

**INTL4780H: Special Topics in Comparative Politics (Honors) –  
Women & World Politics**

University of Georgia – Fall 2017  
MWF 1:25-2:15, Candler 214

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Office Hours: Tuesdays 1:30-4:00pm; by appointment



**Course Overview:**

The purpose of this course is to examine the agency of women in shaping world politics, and the influence of international relations on the lives of women around the world. In the first half we will focus on women's representation and elected leadership. We will look in-depth at the reasons why women have historically been excluded from politics, as well as the structural challenges and institutional changes that have been made to increase women's representation. We will then move beyond elected office to consider women's participation in politics through social movements. We will examine how international norms regarding gender equality have been enshrined in the operations of international organizations and what effects these norms have had on women's rights and political participation in various contexts.

A significant portion of your grade in this course will be based on completion of an original research project. While I will help guide you through the theoretical development and empirical analysis, this project will require extensive research beyond class readings. The purpose of this project is to: (1) improve your research, critical thinking, and writing skills; (2) allow you to develop a base of knowledge regarding a subject of interest related to international affairs that you may be able to continue to work on in future courses; (3) provide you with substantial research experience that may be of use in applying to post-graduate programs.

Two notes on what this course is *not*: While we will regularly draw upon feminist theories of international relations this is not a course on gender and IR or feminist international relations. The focus of our inquiry will be examining *women's presence* in world politics. Second, this will not be a survey course. There is always a choice to be made between breadth and depth in constructing a course; in this course we will delve deeply into two main issues with respect to women – participation in political institutions and women's rights. There are many other issues that could be considered under the umbrella of women and world politics, including the vast literature on women and/in development, conflict/security, global public health, immigration, labor, multinational corporations, social movements, and human rights (to name a few). I encourage you to pursue research for your final paper on an issue related to women and world politics that most interests you and to come see me for resource suggestions.

Course Requirements:

- **Readings:** You are expected to complete the readings listed on the syllabus *prior* to coming to class. Failure to do so will be evident in your lack of participation during class discussions. Occasionally an article relevant to the topic we are covering will be published and I will assign it on short notice. In that case I will post the article to the “ANNOUCMENTS” section of the class ELC page. **\*\*PLEASE REGISTER FOR ANNOUCMENT NOTIFICATIONS\*\***
- I may administer reading quizzes as part of your participation grade if it becomes apparent that students are not completing the readings.
- **Grad Students:** We will meet bi-weekly to discuss additional readings.

There are 2 **required** texts:

Pamela Paxton and Melanie M. Hughes. 2014. *Women, Politics, and Power: A Global Perspective*, Third Edition. Sage.  
ISBN: 978-1-4833-7699-8

Jenny Nordberg. 2015. *The Underground Girls of Kabul: In Search of a Hidden Resistance in Afghanistan*. Broadway Books. ISBN: 978-0307952509

There is 1 **suggested** text:

Cynthia Enloe. 2014. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. Second Edition. University of California Press.  
ISBN: 978-0-520-27999-5

**\*\*All other readings can be found on ELC, unless otherwise noted.**

**\*\*You are also required to keep up with current events – see below\*\***

- **Grading:**  
Midterm Essay - 20%  
3 Short reflections – 15%  
Participation – 15%  
Leading Discussion – 5%  
Final Paper – 45% (Proposal and Annotated Bib. 5%, Outline 3%, First Draft 5%,  
Peer Responses 2%, Presentation 5%, Final Paper 25%)

Letter grades correspond to the following 0-100 scale:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	00-59	F

- **Written Assignments:** All assignments are to be typed and handed in at the **START** of class on the due date (unless otherwise noted). Late assignments will be **penalized 1% of your overall grade for each day late**. All written assignments should meet the following formatting requirements: 12-point font, double spaced, 1” margins, and page number in bottom right hand corner.
- **Essay:** Each student will submit a midterm essay (3 full page MAX - following the formatting guidelines above). The purpose of this essay is to develop a dialogue among the authors that allows you to analyze and critique some aspect of the literature. Do not summarize – your reader is familiar with the readings. You are free to choose the focus of your essay but it **must draw upon at least 3 class readings, not including newspaper articles, blogs, or video/audio clips**. You may include additional sources beyond the readings on the syllabus. All essays should include a separate bibliography page.
  - **Grad Students:** Same as above however include 5 readings (at least 3 from class, and 2 from directed reading) with 5-page Max.
- **Short Reflections:** Each student will upload 3 short (250-350 word) reflections to the relevant ELC discussion forum. Each reflection assignment’s grade will be based on content (did you follow instructions?) and quality of the writing.
  - #1 – Media Coverage of Female Candidates: Find a newspaper article or broadcast addressing a female candidate (I encourage you to look for races and candidates outside the US). Write a reflection that considers the reporting *in light of the readings on media coverage of female candidates*. Be sure to include a **link** to the article in your reflection.
  - #2 – Women and Social Media: Reflect on the role of social media as a forum for women’s political participation by finding a hashtag, twitter account, a Facebook page, or a blog that is relevant to women and world politics. Look through some recent posts/tweets. Write a reflection which addresses how your finding fits into our understanding of (global) women’s political participations/rights.
  - #3 – You have been tapped by the president to advise his administration on adopting a “feminist” foreign policy. Pick one policy change that you would present to President Trump. Explain the current policy of the U.S. (you’ll have to do some research for this), the change you’re advocating for, and why this constitutes a pivot toward a feminist foreign policy.
- **Leading Discussion:** Each student will be responsible for leading the discussion of one reading during the semester. Assigned readings and guidelines will be given during the third week of classes.
  - **Grad Students:** Will lead entire class, fitted toward your interests.
- **Final Papers:** each student will write a research paper that investigates an issue related to women and world politics. You are not limited to topics covered in class. Each paper should begin with a question or puzzle, followed by a literature review, a theory to answer the question (includes your thesis or primary hypothesis), and in most cases an empirical analysis of the question involving one to two case studies. Papers should be 20-23 pages in length, meet the formatting requirements described above, and contain **at least 15 academic sources** (of which, at least 10 not from the syllabus). All students are **strongly encouraged to see me during office hours to discuss their project**, especially before submitting your initial proposal. Please be aware of the following deadlines and their related contribution to your final paper grade:

- 9/22 – **Topic Proposal & Annotated Bibliography** (5%): 1-2 paragraphs describing your primary question, why this question is important/relevant, your primary hypothesis and supporting arguments, and likely case selection. The bibliography must include **at least 6 academic sources beyond class readings** with 2-3 sentences below each citation explaining how/why it is relevant to your paper. Upload to ELC.
- 10/13 – **Revised Proposal and Outline** (3%): Revised proposal at top followed by a detailed outline of final paper, minimum 4 pages, demonstrating structure, organization, specific arguments, and quotes. Upload to ELC.
- 11/24 – **First Draft of Paper** (5%): Draft of approximately 2/3 of paper (12-14 pages) with outline of remaining parts. Uploaded to ELC as a word doc.
- 11/27 – **2 Peer responses** (2%): 1 page response to each of the two drafts of your colleagues that you are responsible for reading. Uploaded to ELC.
- 11/29-12/4 – **Presentations** (5%): 5-6 minute presentation of your research project.
- 12/13 – **Final Paper** (25%): due by noon
- **Participation:** This course will be run as a seminar and will require a great deal of discussion and active listening. *Simply showing up to class does not constitute participation.* Your participation grade will be evaluated based on your *ability to draw upon insights from the readings*, the *depth of the thoughtfulness* of your questions/comments, and your *activeness* in class, on discussion boards, and/or on twitter using #WomenWP
  - The nature of the topics we will discuss may often be contentious. Everyone is expected to be respectful of others' perspectives and experiences.
  - Some topics may be emotionally challenging. Please know that you are always free to step outside the classroom if you need a break (please be sure to get the notes you missed from our discussion).
- **Attendance:** I will take attendance every class and I expect you to be present. You are allowed **three** absences without penalty. You can use these as you like (e.g. illness, sports travel, interviews, sleep, conferences). Each absence beyond these two will result in a **1-point deduction from your final overall average.**

Other important information:

- **Current Events:** Students are **required** to stay up to date on world politics. I suggest that you browse the world news sections of the *New York Times*, *The Wall Street Journal*, *The Guardian* (UK), or the *Washington Post* on a **regular basis**. You can subscribe to various daily world news briefs and have them emailed to you (e.g. FP, CFR, The Economist). CFR has a monthly bulletin on Women & Foreign Policy. It will be clear from your (lack of) participation in our discussions whether you are keeping up with world politics and this will be factored into your participation grade.
- **Technology:**
  - **Laptops** are **not** welcome in class, unless I instruct you to bring one. Should you need to use a laptop please provide proper documentation from UGA's DRC.
  - All **cell phones/Blackberries**, etc. should be **shut off** or set to **silent** – NOT VIBRATE – before arriving to class. The use or interruption of these devices during regular class time will result in a **reduction of your participation grade.**

- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class ELC page – **PLEASE REGISTER FOR NOTIFICATIONS!**
  - When emailing me please use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus** and the **news page** of the ELC site to be sure that your question has not been previously addressed.
  - *A note on etiquette:* please use appropriate **salutations**, including my name in the opening and your name in the closing. (Hint: you can’t go wrong with “Hi Professor Gallagher”). For further guidance see <http://www.wikihow.com/Email-a-Professor>.
- **Office Hours** – I will be available to meet with students during the office hours listed above, however the only way to guarantee that we will have time to meet is for you to sign up for an appointment using the following link (also posted to the ELC page): <https://docs.google.com/document/d/11V8ETwJbmKJ8ah9eIUtH0YRyf0B7wFSLWYWUS3j4GTc/edit>.
- **Academic Dishonesty** – As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.
- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of special accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit [www.drc.uga.edu](http://www.drc.uga.edu)) and should make an appointment to see me with their appropriate paperwork from DRC within the **first two weeks** of classes.
- **This syllabus is subject to changes throughout the semester.**

### Class and Reading Schedule

#### **WEEK 1: Women & Political Leadership**

##### Mon., August 14 (class 1) – Introduction

- Read syllabus

##### Wed., August 16 (class 2) – Why Study Women in World Politics?

- Valerie Hudson. 2012. “What Sex Means for World Peace.” *Foreign Policy*.
- Valerie Hudson and Andrea Den Boer. 2015. “When a Boy’s Life is Worth More Than His Sister’s.” *Foreign Policy*.
- Laura Sjoberg “‘Mansplaining’ International Politics” Available at: <http://relationsinternational.com/mansplaining-international-relations-walt/>

Fri., August 18 (class 3) – Final Paper: Library Resources Guide

- Guest Lecture: Elizabeth White, SPIA Research Librarian

**Week 1 Grad Additions:**

- Fraser, Nancy. 1987. "Women, Welfare and the Politics of Need Interpretation." *Hypatia* 2: 103-21.

**WEEK 2: Women's Representation**

Mon., August 21 (class 4) - Feminist Perspectives and Power: Where are the Women?

- Paxton and Hughes Ch. 1
- Enloe *BBB* - Preface to 2<sup>nd</sup> Edition p. xiii-xvii & Chapter 1

Wed., August 23 (class 5) - Overview of women's representation worldwide

- Paxton and Hughes Ch. 3 "Women Struggle for Representation"

Fri., August 25 (class 6) – Women's Executive Leadership

- Gwynn Thomas and Melinda Adams. 2010. Breaking the Final Glass Ceiling: The Influence of Gender in the Elections of Ellen Johnson-Sirleaf and Michelle Bachelet. *Journal of Women, Politics & Policy*. 105-131

**Week 2 Grad Additions:**

- Carroll, Susan J. 2009. "Reflections on Gender and Hillary Clinton's Presidential Campaign: The Good, the Bad, and the Misogynic." *Politics & Gender* 5 (1): 1-20.
- Dovi, Suzanne. 2002. "Preferable Descriptive Representatives: Will Just Any Woman, Black, or Latino Do?" *American Political Science Review* 96 (4): 729-743.
- Childs, Sarah and Mona Lena Krook. 2009. "Analyzing Women's Substantive Representation: From Critical Mass to Critical Actors." *Government and Opposition* 44 (2): 125-145.

**WEEK 3: Influences on Women's Representation**

Mon., August 28 (class 7) - Explaining the political representation of women: culture and structure

- Paxton and Hughes Ch. 4 & 5

Wed., August 30 (class 8) – Explaining the political representation of women: politics

- Paxton and Hughes Ch. 6
- Bauer and Burnet. 2013. Gender Quotas, democracy, and Women's Representation in Africa: Some insights from democratic Botswana and autocratic Rwanda. *Women's International Forum*. 103-112.

Fri., September 1 (class 9) – Do Quotas Matter?

- Franceschet and Piscopo. 2008. Gender Quotas and Women's Substantive Representation: Lessons from Argentina. *Politics & Gender*.

**Week 3 Grad Additions:**

- Murray, Rainbow. 2010. "Second Among Unequals? A Study of Whether France's 'Quota Women' Are Up to the Job." *Politics & Gender* 6 (1): 93-118.
- Clark, April K. 2017. "Updating the Gender Gap (S): A Multilevel Approach to What Underpins Changing Cultural Attitudes." *Politics & Gender* 13: 26-56

## **WEEK 4: International Influences on Women's Representation**

Mon., September 4 - NO CLASS: Labor Day

Wed., September 6 (class 10) – International Influences on Women's Representation

- Paxton and Hughes Ch. 7
- Krook and True. 2010. Rethinking the life cycles of international norms: The United Nations and Global Promotion of Gender Equality. *European Journal of International Relations*. 103-127
- “USAID Announces Aid Program for Afghan Women.” *WaPo*. Available at: [https://www.washingtonpost.com/world/national-security/usaaid-announces-aid-program-for-afghan-women/2013/07/18/ecb715f2-efd4-11e2-9008-61e94a7ea20d\\_story.html](https://www.washingtonpost.com/world/national-security/usaaid-announces-aid-program-for-afghan-women/2013/07/18/ecb715f2-efd4-11e2-9008-61e94a7ea20d_story.html)

Fri., September 8 (class 11) – Women & International Organizations

- Sabrina Karim and Kyle Beardsley. 2013. Female Peacekeepers and Gender Balancing: Token Gestures or Informed Policymaking? *International Interactions*.

### **Week 4 Grad Additions:**

- Nadasen, Premilla. 2002. “Expanding the Boundaries of the Women's Movement: Black Feminism and the Struggle for Welfare Rights.” *Feminist Studies* 28 (Summer): 271-301.
- Jennifer Lawless. 2004. “Women, War, & Winning Elections: Gender Stereotyping in the Post-September 11<sup>th</sup> Era. *Political Research Quarterly*.

## **WEEK 5: Behavior of Women in Office**

Mon., September 11 (class 12) – Does “Difference” Make a Difference?

- Paxton and Hughes Ch. 8 “Do Women Make a Difference”
- Sarah Kliff. 2016. “The Research is Clear: Electing More Women Changes How Government Works.” *Vox*. Available at: <http://www.vox.com/2016/7/27/12266378/electing-women-congress-hillary-clinton>

Wed., September 13 (class 13) – Female Leaders and Foreign Policy Decision Making

- Michael T. Koch and Sara A. Fulton. 2011. “In the Defense of Women: Gender, Office Holding, and National Security Policy in Established Democracies.” *Journal of Politics*.
- Sara Angevine. 2016. Representing All Women: An Analysis of Congress, Foreign Policy, and the Boundaries of Women's Surrogate Representation. *Political Research Quarterly*. 1-13.

Fri., September 15 (class 14) – Final Paper Guidelines and Writing Tips

- No reading

### **Week 5 Grad Additions:**

- Wolbrecht, Christina, and David E. Campbell. "Role models revisited: youth, novelty, and the impact of female candidates." *Politics, Groups, and Identities* (2017): 1-17.
- David E. Campbell and Christina Wolbrecht. 2006. “See Jane Run: Women Politicians as Role Models for Adolescents.” *Journal of Politics* 68(May):233-47.
- Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent ‘Yes.’” *Journal of Politics* 61 (August): 628-657.

## **WEEK 6: Women & The Media**

*\*\*Short Reflection 1 Uploaded to ELC by noon 9/18*

Mon., September 18 (class 15)– Challenging Media portrayals of female candidates

- Carlin and Winfrey. 2009. Have You Come a Long Way, Baby? Hillary Clinton, Sarah Palin, and Sexism in the 2008 Campaign Coverage. *Communication Studies*.
- Celina Van Dembroucke. 2014. Exploring media representations of Argentina's president Cristina Fernandez de Kirchner. *Feminist Media Studies*

Wed., September 20 (class 16) –Intersectionality and Media Coverage

- Sarah Allen Gershon. 2012. Media Coverage of Minority Congresswomen and Voter Evaluations: Evidence from an Online Experimental Study. *Political Research Quarterly*.

Fri., September 22 (class 17) – Women as “Experts” in the Media

- Gail Baitinger. 2015. Meet the Press or Meet the Men? Examining Women's Presence in American News Media. *Political Research Quarterly*.

*\*\*Final Paper Proposal and Annotated Bibliography uploaded to ELC by 11pm Friday, 9/22*

**Week 6 Grad Additions:**

- Campus, Donatella. 2013. *Women Political Leaders and the Media*. Springer.

**WEEK 7 – Increasing Women's Presence and Voice in Politics**

Mon., September 25 (class 18) – Moving Beyond Quotas & Getting Women to Run

- Krook & Norris. 2014. Beyond Quotas: Strategies to Promote Gender Equality in Elected Office. *Political Studies*. 2-20.
- Lawless and Fox. 2008. Why Are Women Still Not Running for Public Office? *Brookings: Studies in Governance*.

*\*\*Short Reflection 2 Uploaded to ELC by noon Wed. 9/27*

Wed., September 27 (class 19)– Social Media and Women's Empowerment

- Radsch and Khamis. 2013. “In their own voice: Technologically mediated empowerment and the transformation among young Arab women.” *Feminist Media Studies*.

Fri., September 29 (class 20) – Closing the Ambition Gap: “Leaning in” vs. “Having it All”

- Sheryl Sandberg. “Why we have too few women leaders.” TED Talks. Available at: [http://www.ted.com/talks/sheryl\\_sandberg\\_why\\_we\\_have\\_too\\_few\\_women\\_leaders](http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders)
- Anne-Marie Slaughter. 2012. Why Women Still Can't Have it All. *The Atlantic*.
- To Rescue Economy, Japan Turns to Supermom. Jan. 1, 2015. *NYT*. <http://www.nytimes.com/2015/01/02/business/international/in-economic-revival-effort-japan-turns-to-its-women.html?hp&action=click&pgtype=Homepage&module=photo-spot-region&region=top-news&WT.nav=top-news&r=0>

**Week 7 Grad Additions:**

- Crowder-Meyer, Melody, Shana Kushner Gadarian, and Jessica Trounstein. 2015. Electoral Institutions, Gender Stereotypes, and Women's Local Representation. *Politics, Groups, and Identities*. 3(2): 318-334.
- Clayton, Amanda. 2015. "Women's Political Engagement under Quota-Mandated Female Representation: Evidence from a Randomized Policy Experiment." *Comparative Political Studies* 48: 333-69.



### **Week 8: Where are the Women in International Affairs?**

#### Mon., October 2 (class 21) – The Absence of Women in International Affairs

- Carol Cohn. 1987. "Sex and Death in the Rational World of Defense Intellectuals." *Signs*.
- Zenko and Wolfe. Sept. 24, 2015. "Leaning from Behind." *Foreign Policy*. Available at: <http://foreignpolicy.com/2015/09/24/leaning-from-behind-women-foreign-policy-media/>

#### Wed., October 4 (class 22) – Where are the Women in Diplomacy? Think Tanks?

- Enloe *BBB* - Ch. 5 "Diplomatic and Undiplomatic Wives"
- Wittes and Lynch. The Mysterious Absence of Women From Middle East Policy Debates. 2015. *Washington Post*: Monkey Cage. Available at: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/01/20/the-mysterious-absence-of-women-from-middle-east-policy-debates/>

#### *Suggested:*

- Melissa H. Conley Tyler, Emily Blizzard, and Bridget Crane. 2014. "Is International Relations too "hard" for women? Explaining the missing women in Australia's International Affairs" *Australian Journal of International Affairs*. 156-176. (esp. 156-167)

*\*\*Short Reflection 3 Uploaded to ELC by noon, Fri. 10/6*

#### Fri., October 6 (class 23) – A Feminist Foreign Policy?

- Speech by Margot Wallstrom, Sweden's Minister of Foreign Affairs. <http://www.government.se/speeches/2015/03/speech-by-margot-wallstrom-at-helsinki-university/>
- Jenny Nordberg. Who's Afraid of a Feminist Foreign Policy? *The New Yorker*. April 15, 2015. Available at: <http://www.newyorker.com/news/news-desk/swedens-feminist-foreign-minister>

### **Week 8 Grad Additions:**

- Beath, Andrew, Fotini Christia, and Ruben Enikolopov. 2013. "Empowering Women through Development Aid: Evidence from a Field Experiment in Afghanistan." *American Political Science Review* 107: 540-57.

### **WEEK 9 - How Did We Get Here? The Women's Movement**

#### Mon., October 9 (class 24) - Women's Rights (Part I: *She's Beautiful When She's Angry*)

- No reading
- **\*\*Midterm Essay Due in Class 10/9**

#### Wed., October 11 (class 25) – The Women's Movement in the U.S. (Part II: *She's Beautiful When She's Angry*)

- Rhoda Howard-Hassmann. 2011. Universal Women's Rights Since 1970: The Centrality of Autonomy and Agency. *Journal of Human Rights*. 433-449.

#### Fri., October 13 (class 26) - The Women's Movement in the U.S. (Part III: *She's Beautiful When She's Angry*)

- Come prepared to discuss movie and Howard-Hassmann reading

*\*\*Revised Proposals and Detailed outlines Uploaded to ELC by 11pm Fri. 10/13*

### **Week 9 Grad Additions:**

- Schreiber, Ronnee. 2008. Righting Feminism: Conservative Women and American Politics. New York: Oxford University Press. Chapter 2. "Conservative Women's Political Activism." 17-38. 2.

- Hughes, Melanie M, Mona Lena Krook, and Pamela Paxton. 2015. "Transnational Women's Activism and the Global Diffusion of Gender Quotas." *International Studies Quarterly* 59: 357-72.

### WEEK 10 - Agency (or Exploitation)?

#### Mon., October 16 (class 27) – Unraveling the connections between sex work and trafficking

- Brysk. 2011. Sex as Slavery? Understanding Private Wrongs. *Human Rights Review*.
- Joyce Outshoorn. 2005. The Political Debates on Prostitution and Trafficking of Women. *Social Politics: International Studies in Gender, State and Society*. 141-155.
- “In a Queens Court, Women in Prostitution Cases are Seen As Victims.” *NYT*.  
[http://www.nytimes.com/2014/11/23/nyregion/in-a-queens-court-women-arrested-for-prostitution-are-seen-as-victims.html?\\_r=0](http://www.nytimes.com/2014/11/23/nyregion/in-a-queens-court-women-arrested-for-prostitution-are-seen-as-victims.html?_r=0)
- “Law Helps Those Who Escape Sex Trafficking Erase Their Criminal Record.” *NYT*.  
<http://www.nytimes.com/2015/03/24/nyregion/law-helps-those-who-escape-sex-trafficking-shed-its-stigma-too.html>
- Ira Trivedi. 2015. The Lady and the Tramp. *Foreign Affairs*.  
<https://www.foreignaffairs.com/articles/india/2015-08-07/lady-and-tramp>

#### *Suggested:*

- Listen to NPR’s *On the Media* interview with the editors of “The \$pread”  
<http://www.onthemedial.org/story/spread/>

#### Wed., October 18 (class 28) – Women’s Voices & Women’s Bodies

- Lihi Ben Shitrit. 2013. Women, Freedom and Agency in Religious Political Movements. *Journal of Middle East Women’s Studies*.

*\*\*Withdrawal Deadline – October 19\*\**

#### Fri., October 20 (class 29) – Women’s Voices & Women’s Bodies (continued)

- Madeline Baer and Alison Brysk. 2009. “New Rights for Private Wrongs: Female Genital Mutilation and Global Framing Dialogues” in Clifford Bob *The International Struggle for New Human Rights*.

### **Week 10 Grad Additions:**

- Bush, Sarah Sunn, and Eleanor Gao. "Small Tribes, Big Gains: The Strategic Uses of Gender Quotas in the Middle East." *Comparative Politics*.
- Sutton, Barbara. 2007. "Poner El Cuerpo: Women's Embodiment and Political Resistance in Argentina." *Latin American Politics and Society* 49: 129-62.

### WEEK 11 - Women & Conflict

#### Mon., October 23 (class 30) – Women Serving in Combat

- “Putting Women in Combat is a Disastrous Decision.” Available at:  
<http://www.usnews.com/debate-club/should-women-be-allowed-to-fight-in-combat/putting-women-in-combat-is-a-disastrous-decision>
- Megan MacKenzie. 2015. “True Grit: The Myths and Realities of Women in Combat.” *Foreign Affairs*.

- Dardent and Szekely. 2015. "Warfare Isn't Just a Man's Game Anymore." *WaPo*. Available at: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/02/09/warfare-isnt-just-a-mans-game-anymore/>
- Ellen Haring and Megan MacKenzie. "Exclusive Access to Marine Corps Study Show it Misses the Mark." [http://meganhmackenzie.com/2015/10/14/exclusive-access-to-marine-corps-study-shows-it-misses-the-mark/?preview\\_id=456](http://meganhmackenzie.com/2015/10/14/exclusive-access-to-marine-corps-study-shows-it-misses-the-mark/?preview_id=456)
- "For 3 Women, Combat Option Came a Bit Late." 1/26/13. *NYT*. Available at: <http://www.nytimes.com/2013/01/27/us/for-3-women-combat-option-came-a-bit-late.html?ref=jamesdao&r=1>

Wed., October 25 (class 31) - Conflict and Gender Norms

- R. Charli Carpenter. 2003. 'Women and Children First': Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95. *International Organization*.

Fri., October 27 No Class: Fall Break

**Week 11 Grad Additions:**

- Synne Dyvik. 2013. Women as 'Practitioners' and 'Targets': Gender and Counterinsurgency in Afghanistan" *International Feminist Journal of Politics*
- Brigitte L. Nacos. 2005. The Portrayal of Female Terrorists in the Media: Similar Framing Patterns in the News Coverage of Women in Politics and in Terrorism. *Studies in Conflict and Terrorism*. 435-451.
- Megan MacKenzie. 2009. Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone. *Security Studies*. 241-261.

**WEEK 12: Women in International Courts**

Mon., October 28 (class 32) – Women and International Courts: Watching "I Came to Testify"

- Julie Mertus. 2008. When Adding Women Matters: Women's Participation in the International Criminal Tribunal for the Former Yugoslavia. *Seton Hall Law Review*.

Wed., November 1 (class 33) – Discussion of Women and International Courts

- Come prepared to discuss Mertus reading in light of the movie

Fri., November 3 (class 34) – Final Paper Meetings

- No reading

**Week 12 Grad Additions:**

- Kimi King, James D. Meernik, and Eliza G. Kelly. 2016. "Deborah' Voice: The Role of Women in Sexual Assault Cases at the International Criminal Tribunal for the Former Yugoslavia." *Social Science Quarterly*.
- Dara Kay Cohen. 2013. Explaining Rape During Civil War: Cross National Evidence (1980-2009). *American Political Science Review*.

**WEEKS 13 & 14: The Underground Girls of Kabul**

Mon., November 6 (class 35) – The Underground Girls of Kabul (hereafter TUGK)

- Nordberg – pgs. 1-62

Wed., November 8 (class 36) – TUGK

- Nordberg – pgs. 63-129

Fri., November 10 (class 37) – TUGK

- Nordberg – pgs. 130-160

Mon., November 13 (class 38) – TUGK

- Nordberg – pgs. 163-223
- “US Soldiers Told to Ignore Sexual Abuse of Boys by Afghan Allies.” 9/20/15. *NYT*  
[http://www.nytimes.com/2015/09/21/world/asia/us-soldiers-told-to-ignore-afghan-allies-abuse-of-boys.html?\\_r=0](http://www.nytimes.com/2015/09/21/world/asia/us-soldiers-told-to-ignore-afghan-allies-abuse-of-boys.html?_r=0)

Wed., November 15 (class 39) – TUGK

- Nordberg – pgs. 224-274

Fri., November 17 (class 40) – TUGK Conclusion

- Nordberg – pgs. 275-311

November 20-24: NO CLASS – THANKSGIVING BREAK

*\*\* First Drafts to be uploaded by noon, Fri. 11/24*

*\*\*Peer Reviews to be uploaded by noon, Mon. 11/27*

### **Weeks 15 & 16**

Mon., November 27 (class 41) – Peer-workshop papers

Wed., November 29 (class 42) – Presentations

Fri., December 1 (class 43) – Presentations

Mon., December 4 (class 44) – Presentations

Tues., December 6 (class 45) – Wrap Up

- Enloe, Conclusion pp. 343-359

**\*\*Final Papers Due by Noon, December 13**