Socio-Cultural Perspectives on Conflict and Peace: with an emphasis on Gender Webinar

Hosts of the Webinar
This webinar is brought to you by RCE Salisbury.. RCE Salisbury, housed in the Bosserman Center for Conflict Resolution, is acknowledged by the United Nations University and United Nations Educational, Scientific and Cultural Organization (UNESCO). The Directors of RCE Salisbury are Dr. Brittany Foutz and Dr. Brian Polkinghorn. The Bosserman Center for Conflict Resolution is a nonprofit located in Salisbury, Maryland (USA) and the mission of the organization is to promote a systems-based approach to the effective analysis and practical resolution of social conflict. The Center utilizes a teaching hospital model whereby faculty and staff practitioners. Thank you to the Executive Director of the Bosserman Center, Dr. Brian Polkinghorn, for allowing this opportunity.

RCE Salisbury has also partnered with the United Nations Human Rights Council to exhibit this webinar.

Webinar Preface
The webinar will be presented by a variety of academics, practitioners of conflict resolution, and United Nations officials on the topic of socio-cultural perspectives on conflict and peace with an emphasis on gender. The authors will present some successful cases, derived from scientific research that cover basic concepts and best practices on the gender perspective in the field of conflict and peace. The webinar begins with a brief introduction, then addresses identified crucial areas that introduce some key points in the debate on gender.

The Gender Category: Its Usefulness for Analysis
The concept of gender underlines the cultural construction of sexual difference, that is, the fact that the different behaviors, activities and functions of women and men are culturally constructed rather than biologically determined. As a category of analysis, gender has been used in the social sciences since the anthropologist John Money proposed, in 1955, the term gender role to describe the behaviors socially assigned to men and women.[1] In 1968, in his studies on disorders of sexual identity, the psychologist Robert Stoller defined gender identity and concluded that it is not determined by biological sex, but by the fact of having lived experiences, rituals and customs from birth. attributed to a certain genre.[2]

Anglo-Saxon academic feminism promoted the use of this concept in the 1970s to emphasize that inequalities between women and men are socially constructed and not biological.[3] Clearly distinguishing sexual differentiation - determined by people's chromosomal, gonadial, hormonal, anatomical and physiological sex - from the interpretations that each society makes of it, allowed a better understanding of social reality and pursued a political objective: to demonstrate that the human characteristics considered feminine are acquired by women through a complex individual and social process, instead of being derived naturally from their biological sex.

Later, in the 1980s, gender began to be used by various disciplines of the social sciences because it proved to be a useful category to delimit more precisely how the (biological) difference becomes inequality (economic, social and political) between women and men, placing the determinants of inequality between the sexes in the symbolic, cultural and historical terrain.[4]

The adoption of gender as a category of analysis has meant the most important epistemological rupture of the last decades in the social sciences, since it has implied the recognition of a social inequality that had until then

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[1] Money, John. "Gender role, gender identity, core gender identity: Usage and definition of terms." *Journal of the American Academy of Psychoanalysis* 1, no. 4 (1973): 397 p.
[2] Stoller, Robert; *Sex and Gender: On the Development of Masculinity and Femininity*, Science House, New York City (1968): 383 p.
[3] Braidotti, Rosi. *The uses and abuses of the sex/gender distinction in European feminist practices.* na, 2002: 6, 11 pp.
[4] Williams, Joan C. "Deconstructing gender." *Mich. L. Rev.* 87 (1988): 798 p.

been subsumed in the economic dimension, both by the theory of classes as well as those of social stratification.

From anthropology, gender has been defined as the cultural and historical interpretation that each society elaborates around sexual differentiation.[5] Such an interpretation gives rise to a set of social representations, practices, discourses, norms, values and relationships - in other words, a sex / gender system - that give meaning to people's behavior based on their sex. Consequently, gender structures both the perception and the concrete and symbolic organization of all social life.

For psychology, the gender concept refers to the process by which biologically different individuals become women and men, through the acquisition of those attributes that each society defines as characteristic of femininity and masculinity.[6] Gender is, therefore, the psychosocial construction of the feminine and the masculine.

Gender and Social Relations
Sociologists and historians have conceptualized gender as a structuring element of a set of social relations - gender relations - that determine the interactions of human beings as sexed persons. Gender relations are socially constructed and, therefore, are transformable; they do not come from biology nor are they necessarily harmonious, on the contrary, they can be of opposition and conflict. Since these conflicts are socially determined, they can take very different forms in different circumstances; they often take the form of male domination and female subordination. From the perspective of the social relations to which it gives rise, the concept of gender comprises four interrelated elements:

a) Gender identities and subjectivity (female and male).
b) Symbols and myths that evoke multiple and often contradictory representations - Eve and Mary, for example, as symbols of women in the Western Christian tradition - but also myths of light and darkness, of purification and contamination, innocence and corruption.
c) The normative concepts that manifest the interpretations of the meanings of the symbols. These concepts are expressed in religious, educational, scientific, legal, and political doctrines, which affirm categorically and univocally the meaning of man and woman, masculine and feminine.
d) The institutions and social organizations of gender relations: the kinship system, the family, the labor market segregated by sex, educational institutions and politics. Gender is constructed through kinship but also through economics and politics, which today act largely independent of kinship.

The United Nations and Gender Approaches Towards Peacebuilding
"The inclusion and empowerment of women in conflict prevention and peace processes is not simply idealism in the midst of international realpolitik. It is a necessary and infinitely pragmatic antidote to politics and business as usual, if the object is sustainable peace."[7] (Anderlini, 2007, p.232)

United Nations Security Council Resolution (UNSCR) 1325:
- UNSCR 1325 upholds that peace and security efforts are more sustainable when women are equal partners in the prevention of violent conflict, the delivery of relief and recovery effort, and in the forging of lasting peace.
- The above realization stems from the gradual acknowledgement among international organizations such as the United Nations (UN) that women and men have differential experiences both during and post-conflict, and that women have a unique set of challenges related to peacebuilding and security.

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[5] Collier, Jane Fishburne, and Sylvia Junko Yanagisako. "Introduction." In *Gender and Kinship: Essays toward a Unified Analysis,* edited by Jane Fishburne Collier and Sylvia Junko Yanagisako, 1–13. Stanford, Calif.: Stanford University Press, 1987.
[6] Zosuls, K., Miller, C., Ruble, D., Martin, C., Fabes, R. (2011). Gender Development Research in Sex Roles: Historical Trends and Future Directions. *Sex Roles, 64*, 826; Dow, Bonnie J., & Wood, J.(Eds.). (2006). Introduction. In .The SAGE Handbook of Gender and Communication. Thousand Oaks, CA: SAGE Publications.
[7] Anderlini, S.N., 2007, *Women Building Peace: Why They Do It, Why It Matters,* (Boulder, USA: Lynne Rienner Publishers, Inc.).

Essentially leading to the establishment of what we now know as the Women, Peace and Security Agenda.

The Issue:

➢ Many formal peacebuilding activities and policies suffer from an insufficient understanding or acknowledgment of the diverse communities in which they operate.

➢ Men tend to dominate the formal roles in a peacebuilding process; there are mainly male peacekeepers, male peace negotiators, male politicians, and male formal leaders. Power is unequally distributed between men and women and the majority of women do not have a voice in local and national decision-making processes.

➢ Women do play an important, oftentimes unrecognized role, in peacebuilding however, many arguments, towards gender inclusivity in peacebuilding, are instrumentalist in their approach, seeing women as instrumental in bringing about sustainable peace, and focusing narrowly on 'what women can do for peace', while neglecting the issue of what peace can do for women.

➢ Numerous peacebuilding initiatives and movements employ essentialist definitions of women, confining them to their roles as mothers and caregivers, and thus denying them access to the broader agenda of peacebuilding and conflict resolution.[8] (Puechguirbal, 2010, p.177).

Approach:

- The Peacebuilding Initiative, a project designed in partnership with the United Nations Peacebuilding Support Office argues that there are two key dimensions in taking a gendered approach to peacebuilding and conflict resolution.

    1) The approach must acknowledge differences in women and men's experiences, ensuring that women's interests and needs are met.
    2) It must involve recognizing the key roles that women play in peacebuilding and conflict resolution, and facilitating those roles wherever feasible (Peacebuilding Initiative, 2009).

The Analysis of Gender in Reality

This webinar will address a systematic examination of the analysis of gender in reality and best practices. This type of analysis makes it possible to understand the social processes and institutions that produce and reproduce inequality; the mechanisms of domination that men use, as a social group; the ways in which others are expropriated of the benefits of their work; the asymmetric assessment of the capacity and behaviors of both sexes, as well as the different access to resources and power that is thus generated.

It is important to note that the fact of analyzing reality "from gender" does not imply considering all women as equals. Although women share experiences, forces and obstacles that give them common needs and interests - which can, in certain circumstances, promote their unity as a group - the forms of social and economic subordination and vulnerability are so complex and individualized like the people who suffer them.

This webinar is not addressing the ideology of gender but the perspective of gender. As a result of the lack of terminological precision that surrounds the expression gender, on many occasions this term is used in an ambiguous way and the gender perspective is understood as what actually corresponds to the ideological version of it. This is because, in some cases, those who follow the postulates of gender ideology use the word "perspective" to promote their proposals.

The perspectives that will be utilized for this webinar will come from a variety of socio-cultural lenses. The authors of this webinar have examined gender-based norms, values, expression, and relations across diverse Western and non-Western societies. We appreciate your interest in the webinar and look forward to producing other opportunities in the near future.

Webinar Synopsis

Gender identity is a concept mainly held in a binary, but as this webinar shows, gender is far more complex than that. Children learn gender roles through interpersonal means such as family and peers, as well as larger institutions such as media and public education. Traditional gender roles maintain the strong binaries, one of

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[8] Puechguirbal, N., 2010, 'Discourses on Gender, Patriarchy and Resolution 1325: A Textual Analysis of United Nations Documents', in *International Peacekeeping, Vol.17 (2),* (London, UK: Routledge)

which femininity is equated to fragility and pureness; and masculinity is paired with physical strength and fiscal responsibility. These learned gender roles are then maintained by the social interaction cycle. Other social identities play off of gender, called intersectionality, and helps create one's sense of self in relation to the world around us. Although gender is a complex social construct it's indelible effect spares neither those acquainted with it nor those unwitting, and thus should be explored and discussed.

Webinar Outline
This webinar will focus on:
Identity
Gendered Identity
Am I my genes?
Gender terminology
The concept and construct of gender across disciplines
Intersectionality of identities
Gendered identities in reflexive modernity
Socio-cultural influences on gender
Elements of culture and social influence
The social construction and gender
Psychological explanations of gender development
Biological influences on gender
Media, gender, and conflict resolution skills
Gender stereotypes and reversed roles
Hierarchy and gender
Cultural framing of western values
Gender stereotypes and sexism
Gender, communication styles, and the hierarchy
Reflexive identities
United Nations and Gender
Future developments in understanding gendered identities
The field of conflict resolution and its relation to gender

Bios of the authors
Dr. Brittany Foutz
Dr. Chris Kwaja
Mrs. Alexandra Ginta-Martin, M.A.
Dr. Brian Polkinghorn
Ms. Francesca Falasca, Bachelor's in Law
Ms. Brittany Bursa, B.A.
Ms. Iye Ogbe, M.S.
Ms. Hannah Prouse, B.A.
Ms. Shannon Rommel, B.A.
Ms. Cassandra Duncan
Ms. Sandra Zelaya
Ms. Erin Karrh

Dr. Brittany Foutz
Brittany Foutz, is a Visiting Professor of the Department of Conflict Analysis and Dispute Resolution at Salisbury University and is a Co-Director of Salisbury Regional Centre of Expertise, a location acknowledged by the United Nations Educational, Scientific and Cultural Organization and United Nations University. Dr. Foutz has her Ph.D. in International Conflict Management from Kennesaw State University. She has served for two years as the Program Manager for the United Nations International Training Centre for Authorities and Leaders (CIFAL). She wrote her dissertation on "Victim Satisfaction with Reparations from the International Criminal Court: An Examination of Child Soldier Cases from Kenya and the Democratic Republic of Congo", studying ICC victims of gender violence.

Dr. Chris Kwaja
Dr Chris Kwaja is currently a Senior Lecturer and Researcher at the Centre for Peace and Security Studies, Modibbo Adama University of Technology, Yola, Adamawa State, Nigeria. He was previously the Chair-Person Rappertour of the United Nations Working Group on Mercenaries, which he currently represents Africa as a member. He holds a PhD in International Relations and Strategic Studies, with research interests in the politics of identity in Africa, security sector reforms in transition societies, as well as conflict, peace and security analysis.

Mrs. Alexandra Ginta-Martin, M.A.
Alexandra Ginta Martin has been an adjunct faculty member in the Conflict Analysis and Dispute Resolution Department at Salisbury University and a Senior Research Fellow and practitioner at the Bosserman Center for Conflict Resolution since 2016. Her academic background is in International Relations and European Studies, with a distinct focus on diplomacy and foreign affairs. Ms. Ginta Martin's professional interests gravitate strongly around organizational conflict resolution, fair practices, equal employment and educational opportunity, as well as diversity and inclusion. Consequently, in addition to teaching, she has been serving as a Title IX and EEO Investigator at the University of Maryland Eastern Shore, assisting the University community with the appropriate resolution of concerns and complaints of discrimination. While living and working in Europe, she was involved in outreach initiatives and information campaigns directed at underrepresented ethnic minorities and social groups.

Dr. Brian Polkinghorn
Brian Polkinghorn, M.S., M.A., Ph.D. is a Distinguished Professor of Conflict Analysis and Dispute Resolution. He was a founding faculty member in the Department of Conflict Analysis and Resolution, Nova Southeastern University (1994-2000). Since 2000, he has been the Program Director and founding faculty member in the Department of Conflict Analysis and Dispute Resolution and Executive Director of the Bosserman Center for Conflict Resolution, a United Nations Regional Center of Expertise at Salisbury University. He has worked in the conflict intervention field since 1985 as a mediator, arbitrator, facilitator, trainer, researcher, academic program developer, conflict coach, dispute systems designer and ombudsman. His primary research and publications are in the areas of environmental disputes, graduate program design and development, post conflict development projects, ADR court program assessment and the evaluation of major federal and state government ADR programs. He has published 50+ articles, book chapters and books and has been the principal investigator or recipient of more than 70 research and service grants. He has worked in scores of countries primarily in the areas of environmental policy dispute intervention, cross-border cooperative enterprises, support of peace talks and civil society training. He is currently facilitating dialogues between Palestinian, Jordanian and Israeli parties on water rights/usage, waste to energy and collaborative agricultural in the Jordan River Basin and Negev Desert. He has also worked on the implementation of the peace process in Nepal. Brian is an alum of the School for Conflict Analysis and Resolution (SCAR), George Mason University and serves on their Board of Advisors and the Program on the Analysis and Resolution of Conflicts (PARC), Maxwell School of Citizenship and Public Affairs, Syracuse University. He was also a Fellow with the Program on Negotiation, Harvard University Law School (1991-1992), a National Fellow with the US Environmental Protection Agency (1991-1993), a United States Presidential Fellow (1991), the University System of Maryland Wilson Elkins Professor and a Senior American Fulbright Scholar with the Evens Program in International Conflict Resolution and Mediation at Tel Aviv University (2010). Brian is currently a Fulbright Alumni Ambassador with the Institute of International Education and the Council for International Exchange of Scholars.

Ms. Francesca Falasca, B.S.
Francesca Falasca is from Rome. She holds an undergraduate degree in Law from the University of Rome Tre, Italy (2016). She is currently a graduate student in Conflict Analysis and Dispute Resolution at Salisbury University. She is the Bosserman Center's Graduate Assistant and she is involved in the provision of services as well as teaching, workshop and training events. She plans to obtain her master's degree in May 2021. She is currently working as an intern for a movement called Solidarity 2020 and Beyond. Solidarity 2020 and Beyond provides support and solidarity for grassroots activists around the world, utilizing strategic action to build campaigns and movements for change. Thanks to this internship, she supports and amplifies activist voices, spreading knowledge and awareness of nonviolent resistance to a larger audience. Solidarity 2020 and

Beyond is giving her the opportunity to support numerous and different humanitarian projects and working group initiatives driven by the voice and requests of grassroots activists and movements. She enjoys communicating and developing positive relationships with people from different backgrounds and she is very attracted to diversity.

Mrs. Brittany Bursa, B.A.
Brittany Bursa began her pursuit of educational reform as she graduated from the Salisbury University Honors College with a BA in English Secondary Education, winning the John and Mary-Claire Roth Honors Thesis Prize in Spring of 2017 for her work on limiting educational disparities in the USA. Subsequently, she completed a TOEFL certification course, then worked with pre-service university students in Brazil for two years while on a Fulbright English Teaching Assistant Fellowship and volunteered with organizations such as EdUSA, the Regional English Office, the US Embassy, and the Access Program. Determined to gain a broader expanse of global knowledge, she began to intern for the United Nations Institute for Training and Research where she created desk reviews focusing on the African continent and topics ranging from cyber-mercenaries to police insecurities. Additionally, she regularly discussed social activism and current world dilemmas in a think tank manner with an international cohort as an Effective Altruism Fellow. She continues to dig into the issues of knowledge, power, and politics as she currently completes her Masters of Philosophy in Education at the University of Cambridge.

Iye Ogbe, M.S.
Iye Ogbe is from Nigeria. She is a graduate from Kennesaw State University's Conflict Management and Peacebuilding master's program. She has spent the last 6 years in academia and in service to her community with the end goal of devoting time to her community and trying to build on her knowledge of the marginalized populations in society. During the final year of her undergraduate study, she interned at the Cobb County Superior Court where she volunteered her time with a non-profit organization (LiveSafe Resources) focused on providing protection for victims of domestic violence, sexual assault, and elder abuse. To further develop her interests for law studies and in service to foreign nationals like herself, she spent a year working for a renowned law firm; Hall Booth Smith, helping out an immigration attorney as a legal assistant. Iye's research interests include human rights and the rule of law, international law, and international relations.
 Using her passion for helping people, Iye intends to change the trajectory of the Nigerian history by spending her time with the United Nations to bring awareness to the sustainability issues in Nigeria. Following her graduate studies, Iye intends to pursue a postgraduate degree in International relations, specifically, in the areas of international development and international negotiation and conflict resolution.

Ms. Hannah Prouse, B.A.
Hannah Prouse is currently a candidate for a M.A. in Conflict Analysis and Dispute Resolution at Salisbury University. A Salisbury native, Hannah graduated from SU in 2019 with a bachelor's degree in Conflict Analysis and Dispute Resolution. Additionally, Hannah is a United Nations Fellow through the United Nations Association- Salisbury University Chapter.

Ms. Shannon Rommel, B.A.
Shannon Rommel is from Maryland and graduated from Salisbury University in 2019. She holds two Bachelor of Arts, one in Spanish and the other in International Studies, and has spent time studying abroad in Spain and teaching English in Chile. She is currently awaiting the results of the Fulbright Grant which would allow her to complete a Master's degree in Latin American Studies at the *Universidad Nacional de Cuyo* (Cuyo National University) in Argentina. In the meantime, she is working full time at the Center of Help in Annapolis as a Bilingual Case Navigator. She thoroughly enjoys her job aiding immigrants in their transition to life in the US and promoting self-sufficiency, but she is excited at the prospect of continuing her education in Argentina in 2022.

Ms. Cassandra Duncan
Cassandra Duncan is currently a senior at Salisbury University, completing an Environmental Studies major, Deaf Studies minor, and Outdoor Education Leadership Minor. Cassandra has also completed the United

Nations Millennium Fellowship and will continue her project throughout her undergraduate career. She is also a member of the Green Team for the City of Salisbury.

Ms. Sandra Zelaya
Sandra Zelaya is an undergraduate student at Salisbury University studying Psychology and Conflict Analysis and Dispute Resolution. She has interests in social science research and communication. On campus, Sandra has been involved as a student worker, research assistant, and social media contributor for multiple student groups. She has recently participated in the United Nations Millennium Fellowship and hopes to continue social impact work. Sandra enjoys exploring different cultures and is passionate about connecting through music, media, and art.

Ms. Erin Karrh
Erin Karrh is a senior at Salisbury University and is a CADR major and a Sociology minor. She is currently interning under Dr. Brittany Foutz, as well as interning at the World Trade Center Institute in Baltimore. She runs a micro-business, of which focuses on creating and selling art and craft pieces.