

**PA 5601: GLOBAL SURVEY OF GENDER AND PUBLIC POLICY**  
*Rev. 9/29/15*

**Fall 2015 (September 8-December 15, 2015)**  
**Tuesday 4:00-6:45pm**  
**HHH 175**

**Instructor: Dr. Karen Brown**  
**Office: 537 Heller Hall**  
**Phone: 612-624-0832**  
**Email: [kbt@umn.edu](mailto:kbt@umn.edu)**  
**Office Hours: by appointment**

This course aims to provide an overview of gender and public policy in a global context. Through course readings, discussions, case studies, guest speakers, films and research projects, students will engage with key concepts, theories and cases in gender and global public policy with a particular focus on understanding issues of social constructions of gender, inequality and difference through policy issues. This course is a highly interactive seminar with an emphasis on student participation.

Course topics will include approaches to using gender as a lens for understanding public policy, policy analysis from a gender perspective considering a wide range of gendered experiences, and a series of thematic policy issues such as gender and political representation and leadership, military service, economic policy, violence against women, education and international governance and human rights.

**Course objectives**

This course is designed to achieve several learning objectives:

- Understanding of basic concepts associated with gender analysis and feminist theory.
- Familiarity with a range of approaches to gender analysis of public policy.
- Understanding of how gender and public policy interactions vary by context and issue.
- In-depth knowledge of the gender dimensions of public policy development, implementation and change in at least one issue area.

**Course requirements include weekly required readings and in-class activities:**

**(1) Weekly reflections on readings posted on Moodle site**

Post your reflections on each of the week's readings to the Moodle site by 5:00pm on

the Monday prior to the class session. I will review the postings and use them to help structure our class discussion. Your reflections must include at least 2 to 3 substantive questions or comments on the readings for that week. These reflections may be in the form of questions of clarification (be specific), comparisons among the week's readings, critique of the author's argument, or alternative viewpoints. *I encourage you to engage the posts of your classmates by posting responses.*

## **(2) Serving as discussion leader for two class sessions**

In consultation with the instructor, each seminar participant will select two weeks of class to serve as discussion leader. This assignment entails preparing a presentation of 5 to 10 minutes that *briefly* summarizes key arguments and issues raised by the week's readings, followed by your own interventions on the topic. Your presentation should pose questions or issues that will generate debate or facilitate discussion of varied points of view. While your interventions might be posed as questions or critiques, you might also bring images, video clips, or short news articles related to the readings in lieu of questions or critiques. Be creative! You will need to put the materials in the context of the week's theme. Please provide your materials for the class session (this includes your PowerPoint, if any; articles, images or video clips) to Karen (as email attachments or links to web content to [kbt@umn.edu](mailto:kbt@umn.edu)) by 5:00pm the day before your assigned class session.

## **(3) Gender policy analysis in practice**

Find an example of a local organization (either based in or with a presence in Minnesota) that explicitly addresses gender and public policy (government, international or U.S. nonprofit, private sector). This assignment requires you to attend at least one event related to the organization that you select: for example, a city council meeting, a speaker or conference, an advocacy event. Provide an overview of the organization and its work related to gender and public policy (1 page), a link to its website, your interpretation of the gender policy analysis strategy/approach used by the organization and your evaluation of this strategy (1-2 pages). Post your paper to the Moodle site by 5:00pm the day before the assignment due date. A detailed assignment description will be provided.

## **(4) Gender policy research paper**

Conduct research on a specific policy issue and analyze its gender dimensions. Papers of 10-15 pages will be due and you will present your paper to the class during the last two weeks of the semester. Papers will be in the form of a "policy brief" – outlining the policy problem with a focus on gender, offering a critical gender analysis of policy approaches, and making a case for a particular policy prescription. We will devote part of some class sessions to discussion of paper components and midterm presentation of paper proposals, as well as final class presentations and discussion. A detailed

assignment description will be provided.

### **Course Format and Attendance Policy**

This course is organized as a graduate seminar – preparation for each class session by completing assigned readings and active participation in class discussion and activities is required. The success of the seminar depends upon the perspectives and voices of all participants. A substantial portion of your course grade is based upon class attendance and participation. More important, the quality of your learning in the seminar depends upon it. The class format emphasizes discussion, student presentations, guest speakers and films, and only rarely lectures by the instructor. A word of advice: *Engage!* I will facilitate discussions to help distribute participation among seminar members – this means I will occasionally call on specific individuals, and will also sometimes redirect the discussion.

This course covers significant and sometimes controversial political issues. We will discuss ground rules for class during the first session, but in general my expectation is that class discussions and presentations, postings to the Moodle site and written assignments will be respectful and professional. Discussion will focus on issues rather than individuals.

Missing class sessions, or frequently missing portions of sessions, will result in a lower grade for class participation. If you know you must miss a class, send me an email prior to the start of class. You are expected to complete the required readings and assignments for missed class sessions, including posting your reflections on readings to the Moodle site. University policy on legitimate absences appears below.

### **Policy on late assignments**

Late assignments are generally not accepted. If you encounter an emergency situation that will prevent you from completing an assignment on time, please contact me prior to the assignment due date. Even when you have an excused absence from class, you are expected to complete the assigned work for that class session on time unless we have agreed to a different due date.

### **Course Grades**

Your grade for the course will be determined as follows:

Class attendance and participation: 20%

Reading reflections/discussion questions posted to Moodle site: 15%

Discussion leader/presentation: 10%

Gender Policy Analysis in Practice: 15%

Gender Policy Paper: 40%

The University of Minnesota has policies relating to academic conduct. They apply to this course and are outlined below.

### **Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

For this class, you may use laptops or tablets to access course readings or notes, or to access the course Moodle site if necessary. Please do not use electronic devices for other purposes such as personal email, Facebook, etc. This is a small, graduate seminar and the distraction created by non-class-related use of electronic devices will affect everyone's learning experience. The use of electronic devices during class time will be allowed only so long as it does not detract from the seminar experience.

### **Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation

with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

#### **Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

#### **Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

#### **Grading and Transcripts:**

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale. Details on grading and transcripts is available at: <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

#### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

### **Academic Freedom and Responsibility:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

- *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

\*\*\*\*\*

### **Course topics schedule and outline**

#### **Note on readings:**

#### **Two books are required for this course:**

(1) Otsuka, J. (2011). *The Buddha in the Attic*. New York: Alfred A. Knopf.

(2) Johnson, C.M., Duerst-Lahti, G. & Norton, N. (2007) *Creating Gender: The Sexual Politics of Welfare Policy*. Boulder, CO: Lynne Rienner.

Both books are available from online sources (e.g., Amazon) in new and used formats. *The Buddha in the Attic* will also be available on reserve at the University of Minnesota library.

**Other course readings:** Most readings are available on the course Moodle site (either via a link or as a PDF). For those not available on the Moodle site, please access them through the University of Minnesota Library website.

#### **Week One: September 8      **Thinking about gender****

NO REQUIRED READINGS

IN CLASS ACTIVITIES:

- Discussion of *Gender Spectrum* <http://www.tolerance.org/gender-spectrum>
- Case Study Discussion: Gender and policymaking about Ebola

**Week Two: September 15 Gender and Public Policymaking: Understanding Inequality**

Johnson, Duerst-Lahti & Norton, Chapter 1 “Making Gender, Making Policy,” pp. 1-17; Chapter 2 “On Creating Gender,” pp. 19-33.

Evans, S. (2000). Decade of Discovery: ‘the personal is political.’ In B. Smith, editor, *Global Feminisms Since 1945* (pp. 141-163). London: Routledge.

Zimmerman, M. K. (2013). Theorizing Inequality: Comparative Policy Regimes, Gender, and Everyday Lives. *The Sociological Quarterly*, 54: 66–80. doi: 10.1111/tsq.12003

**Week Three: September 22**

No Class – Identify organization and event for Policy in Practice assignment and prepare paper topic

**Week Four: September 29 Gender & Policymaking: Intersectionality**

**\*\*\*PAPER TOPICS DUE IN CLASS\*\*\***

REQUIRED READINGS:

Yuval-Davis, N. (2006). Intersectionality and Feminist Politics. *European Journal of Women's Studies*, 13: 193-209. doi:10.1177/1350506806065752

Clarence Thomas Case Study.

IN CLASS ACTIVITIES: Case on Clarence Thomas/Anita Hill

**Week Five: October 6: Gender & Policymaking: Strategies & Influence**  
**DISCUSSION LEADER: Christina**

REQUIRED READINGS:

Johnson, Duerst-Lahti & Norton, Chapter 3 “Toward a Suitably Complex Framework of Analysis,” pp. 35-68 1-17.

Htun, M. & Weldon, S.L. (2010). When Do Governments Promote Women’s Rights? A Framework for the Comparative Analysis of Sex Equality Policy. *Perspectives on*



*Politics* 8(1): 207-216. (E-journal)

Caglar, G., Prügl, E. & Zwingel, S. (2013). Introducing Feminist Strategies in International Governance. In *Feminist Strategies in International Governance*, eds. Caglar, G., Prügl, E., & Zwingel, S. (pp. 1-18). London: Routledge.

Adams, M. (2006). Regional Women's Activism: African Women's Networks and the African Union. In Marx Feree, M. & Tripp, A.M., eds., *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights* (pp. 187-218). New York: NYU Press.

**Week Six: October 13      Gender, political engagement & representation**

**DISCUSSION LEADER: Christina**

REQUIRED READINGS:

Excerpt from Lawless, J.L & Fox, R.L., Editors. (2010). *It still takes a candidate: why women don't run for office* (pp. 18-43). New York : Cambridge University Press.

Bhattacharjya, M., Birchall, J., Caro, P, Kelleher, D. & Sahasranaman, V. (2013). Why gender matters in activism: feminism and social justice movements. *Gender and Development* 21(2): 277-293.

**Week Seven: October 20      Public Policy and Masculinities**

**DISCUSSION LEADER: TBD**

GUEST SPEAKERS: Elizabeth Glidden, Minneapolis City Council Vice President

REQUIRED READINGS:

Johnson, Duerst-Lahti & Norton, Chapter 4 "Unfolding Gender Paradigms: A History of Sexual Politics in Welfare Policy," pp. 69-106; Chapter 5 "Making Masculine Mothers: Vanquishing Feminality," pp. 107-138; Chapter 6 "Policy Casts Fathers: Deadbeats and Scofflaws, Good Guys and Promise Keepers," pp. 139-167.

Orloff, A.S. and Monson, R. (2002). Citizens, Workers or Fathers? Men in the History of U.S. Social Policy. In B. Hobson, editor, *Making Men into Fathers* (pp. 61-91). New York: Cambridge University Press.

Hearn, J. (2002). Men, Fathers and the State: National and Global Relations. In B. Hobson, editor, *Making Men into Fathers* (pp. 245-272). New York: Cambridge University Press.

*What Men Have to do with it: Public Policies to Promote Gender Equality*, ICRW (pp. 3-

25; 44-56; skim Annex).

<http://www.icrw.org/publications/what-men-have-do-it>

**Week Eight: October 27**                      **Global Policy Issues: Gender and (im)migration**

**DISCUSSION LEADER: Marin and Claire**

**\*\*\*PRELIMINARY BIBLIOGRAPHY/SOURCES DUE AND INFORMAL PRESENTATIONS OF PAPER PROPOSALS IN CLASS\*\*\***

REQUIRED READINGS:

Otsuka, J. (2011). *The Buddha in the Attic*. New York: Alfred A. Knopf.

Wing, Adrien Katherine and Monica Nigh Smith (2008) "Critical Race Feminism Lifts the Veil? Muslim Women, France and the Headscarf Ban. *University of Iowa Legal Research Paper* No. 08-23 (June). [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1130247](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1130247)

Lila Abu-Lughod, "Do Muslim Women Really Need Saving?"

*FILM AND DISCUSSION: Under One Sky: Arab Women in North America Talk about the Hijab*

**Week Ten: November 3**                      **Global Policy Issues: Gendered Economic Policy**

**DISCUSSION LEADER: TBD**

**\*\*\*GENDER POLICY ANALYSIS IN PRACTICE ASSIGNMENT DUE\*\*\***

GUEST SPEAKER: Lisa Stratton, Gender Justice

REQUIRED READINGS:

USAID Gender Policy

<http://blog.lib.umn.edu/gpa/globalnotes/2012/03/usaid-new-gender-equality-fem.php>

Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal. *Gender & Development* 13: 13-24.

Squires, J. (2005, Fall). Is Mainstreaming Transformative? Theorizing Mainstreaming in the Context of Diversity and Deliberation. *Social Politics* 12, 3: 366-388.

Marysia Zalewski, "I Don't Even Know What Gender Is": A Discussion of the Connections between Gender, Gender Mainstreaming and Feminist Theory. *Review of International Studies* 36 (2010): 3-27.

Boyce, P. and Coyle, D. (2013). *Development, Discourse and Law: Transgender and Same-Sex Sexualities in Nepal*. Brighton, UK: Institute of Development Studies.  
<http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/2839/ER13%20Final%20Online.pdf;jsessionid=462E1165614151A2C4C0092CA54723EC?sequence=1>

Khan, S. & Jolly, S. (2010). *Sex, Gender and Development: Challenging Heteronormativity*. Brighton, UK: Institute of Development Studies.  
<http://www.ids.ac.uk/go/heteronormativity>

**Week Nine: November 10**                      **Global Policy Issues: Gender & Climate Change**  
**DISCUSSION LEADER: Marin, Lisbeth and Agness**

REQUIRED READINGS:

Habtezion, Senay. *Overview of Linkages between Gender and Climate Change (Policy Brief 1)*. United Nations Development Program. 2013.  
<http://www.undp.org/content/dam/undp/librar/gender/Gender%20and%20Environment/PB1-AP-Overview-Gender-and-climate-change.pdf>

Terry, G. (2009). No Climate Justice without Gender Justice: An Overview of the Issues. *Gender and Development* 17(1): 5-18.  
Stable URL: <http://www.jstor.org/stable/27809203>

Buechler, S. (2009). Gender, Water and Climate Change in Sonora, Mexico: Implications for Policies and Programmes on Agricultural Income-Generation. *Gender and Development* 17(1): 51-66.  
Stable URL: <http://www.jstor.org/stable/27809206>

*IN CLASS ACTIVITIES: FILM AND DISCUSSION*

Oxfam *Sisters on the Planet* video series on climate change  
*Climate Change Just Hit Home* video

**Week Eleven – November 17**                      **Global Policy Issues: Girls, Boys and Education**  
**DISCUSSION LEADER: Agness, Najia and Lisbeth**

REQUIRED READINGS:

Mehran, G. (2009). Doing and Undoing Gender: Female Higher Education in the Islamic Republic of Iran. *International Review of Education* 55: 541–559.

Rahman, F. (2014). WE ARE NOT ALL MALALA: Children and Citizenship in the Age of Internet and Drones. In *Wired Citizenship: Youth Learning and Activism in the Middle*

East, editors L. Herrera & R. Sakr. New York: Routledge.

Stephens, D. (2000). Girls and basic education in Ghana: a cultural enquiry. *International Journal of Educational Development* 20(1): 29–47.

Whitmire, R. and S. McGee Bailey. (2010). Gender Gap: Are Boys Being Shortchanged in K-12 Schooling? *EducationNext* 10(2)/  
<http://educationnext.org/gender-gap/>

**FILM AND DISCUSSION:**

*To Educate a Girl; The Girl Effect; Girl Rising*

**Week Twelve – November 24: Global Policy Issues: Governance, Gender Quotas & Women’s Political Representation**

**DISCUSSION LEADER: Najia**

**\*\*\*DRAFT PAPERS DUE IN CLASS\*\*\***

**REQUIRED READINGS:**

Johnson, Duerst-Lahti & Norton, Chapter 8 “Measuring Gender’s Influence in Congressional Policymaking,” pp. 187-218; Chapter 9 “Recognizing the Sexual Politics of Policy,” pp. 219-229.

Weldon, S. Laurel. (2002). Beyond Bodies: Institutional Sources of Representation for Women in Democratic Policymaking. *The Journal of Politics* 64(4): 1153-1174.  
Stable URL: <http://www.jstor.org/stable/1520080>

Krook, M.L., Lovenduski, J. & Squires, J. (2009). Gender Quotas and Models of Political Citizenship. *British Journal of Political Science* 39, 4: 781-803.  
doi:10.1017/S0007123409990123

Kenney, S.J. (2008). Gender on the Agenda: How the Paucity of Women Judges Became an Issue. *The Journal of Politics*, 70: 717-735. doi:10.1017/S0022381608080717.

*Case studies for discussion – select and report on one:*

Kudva, Neema and Kajri Misra, Gender Quotas, the Politics of Presence, and the Feminist Project: What Does the Indian Experience Tell Us? *Signs: Journal of Women in Culture and Society* 34, 1 (2008): 49 (25). <http://www.jstor.org/stable/10.1086/589239>

Darhour, Hanane and Drude Dahlerup. 2013. “Sustainable representation of women through gender quotas: A decade's experience in Morocco,” *Women's Studies International Forum*.

Yoon, Mi. 2013. "Special seats for women in parliament and democratization: The case of Tanzania," *Women's Studies International Forum*.

Tønnessen, Liv and Samia al-Nagar. 2013. "The women's quota in conflict ridden Sudan: Ideological battles for and against gender equality," *Women's Studies International Forum*.

**Week Thirteen – December 1: Global Policy Issues: Human Rights, Global Sources of Public Policy & the Role of International Law in Policy**  
**DISCUSSION LEADER: Aliaksandra**

REQUIRED READINGS:

Thompson, K.B. (2002). Women's Rights are Human Rights. In Khagram, S., Riker, J, and Sikkink, K., editors, *Restructuring World Politics: Transnational Social Movements, Networks and Norms* (pp. 96-122). Minneapolis: University of Minnesota Press.

Zwingel, S. (2013). Translating International Women's Rights Norms: CEDAW in Context. In *Feminist Strategies in International Governance*, eds. G. Caglar, E. Prügl, and S. Zwingel (pp. 111-126). London: Routledge.

Merry, S.E. (2006, March). Transnational Human Rights and Local Activism: Mapping the Middle. *American Anthropologist* 108, 1: 38-51.  
Article Stable URL: <http://www.jstor.org/stable/3804730>

N. Rajaram and Vaishali Zararia, Translating Women's Human Rights in a Globalizing World: The Spiral Process in Reducing Gender Injustice in Baroda, India. *Global Networks* 9, 4 (October 2009): 462-484.  
DOI: 10.1111/j.1471-0374.2009.00264.x

**Week Fourteen – December 8: Global Policy Issues: Gender, Security, Conflict & Military Institutions**  
**DISCUSSION LEADER: Aliaksandra**

REQUIRED READINGS:

Enloe, C. (1993). The right to fight: A feminist catch-22. *Ms*, 4, 84. Retrieved from <http://login.ezproxy.lib.umn.edu/login?url=http://search.proquest.com/docview/204304983?accountid=14586>

Sasson-Levy, O., Levy, Y, & Lomsky-Feder, E., (2011). Women Breaking the Silence: Military Service, Gender, and Antiwar Protest. *Gender & Society*, 25: 740-763, doi:10.1177/0891243211421782

Shepherd, L. (2006). Veiled references: Constructions of gender in the Bush administration discourse on the attacks on Afghanistan post-9/11. *International Feminist Journal Of Politics*, 8(1), 19-41. doi:10.1080/14616740500415425

Belkin, A. and T. Carver. (2012). Militarized Masculinities and the Erasure of Violence: AARON BELKIN IN CONVERSATION WITH TERRELL CARVER. *International Feminist Journal of Politics*, 2012, 14(4): 558-567

Baaz, M.E. & Stern, M. (2009). Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC). *International Studies Quarterly* 53: 495-518.

*FILM AND DISCUSSION: Woman Rebel*

**Week Fifteen – December 15**

**Course wrap up**

**\*\*\*\*Presentation of policy papers\*\*\*\***  
**\*\*\*\*Course wrap up and evaluations\*\*\*\***