

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

University of Georgia – Fall 2021  
MWF 1:50-2:40 New College 118

**Dr. Maryann E. Gallagher**  
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Office: IA Building Room 217

Office Hours: Tuesdays 2-4pm, 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 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-graduation opportunities.

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; 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 far more on 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 3 **required** texts:

Pamela Paxton, Melanie M. Hughes, and Tiffany D. Barnes. 2021. *Women, Politics, and Power*. 4<sup>th</sup> Edition. Rowman & Littlefield. ISBN: 978-1-5381-3751-2

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

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:**  
5 Short Assignments – 30%  
Participation – 20%  
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

- **Short Assignments:** Each student will upload 5 short (~300 words) assignments 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. Assignments are to

include proper references/citations. A rubric for the assignments will be on ELC. Please be sure to read the assignments well in advance as some require time to research the topic.

- **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:
  - 9/11 – **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 bibliographic citation explaining how/why it is relevant to your paper. Upload to ELC.
  - 10/23 – **Revised Proposal and Outline (3%):** Revised proposal at top of page, 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 (10-14 pages) with outline of remaining parts. Uploaded to ELC as a word doc.
  - 11/29 – **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.
  - 12/1-6 – **Presentations (5%):** 5 minute presentation of your research project.
  - 12/10 – **Final Paper (25%):** due by noon
  - **Grad Students:** We will discuss additional expectations for your research project.
- **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.

COVID & This Class

I am committed to making this an academically rigorous course, while also prioritizing compassion and the health of all of us in the room. The COVID-19 pandemic will create extenuating circumstances for many students. It is crucial that you understand the following:

- This course meets in-person MWF, unless otherwise noted on the syllabus.
  - While there is no attendance grade, I will take attendance every day and expect that you'll be there, unless I hear otherwise from you.
  - **IF YOU DO NOT FEEL WELL, DO NOT COME TO CLASS!**
    - UGA's follows [GA DPH guidelines](#) for quarantine/isolation
    - Students who are **not fully vaccinated** and have been directly exposed to COVID-19 but are not showing symptoms **should self-quarantine for 10 days**. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on [DawgCheck](#) (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu)) for assistance.
    - Students who are **fully vaccinated do not** need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. Per [CDC guidelines](#) they should be tested 3-5 days after exposure and continue to wear a mask indoors.
- The primary ways to protect yourself and the other members of the UGA community, including the people in this class are:
  - 1.\*\*\*Get vaccinated!
  - 2.\*\*\*Wear a mask when indoors on campus (irrespective of your vaccine status)
  - 3.\*\*\* Again, Do NOT come to class if you feel sick - GET TESTED ASAP!
    - Per UGA guidelines, students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.
  - 4. Pro-tip: Use UGA's free asymptomatic testing regularly!  
<https://clia.vetview.vet.uga.edu/>
- If you test positive for COVID-19 at any time, you are **required to report** it through the [DawgCheck](#). **Please stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms**. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in [DawgCheck](#).
- **Still need to get vaccinated?** To schedule a vaccine go to the University Health Center's Patient Portal ([https://patientportal.uhs.uga.edu/login\\_dualauthentication.aspx](https://patientportal.uhs.uga.edu/login_dualauthentication.aspx) ). Also, the Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, other than the UHC, please go to: <https://georgia.gov/covid-vaccine>
- Per UGA guidelines, faculty are to accommodate students who get COVID just as they normally would have accommodated ill students before the pandemic. Be sure you get the name and contact information for at least two other students in this class to get notes

from days that you miss. Once you're feeling better, please make an appointment to meet with me during office hours to answer any remaining questions.

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**. I suggest signing up for CFR's daily news summary and their 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 **phones** 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 **Announcements 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** – Office hours are **STUDENT HOURS!** This is the time to ask questions about class assignments, the major, my 2 cents on what you should do with your life, get recommendations for good food in Athens, etc. **The link to schedule an office hours meeting is on the class ELC page.**
- **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.

- **Prohibition on Recording Lectures/Discussions.** In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:
  - Will use the records only for personal academic use during the specific course.
  - Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
  - Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
  - Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
  - Will erase/delete all recordings at the end of the semester.
  - Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.
- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly. Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. UGA's Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.
  - **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email [sco@uga.edu](mailto:sco@uga.edu)
  - **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
  - **Relationship and Sexual Violence Prevention** – 706-542-SAFE (The advocates at RSVP can provide student confidentiality).
- **This syllabus is subject to changes throughout the semester.**

### **Class and Reading Schedule**

#### **WEEKS 1 & 2: Women & Power**

##### Wed., Aug. 18 (class 1) – Introduction

- Read syllabus

##### Fri., Aug. 29 (class 2) – Why Study Women in World Politics?

- PHB Ch. 1 p. 1-18
- 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*.



Mon., Aug. 23 (class 3) – Feminist Perspectives and Power: Where are the Women?

- PHB Ch. 1 p. 18-27
- Enloe. *BBB* - Preface to 2<sup>nd</sup> Edition p. xiii-xvii & Chapter 1
- Laura Sjoberg “‘Mansplaining’ International Politics” Available at:  
<http://relationsinternational.com/mansplaining-international-relations-walt/>

Wed., Aug 25 (class 4) – Which Women? Intersectionality

- PHB Ch. 4
- Sojourner Truth’s “Ain’t I A Woman?” (PBH p. 34-35)
- Ryan Hesketh. “How to Understand the Debate Over Transgender Rights: QuickTake.” *WaPo*. [https://www.washingtonpost.com/business/how-to-understand-the-debate-over-transgender-rights-quicktake/2021/08/02/82409db4-f396-11eb-a636-18cac59a98dc\\_story.html](https://www.washingtonpost.com/business/how-to-understand-the-debate-over-transgender-rights-quicktake/2021/08/02/82409db4-f396-11eb-a636-18cac59a98dc_story.html)
- Chutel, Lynsey and Jere Longman. June 28, 2021. “The Clock Ticks on Caster Semenya’s Olympic Career.” *New York Times*.  
<https://www.nytimes.com/2021/06/28/sports/olympics/caster-semenya-olympics-gender.html?searchResultPosition=1>

Fri., Aug 27 (class 5) – Discussing the Final Paper

- Read assignment directions before class

**Grad Addition:**

- Hudson, Valerie M., et al. "The heart of the matter: The security of women and the security of states." *International Security* 33.3 (2009): 7-45

**WEEK 3: Women’s Representation**

Mon., Aug 30 (class 6) – Where are the Women in Political Institutions & Do They Matter?

- PHB Ch 3 - “Positions and Pathways: Women’s Representation in Government”
- PHB Ch. 9 - “Do Women Make a Difference?”
- Scroll through entire data viz on US, paying attention to differences in speeches (comes up last). <https://pudding.cool/2018/07/women-in-congress/>

Wed., Sept. 1 (class 7) – 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

Fri., Sept. 3 (class 8) – Women in Diplomacy

- Enloe *BBB* - Ch. 5 “Diplomatic and Undiplomatic Wives”

**Grad Addition:**

- Joya Misra, *WOMEN, POLITICS, AND GENDER INEQUALITY*, 42 W. NEW ENG. L. REV. 397 (2020), <https://digitalcommons.law.wne.edu/lawreview/vol42/iss3/5>
- Mansour, Rasha Souhail (2021). Political Change and Gender Politics in Egypt. *Journal of International Women's Studies*, 22(5), 376-392. Available at: <https://vc.bridgew.edu/jiws/vol22/iss5/23>

#### **Week 4: Representation & Domestic Institutions**

Mon., Sept. 6 - NO CLASS: LABOR DAY

Wed., Sept. 8 (class 9)– Domestic Institutions and Representation: Electoral Systems and Quotas

- PHB p. 113-114
- PHB Ch. 7

Fri., Sept 10 - (class 10) – Assessing Substantive Representation

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

*\*\*Final Paper Proposal and Annotated Bibliography uploaded to ELC by 11pm Saturday, Sept 11*

#### **Grad Addition:**

- Bush, Sarah Sunn, and Eleanor Gao. "Small Tribes, Big Gains: The Strategic Uses of Gender Quotas in the Middle East." *Comparative Politics*.

#### **WEEK 5: Culture & Structure**

Mon., Sept. 13 (class 11) – Representation & Culture

- PBH Ch. 5

*\*\*Short Assignment 1 completed on ELC before the start of class 9/15*

Wed., Sept. 15 (class 12) – 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*

Fri., Sept. 17 (class 13) – Representation & Social Structures

- PBH Ch. 6
- "The Market Controls Child Care Costs in the US. Can that be Changed?" PBS News Hour. <https://www.pbs.org/newshour/show/the-market-controls-child-care-costs-in-the-u-s-can-that-be-changed>
  - If you're interested there is a series of videos and podcasts as part of this feature: <https://www.pbs.org/newshour/tag/raising-the-future>

#### **Grad Addition:**



- 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.

### **WEEK 6: Increasing Representation of Women, Beyond Quotas**

Mon., Sept 20 (class 14)– Exploring 2 additional challenges: VAWP & Covid

- Mona Lena Krook. 2017. “Violence Against Women in Politics.” *Journal of Democracy* 28 (1): 74-88.
- “Mona Krook on Violence Against Women in Politics.” 2021. *Radikaal* (podcast). <https://podcasts.apple.com/ie/podcast/radikaal/id1516388187?i=1000492068258>
- “The Shadow Pandemic: How the Covid 19 Crisis is exacerbating gender inequality” <https://unfoundation.org/blog/post/shadow-pandemic-how-covid19-crisis-exacerbating-gender-inequality/>

Wed., Sept. 22 (class 15) – 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*.

Fri., Sept. 24 (class 16) – What can be done beyond quotas to increase women’s representation?

- Krook & Norris. 2014. Beyond Quotas: Strategies to Promote Gender Equality in Elected Office. *Political Studies*. 2-20.
- 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](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)

**Grad Addition:**

- Bos et al, “This One’s for the Boys: How Gendered Political Socialization Limits Girls Political Ambition and Interest” *APSR* (forthcoming)

### **WEEK 7: Agency and Activism**

Mon., Sept. 27 (class 17) – Women in Conservative Movements

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

\*\* Short Assignment 2 completed on ELC before the start of class 9/29

Wed., Sept 29 (class 18) – 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., Oct. 1 (class 19) – SPIA Reference Librarian, Elizabeth White

- No reading

**Grad Addition:**

- **Lihi Ben Shitrit. *Righteous Transgressions: Women's Activism on the Israeli and Palestinian Religious Right*. Princeton University Press, 2015. CHAPTERS 1-3**

### **WEEK 8: Representation and International Factors**

Mon., Oct. 4 (class 20)– Representation and International Factors

- PHB Ch. 8
- Joan Johnson-Freese. “Women, Peace, and Security: Moving Implementation Forward.” *War on the Rocks* (blog). <https://warontherocks.com/2021/07/women-peace-and-security-moving-implementation-forward>

Wed., Oct. 6 (class 21) – WPS in Action

- Sabrina Karim and Kyle Beardsley. 2013. “Female Peacekeepers and Gender Balancing: Token Gestures or Informed Policymaking” *International Interactions* 39(4): 461-488.

Fri., Oct. 8 (class 22) – Women's Rights as Human Rights

- TBD

**Grad Addition:**

- **Lihi Ben Shitrit. *Righteous Transgressions: Women's Activism on the Israeli and Palestinian Religious Right*. Princeton University Press, 2015. CHAPTERS 4-6**

### **Week 9: Women & Foreign Policy**

Mon., Oct. 11 (class 23) – Gender and Traditional Security

- Carol Cohn. 1987. “Sex and Death in the Rational World of Defense Intellectuals.” *Signs*.

Wed., Oct 13 (class 24)) – Women in and around Militaries

- Enloe *BBB* Ch. 4: Base Women
- “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>
- 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/>
- Nina Wilen and Lindy Heinecken. 2018. “Women Now Make Up Almost 24 Percent of South Africa's Military. Why Aren't They Treated Equally?” *WaPo*.

[https://www.washingtonpost.com/news/monkey-cage/wp/2018/08/01/women-now-make-up-24-percent-of-south-africas-military-why-arent-they-treated-equally/?utm\\_term=.6ada4f57ea03](https://www.washingtonpost.com/news/monkey-cage/wp/2018/08/01/women-now-make-up-24-percent-of-south-africas-military-why-arent-they-treated-equally/?utm_term=.6ada4f57ea03)

**\*\*Short Assignment 3 Completed on ELC before the start of class 10/15**

Fri., Oct. 15 (class 25) – Feminist Foreign Policy

- Alisha Haridasani Gupta. 2020. What do Sweden and Mexico have in common? A Feminist foreign policy.” *New York Times*.  
<https://www.nytimes.com/2020/07/21/us/sweden-feminist-foreign-policy.html>
- Fem FP in Foreign Affairs: <https://www.foreignaffairs.com/articles/2020-03-09/best-foreign-policy-puts-women-center>
- Jana Krause, Werner Krause, and Piia Bransfors. 2018. Women’s Participation in Peace Negotiations and Durability of Peace. *International Interactions*. P 1-32.

**Grad Addition:**

- 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.
- Jana Krause, Werner Krause, and Piia Bransfors. 2018. Women’s Participation in Peace Negotiations and Durability of Peace. *International Interactions*.

### **WEEK 10: Midterm & the Women’s Movement in the US**

Mon., Oct. 18 (class 26) – The Women’s Movement in the U.S. (Part I: *She’s Beautiful When She’s Angry*)

Wed., Oct. 20 (class 27)- The Women’s Movement in the U.S. (Part II: *She’s Beautiful When She’s Angry*)

**\*\*Short Assignment 4 Completed on ELC before the start of class 10/28**

Fri., Oct. 22 (class 28) – Discussing the Movie

**\*\*Revised Proposal and Outline uploaded to ELC by 11pm Saturday, Sept 11**

### **WEEK 11: Women’s Agency or Exploitation**

Mon., Oct. 25 (class 29) – 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>

\*\* *Withdrawal Deadline 10/25*

Wed., Oct. 27 (class 30) – The International Politics of Domestic Servants

- Enloe, *BBB* Ch. 8: Scrubbing the Globalized Tub
- Julie McCarthy and Audie Cornish. 2014. “Between Us and India, One Diplomat Stirs Dispute” *All Things Considered*, *NPR*.  
<https://www.npr.org/2014/01/08/260807962/between-u-s-and-india-one-diplomat-stirs-dispute>

Fri., Oct 29 – NO CLASS: FALL BREAK

**Grad Addition:**

- Sasson-Levy. 2003. “Feminism and Military Gender Practices: Israeli Women Soldiers in “Masculine” Roles. *Sociological Inquiry*. 1-26
- Karim, Sabrina and Kyle Beardsley. 2016. “Explaining Sexual Exploitation and Abuse in Peacekeeping Missions: The Role of Female Peacekeepers and Gender Equality in Contributing Countries.” *Journal of Peace Research*.

**WEEK 12: Women & Conflict: Humanitarian Interventions and International Law**

Mon., Nov. 1 (class 31) – Conflict and Gender(ed) Norms

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

Wed., Nov. 3 (class 32) – Women’s Experiences in War

- In Class Movie: “I Came to Testify”
- No Reading

Fri., Nov. 5 (class 33) – Prosecution of Sexual Violence in Conflict

- Gallagher, Maryann E., Deepa Prakash, and Zoe Li. 2019. “Engendering Justice: Women and the Prosecution of Sexual Violence at International Courts.” *International Journal of Feminist Politics* 22(2): 227-249.

**Grad Addition:**

- Megan MacKenzie. 2009. Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone. *Security Studies*. 241-261.
- Synne Dyvik. 2013. Women as ‘Practitioners’ and ‘Targets’: Gender and Counterinsurgency in Afghanistan” *International Feminist Journal of Politics*

### **WEEKS 13 & 14: The Underground Girls of Kabul (TUGK)**

#### Mon., Nov. 8 (class 34) – TUGK

- Watch Lecture Video
- Nordberg pgs. 1-62

#### Wed., Nov. 10 (class 35) TUGK

- Nordberg pgs. 63-129

#### Fri., Nov. 12 (class 36) – TUGK

- Nordberg pgs. 130-160

#### Mon., Nov. 15 (class 37) – 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., Nov. 17 (class 38) – TUGK

- Nordberg pgs. 224-274

#### Fri., Nov. 19 (class 39) – TUGK

- Nordberg pgs. 275-311
- Ailsa Chang. 2021. “Afghan Girls Fear for their Future as Taliban Gain Foothold, Education Minister Says.” *All Things Considered*, *NPR*.  
[https://www.npr.org/2021/08/13/1027537443/afghan-education-minister-talks-about-future-of-afghanistan?utm\\_campaign=storyshare&utm\\_source=twitter.com&utm\\_medium=social](https://www.npr.org/2021/08/13/1027537443/afghan-education-minister-talks-about-future-of-afghanistan?utm_campaign=storyshare&utm_source=twitter.com&utm_medium=social)

*\*\*Short Assignment 5 Completed on ELC before the start of class 11/22*

### **WEEKS 15 & 16: Final Papers**

#### Mon., Nov. 22 (class 40) – Open Questions for Final Papers

*\*\* First Drafts Uploaded by 11pm Weds. 11/24*

*\*\*Peer Reviews Uploaded by noon Mon. 11/29*

Wed., Nov 24 & Fri., Nov. 26 – No Class: Thanksgiving Break

Mon., Nov. 29 (class 41) – Peer-workshop Papers

Wed., Dec. 1 (class 42) – Presentations

Fri., Dec. 3 (class 43) – Presentations

Mon. Dec. 6 (class 44) – Presentations

Tue. Dec. 7 (class 45 - Friday Schedule in Effect) - Where are the Women? What Work is Gender Doing?

- Enloe, Conclusion pp. 343-359

**Final Paper Due by Noon, Friday 12/10**