

POL 000: Gender in the International Context  
Class Location: TBD  
Class Time: TBD

Instructor: Haley Daarstad  
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Office Location: Kerr Hall 569  
Office Hours: TBD

## Course Description

How do power structures related to gender shape international relations? How does femininity and masculinity impact peace negotiations? How does an individual's gender shape their support for militarism and security? Ultimately, there are many ways we can ask questions about "gender" in the international context by treating "gender" as an empirical category or as an analytical orientation. Furthermore, this course examines the theoretical and empirical issues related to the study of gender in international relations.

Students will learn about the many ways of thinking and theorizing about gender in international relations. We will examine these relationships by exploring feminist and gender-based research related to themes of power, security, militarism, human rights, political economy, and more. During the first part of the course we examine gender-sensitive and feminist research in IR by introducing a broad range of feminist theoretical frameworks that help us think about how gender matters in IR. In the second half of the course, students will focus on the substantive issues of gender such as the theories and concepts related to gender and war, peace, political economy, and more.

## Learning objectives

By the end of this course, students will be able to...

- Demonstrate a critical understanding of the relationships between gender and IR.
- Demonstrate an ability to articulate the difference between gender as an empirical category and gender as an analytical device.
- Demonstrate analytical knowledge of contemporary topics and issues relating to gender and various international and global issues.
- Demonstrate an ability to develop and present persuasive oral and written arguments on feminist IR scholarship and the diverse ways that gender shapes international politics.

## Study time

This is an approximate amount of time per week that should be dedicated to this course. Some weeks you will experience higher or less amount depending on assignments and readings.

| <i>Category</i>      | <i>Percentage</i> |
|----------------------|-------------------|
| <i>Lectures</i>      | 3 hours/Week      |
| <i>Private Study</i> | 1.5 hours/Week    |

|                     |                 |
|---------------------|-----------------|
| <i>Papers</i>       | 2 hours/Week    |
| <i>Readings</i>     | 4 hours/Week    |
| <i>Weekly Total</i> | 10.5 hours/Week |
| <i>Course Total</i> | 105 hours       |

## Community and UC Davis Policies

### *Inclusive community*

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity. Your suggestions are encouraged and appreciated.

Please note that this is a political science course, and as such we will be discussing political issues. As each of us comes into the section with unique opinions about political issues, there may be disagreements. I insist we discuss our differences with respect, civility, and empathy. Please do your best to keep an open mind about your peers' perspectives as your peers will expect the same of you.

Note: This does not mean you should avoid participating if/when you have an alternative point of view just because you may not wish to provoke an argument. Be bold, and share what you think (respectfully).

- If I believe any of the discussion is becoming disrespectful or includes hateful or inappropriate speech, I hold the right to end the discussion.

### *Accessibility*

If there is any portion of the course that is not accessible to you due to challenges with technology or the course format, please let me know so we can make appropriate accommodations.

It is the Professor's responsibility to help make this course accessible to all students. If you believe you have a disability requiring an accommodation or would like additional information about the resources available for students with disabilities, please visit the UC Davis Student Disability Center website at [sdc.ucdavis.edu](http://sdc.ucdavis.edu).

- Students must contact me about any accommodations in advance.
- Outside Resources - The Student Academic Success Center is a campus wide resource assisting students by helping them improve in study skills, academic writing, and other specific topics.

### *Mandatory Reporter*

In my role as faculty, I am required by policy to report concerns that come to my attention related to sexual harassment, sexual violence, discrimination, or harassment involving students. Please know you are still free to discuss these concerns with me, but I will need to pass along any information shared with me to the Harassment and Discrimination Assistance and Prevention Program (HDAPP) so they can reach out to you and talk to you about resources and possible resolution options. If you would prefer to speak to a confidential resource, who does not have the same responsibility to report, I can help you get connected.

Alternatively, here is a link to information about available resources on campus (including confidential resources): <https://hdapp.ucdavis.edu/resources>. Also, here is a link to information about reporting directly to HDAPP: <https://hdapp.sf.ucdavis.edu/report-incident>.

#### *a. Counseling & Psychiatry Services*

Life at Davis can be complicated and challenging. You might feel overwhelmed, experience anxiety or depression, or struggle with relationships or family responsibilities. UC Davis Counseling Services provide confidential support for students who are struggling with mental health and emotional challenges. Please do not hesitate to contact them for assistance—getting help is a smart and good thing to do.

#### *b. Communication*

What are office hours for?

- Office hours are when the professor sets aside two hours each week making themselves available to students. Office hours are often underutilized by all students in college. Consider this your time.
- You do not need an appointment to come by.
- My job as a Professor is to help each of you succeed; however, I can only help you if you ask. (PLEASE COME ASK ME!)
- I strongly encourage students to come to my office hours and chat about topics from the readings or lectures, talk over potential study strategies, or to simply converse.

What are Emails for?

- If your question cannot wait until office hours, section, or class, then students should/may use email to contact their Professor. However, please note that email should not be used as an alternative to direct conversation or an in-depth discussion.
- As a simple rule of thumb, emails should be used to address quick questions, not for requests to exhaustively review material from lecture or section.
- I will respond to emails within one business day, so between 9 am and 6 pm on weekdays. This means if you email me past 6 pm on a weekday you will not receive any email till the next day in the morning around 9 am. If you email me on the weekends or past Friday at 6 pm, I will respond promptly on Monday.
- I will not respond to emails that are rude, unintelligible, or inquiring about information readily accessible on the syllabus.

- I will typically communicate announcements through Canvas. Please make sure your Canvas information is up to date and that you check it frequently over the quarter.

### *Course Materials*

All materials for this course are free and online. The readings for the course can be found on Canvas or accessed through the journals using a campus VPN. Other materials for the course can be found online or for free from the campus library resources.

### **Lectures**

The goal of both the lectures is for them to be as interactive as possible. My role as instructor is to introduce you to new materials and perspectives, but it is up to you to take them and make use of them. I believe that is best learned by doing. Therefore, as much as possible, you will be working on a variety of tasks and activities throughout each lecture. A lot of what you do in this course will involve discussing readings, and using course materials to make arguments. You are expected to attend all lectures and meaningfully contribute to in-class discussion and activities. Additionally, some lectures will feature application exercises that will be graded; this will be counted as your attendance for participation.

### *Laptop Policy*

Computers will not be allowed in the classroom for any purpose unless instructed by the professor or due to official accommodations. I understand that students use laptops for note taking purposes; however, many studies have shown that taking notes by hand leads to better recall. iPads are exempt, unless they become a disruption, then I hold the right to exclude those as well.

Furthermore, if a laptop is seen in class, I will ask that you kindly put it away. Please refer to the articles below for more information on research related to notetaking by hand compared to computers:

- Aragón-Mendizábal, E., Delgado-Casas, C., Navarro-Guzmán, J., Menacho-Jiménez, I., & Romero-Oliva, M. F. (2016). A comparative study of handwriting and computer typing in note-taking by university students. *Comunicar*, 24(48), 101-107.
- Horbury, S. R., & Edmonds, C. J. (2021). Taking class notes by hand compared to typing: Effects on children's recall and understanding. *Journal of research in childhood education*, 35(1), 55-67.
- Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological science*, 25(6), 1159-1168.

### *Grading*

The final course grade will be calculated as follows:

| <i>Category</i>      | <i>Percentage</i> |
|----------------------|-------------------|
| <i>Paper 1</i>       | 15 %              |
| <i>Paper 2</i>       | 15 %              |
| <i>Paper 3</i>       | 30 %              |
| <i>Midterm</i>       | 25 %              |
| <i>Participation</i> | 15%               |

The final letter grade will be determined based on the following thresholds:

| <i>Letter Grade</i> | <i>Final Course Grade</i> |
|---------------------|---------------------------|
| <i>A</i>            | $\geq 93$                 |
| <i>A-</i>           | 90 - 92.99                |
| <i>B+</i>           | 87 - 89.99                |
| <i>B</i>            | 83 - 86.99                |
| <i>B-</i>           | 80 - 82.99                |
| <i>C+</i>           | 77 - 79.99                |
| <i>C</i>            | 73 - 76.99                |
| <i>C-</i>           | 70 - 72.99                |
| <i>D+</i>           | 67 - 69.99                |
| <i>D</i>            | 63 - 66.99                |
| <i>D-</i>           | 60 - 62.99                |
| <i>F</i>            | $< 60$                    |

### **Papers (60%):**

Papers will be assessed based on the quality of the argument and following the instructions in the assignment. Papers should effectively communicate an argument that follows the prompt, have a logical organization of ideas and structure, use evidence to support the argument, clearly and effectively analyze the evidence to support the argument, and engage with the course materials and topics. Please refer to the assignment for the paper for further instructions and prompt.

### **Course Assignments**

#### **Paper #1 – What are the feminist challenges to contemporary IR?**

In this paper, I want you to take on the role as a feminist scholar and make an argument of why the feminist perspective matters in IR. Specifically, challenge the previous perspectives and argue what a feminist perspective provides.

Requirements:

- 12 pt font in Times New Roman
- Citations in APA format
- Works Cited page not included in page count
- 2 pages, 10 points will be deducted for each page over the 3-page limit.
- Use at least 3 of the course readings.

## Paper #2 - Gender, IR, and Film Assignment

Feminist researchers are often interested in considering what cultural artefacts and everyday practices can reveal about gendered assumptions and power dynamics. In this paper, you are going to explore these gendered assumptions and power dynamics through film. Each of these films depicts war through different perspectives, and you are going to use the readings so far to argue what the film reveals about gendered assumptions and power dynamics (at either the individual or institutional level) related to international relations, specifically in this case war.

Step 1: Watch one of these films:

- *The Battle of Algiers* (1966, dir. Gillo Pontecorvo)
- *Full Metal Jacket* (1987, dir. Stanley Kubrick)
- *The Hurt Locker* (2008, dir. Kathryn Bigelow)
- *In the Loop* (2009, dir. Armando Iannucci)
- *Warfare* (2025, dir. Ray Mendoza and Alex Garland)

Step 2: Write a 2 – 3-page paper arguing what the film reveals about gendered assumptions and power dynamics related to international relations.

Requirements:

- 12 pt font in Times New Roman
- Citations in APA format
- Works Cited page not included in page count
- 2-3 pages, 10 points will be deducted for each page over the 3-page limit.
- Use at least 3 of the course readings.

## Paper #3 - Why Does Gender Matter in International Relations?

Does examining the perspectives of femininity and masculinity in international relations matter? In this paper, you are going to use what we have learned through this course to make an argument of whether gender matters for international relations. You can examine this from the stance of research, war, human rights, etc. But you must make a clear argument answering this question.

Requirements:

- 12 pt font in Times New Roman
- Citations in APA format
- Works Cited page not included in page count
- 3-4 pages, 10 points will be deducted for each page over the 3-page limit.
- Use at least 5 of the course readings.

**In-Person Midterm (25%):**

The midterm tests will take place in-person on DAY 00 MONTH. The full class time will be used for the completion of the exam. If you need accommodations, please contact the UC Davis Student Disability Center, so we can accommodate.

The midterm will not be rescheduled; students are expected to take this exam as scheduled and will cover the topics from weeks 1 through 4. The exam will include multiple choice, short answers, and 1 – 2 long answer questions.

### **Participation (15%):**

Active participation of all students is essential to a successful class; thus participation will be assessed. The participation grade will be based on the following:

- Regular attendance
- Engagement in the course through readings, prepared questions for lecture, etc.
- Active participation in the course activities

Attendance will be randomly taken throughout the course, engagement can be shown through attendance of office hours or talking in lecture, and course activities will be done at least once a week.

Furthermore, an individual can earn an “A” if they regularly have attended courses, participated in lecture with relevant comments and questions, attended a few office hours to ask questions that showed critical engagement with the texts and course materials, and actively participated, engaged, and contributed with the course activities.

### **Course policies**

#### *Academic integrity*

Cheating and plagiarism will be evaluated and disciplined according to University policy. For information on academic integrity, please read: <http://cai.ucdavis.edu/aip.html>. You are responsible for understanding and following all aspects of University policy on academic integrity; ignorance is not an excuse. All suspected violations will be referred to the Office of Student Support and Judicial Affairs (OSSJA) for evaluation. You will be notified promptly by email if a referral is made.

#### *Policy on AI*

AI is not allowed for usage in this classroom. You may not use artificial intelligence tools such as ChatGPT, Gemini, Claude, Grok, etc. to complete academic work being submitted for credit in the UC Davis Department of Political Science. The Office of Student Support and Judicial Affairs (OSSJA) considers the unauthorized use of content generated by artificial intelligence (AI) to be academic misconduct and/or plagiarism (see: <https://ossja.ucdavis.edu/code-academic-conduct>).

This includes taking credit for any work not created by the student; work includes, but is not limited to, books, articles, experimental methodology or results, compositions, images, lectures,

computer programs, internet postings, and content generated by software or artificial intelligence.

### *Late work policy*

The due dates for assignments are there to help you keep up with the course material and to ensure the teaching team can provide feedback within a timely manner. We understand that things come up periodically that could make it difficult to submit an assignment by the deadline.

- Labs may be submitted up to 3 days late. There will be a 5% deduction for each 24-hour period the assignment is late.
- The late work policy for the project will be provided with the project instructions.

### *Waiver for Extenuating Circumstances*

If there are circumstances that prevent you from completing a lab or project assignment by the stated due date, you may email me before the deadline to waive the late penalty. In your email, you only need to request the waiver; you do not need to provide explanation. This waiver may only be used once in the quarter, so only use it for a truly extenuating circumstance.

### *Try Three Things Rule*

Before you reach out to the teaching team with a question, you must try three things:

- Read the Syllabus
- Ask a classmate
- Check the lectures or readings

### *Regrade Request Policy*

Regrade requests must be submitted within a week of when an assignment is returned. A regrade request will be considered if there was an error in the grade calculation or if you feel a correct answer was mistakenly marked as incorrect. Requests to dispute the number of points deducted for an incorrect response will not be considered. Note that by submitting a regrade request, the entire question will be graded which could potentially result in losing points.

No grades will be changed after the final paper has been submitted.

### *Attendance Policy*

Responsibility for class attendance rests with individual students. Since regular and punctual class attendance is expected, students must accept the consequences of failure to attend.

Participation during lectures will be 15 percent of your grade, and will be graded using the application exercises. Successful completion of 80 percent of these will result in full credit for the course.

If you are absent due to illness, religious reasons, etc. please email me directly. Please note that work conflicts are not considered an excused absence.

### *Policy on Photos and Video Recording Course Content*

If you feel that you need to record or take pictures of the lectures yourself, you must get permission from me ahead of time and these recordings should be used for personal study only, not for distribution. Unauthorized distribution is a cause for disciplinary action by OSSJA.

Note: If you've read this far in the syllabus, email me a picture of your pet if you have one or your favorite meme for extra credit!

### *Copyright*

My lectures and course materials, including presentations, essay questions, outlines, exams, and similar materials, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course. You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way (whether or not a fee is charged) without my express prior written consent. You also may not allow others to do so. Violations will be reported to the Office of Student Support and Judicial Affairs and may be subject to student conduct proceedings under the UC Davis Code of Academic Conduct.

### *Credits*

This course draws on code, content, ideas, inspirations and much more from work by Lauren Peritz, Lauren Young, Juan Tellez, Megan Bradley, Fiona Robinson, Milena Novy-Marx, Lindsey A. Goldberg, and more whose materials were public and inspired the construction of this course.

### **Course Schedule**

| Week          | Topic                                                                      | Assignments |
|---------------|----------------------------------------------------------------------------|-------------|
| <b>1</b>      | Introduction to the Course & What is gender and why does it matter for IR? |             |
| <b>2</b>      | Masculinities and Feminist challenges in IR                                |             |
| <b>3</b>      | Gendered identities, nations and states                                    | Paper #1:   |
| <b>4</b>      | Feminist methodologies in IR research                                      |             |
| <b>5</b>      | International Political Economy                                            | Midterm     |
| <b>6</b>      | Gender, Feminism and Foreign Policy                                        |             |
| <b>7</b>      | Gender, Security, and War                                                  |             |
| <b>8</b>      | Gender and Peace                                                           | Paper #2:   |
| <b>9</b>      | Gender, Feminism and International Law                                     |             |
| <b>10</b>     | Gender and Human Rights                                                    |             |
| <b>Finals</b> |                                                                            | Paper #3:   |

## Course Readings

Week 1: Introduction to the Course & What is gender and why does it matter for IR?

*What is gender? Why does it matter for International Relations?*

Lecture 2:

- Barbara J. Risman, "Gender as a Social Structure," in Risman, Froyum, Scarborough (eds.) *Handbook of the Sociology of Gender* 2<sup>nd</sup> edition (Springer, 2018), pp. 19-45
- Ann Tickner, "Gender in World Politics," in Baylis, Smith, Owens (eds.) *The Globalization of World Politics: An Introduction to International Relations* 6<sup>th</sup> edition (Oxford University Press: 2014), pp. 259-271
- Cynthia Enloe (2014) "Gender makes the World Go Round: Where are the Women?" in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics, Second Edition*, Berkeley: University of California Press, pp. 1-36.

Suggested Readings:

- Laura Shepherd (ed.) *Gender Matters in Global Politics: A Feminist Introduction to International Relations* (London and New York: Routledge, 2010), Chapter 1, pp. 3-15

Week 2: Masculinities and Feminist challenges in IR

*How has ideas of masculinity shaped international relations? How has feminist scholarship challenged these ideas in International Relations?*

Lecture 3:

- M. Eichler (2014) "Militarized masculinities in international relations," *The Brown Journal of World Affairs* 21(1): 81-93.
- J. Goldstein (2003) "A Puzzle: The Cross-Cultural Consistency of Gender Roles in War," in *War and Gender: How Gender Shapes the War System and Vice Versa*, Cambridge: Cambridge University Press, 1-34.
- Megan MacKenzie and Alana Foster (2017) "Masculinity Nostalgia: How War and Occupation Inspire a Yearning for Gender Order," *Security Dialogue* 48(3): 206-223.

Lecture 4:

- Craig N. Murphy, "Seeing Women, Recognizing Gender, Recasting International Relations," *International Organization*, 50:3, (Summer, 1996), pp. 513-538
- Robert Keohane, "International Relations Theory: Contributions of a Feminist Standpoint," *Millennium* 18 (1989): 245-53
- Cynthia Weber, "Good Girls, Little Girls, and Bad Girls: Male Paranoia in Robert Keohane's Critique of Feminist International Relations," *Millennium* 23.2 (1994): 337-349

Suggested Readings:

- Prügl and Tickner, “Feminist International Relations: Some Research Agendas for a World in Transition,” *European Journal of Politics and Gender*, 1:1-2, (2018), pp. 75-91
- Gillian Youngs, “Feminist International Relations: a Contradiction in Terms? Or: Why Women and Gender are Essential to Understanding the World ‘We’ Live in,” *International Affairs*, 80:1, (2004), pp. 75-87
- Tickner, J. A., “Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulation,” *Millennium*, 17:3, (1988), pp. 429–440
- Ackerly and True, “With or without Feminism? Researching Gender and Politics in the 21st Century,” *European Journal of Politics and Gender* 1:1-2 (2018), pp. 259-78.
- Adrienne Roberts, “The Future of Feminist International Relations,” in Synne L. Dyvik, Jan Selby and Rorden Wilkinson (eds.), *What is the Point of International Relations?* (London and New York: Routledge, 2017), pp. 231-242.

### Week 3: Gendered identities, nations and states

*Are states gendered? How have ideas and assumptions of gendered structures shaped and informed states? What are the implications of gendered states?*

#### Lecture 5 & 6:

- Jennifer Maruska (2010) “When are States Hypermasculine?” in Lisa Sjoberg (ed.) *Gender and International Security: Feminist Perspectives*, New York: Routledge, pp. 235-255.
- Jacqui True (2018) “Bringing Back Gendered States,” in *Revisiting Gendered States: Feminist Imaginings of the State in International Relations* (Oxford: Oxford University Press).
- Iris Marion Young, “The Logic of Masculinist Protection: Reflections on the Current Security State,” (2003)
- Laura Sjoberg, “Introduction to Security Studies: Feminist Contributions,” *Security Studies* 18:2 (2009): 183-213

### Week 4: Feminist methodologies in IR research

*How do people do feminist research in IR? What makes a project in IR “feminist”? Why does this matter?*

#### Lecture 7 & 8:

- J.A. Tickner (2005) “What is your Research Program? Some Feminist Answers to International Relations Methodological Questions,” *International Studies Quarterly* 49(1).
- S. Laurel Weldon (2006) “Inclusion and Understanding: A Collective Feminist Methodology for International Relations” in B. Ackerly, M. Stern and J. True (eds.) *Feminist Methodologies for International Relations*, Cambridge: Cambridge University Press, pp. 69-86.
- Sylvester, Christine et al. (2011) “The Forum: Emotion and the Feminist IR Researcher,” *International Studies Review* 13(4): 687-708.

### Week 5: Gender and International Political Economy

*How do gender roles shape markets and economies? What about legal, social, and cultural norms impact institutions that shape a state's economy?*

#### Lecture 9

- Shepherd, Gender Matters in Global Politics: Chapters 15-17
- Christine Chin, Cosmopolitan Sex Workers: Women and Migration in a Global City (2013): Chapters 1-3

#### IN-PERSON MIDTERM ON 00/00

#### Week 6: Gender, Feminism and Foreign Policy

*How do ideas about gender shape foreign policy, historically and in the present? How does gender impact our perspectives on foreign policy?*

- Lecture 10 & 11:
- Robert D. Dean (1998) "Masculinity as Ideology: JFK and the Domestic Politics of Foreign Policy," *Diplomatic History* 22(1).
- Siobhan Byrne, "Framing Post-9/11 Security: A Feminist Analysis of the Securitization of the Canadian State and the Experiences of Canadian Muslim Communities" (2008).
- Lene Hansen, "The Little Mermaid's Silent Security Dilemma," *Millennium* 29.2. (2000): 295-306
- David Duriesmith (2018) "Manly States and Feminist Foreign Policy: Revisiting the Liberal State as an Agent of Change," in Swati Parashar, J. Ann Tickner and Jacqui True (eds.) (2018) *Revisiting Gendered States: Feminist Imaginings of the State in International Relations* (Oxford: Oxford University Press).

#### Suggested Readings:

- Ann Tickner, "Feminist Perspectives on 9/11," *International Studies Perspectives* 3 (2002): 333-350
- Wilcox, C., Hewitt, L., & Allsop, D. (1996). The Gender Gap in Attitudes toward the Gulf War: A Cross-National Perspective. *Journal of Peace Research*, 33(1), 67-82.
- Brandes, L. C. O. (1994). *Public opinion, international security policy, and gender: The United States and Great Britain since 1945*. Yale University.

#### Week 7: Gender, Security, and War

*What does security entail when reconsidered from a feminist perspective? Are there gendered insecurities present in both times of relative peace and times of war?*

#### Lecture 12 & 13:

- Kreft, A.-K. (2019). Responding to sexual violence: Women's mobilization in war. *Journal of Peace Research*, 56(2), 220-233.
- Caprioli, M. (2000). Gendered Conflict. *Journal of Peace Research*, 37(1), 51-68.
- Melander, E. (2005). Gender equality and intrastate armed conflict. *International Studies Quarterly*, 49(4), 695-714.
- Goldstein, J. S. (2003). *War and gender: How gender shapes the war system and vice versa*. Cambridge University Press.

#### Suggested Readings:

- V. Spike Peterson (1992) "Security and Sovereign States: What is at Stake in Taking Feminism Seriously?" in V. Spike Peterson (ed.) *Gendered States: Feminist (Re)visions of International Relations*, Boulder: Lynne Rienner, pp. 31-64.
- Carol Cohn (1987) "Sex and Death in the Rational World of Defense Intellectuals," *Signs* 12(4).
- C. Cohn (1993) "Wars, Wimps and Women," in M. Cooke and A. Wollacott (eds.) *Gendering War Talk*, Princeton: Princeton University Press, pp. 227-246.
- Laura Shepherd (2008) "Power and Authority in the Production of United Nations Security Council Resolution 1325," *International Studies Quarterly* 52 (2): 383-404.
- Jennifer Klot (2015) "UN Security Council Resolution 1325: A Feminist Transformative Agenda?" in Rawwida Baksh and Wendy Harcourt (eds.) *The Oxford Handbook of Transnational Feminist Movements*, Oxford: Oxford University Press.
- Tripp, A. M. (2015). *Women and power in post-conflict Africa*. Cambridge University Press.
- Horn, R., Puffer, E. S., Roesch, E., & Lehmann, H. (2014). Women's perceptions of effects of war on intimate partner violence and gender roles in two post-conflict West African Countries: Consequences and unexpected opportunities. *Conflict and Health*, 8(1), 12.

#### Week 8: Gender and Peace

##### *How does gender shape peace building?*

##### Lecture 14 & 15:

- Bjarnegård, E., Melander, E., Bardall, G., Brounéus, K., Forsberg, E., Johansson, K., Muvumba Sellström, A., & Olsson, L. (2015). *Gender, peace and armed conflict*.
- Brounéus, K. (2014). The Women and Peace Hypothesis in Peacebuilding Settings: Attitudes of Women in the Wake of the Rwandan Genocide. *Signs: Journal of Women in Culture and Society*, 40(1), 125-151.
- Heidi Hudson (2009) "Peace Building Through a Gender Lens and the Challenges of Implementation in Rwanda and Côte d'Ivoire," in Lisa Sjöberg (ed.) *Gender and International Security: Feminist Perspectives*, New York: Routledge, pp. 256-279.

#### Suggested Readings:

- Claire Duncanson (2009) "Forces for Good? Narratives of Military Masculinity in Peacekeeping Operations," *International Feminist Journal of Politics* 11(1).
- Christine Sylvester (2002) "Some Dangers in Merging Feminist and Peace Projects," in Christine Sylvester (ed.) *Feminist International Relations: An Unfinished Journey*, Cambridge: Cambridge University Press, pp. 207-223.
- Sabrina Karim 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* 53(1): 100-15.

#### Week 9: Gender, Feminism and International Law

*How do ideas about gender shape international law, historically and in the present? How does gender impact our perspectives on international law?*

Lecture 16 & 17:

- Hillary Charlesworth, Christine Chinkin and Shelley Wright (1991) "Feminist Approaches to International Law," *American Journal of International Law* 85(4): 613-645.
- Catherine O'Rourke (2017) "Feminist Strategy in International Law: Understanding its Legal, Normative and Political Dimensions," *European Journal of International Law* 28(4): 1019-1045.
- S. Kuovo, Z. Pearson (eds.), *Feminist Perspectives on Contemporary International Law, between Resistance and Compliance?*, Hart Publishing, 2014
- C. MacKinnon, "Creating International Law: Gender as Leading Edge", *Harvard Journal of Law & Gender*, Vol. 36, 2013, pp. 105-121

Suggested Readings:

- H. Charlesworth, C. M. Chinkin, *The Boundaries of International Law: A Feminist Approach*, Manchester University Press, 2000;
- M. Sabohi, S. Maher, S. Hassan, "Feminist Perspective of International Law and its Effect on International Courts and Tribunals", *Journal of Legal, Ethical and Regulatory Issues*, Vol. 22 (1),
- D. Otto, "Power and Danger: Feminist Engagement in International Law through the UN Security Council", *Australian Feminist Law Journal*, Vol. 32, 2010, pp. 97-121;
- D. Otto, "The Exile of Inclusion: Reflections on Gender Issues in International Law over the last Decade", *Melbourne Journal of International Law*, Vol. 10 (1), 2009;
- L. Chappell, "Governing Victims' Redress and Gender Justice at the International Criminal Court", in K. Rubenstein, K. Youn (eds), *The Public Law of Gender*, Cambridge University Press, 2016, pp. 465-488;

Week 10: Gender and Human Rights

*How does a feminist perspective shape how we view human rights? Do social and cultural norms shape access of human rights?*

Lecture 18 & 19:

- Hilary Charlesworth, "Human Rights as Men's Rights," in Peters and Wolper (eds.) *Women's Rights, Human Rights: International Feminist Perspectives* (New York and London: Routledge, 1995), pp. 103-113
- Charlotte Bunch, "Transforming Human Rights from a Feminist Perspective," in Peters and Wolper (eds.) *Women's Rights, Human Rights: International Feminist Perspectives* (New York and London: Routledge, 1995), pp. 11-17.
- Bandana Purkayastha, "Gender and Human Rights" in Risman, Froyum, Scarborough (eds.) *Handbook of the Sociology of Gender* 2nd edition (Springer, 2018), pp. 523-533

Suggested Readings:

- UN Women, Gender Equality: Women's Rights in Review 25 years after Beijing.
- Lauren Wilcox, Bodies of Violence (2015): Chapters 1 and 6
- Kathleen Staudt, Violence and Activism at the Border: Chapters 1-2