

INTL4650: Women & World Politics

University of Georgia – Fall 2025

MWF 10:20-11:10 Caldwell 204

Dr. Maryann E. Gallagher

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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.

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 three main issues with respect to women – participation in political institutions, conflict, 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, global public health, immigration, labor, multinational corporations, social movements, and far more on human rights (to name a few). I encourage you to remain curious about these issues and to reflect on them in class discussion posts.

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****

- **You should come to class with a copy of the reading, unless directed otherwise.**

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:**
 - Midterm Exam - 20%
 - 4 Short Assignments – 16%
 - ELC Group Discussions (5 total) – 10%
 - Participation (5% first ½; 5% second ½) – 10%
 - WPS Poster (10% Poster; 10% Peer Evaluation; 5% Reflection) – 25%
 - TUGK – 7% (2% Discussion Lead; 5% Essay)
 - Final Essay – 12%

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-
77-79C+	00-59 F

- **General info on Assignments:** Late assignments, if accepted, will be **penalized 1% of your overall grade for each day late (note: discussion boards will no reopen once they close)**. All written assignments should include proper citations to materials used, including course assigned materials.
- **Short Assignments:** Each student will upload 4 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.

- **Discussion Groups:** All students will be organized into discussion groups and most weeks there will be a discussion forum for the week on ELC. There will be a total of 5 group discussion forums starting in week 3. You will serve as the leader for 1 of the forums and a responder for the other 4.
 - **Leader** – Select 2 points from *any of the assigned readings for the week* to interrogate. It could be something you agree/disagree with, is counter intuitive, makes you look at past readings differently, etc. Be sure to include the actual quotes from the reading and proper citation including page number so that your groupmates can find easily find the points in the reading. **Your post must be uploaded before the start of class (10:20am) on the Monday** of the week you're leading.
 - **Responses** – You will respond to the leader's post by addressing one of their points. Your response should bring some *new insight* to their point. Perhaps you disagree/agree and have additional evidence to bring to light from other readings, or maybe some other reading from later in the week sheds new light on the leader's point. Be sure to include proper citations in your response. **Responses must be posted before the start of class (10:20am) on Fridays.**
- **Exams & Quizzes:** Lectures and class discussions are intended to supplement, not duplicate, the readings. Exams will draw upon both reading and class materials.
- **Participation:** This course has been designed using an active learning approach which will require a great deal of discussion and active listening from you. **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 and on discussion boards.
 - 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.
 - I strongly encourage you to use the ELC **discussion board** as a space to engage with your peers about topics related to the course (students seeking the highest possible participation grade should plan to post at least once a week)
 - I take attendance each day and expect you to be there. **If you are going to be absent, please send me and/or your GTA an email.** Excessive unexplained absences will lead to a **deduction in your participation grade.**
 - Your performance on unannounced quizzes may contribute your grade.
 - A key aspect of this active learning class is the inclusion of **Peer Learning Assistants (PLAs)**. The three PLAs this semester will be engaged in your class activities and are there to help encourage you and push you to consider a deeper application and understanding of US foreign policy.

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 communication and gender analysis 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 UGA'S Honor Code.** I will have a link to a Google form on ELC. **EACH TIME** you use AI for an assignment in this course, you **MUST COMPLETE THE GOOGLE FORM on ELC within 48 hours of submitting the assignment.** As a course that centers Active Learning, the form is there to help you (and me!) learn how AI was (or wasn't) useful for your assignment. Just a heads up that the form will ask you for (1) the site used, (2) specific prompt/commands used (copy and pasted) (4) a copy and paste of the output in response to your prompt and (5) any changes to those prompts/commands, explaining why the changes were made and what the effect was on the output.
- **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*, *The Guardian* (UK), or the *Washington Post* on a **regular basis**.
 - ***I strongly encourage you to subscribe to the Council on Foreign Relations (www.cfr.org) for their daily email and monthly Women and the World newsletter.*
- **Technology:**
 - **Laptops** are **not** welcome in class, unless I instruct you to bring one or you are taking notes for the class **collaborative notes** doc. Should you need to use a laptop regularly, please provide proper documentation from UGA's DRC.
 - All **cell 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**, and during test periods will be treated as **cheating**.
- **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. They are a chance for you and I to get to know each other and most students come with questions regarding concepts from the course, the IA major, internships/jobs, and life in general. **The link to schedule an office hours meeting is on the class ELC page.**
- **Academic Honesty** – 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.
- **Accessibility:** 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 Accessibility and Testing office 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 A&T 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.**

WEEKS 1 & 2: Power & Politics

Wed., Aug. 13 (class 1) – Introduction

- Read syllabus

Fri., Aug. 15 (class 2) – Why Study Women in World Politics?

- PHB Ch. 1 p. 1-19
- 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. 18 (class 3) – Feminist Perspectives and Power: Where are the Women?

- PHB Ch. 1 p. 19-27
- Enloe. *BBB* - Preface to 2nd Edition p. xiii-xvii & Chapter 1

Wed., Aug 20 (class 4) – Which Women? Intersectionality

- PHB Ch. 4
- Black Women and the US Suffrage Movement (PBH p. 33-34)
- 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*.

Fri., Aug 22 (class 5) – Setting up class groups and assignments

- No reading

WEEK 3: Women’s Representation

**Discussion 1 – Leaders in role 1*

Mon., Aug 25 (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?”

Wed., Aug 27 (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., Aug 29 (class 8) – Women in Diplomacy

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

Week 4: Representation & Domestic Institutions

**Discussion 2 – Leaders in Role 2*

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

Wed., Sept. 3 (class 9)– Domestic Institutions and Representation: Electoral Systems and Quotas

- PHB p. 115-116
- PHB Ch. 7: Explaining the Political Representation of Women: Politics

Fri., Sept 5 - (class 10) – Assessing Substantive Representation

- 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.

WEEK 5: Culture & Structure

Mon., Sept. 8 (class 11) – Representation & Culture

- PBH Ch. 5: Explaining the Political Representation of Women: Culture
- 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: Media Framing completed on ELC before the start of class 9/10*

Wed., Sept. 10 (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. 12 (class 13) – Representation & Social Structures

- PBH Ch. 6 Explaining the Political Representation of Women: Social Structure

- “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>

WEEK 6: Representation & Social Structures

**Discussion 3 – Leaders in Role 3*

Mon., Sept 15 (class 14)– Violence Against Women in Politics

- Mona Lena Krook and Juliana Restrepo Sanín. 2020. “The Cost of Doing Politics? Analyzing Violence and Harassment Against Female Politicians.” *Perspectives on Politics*. 740-755.
- Hilary Matfess, Roudabeh Kishi, and Marie E. Berry. 2023. “No Safety in Numbers: Political Representation and Political Violence Targeting Women in Kenya.” *International Journal of Feminist Politics*. 506-528.

Suggested Listening:

- “Mona Krook on Violence Against Women in Politics.” 2021. *Radikaal* (podcast). <https://podcasts.apple.com/ie/podcast/radikaal/id1516388187?i=1000492068258>

Wed., Sept. 17 (class 15) – Closing the “Ambition Gap”: “Leaning in” vs. “Having it All”

- Anne-Marie Slaughter. 2012. Why Women Still Can’t Have it All. *The Atlantic*.
- 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

Fri., Sept. 19 (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: International Factors & WPS

Mon., Sept. 22 (class 17) – Representation and International Factors: WINGOS

- PHB Ch. 8 Explaining the Political Representation of Women: International Factors

Wed., Sept 24 (class 18) – UNSCR 1325: Women, Peace and Security

- “What is UNSCR 1325? An Explanation of the Landmark Resolution on Women, Peace, and Security.” United States Institute for Peace: https://www.usip.org/gender/peacebuilding/about_UNSCR_1325
 - Be sure to click through the 7 major headings (i.e.: How did UNSCR 1325 come about? What is the focus of UNSCR 1325? What are the 4 pillars of UNSCR 1325? Etc.)

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

**** Short Assignment 2: NAPs completed on ELC before the start of class 9/26**

Fri., Sept 26 (class 19) – Discussing WPS Poster Assignment & NAPs

- Read Assignment on ELC before class – we'll be deciding on roles and topics in class
- 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>

WEEKS 8-10: Women, Conflict & Security

**Discussion 4 – Leaders in Role 4*

Mon., Sept 29 (class 20)– Gender and Traditional Security

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

Wed., Oct. 1 (class 21) – Women in Combat

- Synne Dyvik. 2013. Women as 'Practitioners' and 'Targets': Gender and Counterinsurgency in Afghanistan." *International Feminist Journal of Politics*.
- "For 3 Women, Combat Option Came a Bit Late." 1/26/13. *NYT*.
- "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>
- Darden 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 Heineken. 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

Fri., Oct. 3 (class 22) – Women Serving Militaries Out of Uniform

- Enloe *BBB* Ch. 4: Base Women

Mon., Oct. 6 (class 23) – Links between women's rights and conflict

- Valerie Hudson and Hilary Matfess. 2017. In Plain Sight: The Neglected Linkage Between Bride Price and Violent Conflict. *International Security*. Pp. 7-40.

Wed., Oct 8 (class 24) – 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*

Fri., Oct. 10 (class 25) – Women's Experiences in War & the Development of International Law

- In Class Movie: “ I Came to Testify”
- 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.

****Short Assignment 3 Completed on ELC by Sat 10/11**

Mon., Oct. 13 (class 26) – Women & Conflict Resolution

- Jana Krause, Werner Krause, and Piia Bransfors. 2018. Women’s Participation in Peace Negotiations and Durability of Peace. *International Interactions*. P 1-32.

Wed., Oct. 15 (class 27) - Catch-Up Day

- No reading – meeting in class to work on poster drafts, answer questions for midterm exam, etc.

***Full Draft of Poster Due to Poster Discussion Board on ELC by Thursday 10/16**

Fri., Oct. 17 (class 28) – Workshopping Poster Drafts

WEEK 11: Nuances to Women’s Agency

Mon., Oct. 20 (class 29) – Midterm Exam

Wed., Oct. 22 (class 30) – Women in Conservative Movements

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

Fri., Oct 24 – (class 31) - Women, Peace & Security 25th Anniversary Event

- Poster Presentations!

***WPS Poster Reflection and Peer Evaluation Due by Sun 10/26**

WEEK 12: Women’s Rights & Labor

***Discussion 5 – Leaders in Role 5**

Mon., Oct. 27 – (class 32) – 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
- “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. 29 (class 33) – 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. 31 - 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 this year 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 on Ukraine.]

WEEKS 13 Women's Rights & Global Backlash

Mon., Nov. 3 (class 34) – Cities for CEDAW

- Malliga Och. 2018. "The Local Diffusion of International Human Rights Norms – Understanding the Cities for CEDAW Campaign." *International Feminist Journal of Politics*. 425-443.

Wed., Nov. 5 (class 35) The Women's Movement in the U.S.

- Individual or evening viewing of *She's Beautiful When She's Angry*

***Short Assignment 4 Completed on ELC before the start of class 11/7*

Fri., Nov. 7 (class 36) – Global Backlash to Gender Rights

- Saskia Brechenmacher. 2025. "The New Global Struggle Over Gender, Rights, and Family Values." Carnegie Endowment for International Peace.
<https://carnegieendowment.org/research/2025/06/the-new-global-struggle-over-gender-rights-and-family-values?lang=en>

WEEKS 14-15: The Underground Girls of Kabul (TUGK)

Mon., Nov. 10 (class 37) – TUGK

- Watch Lecture Video on ELC
- Nordberg pgs. 1-62

**** UGA Class Withdrawal Deadline 11/12**

Wed., Nov. 12 (class 38) – TUGK

- Nordberg pgs. 63-129

Fri., Nov. 14 (class 39) – TUGK

- Nordberg pgs. 130-160

Mon., Nov. 17 (class 40) – 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 19 (class 41) – TUGK

- Nordberg pgs. 224-274

Fri., Nov. 21 – (class 42) – TUGK

- Nordberg pgs. 275-311

Mon., Nov. 24 (class 43) – Women’s Rights in Afghanistan Today

- TBD

**TUGK Reflection Essay due on ELC Assignment Dropbox Tuesday 11/25*

Week 16: Wrapping Up

Wed Nov 26 & Friday Nov 28 – No Class: Thanksgiving Break

Mon. Dec. 1 (class 44) - Invisible Women – Data Bias and Public Policy

- Excerpts assigned before TG break

Tue. Dec. 2 (class 45 - Friday Schedule in Effect) - Where are the Women? What Work is Gender Doing?

- Enloe, Conclusion pp. 343-359

****Final Essay Due Noon, Monday Dec 8****