas/en/home/library/huma_development/arab-human-development-report-2016--youth-and-the-prospects-for-/
- UN Women & Promundo, 2017: Understanding Masculinities. Results from the international men and gender equality survey - Middle East and North Africa. Executive Summary

Session 6: Gender and Development

Gender equality is a critical aspect of international development, which aims to promote the long-term economic and social growth of countries across the world. Gender inequality – especially a lack of women's human rights and autonomy – is often cited as a primary indicator of a country's lack of development, and has therefore become the focus of both humanitarian and development projects by the World Bank, the United Nations, and government aid agencies. Students will discuss the importance of gender equality as a fundamental aspect of attaining full human development, and how gender can be mainstreamed by State-sponsored and international development initiatives.

Suggested Exercise: *Class debate/discussion* - Why does the international community sustain more gender equality in the Arab Region?

Key Message: Gender equality is a fundamental aspect of economic and social development. States must actively ensure that gender equality is created and maintained, in order to promote long-term, sustainable development for their entire populations.

Media to be studied prior to class session

- Abu-Lughod, Lila, 2002: Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others Author(s): Lila Abu-Lughod Source: American Anthropologist, Vol. 104, No. 3 (Sep, 2002), pp. 783-790
- Cornwall, Andrea & Althea-Maria Rivas, 2015: From 'gender equality' and 'women's empowerment' to global justice: reclaiming a transformative agenda for women and development. *Third World Quarterly* Vol. 36, No. 2, 396–415, http://dx.doi.org/10.1080/01436597.2015.1013341
- Hudson, Valerie, Bonnie Ballif-Spanvill, Mary Capriolo, Chad Emmett, 2012: Sex and World Peace. New York: Columbia University Press, ch4: The Heart of the Matter: The Security of Women and the Security of States, pp. 95-119
- Spotlight on Sustainable Development Goal 5: Achieve gender equality and empower all women and girls http://www.unwomen.org/en/digital-library/multimedia/2017/7/infographic-spotlight-on-sdg-5

MODULE 4: GENDER AND LAW (3 SESSIONS)

Introduction and Background

This module will encourage students to reflect on and discuss basic characteristics of different legal frameworks at the international, national and local levels, and their relevance for gender equality. It will also apply feminist legal theories to existing frameworks in the Arab Region. Students will learn about the diversity of family law and personal status codes in the Arab Region, and their connections to civil law. They will be able to identify and discuss the gap between legal frameworks and social practices in Arab countries and its impact on gender equality and the relationship between religion and personal status codes, and the ways that normative – and detrimental – gender roles are implicated in this relationship.

Learning Objectives

- Critically discuss basic characteristics of different legal frameworks at the international, national and local levels
- Apply feminist legal theories to existing frameworks in the Arab Region
- Understand diversity of family law and personal status codes in the Arab Region, and their connections to civil law

Session 1: The Legal Framework in Feminist Perspectives

Legislation at both the international and national level is critical to ensure gender equality and human rights; legislation holds States accountable to their populations, and demands that human rights are extended to all persons living within its boundaries. Feminist legal theory, however, points out that legal frameworks have their weaknesses as well, including the inability to equally and consistently enforce laws. In order to further contextualize the Lebanese situation we encourage inviting KAFA, RDFL, or Legal Agenda representatives to discuss gender legal framework, including GBV, implementation issues and current advocacy.

Key Message: The importance of establishing a legal framework for securing gender equality cannot be ignored, however, feminist legal theory points to a number of overarching problems inherent to legal frameworks and their subsequent enforcement.

Media to be studied prior to class session

- Baer, Judith A., 2013: Feminist Theory and the Law. Oxford Handbooks Online: http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199604456.001.0001/oxfordhb-9780199604456-e-016
- Comack, Elisabeth, 2016: Race, Class, Gender and the Law: Introduction. In van der Meulen, Emily, ed.: Gender, Law & Justice. Fernwood Publishing.
- Mindie Lazarus-Black and Sally Engle Merry, 2003: The Politics of Gender Violence: Law Reform in Local and Global Place. Law & Social Inquiry, Vol. 28, No. 4 (Autumn, 2003), pp. 931-939

Session 2: Law and Social Practices

The tension between law as text and law in practice will constitute the core focus of this session, drawing primarily from legal anthropological texts and research from the Arab Region. How can we explain the relationship between the legal framework and social norms? Marriage practices constitute a primary example of such tensions: although many Arab States have ratified international legal treaties that ban marriages of persons under the age of 17 or 18, child and early marriages remain pervasive throughout the Arab Region.

Key Message: Legislation and gender rights legal frameworks are often not enough to override pervasive social norms that maintain gender inequalities.

Media to be studied prior to class session

- Moghadam, Valentine M., 2003: Engendering Citizenship, Feminizing Civil Society. The Case of the Middle East and North Africa*. Journal of Women, politics and policy, vol. 25, issue 1-2, pp.* 63-87, available at http://www.tandfonline.com/doi/abs/10.1300/J014v25n01_03
- Moors, Annelies, 1999: Debating Islamic Family Law: Legal Texts and Social Practices. In Meriwether, M. L. and Judith E. Tucker, eds.: *Social History of Women and Gender in the Modern Middle East*
- Prettitore, Paul Scott (2015) Family Law Reform, Gender Equality, and Underage Marriage: A view from Morocco and Jordan, The Review of Faith & International Affairs, 13:3, 32-40, DOI: 10.1080/15570274.2015.1075758 To link to this article: http://dx.doi.org/10.1080/15570274.2015.1075758
- Al-Raida, 2010: Citizenship and Gender in the Arab Region. Special Issue, No. 129-130, Spring-Summer 2010

Practical features suggested:

- Invitation of legal practitioners (judges, advisors, attorneys) to class to discuss gender equality in family law practices
- Visit to NGO or women's movement promoting gender equality within the family law

Session 3: Religion and Family Law

Within the Arab Region, Family Law is often affiliated with religious doctrine; this affiliation is often seen as the reason for the maintenance of conservative and detrimental gender norms and inequality. However, in recent years religious feminist scholars have begun to question this association, and instead urge us to think about the role that religious institutions play in promoting certain interpretations of religious doctrine that work in favor of normative gender roles and inequality. Islamic feminists have led this movement to question religious institutions and family law in the Arab Region, and discuss the ways that traditional Islamic law is more

equitable than the "interpretations" promoted by religious authorities through various family law structures. Can traditional religious doctrines and practices be powerful allies for gender rights activists in the Arab Region?

Key Message: The relationship between religious institutions, religious doctrine and family law in the Arab Region is complex, and can be both a threat to gender equality, and a potential ally for gender rights work in the region.

Media to be studied prior to class session

- Mir-Hosseini, Ziba, 2015: Muslim Legal Tradition and the Challenge of Gender Equality. In Mir-Hosseini, Z., M. A.l-Sharmani & J. Rummiger, eds.: Men in Charge? Re-thinking Authority in Muslim Legal Tradition. London: OneWorld
- UNFPA, 2016: Women, Faith and Human Rights, available at: http://www.unfpa.org/publications/women-faith-and-human-rights
- Khalaf, Mona Chemali, 2010: Lebanon. In Kelly, Sally & Julia Breslin, eds.: Women's Rights in the Middle East and North Africa. Progress Amid Resistance. New York: Freedom House, pp.249-281
- Van Eijk, Esther, 2012: Divorce Practices in Christian and Muslim Courts in Syria. In Vorhoeve, Maaike, ed.: Family Law in Islam: Divorce, Marriage and Women in the Muslim World. London: I.B Taurus, 2012 pp. 147-170
- Minow, Martha, 2012: Principles or Compromises. Accommodating Women's Rights and Religious Freedom in Multicultural Societies. In Joffe, L.F & S. Neil, eds.: Gender, Religion, and Family Law: Theorizing Conflicts Between Women's Rights and Religious Laws, Waltham, Massachusetts, Brandeis University Press, pp. 3-33

MODULE 5: GENDER AND HUMAN RIGHTS (3 SESSIONS)

Introduction and Background

The module will examine human rights law by exploring different international instruments governing civil, political, social, economic, cultural, and environmental rights of men and women. Special attention will be accorded to highlighting gaps in the implementation of these treaties at the national level. Examined instruments include the Universal Declaration on Human Rights (UDHR), the two covenants (ICCPR and ICESCR), the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), the Convention on the Rights of the Child (CRC), the Beijing Declaration and Platform for Action (BPFA), Security Council resolution 1325 (2000) on Women, Peace and Security, and the Declaration on the Elimination of Violence against Women (1993). The module will also include critical analyses of the human rights framework and international treaties feminist perspective.

Learning Objectives

- Understand the human rights –based approach and minimum International standards governing civil, political, social, economic, cultural and environmental rights
- Understand how gender, as a social construct, affects the enjoyment of these rights, especially in the Arab Region

Session 1: The History of Human Rights Law

The first session will examine the evolution of human rights, exploring main concepts and minimum international standards governing civil, political, social, economic, cultural and environmental rights of both men and women. In this session, students will learn about the inherent, inalienable, indivisible, and inter-connected nature of human rights, as prescribed by International instruments such as the Universal Declaration of Human Rights (UDHR). Students will learn about the "birth" of the human rights legal framework following the atrocities of World War II, and their subsequent expansion during the Cold War and in the late 1990s.

Key Message: Human Rights Law is based on the notion that every individual has certain inalienable rights that must be provided in order to reach full human development and capacity.

Session 2: Women's Rights

The second session will focus on women's rights more specifically by examining related instruments and identifying key gender issues. This session will examine the Convention on the Elimination of All Forms of Discrimination (CEDAW) as the primary bill of rights for women. Students will learn about other international instruments that complement CEDAW such as the Beijing Declaration and Platform for Action, the United Nations Security Council Resolution 1325 (2000), and the Declaration on the Elimination of Violence against Women (1993). A critical

analysis of the effectiveness of the "International Women's Rights System" is provided as well as a critique of that system from a feminist perspective, including a discussion of individual versus collective rights, and whether or not the international women's rights legal framework promotes or allows for intersectionality. To contextualize the situation to Lebanon the application of CEDAW will be discussed.

Key Message: Women's rights are human rights. Discrimination against women at the legal, structural and behavioral levels as a result of their gender identity is a violation of these rights.

Session 3: Women's Rights in the Arab Region

The third session will focus on the Arab Region and highlight gaps in the implementation of main instruments, such as CEDAW, BPFA and SCR 1325, at the national level. This session will highlight main barriers hindering the implementation of women's rights in the region by briefly examining discriminatory articles in personal status laws, criminal codes, and labor laws. Gender discrimination in education and employment will be also covered. The session will also include an overview of Arab State Parties main reservations on CEDAW substantive articles. Policy options and remedies to overcome these challenges will also be discussed - in line with the right-based approach of duty bearers and rights holders.

Key Message: Women's rights in the Arab Region remain precarious and highly contested due to socio-cultural and religious limitations on women's fundamental freedoms. Progress in the region is patchy at best, and setbacks due to conflicts, insecurities, and increased fundamentalisms are frequent.

Media to be studied prior to class session

- United Nations, The United Nations and Human Rights 1945-1995 (United Nations Blue Book) Paperback – October, 1995. This includes: 1) UDHR p23-28; 2) The Two Covenants p38-47 "Improving the System : towards the adoption of the International Covenants on Human Rights"; 3) The evolution of human rights: operating the system: from the International covenants to the Vienna World Conference on Human Rights (1967-1993).
- History of Human Rights video https://www.youtube.com/watch?v=nCQWwkERit4
- Charlesworth, "What are Women's International Human Rights?" in Cook, ed, Human Rights of Women: National and International Perspectives (Phila: University of Pennsylvania Press, 1994) , Chapter 3. P58-85, including feminist critques of rights, first and third world feminisms, and women and international human rights law. http://www.law.lu.se/WEBUK.nsf/(MenuItemByDocId)/ID158A9EA8E934AB23C1257DAA004E56F1/$FILE/What%20are%20Women%27s%20International%20Human%20Rights.pdf
- ESCWA, "The Status of Arab Women Report- Access to Justice for women and girls in the Arab Region: From Ratification to Implementation of International Instruments", 2014. Pages 31-39. Then pages 45-55 (on policy, strategies and success stories)

https://www.unescwa.org/sites/www.unescwa.org/files/publications/files/e_escwa_ecw_15_1_e.pdf

- Amnesty International, Reservations to the Convention on The Elimination of All Forms of Discrimination against Women: Weakening the protection of women from violence in the Middle East and North Africa Region, 2004 (supplementing this reading an up-dated table on "Reservations of Arab State Parties on CEDAW substantive articles" (2017) to be provided by Rania.)
  https://www.amnesty.org/en/documents/ior51/009/2004/en
- The Universal Declaration of Human Rights
  http://www.ohchr.org/EN/Library/Pages/UDHR.aspx
- The Convention on Civil and Political Rights
  http://www.ohchr.org/EN/Issues/RuleOfLaw/CompilationDemocracy/Pages/ICCPR.aspx
- The Convention on Economic, Social and Cultural Rights
  http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx
- The Convention on the Elimination of All Forms of Discrimination against Women
  http://www.ohchr.org/EN/HRBodies/CEDAW/Pages/CEDAWIndex.aspx

MODULE 6: GENDER AND CONFLICT (3 SESSIONS)

Introduction and Background

This module will introduce gender as an analytical framework for understanding conflict-related issues. It will examine the gender dimension of conflicts, i.e. how conflict affects women and men differently (for ex: men as combatants, GBV such as rape, enslavement and trafficking, child marriage… etc.); as well as the impact of conflict on gender relations (for ex: exacerbation of domestic violence, loss of traditional gender roles of breadwinner, the increase in female – headed households… etc.). It will also highlight the different violations that men and women civilians suffer from during conflicts, by briefly examining conflict-related issues such as displacement. Special attention will be accorded to analyzing the use of "rape as a tool of war" during conflicts. The module will also examine the women, peace and security (WPS) agenda highlighting the role of women in building sustainable peace.

Learning Objectives

- Understanding the gender dimension of conflicts
- Understand the impact of conflict on gender relations and increased vulnerabilities
- Highlight different forms of violence that emerge in the context of conflict

Session 1: Causes, Types and Stages of Conflict

This session will introduce the students to the different causes, types and stages of conflict. This includes pre-conflict stage, conflict stage, conflict resolution/ peace process stage, reconstruction and reintegration or post-conflict stage. Following this brief overview, the session will focus on how conflict affects women and men differently- both as combatants and civilians. It will also analyze how gender roles are affected during conflict settings. This includes exacerbation of domestic violence and shifts in traditional gender roles and responsibilities.

Key Message: There is a need to examine the gender dimension in conflicts, because women's and men's roles, needs and priorities differ substantively during these situations. Women are particularly vulnerable during displacement as they experience all forms of violence. In many cases, they also become the only breadwinners.

Session 2: Specific Conflict-Related Issues

This session will focus on specific conflict –related issues such as displacement as a source of basic human rights violation. During displacement, women and men have distinct needs and undergo different experiences. Vulnerabilities experienced by women during displacement include trafficking and child marriage. Some forms of violence are used as coping mechanism in such context, so these and other gender-related issues will be covered. In addition, the use of rape as a tool of war will be also highlighted (through screening of a video on Rape in the Arab Region in Conflict Situations, supplemented by a reading about the plight of Yazidi women)

Key Message: GBV increases during conflict and displacement as a result of increased vulnerabilities and insecurities, loss of pre-existing systems, services, and support, and shifting power dynamics.

Session 3: Women, Peace and Security

This session will highlight the Women, Peace and Security agenda, by focusing on the agenda's main elements, including participation, protection, prevention, provision of relief and recovery. Through their voice and by acting as agents of change, women can contribute to lasting peace and security. In this session, lessons learned and success stories about the "Women, Peace and Security Agenda" will be highlighted (selected cases from the women, peace and security website)

Key Message: The Women, Peace and Security Agenda (WPS) is a comprehensive international framework that addresses women's roles in relation to conflict. The WPS Agenda foregrounds a gender perspective in relation to conflict-resolution and peacekeeping solutions as a necessary component of sustainable, long-term peace.

Media to be studied prior to class session

- Gender and Armed Conflict, Bridge. http://www.bridge.ids.ac.uk/ids-document/A52705?lang=en#lang-pane-en
- Dyan Mazurana and Keith Proctor, Gender, Conflict and Peace, 2013 http://fletcher.tufts.edu/~/media/Fletcher/Microsites/World%20Peace%20Foundation/Gender%20Conflict%20and%20Peace.pdf
- *Roshni Kapur,* Yazidi women sold as sex slaves, open democracy, 12 June 2016 *https://www.opendemocracy.net/north-africa-west-asia/roshni-kapur/yazidi-women-sold-as-sex-slaves*
- The Women, Peace and Security agenda website: *http://www.peacewomen.org/*

MODULE 7: MIGRATION (3 SESSIONS)

Introduction and Background

How does gender shape the different experiences of migrant women and men? Gender can have a greater effect on experiences of migration than country of origin or destination, age, class, race or culture. Migrant women now account for almost 50 per cent of migrants and are increasingly migrating as individuals rather than as dependents of other family members.

Migration can be empowering for women, providing new economic independence and experiences. At the same time, women face more dangers when migrating, and are more vulnerable to physical, sexual and verbal abuse. Once in the host country, women may suffer double discrimination, as both migrants and as women.

In this module, the different notions relevant to migration – asylum seeking, forced migration, economic migration, the diaspora, trafficking – will be introduced. The module will also be exploring how these experiences affect women and men differently, how they change, reinforce or disrupt gender hierarchies and power dynamics, and whether and how they can be sites of empowerment or exploitation and marginalization of women.

Learning Objectives

- Overview of concepts and definitions related to migration and mobility – diaspora, transnational migrant subject, asylum seeking, displacement, statelessness, etc. – and how power dynamics and gender roles are impacted by migration and mobility
- Review key international instruments relevant to gender and migration.
- Situate gender and sexuality-related concepts in the context of migration across its multiple forms: economic migration, asylum seeking, displacement and forced migration.
- Explore gender power dynamics – including GBV and other forms of violence - as they're manifested in migration trends globally, regionally, and locally
- Understand the changes in/negotiations of gender roles and power distribution throughout the process of migration
- Critically discuss where migration is empowering women and where it is exploiting them – trafficking in Lebanon as case study

Session 1: Gender and Migration

For centuries, men and women migrated for all sorts of objectives. However, it wasn't before the 1970s that research on immigration started to include women. It wasn't until some years later that those studies shifted from considering women as passive dependents on the migrant man, and started considering women migrants as active agents and thus focus on the power relations and the gender-based inequalities between migrant men and women.

Migration may be voluntary if people migrate in search for a better life or to re-join family members, or forced if people are displaced by conflict or trafficked. Often the decision to

migrate lies somewhere between the two, made in response to a combination of pressures; and gender plays a part in these pressures and subsequent decisions.

Suggested Exercise: *Class debate/discussion - How do women's experiences of the different forms of migration differ from men's.*

Key Message: Gender is actively implicated in issues and decisions surrounding familial and individual migration and displacement.

Media to be studied prior to class session

- Farah, Randa (2007) 'Palestinian Refugee Children and Caregivers in Jordan', in Dawn Chatty & Gillian Lwando Hundt, Children of Palestine: Experiencing Forced Migration in the Middle East. Studies in Forced Migration, vol. 16, pp. 87-121.
- Telmissany, May (2010) 'Displacement and Memory: Visual Narratives of al-Shatat in Michel Khleifi's Films', in Comparative Studies of South Asia, Africa and the Middle East 2010: 69-84
- Parvaz, Nasrin (2003) 'Beneath the Nasrcissus: a woman's experience of Iranian prisons and beyond', in Feminist Review 73: 71-85.
- https://www.youtube.com/watch?v=F3abYkPKmWI

Session 2: Women's Perception Abroad

The mode of entry for women into host countries often reflects their stereotypical roles as wives, daughters, and care-givers; they are not seen as autonomous agents actively seeking better economic and social opportunities. With the expansion of the global economy, and increasing prevalence of women's migration for paid-labor as caregivers, normative gender roles are increasingly shifting as more women continue to migrate in search of better opportunities. Students will discuss these changing norms and societal shift, and explore the ways that gender is implicated in issues of migration.

Suggested Exercise: *Class debate/discussion - How are gender roles and hierarchies negotiated, contested, disrupted or reinforced in the host countries, in the diaspora, and throughout the migration process?*

Key Message: Women are not viewed as economic migrants, and are often conceptualized as dependent migrants as part of a family or as a spouse. These views are inaccurate, and current research has identified a number of patterns surrounding women's migration.

Media to be studied prior to class session

- Al-Ali, Nadje (2002) 'Loss of Status or New Opportunities? Gender relations and Transnational Ties among Bosnian Refugees' in The Transnational Family: New European Frontiers and Global Networks. Oxford & New York: Berg, pp. 1-14.

- Campt, Tina & Deborah Thomas (2008) 'gendering diaspora: transnational feminism, diaspora and its hegemonies', in Feminist Review 90: 1-8.
- Wesling, Meg (2008) 'why queer diaspora', in Feminist Review 90: 20-47.
- Franz, Barbara (2003) 'Bosnian refugee women in (re)settlement: gender relations and social mobility', in Feminist Review 73; 86-103.

Session 3: Migration: Good or Bad?

Much of the debate around migration focuses on whether migration is good or bad for sending and receiving communities, as well as for the migrants themselves. Students will analyze the effects of migration, including economies that are dependent on migrant remittances; the recent phenomenon of the "brain drain" – where Western countries continue to receive migrants with social and educational mobility, leaving home countries drained of resources; and increased prevalence of sexual exploitation and trafficking.

Suggested Exercise: *Class debate/discussion* - In the different aspects and dimensions of migration, how do we understand and unpack notions of exploitation versus empowerment of women?

Key Message: Migration can present both opportunities and challenges for women as a source of economic empowerment and social freedom, and as a personal risk that may exacerbate vulnerabilities and present risks of discrimination or violence.

Media to be studied prior to class session

- Al Hawa Ma Byenshara campaign – Kafa 2015- Guest speaker from Kafa in the last session

Additional Media

- Remote Sensing – Ursula Biermann (2001)
- Mai, N., 2004, 'Albanian Masculinities, Sex Work and Migration: Homosexuality, AIDS and other Moral Threats', in Worton, M. and Wilson-Tagoe, N. (eds), National Healths: Gender, Sexuality and Health in a Cross-Cultural context, London: UCL Press: 45-58

MODULE 8: LABOR (3 SESSIONS)

Introduction and Background

Gendered division of labour is a major cause for the perpetuation of unequal opportunities for women. Economies reward only paid work, often done by men, while ignoring unpaid work, often done by women. And women generally do not get paid for the same work as men do. At the same time, the global economy had led to gendered divisions of labour in which female migrants and other newcomers do the work that local domestics and mothers used to do. In this module we will look at women and the economy, the gender pay gap and migrant domestic workers.

Learning Objectives

- Describe the gender division of labor in market economies
- Provide arguments how economic empowerment of women contributes to the overall economy
- Describe what the gender pay gap is, how it is calculated and what the main reasons behind the gap are
- Understand how migrant domestic workers are part of a global, gendered division of labor

Session 1: Women and the Economy

With the advent of the global economy and the increasing interconnectedness of markets, it is imperative to pay attention to the many ways that gender is implicated in the capitalist free market. Normative gender roles continue to delimit the paid, formal work available to women and help to uphold the gender division of labor. Students will study the ways that gender norms and the gender division of labor help to maintain the arbitrary distinctions of formal and informal labor, and the ways that women's labor is never reimbursed equally to men's labor.

Key Message: Capitalist economies only reward paid work. Unpaid, and typically "female", work like parenting, caring, cleaning, or cooking are not remunerated, and this has major consequences for the division of labor between the sexes.

Media to be studied prior to class session

- Katrine Marçal, *Who Cooked Adam Smith's Dinner? A Story About Women and Economics* (London, 2016) [excerpts]
- Fact and Figures: Economic Empowerment (UN Women): http://www.unwomen.org/en/what-we-do/economic-empowerment/facts-and-figures

Session 2: The Gender Pay Gap

In this module, students will explore the dynamics of gender and labor by analyzing the "gender

pay gap". We will look at what exactly this gap is, how it is calculated and how gender norms continue to devalue women's labor across the world.

Key Message: The gender pay gap is the average difference between a man's and a woman's remuneration – nowhere in the world is this equal.

Media to be studied prior to class session

- Global Gender Gap Report 2016 (World Economic Forum, 2016) (excerpts) https://reports.weforum.org/global-gender-gap-report-2016
- "The Gender Pay Gap Is Largely Because of Motherhood", Clair Cain Miller, The New York Times, 13 May 2017 https://mobile.nytimes.com/2017/05/13/upshot/the-gender-pay-gap-is-largely-because-of-motherhood.html
- "Are women paid less than men for the same work?", *The Economist*, 1 August 2017 https://www.economist.com/blogs/graphicdetail/2017/08/daily-chart

Session 3: Migrant Domestic Workers

Migrant domestic workers are an indispensable part of the global economy, particularly in the Arab Region. Aside from their already precarious migrant status, the sponsorship system specific to the Arab Region - the *kafala* system – makes them particularly vulnerable to exploitation and discrimination. However, these women continue to exert their agency in many different ways: students will analyze the creation of MDW unions in Lebanon, and discuss the ways that MDWs have created subaltern networks in the Arab Region that has enabled them to survive such debilitating social circumstances. It is recommend to invite Kafa and Caritas here to further elaborate on the situation of MDW in Lebanon.

Key Message: Migrant domestic workers face discrimination not only due to their gender migration status, but because domestic work is still considered informal labor that should be a "natural" extension of the woman's role in the household. The global care crisis continues to exacerbate these tensions while simultaneously increasing the job market for domestic care work.

Media to be studied prior to class session

- Rachel Salazar Parreñas, Servants of Globalization. Migrants and Domestic Work (Stanford, CA, 2015 second edition) [excerpts]
- Rachel Silvey. "Consuming the Transnational Family: Indonesian migrant domestic workers to Saudi Arabia." *Global Networks*, 6:1 (2006), pp. 23-40.
- Documentaries "Maid in Lebanon" 1 and 2.

MODULE 9: GENDER AND MEDIA (3 SESSIONS)

Introduction and Background

This module addresses the role of the media in shaping gender constructs, roles, relations and promoting stereotypes leading to the objectification and sexualization of the human body and in extreme cases to the legitimization of destructive and violent behaviors that are harmful to women. Media creates meanings about gender, and plays an important role in how it is understood and interpreted as part of individual, community, social, national identity – all of this has an impact on gender issues. Often the media reinforces gendered stereotypes that perpetuate women's vulnerability and victimhood. Media can be an ally if adequately trained to support human rights, gender equality, and social justice. The media can be an important tool to advance women's empowerment if they are equipped to do so. It is also recommend to invite journalists advocating for women's rights, such as Diana Moukaled.

Learning Objectives

- Analyzing the role of the media in shaping gender constructs
- Understanding the commercial and socio-cultural consideration that dictate the creation of content (Children programming, news, films, ads)
- Debating alternative media projects and policies

Session 1: Gender in Media, a content analysis

During this session, students will be introduced to gender representation in media over time and geographies. In addition, the students will learn to analyze the effect of media impact on cultural views and stereotyping. In conclusion, students will study the commercial and cultural dimensions of content production by using many media sources.

Key Message: Media has an immense impact on public perceptions and can either reinforce or challenge gender stereotypes.

Media to be studied prior to class session

- Gendered Media: The influence of Media on views of gender. From Gendered Lives, Communication, Gender and Culture by Julie T. Wood. (Chapter 9)
- https://www1.udel.edu/comm245/Media to be studied prior to class session /GenderedMedia.pdf
- http://www.criticalmediaproject.org/cml/media/the-bechdel-test-for-women-in-the-media/
- Geena Davis Institute on Gender and Media
  [discussion on role of pornography as medium that objectifies women]

Additional Media

Media pressure:

- Like a doll
  https://www.youtube.com/watch?v=zI6hNj1uOkY

On stereotyping:

- Always Ad: like a girl
  https://www.youtube.com/watch?v=XjJQBjWYDTs
- L'Oreal advertisement
  http://www.dailymail.co.uk/video/femail/video-1417989/We-worth-L-Oreal-teams-Prince-s-Trust.html
- Under Armor Advertisement
  http://www.adweek.com/brand-marketing/ad-day-ballerina-misty-copeland-stars-jaw-dropping-spot-under-armour-159235/
- What would happen if we stop putting people in boxes: Danish TV ad.
  https://awny.org/community/she-runs-it-executive-summary
- A matter of debate: An animated video discussing how women refer to their vagina in Arabic
  https://www.youtube.com/watch?v=GogTXI7K9cU&sns=em

Session 2: Gender Diversity and Leadership in Media Organizations

In todays' media landscape the impact of male dominance on content is still overwhelming. During this session, students will observe and analyze this impact. In addition, students will examine the difference between the careers of men and women working in the media and investigate why few women make it to the top followed by an assessment of the success of the different approaches that have been developed to ensure diversity and acceleration of gender parity in the industry.

Lastly, students will explore the impact of gender equality policies and examine if women's participation in leadership has resulted in gains in media organizations or simply brought some women to a system of production that remains masculinist.

Key Message: Leadership in the media industry around the world remains to a large extent dominated by men. Male domination has a great impact on created content.

Media to be studied prior to class session

- http://www.tandfonline.com/doi/abs/10.1080/1461670X.2014.962919?journalCode=rjos20
- http://niemanreports.org/articles/where-are-the-women/
- http://www.womensmediacenter.com/pages/2015-wmc-divided-media-gender-gap
- http://www.tandfonline.com/doi/abs/10.1080/14680777.2017.1300593?journalCode=rfms20&
- https://www.taketheleadwomen.com/blog/why-more-women-leadership-in-media-would-change-thstories-of-the-world/

- https://awny.org/community/she-runs-it-executive-summaryhttps://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders

Additional Media

- Case study: A woman's place? Photojournalist Lynsey Addario in Lybia http://ccnmtl.columbia.edu/projects/caseconsortium/casestudies/85/casestudy/www/layout/case_id_85.html

Session 3: Can social media help bridging the gap?

During this session, students will analyze how social media has influenced coverage of topics that for a long time have been marginalized by mainstream media including gender and race. Students will discuss the benefits and potential conflicts that may occur when using social media to promote gender activism, paying special attention to questions about who produces such material, and who has access to it.

Key Message: Social media has offered additional voice to women – particularly for those from more oppressive societies. While social media provides a new arena for women and to advance women's interests, it has also resulted in further risks to women and objectification of women.

Media to be studied prior to class session

- https://www.washingtonpost.com/news/the-intersect/wp/2015/07/16/how-moms-won-the-internet-and-what-that-means-for-the-rest-of-us/?utm_term=.49e167579136
- http://www.poynter.org/2015/how-to-succeed-in-hybrid-roles-in-new-media/385389/
- http://www.dailydot.com/via/it-doesnt-get-better-women-internet/
- http://time.com/3305466/male-female-harassment-online/

Additional Media

Stereotyping:

- http://www.pinkstinks.co.uk
- https://www.youtube.com/c/WEORITU

Sexual harassment:

- https://egyptianstreets.com/2016/06/02/show-me-your-cucumber-egyptian-women-who-confront-sexual-harassment-celebrated-in-video-series/
- http://therepresentationproject.org/about/https://www.taketheleadwomen.com/blog/why-more-women-leadership-in-media-would-change-the-stories-of-the-world/

MODULE 10: GENDER AND VULNERABLE GROUPS (3 SESSIONS)

Introduction and Background

This module deals with the intersection between vulnerability and gender. It focuses on the impact of social, cultural, and legal empowerment. How has it enhanced the ability of women and men to survive marginalization, disenfranchisement, exploitation and oppression? It highlights how they have been able to *speak truth to power*. Emphasis will be placed on both structural and individually based violence. It will portray the personal and collective strategies which women and men have developed in order to counter them.

Learning Objectives

In each of the three class hours (sessions) the topics will be dealt with in a structured five step sequence:

- The issue – history, impact, examples of vulnerability
- Survival – how individuals and groups can deal with vulnerability
- Good practice – real case role models of success and failure
- Recommendations – suggestions of what can be done in our own lives in Lebanon
- References – online resources for dealing with each of the issues at hand

Session 1: Discussing Vulnerability

The following topics will be dealt with in this introductory hour. In a brainstorming session, students will be encouraged to come to class with stories they have heard, documentaries they've seen related to the following topics.

- Poverty (unjust distribution of resources)
- People with disabilities (e.g. the' Cripple Movement')
- Children (welfare, rights, education, tradition)
- Minority women and men (linguistic, religious, 'racial', sexual exclusion)
- LGBT
- Agricultural workers (e.g. fair trade)
- Foreign domestic workers
- Refugees
- Living without citizenship
- Working without a union

Guiding Questions:

1) Discuss and document examples of violence related to gender and vulnerability
2) Reflect on the way we as individuals experience structural and personal violence – make a list
3) Debate whether participants agree with the statement 'The personal is political'

Key Message: Women and girls are more vulnerable because of cultural norms and the inequitable distribution of roles, resources, and power, especially in developing countries.

Session 2: Talking about Intersectionality

During the second session, students will present ideas, experiences, memories, and suggestions on how gender and vulnerability are interrelated. Possible topics include:

- Personal experiences with structural and/or personal violence against the 'Sri Lanki' (foreign domestic worker) at home
- Issues related to bullying of LGBT students in school or university
- The impact of 'political correctness' on their ability to express their views on GBV and vulnerability
- Friends or family members who don't have Lebanese citizen because their father or grandfather isn't Lebanese
- Are people with disabilities sexual beings?
- Looking for traces of poverty in their immediate environment and reflecting on how this impacts men and women differently
- Reflecting on the stereotypes of femininity and masculinity for children and youth and if they have any suppressed anger at being forced into a gender role
- 'Dig where you Stand!' Do males and females experience forced migration and being a refugee differently? Talking with family members and friends about the 1975-1990 and/or 2006 experience

Guiding Questions:

1) Intersectionality is portrayed in the media and other public venues. How does this affect you?
2) How are we as students and teachers affected by intersectionality?
3) How has violence and vulnerability been made 'invisible'; is this intentional?

Key Message: An intersectional analysis is useful to describe overlapping or intersecting social identities and related systems of oppression, domination, or discrimination that affect women in order to illustrate that women's oppression is compounded when considered with other factors like race, class, sexual orientation, etc.

Session 3: 'Speaking Truth to Power' – Vulnerable Groups as Agents of Change

Based on the two previous sessions, the class will now move on to discuss how vulnerability is a part of their world and how they can get involved in the promoting social and cultural inclusion.

Concrete examples of the 'fight back' in Lebanon will be discussed, related to topics as diverse as:

- Movements working on full citizenship rights for women in Lebanon

- NGOs and FBOs (faith-based organizations) working on the impact of the confessional family status court system on parents and children
- How fair trade, food sovereignty, and cultural heritage initiatives can support poor women in the peripheral agricultural sector
- Legal and social movements which are raising awareness about sexual violence and exploitation of women and men with disabilities
- Labor unions, religious groups, employers' organizations, and NGOs working with foreign domestic workers
- Cultural initiatives and research centers working on a gendered approach to forced migration and refugee rights – 'What does history have to do with it?'

Guiding Questions:

1) The classroom should be a space for societal change. Do you agree?
2) We all need to locate examples of the struggle against GBV. How can we use this to support survivors?
3) Schools and universities are an integral part of civil society. Looking forward to the next week, discuss the concept of civil society and the role the educational sector plays within it.

The instructor will prepare a selection of brief media to be studied prior to class session for the coming week. Finally, for those classes which include SL, the students will report back during the following week on their progress in the field. The OER platforms can be used to integrate the SL reports into the 'bricks and mortar' work in the classroom.

Key Message: Vulnerable groups should be included as active agents of change if gender equality and human rights are to be contextual, sustainable, and effective. Vulnerable groups are best placed to articulate their own needs and interests – and best able to support others who need special help.

Media to be studied ** (Up to the professor to assign the mandatory articles from this list)*

- Abdulhadi, Rabab, Evelyn Alsultany, and Nadine Naber, "Arab and Arab American Feminisms Gender, Violence, and Belonging", Syracuse University Press: Syracuse NY, 2010.
- "Addressing *gender* equality in the context of *disability*", www.un.org/disabilities/documents/hlmdd/hlmdd_unwomen.doc, *retrieved 12 July 2017.*
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- Wing, Adrien, "Women in the Revolution: Gender and Social Justice After the Arab Spring", The Journal of Gender, Race, and Justice, Spring 2016.

MODULE 11 SOCIAL MOVEMENTS (3 SESSIONS)

Introduction and Background

Social justice movements have been highly effective in exposing inequality and injustices at regional, national and international levels. They have the potential to generate significant change through collective power. The most momentous advances for gender equality such as the Beijing Platform for Action and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) could not have been achieved without the collective work of women's movements.

In this module, the definitions and concepts relevant to social movements will be introduced; issues like the structures of already existing social movements and areas of contestation between social movements and gender equality movements will be critically explored. Finally, the course will also look at explicit gender justice practices within social justice movements.

Learning Objectives

- Unpack concepts relevant to social movements, civil society, and activism; and identify major milestones in the history of the struggle for gender justice; and overview of the different definitions and theories of social movements, as well as fundamental concepts for understanding social movements.
- Familiarize with the development of social justice movements, particularly of women's movements, and situate them within their political and historical environments.
- Map out in accessible and concrete terms some of the connections between gender inequality and the injustices highlighted by other social justice movements
- Critically explore power relationships that not only pervade societies but social movements too, and share perspectives on how to include marginalized and excluded groups
- Explore fundamental conceptual concerns for social movements, including building common political agendas, issues of representation and leadership, and inclusion and marginalization
- Identify the role of language, terminology, and different practices of mobilization and activism in creating and breaking down obstacles to working within gender justice movements, particularly targeting GBV?

Session 1: What are social movements?

Some social justice movements have begun to recognize their constituents' multiple positions (for example, a woman could be part of, or identify with the goals of, the women's, LGBTI, labor, and indigenous movements all at once). There is a considerable amount of work on the ways that women's movements and feminist thinking have considered and furthered the development of ideas around identity, difference, and intersectionality in social movements.

Suggested Exercise: *Class debate/discussion* - What are the links between gender inequality and other systems of oppression based on race, ethnicity, class, caste, disability, religion, sexuality or age?

Key Message: All systems of power and oppression are interlinked, and intersect to create complex lived realities. It is not possible to solve social and political issues of women by looking only at one system of oppression but rather examine all the systems of oppression as they intersect.

Media to be studied prior to class session

- Mohanty, C.T. (2003) 'Under Western Eyes Revisited: Feminist Solidarity through Anticapitalist Struggles', Signs 28.2: 499–535
- Yuval-Davis, N. (2006) 'Intersectionality and Feminist Politics', European Journal of Women's Studies 13: 193–210
- Zimmerman, K.; Miao, V. and Khan, S. (2009) Gender, Organizing, and Movement Building at the Intersection of Environmental Justice and Reproductive Justice, San Franciso, CA: Movement Strategy Center and the Women's Foundation of California

Additional Media

- http://www.kafa.org.lb/kafa-news/124/workers-day-2017-abolish-sponsorship
- http://www.kafa.org.lb/videos/36/%D8%B1%D8%A7%D8%AC%D8%B9-%D8%AD%D8%A7%D9%84%D9%83-get-your-facts-straight

Session 2: Structure of Movements

The ideas, norms, and behaviors existing at the informal level within a movement's deep structure can create profound challenges for the realization of women's rights and gender justice as an external and internal priority. Within movements, many women face the expectation of playing caring roles – for example, the assumption that women will organize gatherings and catering, provide emotional support for members or take on administrative tasks. This can, in turn, frame limited roles for women's participation with women seen as 'tea makers rather than speech makers'. Deeply ingrained ideas on gender roles can lead to – and allow impunity for – sexist, discriminatory, and even violent behavior towards women and minority groups.

One of the most extreme manifestations of gender inequality within even progressive social movements is sexual harassment and sexual and/or physical violence against women by their fellow movement members and others participating in movement spaces.

Suggested Exercise: *Class debate/discussion* - How are women's rights and gender justice included across the broader social movement spectrum? What are the common grounds and areas of contestation between gender equality movements and other social movements?

Key Message: Social movements still have not mainstreamed gender, and still see it as an issue of secondary priority compared to national sovereignty, national security and corruption.

Media to be studied prior to class session

- Obando, A.E. (2008) Sexism in the World Social Forum: Is Another World Possible?, http://awid.org/Library/Sexism-In-The-World-SocialForum-Is-Another-World-Possible
- Sholkamy, H. (2013) Gender, activism and backlash: women and social mobilisation in Egypt, Brighton: BRIDGE, IDS
- Tadros, M. (2013) Politically motivated sexual assault: the Egypt story none want to hear, Guardian Poverty Matters blog, www.guardian.co.uk/global-development/povertymatters/2013/mar/11/politically-motivated-sexual-assault-egypt
- http://www.sawtalniswa.org/article/522

Potential Guest Lecturers/Visitors

- Chantal Bou Akl from NCLW (National Commission for Lebanese Women)

Session 3: Locating Women's Rights and Gender Justice in Social Movement Practice

Feminist and women's movements have led the way in activism to address gender inequality across social, economic, political, and cultural spheres, including engaging the body itself as a site of struggle, and seeking shifts in power around issues such as sexuality and reproduction at individual and collective levels through their engagement in social movements.
In their politics, women's and feminist movements have approached the question of naming and confronting patriarchal power in many different ways, drawing on varied political traditions (liberalism, marxism and anarchism). They situate themselves within political visions and movement commitments around challenging other axes of oppression such as race/ethnicity, class, religion and sexual orientation.

Strategies and tactics in movement activism also vary, even within the same movements, as movements take on different approaches at different times in light of opportunities presented, in responses to spaces opened up within activism, and in assessing the efficacy of past strategies

Worldwide, in the region, and in Lebanon, these tactics and strategies have succeeded in rallying communities, forming public opinions against GBV and discrimination, and in turning gender issues – previously deemed private – into public issues.

Suggested Exercise: *Class debate/discussion* - What efforts have/are being made by gender equality activists inside and outside other social justice movements to support/influence movement leaders to integrate and highlight gender inequality? (taking Lebanon as case study)

Key Message: Numerous groups and activists have been working in the last decade to mainstream gender within the broader social movement in Lebanon.

Media to be studied prior to class session

- Shaheed, F. and Shaheed, A. (2005) Great Ancestors: Women Asserting Rights in Muslim Contexts, London: WLUML

Potential Guest Lecturers/Visitors

- Sara Abu Ghazal from Sawt Al Niswa, and The Feminist Bloc (a group active during the uprising of summer 2015

Additional Media

- www.harassmap.org
- The adventures of Salwa
- www.harassTracker.org
- Www.kafa.org.lb/family-violence
- www.everydaysexim.org

MODULE 12: GENDER BASED VIOLENCE PREVENTION AND RESPONSE (6 SESSIONS)

Introduction and Background

Gender-based Violence (GBV) is violence linked to 'gendered' identity: i.e. being a woman, man or a person with transgender identity. In order to understand GBV we need to first understand the meaning of the term gender. The previous modules of this course explained the social construction of sex and gender, power relations, conflict, migration, vulnerable groups, and gender and the law.
This module answers the question: what is GBV (including its causes and consequences) and what can be done to prevent/respond to GBV?

Learning Objectives

- Understand the types, causes and consequences of gender-based violence
- Understand gender-based violence in the world vs in Lebanon, including causes and consequences.
- Understand the differences between different types of gender-based violence
- Identify and understand the various international and local responses to prevent and respond to GBV
- Identify the social and legal challenges that survivors of gender based violence face
- Understand what can be done to prevent and respond to GBV

Session 1: GBV Overview

This initial session further explores Gender-based Violence and reminds the students of the various perspectives that were covered in previous modules. This will also cover global advocacy and awareness campaigns as part of the response, for example; 16 days of activism; international women's day; international girl day and ore. A PowerPoint presentation including the following titles will be projected in class and the students will be asked to remember the main points that were covered and relating these points to develop a better understanding of gender and violence:

- The Social Construction of Sex and Gender
  Placing special emphasis on social normativity (module 1, session 5)
- Power Relations / Politics
  Placing special emphasis on the intersectionality of politics and gender (Module 2, session 2)
- Gender Relations in Arab Countries
  Placing special emphasis on gender inequalities and violence (Module 3, session 6)
- Gender and the law
  Placing special emphasis on Law and social practice (Module 4, session 2)

- Gender and Human Rights
  Placing special emphasis on international instruments protecting survivors of GBV (Module 5, session 2)
- Gender and Conflict
  Placing special emphasis on conflict related issues involving violence (Module 6, session 3)
- Migration
  Placing special emphasis on refugees as survivors of GBV before, during and after displacement (Module 7, session 2)
- Social Movements
  Placing special emphasis on locating women's rights and gender justice in social movement practice (Module 8, session 3)
- Gender and Vulnerable Groups
  Placing special emphasis on various group victims of GBV (Module 9, session 1)
- Gender and Labor
  Placing special emphasis on GBV in the workplace (Module 10)

The instructor will help the students develop a clear understanding Gender-based Violence – the roots (causes), the branches (different forms of GBV) and the leaves (consequences of GBV).

Key Message: GBV is violence directed against any person because of social roles – although the vast majority of survivors are women and girls. The root cause of violence against females is an imbalance of power- and an abuse of that power.

Media to be studied prior to class session
Selection of the Media to be studied prior to class session from previous modules in addition to global statistics on GBV.

Session 2: GBV Prevention Initiatives and Standards

This second session will evoke and discuss the following two guidelines/standards for GBV prevention and response:

- The WHO's "**Promoting gender equality to prevent violence against women**"
  - Promoting gender equality is a critical part of violence prevention
  - School initiatives are well placed to prevent violence against women
  - Community interventions can empower women and engage with men
  - Media interventions can alter gender norms and promote women's rights.
  - Programs must engage males and females

- UNFPA's "**Minimum Standards for Prevention and Response to Gender-based Violence in Emergencies**"

- Ensuring participation (women and girls, men and boys, marginalized groups)
- National systems
- Social and gender norms
- Collecting and using data
- Migration, prevention and response standards
- Coordination and operational standards

Key Message: Successful prevention must be long-term and target all layers of society – this is fundamental to behavior change and takes time, commitment, and all actors to be engaged.

Media to be studied prior to class session

- World Health Organization (2009) Promoting gender equality to prevent violence against women. http://www.who.int/violence_injury_prevention/violence/gender.pdf
- UNFPA (2015) Minimum Standards for Prevention and Response to Gender-based Violence in Emergencies. http://www.unfpa.org/sites/default/files/pub-pdf/GBVIE.Minimum.Standards.Publication.FINAL_.ENG_.pdf

Suggested Exercise: *Class debate/discussion* - What works in the Arab Region and Lebanon?

Session 3: GBV Response and Multi-Sectoral Interventions

Overview of the following examples of responses to GBV by going through their websites:

- The Inter-Agency Violence Against Women Task Force http://www.un.org/womenwatch/ianwge/taskforces/tf_vaw.htm
- UNiTE to End Violent Against Women http://endviolence.un.org/
- Stop Rape Now: UN Action to Stop Sexual Violent in Conflicts http://www.stoprapenow.org/

Media (discussion after watching each video)

- Youth Voices on Ending Violence Against Women (2011) https://www.youtube.com/watch?v=RKzsQRgMsmI#action=share
- UNiTE for International Day to End Violence Against Women (2015) https://www.youtube.com/watch?v=HCWSYcBnZcE#action=share
- The United Nations is committed to working to prevent sexual violence in conflict (2008) https://www.youtube.com/watch?time_continue=41&v=Pn7KFDhzyNU
- Stop Rape Now (2010) https://www.youtube.com/watch?time_continue=13&v=t1sbF6gx0cU

Key Message: GBV is a life-threatening global health and human rights issue, and requires an organized, multi-sectoral prevention and response strategy. This must be based on principles

of safety, confidentiality, respect and non-discrimination and based on a survivor-centered and rights-based approach that does not do harm. The multi-sectoral model entails support from health, security, psychosocial, legal, and socio-economic interventions.

Media to be studied prior to class session

- UN Women, UNFPA, WHO, UNDP & UNODC (2016) Essential Service Package for Women and Girls Subject to Violence http://www.unfpa.org/sites/default/files/pub-pdf/Essential_Services_Package_for_Women_and_Girls_Subject_to_Violence.pdf
- The Inter-Agency Violence Against Women Report (2010) Delivering as One on Violence Against Women: From Intent to Action. New York http://www.un.org/womenwatch/ianwge/taskforces/vaw/GLOBAL_CONSULTATION_ON_GBV-REPORT.pdf
- UNFPA (2007) A Holistic Approach to the Abandonment of Female Genital Mutilation/Cutting http://www.unfpa.org/sites/default/files/pub-pdf/726_filename_fgm.pdf

Session 4 - 5: Understanding GBV in Lebanon (double-session)

This double session explores various types of gender-based violence in Lebanon and the main social, legal, and governmental responses to GBV. It also explores the phenomenon of high under-reporting and impunity for GBV in Lebanon and the world.
Discussion on Lebanese legislation on GBV, namely Law 293 and article 522 of the Lebanese Penal Code (marital rape). It is suggested to invite a lawyer from KAFA, for instance Laila Awada (leilaawada.kafa@gmail.com) to support the discussion.

The following themes will be evoked and analyzed:

- Trends and impact of the crisis
- GBV legislation and policies in Lebanon
- Programs and services on GBV
- Challenges, way forward and recommendations

Suggested Exercise: *Homework* - Students will be asked to work in groups to develop recommendations for a national strategy to end GBV in Lebanon. They will then present their recommendations in class and a brief critical discussion will follow.

Key Message: Primary and secondary socialization phases are both important for developing social values promoting respect for gender equality; radicalization, intolerance, chauvinism, and sexism contribute to higher rates of GBV and impunity. The consequences of GBV cases in Lebanon are social, medical, psychological, political and legal.

Media to be studied prior to class session

- Moussawi, F. Yassin, N. (2017) Dissecting Lebanese Law 293 on Domestic Violence: Are Women Protected? Policy Brief #5, August 2017 https://www.aub.edu.lb/ifi/publications/Documents/policy_memos/2016-2017/20170716_domestic_violence.pdf
- Human Rights Watch (2014) Lebanon: Domestic Violence Law Good, but Incomplete. https://www.hrw.org/news/2014/04/03/lebanon-domestic-violence-law-good-incomplete
- Sidahmed,M (2015) Domestic violence law still not fully applied. In The Daily Star http://www.dailystar.com.lb/News/Lebanon-News/2015/Apr-03/293189-domestic-violence-law-still-not-fully-applied.ashx
- BBC (2017) Lebanon rape law: Parliament abolishes marriage loophole. http://www.bbc.com/news/world-middle-east-40947448
- UNFPA (2012) Situation Analysis of Gender Based Violence in Lebanon. Prepared by The Centre of Arab Women for Training and Research – CAWTAR http://www.unfpa.org.lb/Documents/1-Situation-Analysis-of-GBV-in-Lebanon.aspx
- Usta, Jinan & Whetheridge, Louise, for UNFPA (2012) Review of Gender Based Violence Research in Lebanon. http://www.unfpa.org.lb/Documents/4-Review-of-GBV-Research-in-Lebanon.aspx

Potential Guest Lecturers/Visitors

- Jinan Usta, MD - Overview of Gender Based Violence in Lebanon
- Manar Zaiter, Lawyer (Beirut Bar Association) specialized in GBV
- Fahmia Charafeddine

Media to be studied prior to class session

- Charafeddine, Fahmia (2013) Marital Violence in Lebanon – Field Study. http://www.rdflwomen.org/eng/marital-violence-in-lebanon-field-study/
- Usta, J. et al. (2014) Attitudes towards domestic violence in Lebanon: a qualitative study of primary care practitioners. British Journal of General Practice
- UN Handbook for Legislation on Violence Against Women (2010). The Department of Economic and Social Affairs, Division for the Advancement of Women http://www.un.org/womenwatch/daw/vaw/handbook/Handbook%20for%20legislation%20on%20violence%20against%20women.pdf

Session 6: Case Study: KAFA & Training Law Enforcement in Lebanon

- Exploring KAFA's Support Center to women victims of violence and its 24/7 Support line for women and children victims of violence: 03 018019
- Overview and discussion of KAFA's initiatives on
    - Child protection

    - Family violence
    - Exploitation and trafficking in women
- Exploring IWSAW's training for Lebanese Law Enforcement on responding to GBV
- What can the police do to stop GBV? How should the police treat the survivors of GBV?
- Can the perpetrators of GBV be corrected and rehabilitated? How?

Key Message: The role of the security sector is critical in GBV prevention and response as they are charged with prevention and protection for all civilians. The legal and justice sectors protect survivors' rights and support their access to justice consistent with international standards.

Media to be studied prior to class session

- Law number 164/2011 on Trafficking with Human persons http://www.kafa.org.lb/StudiesPublicationPDF/PRpdf-97-636196646967854655.pdf
- Law number 293/2014 on protection from family violence http://www.kafa.org.lb/StudiesPublicationPDF/PRpdf-63-635452674966322807.pdf
- Zalfa's questions on the Personal Status Laws in Lebanon (2016) http://www.kafa.org.lb/StudiesPublicationPDF/PRpdf-90-635882033908238022.pdf
- LAU/IWSAW Capacity Building for Law Enforcement Personnel on Gender-Based Violence Prevention and Response
- http://iwsaw.lau.edu.lb/development-projects/police-project.php

Potential Guest Lecturers/Visitors

- Layla Awaida, KAFA Lawyer (Beirut Bar Association)
- Colonel Elie Asmar (ISF Training Institute)
- Omar Nashabe, PhD (Criminal Justice consultant / ISF trainer)

Beirut, Lebanon, 2017.