

INTL4650H: Women & World Politics - Honors

University of Georgia – Fall 2023
MWF 10:20-11:10am, Journalism 516

Dr. Maryann E. Gallagher

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Office: CITS (110 E. Clayton Street, 6th Floor)

Office Hours: Weds 12:45-2:30pm, by appointment through link on ELC



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 influence 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 continue to work on in future courses; (3) provide you with substantial research experience that may be of use in applying to post-UGA 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.
- **You should come to class with a copy of the reading, unless directed otherwise.**
- 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 “ANNOUNCEMENTS” section of the class ELC page. ****PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS****
- I may administer reading quizzes as part of your participation grade if it becomes apparent that students are not completing the readings.

There are 3 **required** texts:

Pamela Paxton, Melanie M. Hughes, and Tiffany D. Barnes. 2021. *Women, Politics, and Power*. 4th 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

***Please note you do not need to purchase this book in advance unless you want to have your own copy – the library has an electronic copy.*

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

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

- **Grading:**
6 Short Assignments – 30%
Participation – 20% (10% first-half semester; 10% second-half semester)
Leading Book Group 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 6 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, with expectations of quality increasing as the semester progresses. A rubric for the assignments will be on ELC. All assignments are to include proper references/citations. Please be sure to read the assignments well in advance as **some require time to research the topic**.

- **Leading Book Group Discussion:** Each student will be responsible for leading the discussion of a section of TUGK with a group of peers. Details on leading the group will be given later in the semester
- **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. Directions for paper and template will be on ELC, along with a video going over directions, and time spent in class. Papers should be 20-23 pages in length, meet the formatting requirements provided, 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, before** submitting your proposal. It is expected that all students on campus in spring 2024 will submit a proposal to present their research at the *SPIA Undergraduate Research Colloquium*. Please be aware of the following deadlines and their related contribution to your final paper grade:
 - 9/10 – **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 5 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.
 - 10/15 – **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.
 - 11/22 – **First Draft of Paper (5%):** Draft of approximately 1/2 of paper (8-10 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 & 12/1 – **Presentations (5%):** 3-minute presentation of your research project.
 - 12/13 – **Final Paper (25%):** due by noon
- **Participation:** This Honors course will be run as an active learning seminar and will require a great deal of discussion and active listening. As such, participation is worth a significant portion of your final grade. **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 *daily engagement* in class. There is a class discussion board where you are also welcome to use to supplement your engagement.
 - 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.

Attendance:

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 may create extenuating circumstances for many students. It is crucial that you understand the following:

- **IF YOU DO NOT FEEL WELL, DO NOT COME TO CLASS!**
- I will take attendance every day and expect that you'll be there, unless I hear otherwise from you. **If you are going to be absent, please send me an email.** More than 3 absences without an explanation will lead to a deduction in your participation grade. If you are absent, you can earn your participation grade through the class discussion board.
- **Note:** If you are out for a prolonged period please stay in contact with your professors. I also encourage you to reach out to Student Care and Outreach (sco@uga.edu) for assistance. They can contact all your professors on your behalf.
- **We will have a collaborative notes G-doc available on ELC so you can keep up with what you missed when absent.** I also encourage you to exchange contact information with at least two students in this class. Once you're feeling better, please make an appointment to meet with me during office hours to answer any remaining questions.

AI Tools Policy:

I'm open to you using AI in this course if you adhere to the following 3 principles:

- **Originality of YOUR Ideas.** It is most important that the ideas and analysis presented are your own. AI may be useful in this course for editing purposes, but if you use it as your starting point - if it is generating the ideas and analysis - then you are not developing the skills at the heart of this class. Do not undermine yourself and weaken your skills development for the sake of a grade. It's not worth it.
- **Openness.** If using AI, you must be open about doing so and document your use. **Using AI without documenting that you did so will be considered a violation of the Honor Code.** The final page of each assignment should include, when relevant, a list of the ways in which AI was employed, including: (1) the site used, (2) specific prompt/commands used (3) any changes to those prompts/commands, explaining why the changes were made and what the effect was on the output. As a course which centers Active Learning, it's important for you to have space to reflect on when AI is (not) helpful.
- **Referencing and validating.** You take full responsibility for any AI-generated information included in your work. This means all *ideas* must be attributed to an actual source (not AI) with a citation that you have checked, and facts must be true and cited. AI can present some issues that you should be aware of before using it. (1) All AI relies on existing language/materials, which can be out of date, so be sure you know the most up-to-date information on a situation. Outdated information will lead to poor policy analysis. (2) AI can "hallucinate" by misattributing a reference (so be sure to go to the original source) or may not cite sources (but you must). (3) AI can produce biased outputs as it relies on data that is not fully representative, especially of marginalized communities. You will be held accountable for the information you provide and thus must validate all information included in your work.

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*, 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) 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
 - **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. 16 (class 1) – Introduction

- Read syllabus
- Complete introduction assignment on ELC

Fri., Aug. 18 (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. 21 (class 3) – Feminist Perspectives and Power: Where are the Women?

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

*Complete practice discussion on intersectionality discussion assignment on ELC before class on 8/23 (under "ungraded discussions")

Wed., Aug 23 (class 4) – Which Women? Understanding the Importance of Intersectionality

- PHB Ch. 4
- Sojourner Truth's "Ain't I A Woman?" (PBH p. 34-35)
- Emily Buamgeartner and Farnaz Fassihi. July 12, 2023. "Racism and Sexism Underlie Higher Maternal Death Rates for Black Women, U.N. Says." *New York Times*.
- Chutel, Lynsey and Jere Longman. June 28, 2021. "The Clock Ticks on Caster Semenya's Olympic Career." *New York Times*.

**Complete paper proposal ideas discussion assignment on ELC before class on 8/25 (under "ungraded discussions")

Fri., Aug 25 (class 5) – Discussing the Final Paper

- Read assignment directions (on ELC under "Contents") and ****watch video** (on ELC) **before class**

WEEK 3: Women's Representation

Mon., Aug 28 (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., Aug 30 (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. 1 (class 8) – Women in Diplomacy

- Enloe *BBB* - Ch. 5 "Diplomatic and Undiplomatic Wives"

Week 4: Representation & Domestic Institutions

Mon., Sept. 4 - NO CLASS: LABOR DAY

Wed., Sept. 6 (class 9)– Domestic Institutions and Representation: Electoral Systems and Quotas

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

Fri., Sept 8 - (class 10) – Assessing Substantive Representation: Lit Review Building

- Franceschet, Susan and Jennifer M. Piscopo. 2008. Gender Quotas and Women's Substantive Representation: Lessons from Argentina. *Politics & Gender*.
- 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.
- Bush, Sarah Sunn, and Eleanor Gao. "Small Tribes, Big Gains: The Strategic Uses of Gender Quotas in the Middle East." *Comparative Politics*.

****Final Paper Proposal & Annotated Bibliography uploaded to ELC by 8am Sunday, Sept 10**

WEEK 5: Culture & Structure

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

- PBH Ch. 5
- NPR. Oct. 2, 2021. "Researcher explains how girls are socialized to have limited political ambition" *All Things Considered*.
<https://www.npr.org/2021/10/02/1042742302/researcher-explains-how-girls-are-socialized-to-have-limited-political-ambition>
 - If you're interested in reading "This One's For the Boys: How Gendered Political Socialization Limits Girls' Political Ambition and Interest" you can find it [here](#).

****Short Assignment 1 completed on ELC before the start of class 9/13**

Wed., Sept. 13 (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. 15 (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 in learning more about childcare and women's labor participation, there is a series of videos and podcasts here:
<https://www.pbs.org/newshour/tag/raising-the-future>

WEEK 6: Increasing Representation of Women, Beyond Quotas

Mon., Sept 18 (class 14)– Exploring 2 Additional Challenges: VAWP & Covid

- Mona Lena Krook and Juliana Restrepo Sanin. 2020. "The Cost of Doing Politics? Analyzing Violence and Harassment Against Female Politicians." *Perspectives on Politics* 18 (3): 740-755.
- "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. 20 (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
- Anne-Marie Slaughter. 2012. Why Women Still Can’t Have it All. *The Atlantic*.

Fri., Sept. 22 (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®ion=top-news&WT.nav=top-news&_r=0

WEEK 7: Agency and Activism

Mon., Sept. 25 (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 9/27*

Wed., Sept 27 (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., Sept. 29 (class 19) – SPIA Reference Librarian, Elizabeth White

- No reading – but come prepared with questions for your research project

***Short Assignment 3 completed on ELC before the start of class 10/2*

WEEK 8: Women’s Rights Around the World

Mon., Oct. 2 (class 20)– Representation and International Factors

- PHB Ch. 8

Wed., Oct. 4 (class 21) – The Women’s Movement in the U.S. - *She’s Beautiful When She’s Angry*

- Movie available online or at UGA Library

***Short Assignment 4 Completed on ELC before the start of class 10/6*

Fri., Oct. 6 (class 22) – Discussion of *She’s Beautiful When She’s Angry*

- “Abortion Law: Global Comparisons” Council on Foreign Relations.
<https://www.cfr.org/article/abortion-law-global-comparisons>

Week 9: Women's Labor: Agency or Exploitation

Mon., Oct. 9 (class 23) – Unraveling 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
- “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>
- Solon, Olivia. 2020. “Pornhub crackdown by credit card companies cuts of sex workers’ livelihoods.” NBC News (December 15). <https://www.nbcnews.com/business/business-news/pornhub-crackdown-credit-card-companies-cuts-sex-workers-livelihoods-n1251246>
- Ira Trivedi. 2015. The Lady and the Tramp. *Foreign Affairs*.
<https://www.foreignaffairs.com/articles/india/2015-08-07/lady-and-tramp>

Wed., Oct 11 (class 24) – 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. 13 (class 25) – Class Office Hours to Trouble Shoot Paper Development

- No reading

***Revised Proposal and Outline uploaded to ELC by 8am Sunday, October 15*

WEEKS 10 & 11: Women & Security

Mon., Oct. 16 (class 26) – Gender and Nuclear Security

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

Wed., Oct. 18 (class 27) – UNSCR 1325: Women, Peace, and Security in Action

- USIP Page on 1325 (read through the 6 questions on the bottom + the annotated version of 1325)
- 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>

Fri., Oct. 20 (class 28) – 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

****Short Assignment 5 Completed on ELC before the start of class 10/23**

Mon., Oct. 23 (class 29) – 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>
- Rachel Vogelstein, Jamille Bigio, and Rebecca Turkington. March 9, 2020. “The Best Foreign Policy Puts Women at the Center.” *Foreign Affairs* <https://www.foreignaffairs.com/articles/2020-03-09/best-foreign-policy-puts-women-center>

**** Withdrawal Deadline 10/23**

Wed., Oct. 25 (class 30) – Professionalization Day

- TBD

Fri., Oct 27 – NO CLASS: FALL BREAK

[While you’re in the car or relaxing on your day off, I recommend listening to [this](#) *Radikaal* podcast with Dr. Ellen Van Damme on women in gangs in Central America, or [this](#) episode with Dr. Brenda Elsey on women and sports in Latin America, or [this](#) episode with Shireen Ahmed on athlete activism, or [this](#) *Horns of a Dilemma* podcast on gender and security with Drs. Hilary Matfess and Robert Nagel. And since I’m not teaching War & Gender in the spring you can get a 40 minute version of the class [here](#) with this podcast by Georgetown’s *Security Studies Review* featuring two UGA alumni. Finally, if you’re interested in how war affects women’s access to reproductive health, [this is](#) a two part podcast Ukraine.]

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

Mon., Oct 30 (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. 1 (class 32) – Women’s Experiences in War - Movie: “ I Came to Testify”

- Listen: “This Secretive network helps Ukrainian Refugees find Abortions in Europe” NPR. <https://www.npr.org/2022/06/01/1101473557/ukrainian-refugees-abortions-europe-poland-warsaw>

Fri., Nov. 3 (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.

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

Mon., Nov. 6 (class 34) – TUGK

- Watch Lecture Video
- Nordberg pgs. 1-62

Wed., Nov. 8 (class 35) TUGK

- Nordberg pgs. 63-129

Fri., Nov. 10 (class 36) – TUGK

- Nordberg pgs. 130-160

Mon., Nov. 13 (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

Wed., Nov. 15 (class 38) – TUGK

- Nordberg pgs. 224-274

Fri., Nov. 17 (class 39) – TUGK

- Nordberg pgs. 275-311

***Short Assignment 6 Completed on ELC before the start of class 11/20*

WEEKS 15 & 16: Final Papers

Mon., Nov. 20 (class 40) – Final Thoughts on TUGK

- Watch *Frontline* "Afghanistan Undercover" before class:
<https://www.pbs.org/wgbh/frontline/documentary/afghanistan-undercover/>

*** First Paper Drafts Uploaded by Wed. 11/22*

Wed., Nov 22 & Fri., Nov. 24– No Class: Thanksgiving Break

***Peer Reviews Uploaded before class Mon. 11/27*

Mon., Nov. 27 (class 41) – Peer-workshop Papers

Wed., Nov. 29 (class 42) – Presentations

Fri., Dec. 1 (class 43) – Presentations

Mon. Dec. 4 (class 44) – Wrap up part 1 – Where are the Women?

- Enloe, Conclusion pp. 343-359

Tue. Dec. 5 (class 45 - Friday Schedule in Effect) – Wrap up part 2 - What Work is Gender Doing?

- No reading

Final Paper Due by Noon, Wed. Dec 13