

GLOB-GC1 2340.001 Gender in International Affairs: Sex, Power and Politics
Wednesdays 12.30-3.10
Venue: 214

Dr. Anne Marie Goetz
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Wed 10-12 & by appt.

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Course Description and Objectives:

This course is intended to provide an introduction to and overview of the wide range of issues relevant to an analysis of global affairs from a gendered and feminist perspective. This means an analysis that not only 'sees' gender and sexuality as shaping human and inter-state relationships but that also takes a feminist standpoint on human rights and economic and social justice. The course examines how gender shapes the foreign policies of states, the conduct of war and the composition of the military, the flow of migrants, the location of transnational industry, the prospects for development. We will analyze what this means not just for the interactions of states but also for other actors in world politics such as global civil society movements and organizations, and international governance and security institutions. We will explore the way gender and sexuality shape the construction of nationalism and identity, the dispensation of justice for war crimes and other human rights abuses, the trafficking in persons, the resolution of conflict, the patterns of and responses to terrorism.

This course is a broad introduction to a very rich (yet relatively new) theoretical and policy field. It will not provide in-depth knowledge of its many substantive areas. Students are encouraged to take follow-on courses for their Masters in areas such as Gender and Development, Women, Peacemaking and Peacebuilding, Gender, Politics and Statebuilding in Development, and relevant courses in international law, human rights, and area studies.

Learning Objectives:

By the end of the course, students should:

- have an understanding of the gendered construction and consequences of policies of relevance to global affairs such as security policies (such as the international response to terrorism), development policies, immigration policies, trade policies;
- be aware of contemporary policy debates regarding gender equality and women's rights in the following areas: international justice, conflict resolution, development;
- be able to outline what a 'feminist foreign policy' might entail for their own countries;
- be able to develop a critical assessment of reading material for the course and present this critique in a succinct way;
- be able to present an evidence-based argument in a sustained written essay that analyses a problem, gap, or under-researched issue in the field of gender and international relations.

Required Text

Tickner, J. Ann and Laura Sjoberg. 2011. *Feminism and International Relations*. Routledge. 0415584604 (also available as a free e-book through Bobst Bobcat). \$41.75

Additional texts that are good references for this course:

Parpart, Jane, and Marysia Zalewski (eds), 2008, *Rethinking the Man Question in International Relations: Sex, Gender and Violence in International Relations*, \$31.78

Tickner, J. Ann, *Gendering World Politics*, Columbia University Press, New York, \$45.00

Sylvester, Christine, 2002, *Feminist International Relations: An Unfinished Journey*, Cambridge University Press, Cambridge. \$47.00

Grant, Rebecca and Kathleen Newland, (eds), 1991, *Gender and International Relations*, Indiana University Press, Bloomington.

Useful online and real time resources:

You can easily access analytical documents and data on women in politics from international organizations with work programmes relevant to the course, for instance:

World Bank: [Worldwide Governance Indicators](http://info.worldbank.org/governance/wgi/index.aspx#home). The most recent report looks at 215 countries from 1996 to 2001, measuring voice and accountability, political stability and absence of violence, government effectiveness, regulatory quality, rule of law, and control of corruption. The WGI compiles information from 31 existing data sources that report views of citizens, NGO's, public sector organizations, and business organizations.

<http://info.worldbank.org/governance/wgi/index.aspx#home>

Economist Intelligence Unit, [The Democracy Index](http://pages.eiu.com/rs/eiu2/images/Democracy-Index-2012.pdf), categorizes governments under certain types of regimes. It uses 60 indicators grouped in five different categories: electoral process and pluralism, civil liberties, functioning of government, political participation, and political culture. It also gives more weight to public opinions and attitudes than other democratic indices like Freedom in the World.

<http://pages.eiu.com/rs/eiu2/images/Democracy-Index-2012.pdf>

Inter-Parliamentary Union – especially the Women in Politics Page:

<http://www.ipu.org/iss-e/women.htm>

International Knowledge Network of Women in Politics: <http://iknowpolitics.org/en>

(you can even use this last site for original research, posting questions that are answered by women politicians)

UNIFEM, 2008, 'Who Answers to Women? Gender and Accountability', *Progress of the World's Women*, New York

<http://www.unifem.org/progress/2008/index-2.html>

UN Women 2011, 'In Pursuit of Justice', *Progress of the World's Women*, New York,
<http://progress.unwomen.org/pdfs/EN-Report-Progress.pdf>

UN Women 2012: *Sourcebook: Women peace and Security*; <http://www.unwomen.org/en/digital-library/publications/2012/10/un-women-sourcebook-on-women-peace-and-security>

Course Requirements and Grading:

One ~800 word op-ed/speech	15%	March 13
One book/article review (1000 words)	15%	April 17
Analytical paper (3 to 4000 words)	30%	May 8
Presentation	20%	
Seminar Participation and Homework	20%	

1. Op-Ed/Speech

Please write an 800 word op-ed or speech of publishable quality on a current gender-related issue in global affairs. The topic choice is yours – for instance women and nationalist or democracy movements (women in the Arab Spring!), violence against women in India/Brazil/South Africa and elsewhere, sexual violence in conflict, the investigation and/or prosecution of gender-related war crimes or crimes against humanity in international or hybrid tribunals persecution because of sexual orientation, women in the military, gender and development, race or class as it affects the experience of being gendered, indigenous women's activism, gender equality policy debates in international organizations, gender in the post – 2015 Sustainable Development Goals, gender and climate change or planetary boundaries, etc. Please clear your topic with Professor Goetz by late February. Indicate in your heading your imagined/intended publication (NYT; Le Monde; Washington Post ; Financial Times; BBC Global News; The Guardian; Huffington Post; Open Democracy; Institute for War And Peace; International Crisis Group; etc). Your Op Ed or speech should take issue with a policy position or should shine a new light on popular certainties and challenge them. It should not be descriptive. It should be provocative and indicate a graph of the issues in the area that you are addressing.

ALTERNATIVE: You may write a blog entry based on the visit to the event marking the 2015 Commission on the Status of Women. (we may also, depending on schedule, attend the annual meeting on Sexual Violence in Conflict at the UN Security Council).

2. Analytical Book/ Article Review

Please submit a 1000 word critical book review or article review of a resource used for this course. You will have plenty of opportunity to practice. During the course you will engage in the author/critic presentation process twice (see below); once as critic; once as 'author'. You may develop your written book review out of this exercise if you wish or you may write a review of any of the resources used for this course (if you wish to use something external to the course just please check beforehand with Prof. Goetz). You will be expected to 'engage critically' with the reading and either point out applications of the argument (for instance useful policy applications not anticipated by the author), limitations of the argument, or inconsistencies in the evidence or methodology. It is fine to be totally appreciative of the reading but you must add something to the reading experience in the form of observations about its utility or relevance.

3. Final Project: Analytical Paper

For your final project you are asked to write an analytical paper to a maximum of 4000 words length (excluding bibliography, Annexes and footnotes/endnotes). Your paper should address an issue relevant

to the course and should contain a clear expression of the problem or mystery or contradiction that you are investigating (for instance why is it that on the same day – October 28th 2014 -- that the UN Secretary-General recommitted to women’s participation in conflict resolution (as part of the annual commemoration of UN Security Council resolution 1325) he announced a high-level panel on reviewing UN peace operations that contained only 3 women out of 14 members? Or: Why is it that although women were at the frontline of the Arab Spring democracy protests their presence diminished substantially in the process of institutionalizing these democracy revolutions in Egypt or Tunisia? Or: Why has the Security Council been more interested in taking action to prevent sexual violence against women in conflict than in promoting women’s participation in peace talks or post-conflict elections? Or how can ISIS maintain its message of doctrinaire Islamist purity at the same time as justifying rape of non-Muslim minors and women?). Essay topics must be submitted to Prof Goetz by March 31; the final paper is due May 8.

4. Presentation

Every student will give a SHORT 7 min BRIEFING plus 8 minutes for questions (time limit will be strictly enforced) on their analytic paper topic. This briefing must include a Power Point presentation (brevity and innovation will be applauded and rewarded).

5. Seminar Attendance, Participation and Homework

Class participation is a key element of our course and can take several forms: making informed comments, asking or responding to questions, and generally showing that you have thought about a topic or a case. During every class students will be asked to mention current events in the past week that are of relevance for the course and they are invited to post links to articles or your own commentary on the NYU Classes Forum page for the class. It is a good idea to read a major international newspaper daily (NYT, The Guardian, Le Monde or similar) and I expect everyone to listen to a global news podcast once a day (Al Jazeera and BBC offer excellent daily news summaries that you can listen to on your phone).

IN ADDITION, there is a weekly ‘author/critic’ debate in which students will prepare and present summaries of a key reading and a critique of that reading. Each week a different pair of students will take this role, one as author, one as critic. Every student in the class will have a role once as the author and once as the critic. During the second class there will be a ‘trial run’ of this process.

- *Roles/Process*: One student will be the author, and give a five to ten minute summary of her/his article/chapter/report (doing his/her best to “sell” the document’s key arguments). The other student is the (friendly, collegial, but still incisive) critic, and gets five minutes to critique some portion of the author’s work. The author then gets several minutes to rebut the charges. The rest of the class, which should have been taking notes (and will have read the article/chapter anyway), will then join in the debate on the merits of the reading(s) under discussion.
- *Partnership*: The nature of the assignment requires the two students to coordinate in advance. Begin communicating with your presentation collaborator as soon as possible. Get email addresses from one another in class. An important planning consideration is that the author cannot develop a rebuttal until s/he discusses the critique with the critic.

PLEASE NOTE THE FOLLOWING:

All written assignments must be submitted through the Assignments Tool on NYU Classes!!

Evaluation Criteria

- **Op-Ed/Speech:** Evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate and persuasive writing.
- **Book/article review:** Evidence of a capacity to assess the validity or relevance of an author's argument based on application to current or past events, or based on methodological credibility or policy relevance/practicability.
- **Blog:** evidence of capacity to understand relevance/significance of the international event/seminar attended at the UN.
- **Analytical Paper:** Ability to rise above merely describing a process or an issue to identifying problems or serious questions about ethics or policy relevance or intellectual coherence. Ability to identify policy implications. Ability to identify real-world issues that require policy and research attention. Ability to use a wide range of relevance sources and to cite them appropriately. Ability to write in a structured academic style that lays out the problem, sets out hypotheses or questions to be investigated, applies evidence to the investigative process, and comes up with reasoned conclusions.
- **Presentation/Briefing:** Clear understanding of the issues; ability to present them in an interesting, lucid and professional manner appropriate to the audience.
- **In-Class Exercises:** Contributions of insight to the analysis; raising questions showing insight into the implications of the analysis; accurate work.
- **Class Participation and Homework:** Active, respectful and collegial engagement in class discussion; evidence of reading and preparation.

SCPS Grading Scale

Grade	Meaning	GPA Conversion
A	Exceptional; superior effort	4.0
A-	Excellent	3.7
B+	Very good	3.3
B	Good; meets program standards	3.0
B-	Meets program standards in most respects	2.7
C+	Requires moderate improvement	2.3
C	Requires significant improvement	2.0
C-	Requires extensive improvement	1.7
F	Fail – Did not meet minimal course requirements	0

Attendance and Lateness Policy:

All students must attend class regularly. Your contribution to classroom learning is essential to the success of the course. Any more than TWO absences (with an explanation or not) may lead to a need to withdraw from the course or a failing grade. The only exceptions will be cases of documented illness or other family emergency. If you need to miss a class, please let me know beforehand (just text or email me). Also, please make every effort to be in class on time. Coming to class late is very disruptive to the learning environment.

Academic Integrity Policy and Policy on Plagiarism:

It is very important that you familiarize yourself with and follow all SCPS Academic Policies.

“SCPS Statement on Academic Integrity and Plagiarism:”

Plagiarism is presenting someone else’s work as though it were one’s own. More specifically, plagiarism is to present as one’s own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; creative images, artwork, or design; or facts or ideas gathered, organized, and reported by someone else, orally and/or in writing and not providing proper attribution. Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgement of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism. Penalties for plagiarism range from failure for a paper or course to dismissal from the University.

CGA Policy on Incompletes:

Incompletes are only granted in extreme cases such as illness or a family emergency and only where almost all work for the semester has been successfully completed. Procrastination is not a basis or reason for an Incomplete.

AT A GLANCE:

1	JAN 28	Introduction – Where is Gender in International Relations?
2	FEB 4	Understanding Gender: Gendered roles, resources and rights (and feminist standpoint theory)
3	11	Sex and the State part 1: Nationalism, Sex and Citizenship
4	18	Sex and the state Part 2: Mothers and Warriors
5	25	Gender and Global Governance: Institutions and women’s global movements
6	MARCH 4	Sex and War Part 1 – Women’s international pacifist movements and the normative framework: Women peace and security
7	11	Class field trip: Commission on the Status of Women, United Nations
8	18	NO CLASS
9	25	Sex and War Part 2: Gender Crimes in Conflict
10	APRIL 1	Gender Justice: International Tribunals and Gender Crimes
11	8	Gender and Globalization: Handmaidens to transnational capital?
12	15	Gender and migration (including sex trafficking)
13	22	Gender and foreign aid (social policy)
14	29	Gender, Terrorism and Counter-terrorism
15	MAY 6	Review and Conclusions

Minimum required reading is indicated for each class, and additional reading is supplied for further learning and to support term paper preparation.

Individual students will be designated at the beginning of the course responsibility for preparing a brief oral presentation on the key reading and another student will offer a critique (see above for more details).

WEEK 1

28 Jan. Introduction. Where is Gender in International Relations?

Required:

Tickner and Sjoberg, *Feminism and International Relations*, Ch. 1 (ebook through Bobst)

Bina Shah, 'Women's Bodies Were the Ultimate Battleground of War-Torn 2014', Huffington Post, December 18 2014, http://www.huffingtonpost.com/bina-shah/womens-bodies-battleground-2014_b_6317996.html

Nye, "When Women Lead the World," *Al Jazeera*, 17 Feb 2012
<http://www.aljazeera.com/indepth/opinion/2012/02/201221075020654159.html>

WEEK 2

4 Feb: Understanding Gender: Gendered roles, resources and rights (and feminist standpoint theory)

Required:

Judith Butler, *Gender Trouble* (excerpt; please read Preface and Chapter 1, p. 1-35)
<http://autof.files.wordpress.com/2010/02/butler-judith-gender-trouble-feminism-and-the-subversion-of-identity-1990.pdf>

Laura Sjoberg, 2010. *Women Fighters and the 'Beautiful Soul' Narrative*
<http://www.icrc.org/eng/assets/files/other/irrc-877-sjoberg.pdf>

For the 'author-critic' debates:

Alan Greig: Troublesome Masculinities
<http://www.alangreig.net/text/troublesome-masculinities/troublesome-masculinities/>

Francis Fukuyama, 1998, "Women and the Evolution of World Politics." *Foreign Affairs*, Francis Fukuyama. "Women and the Evolution of World Politics."

Cynthia Enloe, *The Curious Feminist: Searching For Women in a New Age of Empire* (University of California Press, 2004)

Recommended:

Black Widows, Female Suicide Bombers

http://www.slate.com/blogs/the_world_/2013/12/30/why_are_so_many_of_russia_s_suicide_bombers_women.html

Yoram Schweitzer, ed. 2008. *Female Suicide Bombers: Dying for Equality?* (NYUC)

M. Chloe Mulderig, 2013, *An Uncertain Future: Youth Frustration and the Arab Spring*. Boston University, Pardee Center,
<http://www.bu.edu/pardee/files/2013/04/Pardee-Paper-16.pdf?PDF=pardee-papers-16-arab-spring>

WEEK 3

11 Feb: Sex and the State part 1: Nationalism, Sex and Citizenship

Required:

Moore, H. (1988) Chapter 5, "Women and the State" in *Feminism and Anthropology*, Polity Press, Cambridge.

<http://ezproxy.library.nyu.edu:2054/lib/nyulibrary/reader.action?docID=10151084&ppg=139>
and in NYUC resources

Tickner and Sjoberg, *Feminism in International Relations*,

Chapter 5. Security as Emancipation: A Feminist Perspective *Soumita Basu* Engagement by *Laura Sjoberg*

For the author-critic debates:

Yuval-Davis, "Women and the Biological Reproduction of the Nation."

Mahler, Sarah and Patricia Pessar. 2001. "Gendered Geographies of Power: Analyzing Gender across Transnational Spaces." *Identities* 7(4):441-459.

Sarah Benton, 1998, 'Founding Fathers and Earth Mothers'. In Nickie Charles and Helen Hintjens, *Gender, Ethnicity and Political Ideologies*.

Bernal, Victoria, **2001**, 'From Warriors to Wives: Contradictions of Liberation and Development in Eritrea', *Northeast African Studies*; 2001; 8, 3.

<http://ezproxy.library.nyu.edu:2122/pqcentral/docview/232427964/fulltextPDF/4D57F0879CA04FEC PQ/2?accountid=12768>

Recommended:

Fred Halliday, 1998, 'Hidden From International Relations: Women and the international arena', In Rebecca Grant and Kathleen Newland, *Gender and International Relations* Indiana University Press, (NYU Classes) resources page.

Fiona Wilson and Bodil Folke Frederiksen, 1995, 'Introduction: Ethnicity, Gender, and the Subversion of Nationalism', in a book edited by these authors, of the same title, Frank Cass, London.

<http://ezproxy.library.nyu.edu:5628/isbn/9781315036229>

Nancy Fraser, 1990 "Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy."

http://api.ning.com/files/hRwSaOzKhGD-wGyDZuJeNffjvQrETo9Iizl7bNRisAQ_/RethinkingthePublicSphere.pdf (NYUC)

Information on the current state of reproductive rights in the United States:

<http://reproductiverights.org/en/our-regions/united-states>

The Struggle for LGBTQ Rights in Africa and South Asia:

<http://www.hrw.org/topic/lgbt-rights> (with video clip)

<http://www.hrw.org/news/2012/07/12/india-target-driven-sterilization-harming-women>

Clips of documentaries *God Loves Uganda* and *Call Me Kuchu*, on the struggle for gay rights in Uganda.

<http://www.cnn.com/2014/01/17/world/africa/uganda-anti-gay-bill-rejected/>

Amnesty International, Making Love a Crime

<http://allafrica.com/download/resource/main/main/idatcs/00070102:2070b3a528de7ff9d2cda59c5a200daf.pdf>

WEEK 4:

18 Feb: Sex and the state Part 2: Mothers and Warriors

Required:

Joshua S. Goldstein, "Heroes: the Making of Militarized Masculinity," pp.251-301.

Cynthia Enloe, ch. 7 "All the Men are in the Militias, All the Women are Victims," *The Curious Feminist*, pp. 99-118.

For the author-critic debate:

Shahin Gerami, "Islamist Masculinity and Muslim Masculinities," in Michael Kimmel, et al. eds., *Handbook of Studies on Men & Masculinities* (Thousand Oaks: Sage, 2005), pp. 448-457.

Laura Sjoberg and Caron E. Gentry, "Triple Transgressions," in *Mothers, Monsters, and Whores: Women's Violence in Global Politics*. (New York: Zed Books, 2007), pp. 58-87

Recommended:

Palm Center reports on Gender, Sexuality and the Military:

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

LGBT issues in the military:

<http://www.csmonitor.com/World/Global-News/2010/0526/Don-t-ask-don-t-tell-How-do-other-countries-treat-gay-soldiers>

WEEK 5:

25 Feb: Gender and Global Governance: Institutions and women's global movements

Charlesworth:

or the arts.”¹⁰⁴ Women, so often on the margins of the international arena, are more likely to drown in, than wave from, the mainstream, unless they swim with the current.

Required:

Tickner and Sjoberg, *Feminism in International Relations*,

Chapter 4: 'Feminist Problems with Norms: Gender Mainstreaming in Global Governance' **Jacqui True**

Engagement by **Jane Jaquette**

For the author-critic debate:

Dianne Otto, 'Between Pleasure and Danger: Lesbian Human Rights' (2014) *European Human Rights Law Review* 618-628

Hilary Charlesworth, 2005, 'Not Waving but Drowning: Gender Mainstreaming and Human Rights in the United Nations', *Harvard Human Rights Journal* No. 18 (1).

Recommended:

V. Spike Peterson and Ann Sisson Runyan, ch. 3 "Gender and Global Governance," *Global Gender Issues in the New Millennium* 3rd ed. (Westview, 2010). pp.103-42.

Anne Marie Goetz, 2000, 'The World Bank and Women's Movements', in *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements* by Robert O'Brien, Anne Marie Goetz, Jan Aart Scholte, and Marc Williams, Cambridge University Press. Pp 24 – 66, NYU Classes Resources page

World Conferences on women:

Baden, S. & Goetz, A., 1997, 'Who needs [sex] when you can have [gender]'. In: *Feminist Review*, Vol. 56, (Summer), pp.3-25.. Palgrave Macmillan. http://www.heron.dmu.ac.uk/2009-09-01/0141-7789_56_Summer%283-25%2950730.pdf

and NYU Classes Resources page

WEEK 6:

4 March: Sex and War Part 1 – Women's international pacifist movements and the normative framework: Women peace and security

Required:

UN Women, 2012: *Women's participation in peace negotiations: Connections between presence and Influence*,

<http://www.unwomen.org/~media/headquarters/attachments/sections/library/publications/2012/10/wpssourcebook-03a-womenpeacenegotiations-en.pdf>

* ** Chapter 4 of Hudson et al 2012 *Sex and World Peace* (NYU Classes Resources page)

For author/critic debate:

Sylvana Q Shina, 2011, *Traditional Dispute Resolution and Afghanistan's Women*, US Institute for Peace, <http://www.usip.org/sites/default/files/traditional%20dispute%20resolution%20and%20afghanistan%20women.pdf>

Diane Otto, 2009, 'The Exile of Inclusion' *Melbourne Journal of International Law* No. 10 (1): 11 – 26

Recommended:

Hudson, "What Sex Means for World Peace." *Foreign Policy*. 24 April 2012.

http://www.foreignpolicy.com/articles/2012/04/24/what_sex_means_for_world_peace#.T591qACa-W4.email

Chapter 1 of Hudson et al 2012 *Sex and World Peace* (NYU Classes Resources page)

Partial screening of 'Pray the Devil Back to Hell'**Week 7:****11 March:****Class trip to Commission on the Status of Women at the United Nations**

The subject of the CSW's deliberations this year is a review of progress in implementing the 1995 Beijing Platform for Action. In preparation for this field trip the class will divide up reading of the 12 parts of the Platform. In addition if available by the time of the trip the Secretary-General's report on progress in implementing the Platform will be circulated.

Required:

Platform for Action (designated sections)

<http://www.un.org/womenwatch/daw/beijing/platform/>

Week 8: March 18 NO CLASS (Half-Term)

WEEK 9:

25 March: Sex and War Part 2: Gender Crimes in Conflict

Film: Comfort Women: One Last Cry

<https://www.youtube.com/watch?v=5yHHfYOGuml#t=59>

Required:

Tickner and Sjoberg, *Feminism in International Relations*,

Chapter 8: Targeting Women in Wars: Gender and Intentional Civilian Death *Laura Sjoberg and Jessica Peel* Engagement by *J. Ann Tickner*

Report of the UN Secretary-General, April 2014, *Conflict-related Sexual violence*,

http://www.peacewomen.org/assets/file/SecurityCouncilMonitor/Debates/SexualViolence/April2014/s_2014_181.pdf

US Department of Defense, 2013. *Annual Report on Sexual Violence in the US Military*

[http://www.sapr.mil/public/docs/reports/FY12 DoD SAPRO Annual Report on Sexual Assault-VOLUME ONE.pdf](http://www.sapr.mil/public/docs/reports/FY12%20DoD%20SAPRO%20Annual%20Report%20on%20Sexual%20Assault-VOLUME%20ONE.pdf)

For author-critic debate:

Maria Eriksson Baaz and Maria Stern, 2010, [The complexity of violence: A critical analysis of sexual violence in the Democratic Republic of Congo \(DRC\)](#), Swedish International Development Agency – Sections 1 and 4 only.

Recommended

Inger Skjelsbæk, *The Elephant in the Room: An Overview of How Sexual Violence came to be Seen as a Weapon of War*, report to Norwegian Ministry of Foreign Affairs, pp. 6-29, 42-50.

Human Security Report 2012, chapter 2,

http://hsrgroup.org/docs/Publications/HSR2012/HSRP2012_Chapter%202.pdf

Partial In-Class screening of documentary, *The Invisible War* (sexual violence against women in the military)

WEEK 10:

1 April: Gender Justice: International Tribunals and Gender Crimes

Required:

UN Women, Part 1, "Introduction" (pg.8-15) and Ch. 4 "Justice for Women During and After Conflict" (pp. 80-101) in UN Women, 2011, [Progress of the World's Women: In Pursuit of Justice](http://progress.unwomen.org/pdfs/EN-°©-Report-°©-Progress.pdf), <http://progress.unwomen.org/pdfs/EN-°©-Report-°©-Progress.pdf>

For author-critic debate:

Louise Chappell, Rosemary Grey and Emily Waller, "The Gender Justice Shadow of Complementarity: Lessons from the International Criminal Court's Preliminary Examinations in Guinea and Colombia", *International Journal of Transitional Justice*, Vol.7, No.3, 2013, pp.455-475. <http://ezproxy.library.nyu.edu:5306/content/7/3/455.full.pdf>

Diane Otto, 2015, 'Testimonies of Protest and Survival: People's Tribunals and the Politics of Listening', Forthcoming in Andrew Byrnes and Gabrielle Simm (eds), *Peoples Tribunals and International Law* (CUP 2015/16) (NYU Classes resources page)

Aolain, Fionnuala Ni 2009, 'Women, Security and the Patriarchy of Internationalized Transitional Justice', *Human Rights Quarterly* no. 31 (4): 1055 – 1085.

Recommended

UN Women, Making TJ work for women - link

<http://www.unwomen.org/~media/Headquarters/Attachments/Sections/Library/Publications/2012/10/06B-Making-Transitional-Justice-Work-for-Women.pdf>

WEEK 11

8 APRIL: Gender and Globalization: Handmaidens to transnational capital?

Required:

Ruth Pearson, 2013, 'Gendered Globalisation and the Reproduction of Labour: Bringing the State Back In', in *New Frontiers in Feminist Political Economy*, (eds) Shirin Rai and Georgina Waylen, Routledge.

Rahel Kunz, "The 'Making Women Productive' Strategy," in Marianne H. Marchand and Anne Sisson Runyan, eds., *Gender and Global Restructuring : Sightings, Sites, and Resistances*, 2nd ed. (New York : Routledge, 2011), pp.163-180.

For the author-critic debate:

World Bank, 2012, 'Globalization's impact on gender equality: What's happened and what's needed' in the World Development Report, link:

<http://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936222006/chapter-6.pdf>

Stephanie Barrientos and Barbara Evers, 2013, 'Gender Production Networks: Pushes and Pulls on Corporate Responsibility? ', in *New Frontiers in Feminist Political Economy*, (eds) Shirin Rai and Georgina Waylen, Routledge.

Connell, R.W. 2005. "Masculinities and Globalization." Pp. 36-48 in *Gender through the Prism of Difference*, third edition, M. B. Zinn, P. Hondagneu-Sotelo & M. Messner, eds. New York: Oxford University Press.

Cynthia Enloe, ch. 3, "The Globetrotting Sneaker," *The Curious Feminist*, pp. 43-56.

Naila Kabeer, 2013, 'The Rise of the Female Breadwinner: Reconfigurations of Marriage, Motherhood, and Masculinity in the Global Economy', in *New Frontiers in Feminist Political Economy*, (eds) Shirin Rai and Georgina Waylen, Routledge.

Recommended:

David L. Richards and Ronald Gelleny, "Women's Status and Economic Globalization," *International Studies Quarterly* 51 (2007), pp.855–876.

Video: Maquilaopolis

WEEK 12:

15 APRIL: Gender and Migration

Saskia Sassen:

The last decade has seen a growing presence of women in a variety of cross-border circuits that have become a source for livelihood, profit-making, and the accrual of foreign currency.... They include the illegal trafficking in people for the sex industry and for various types of formal and informal labor markets. They also include cross-border migrations, both documented and not, which have provided an important source of convertible currency for governments in home countries. The formation and strengthening of these circuits is largely a consequence of broader structural conditions. Among the key actors emerging in these particular circuits are the women themselves in search of work, but also, and increasingly so, illegal traffickers and contractors as well as the governments of home countries.

Video: 21st century Sex trafficking

Saskia Sassen, *Women's Burden: Counter-geographies of Globalization and the Feminization of Survival* 53 J. INT'L AFF. 503, 503 (2000).

<https://www.youtube.com/watch?v=ajbQVwbWRg0>

Required:

Pedraza, Silvia. 1991. "Women and Migration: The Social Consequences of Gender," *Annual Review of Sociology* 17:303-325.

Jennifer Lobasz, "Beyond Border Security: Feminist Approaches to Human Trafficking," *Security Studies* 18, 2 (2009), pp.319-344.

For the author-critic debate:

Fouron, Georges and Nina G. Schiller. 2001 "All in the Family: Gender, Transnational Migration, and the Nation-state," *Identities* 7(4):539-582.

Recommended:

Nicola Piper, 2005, 'Gender and migration', A paper prepared for the Policy Analysis and Research Programme of the Global Commission on International Migration, <http://incedes.org.gt/Master/pipersesentacuatro.pdf>

Karen Knop and Christine Chinkin, 2001, 'REMEMBERING CHRYSTAL MACMILLAN: WOMEN'S EQUALITY AND NATIONALITY IN INTERNATIONAL LAW', *Michigan Journal of International Law* Vol 22.

Week 13:**22 April: Gender and Foreign Aid**

Guest lecturer, Shahra RAzavi, Chief Advisor, Research and Data, UN Women.

Required:

2006, Maxine Molyneux, 'Mothers at the Service of the New Poverty Agenda: Progres/Oportunidades, Mexico's Conditional Transfer Programme' in Social Policy and Administration, Vol 40, No 4, pp 425 – 449.

UNIFEM 2008, 'Who Answers to Women' Chapter 6 'Aid and Security'

Author-critic debate:

Sylvia Chant and Caroline Sweetman, 2012, Fixing women or fixing the world? 'Smart Economics' efficiency approaches, and gender equality in development, *Gender and Development*, Oxfam.

Week 14:

29 April: Gender, Terrorism and Counter-terrorism

Required:

J. Ann Tickner, "Feminist Perspectives on 9/11," *International Studies Perspectives*, 3 (2002) pp.333-350.

Cynthia Enloe, ch. 11 "Sneak Attack," *The Curious Feminist*, pp.145-7

For the author-critic debate:

Michael S. Kimmel, "Globalization and its Mal(e)contents: The Gendered Moral and Political Economy of Terrorism," in Michael Kimmel, et al. eds., *Handbook of Studies on Men & Masculinities* (Thousand Oaks: Sage, 2005), pp. 414-431.

Danielle Dunand Zimmerman, 2014 Young Arab Muslim Women's Agency Challenging Western Feminism, *Affilia: Journal of Women and Social Work*,
<http://ezproxy.library.nyu.edu:3863/content/early/2014/08/07/0886109914546126.full.pdf+html>

Vesuki Nesiah, 2014, 'Feminism as Counter-Terrorism; The Seduction of Power'

WEEK 15

6 May: Review and Summary

Cynthia Enloe, ch.14 "Becoming a Feminist," *The Curious Feminist*, pp. 155-189

Enjoy Summer Break!