

/\*-/\*/89



## **GENDER ISSUES IN INTERNATIONAL CRIMINAL JUSTICE**

**Tuesdays 3:05-5:45 pm, 205 HH  
John Jay College of Criminal Justice  
524 West 59th Street  
New York, New York 10019**

### **Syllabus and Course Schedule**

**Instructor:** Dr. Rosemary Barberet  
**Contact:** [rbarberet@jjay.cuny.edu](mailto:rbarberet@jjay.cuny.edu)  
**Office Hours:** By appointment  
**Office Location:** 520.10 Haaren Hall  
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### **COURSE DESCRIPTION:**

This course will examine the role of gender in crime and criminal justice and will cover the following topics from a cross-cultural perspective: 1) women as offenders, including the range of their offenses, their seriousness, and changes in the nature; 2) women as victims, including abused women, rape victims, and women forced into prostitution; 3) women as social control agents/professionals in the criminal justice system (as attorneys, police officers, correctional officers, etc.). While focusing on women and femininities, the course will also include readings on men and masculinities, and the emerging issue of LGBTQ populations in international criminal justice.

- ✓ This course is an elective in the ICJ major, the Human Rights minor, and the Gender Studies major and minor.

### **LEARNING OBJECTIVES:**

Students will be able to:

- Advance their knowledge of issues pertaining to gender and the criminal justice system both at the national and international level

- Apply a range of theories to studying gender and international criminal justice
- Address gender issues from a global point of view
- Understand the difficulties involved in comparative cross-cultural research
- Focus or narrow down further their interests for future research
- Develop critical thinking towards theory and practice

## REQUIREMENTS:

1. You should complete assigned readings before each class. A discussion board item will be posted every week, to be completed *before class* on Tuesdays.
2. At the end of the syllabus, I have included a list of books which are biographies about women in international criminal justice. Some of them are in our library and others may be found in your local public library. You will be asked to choose a book. (You may also suggest a book that is not on the list for the professor's approval.) You will write a review about your book (see instructions at the end of the syllabus, and submit it via BB on the due date.
3. A poster is required which you will present on May 7<sup>th</sup> during community hour as part of Research Week. Details appear at the end of this syllabus.
4. If you are absent on the day a film is shown in class you will be responsible for obtaining and viewing the film on their own time. Films will be material that will be on the final exam.
5. This class will be run as a supportive environment for students. Frequently, students take this class because they or someone they know has been affected by a gendered crime. Before you speak, think about whether what you say will be hurtful to someone in the class. If you are bothered by anything experienced in this class, or at any point in the semester you feel uncomfortable in class, please talk to me. Also know that the College's Counseling Services Center, <http://www.jjay.cuny.edu/counseling> in L.68.00NB, (212) 237-8111 as well as the college's Women's Center for Gender Justice <http://www.jjay.cuny.edu/womens-center-gender-justice> in L.67.10NB, (212) 237-8184 has qualified professionals that will help you for free. The first day of class we will have a guest visit from Jessica Greenfield from the Women's Center for Gender Justice, to talk about our college's policies and services.

## COURSE POLICIES

**Attendance, Punctuality, Participation:** Students are required to attend all classes and to be on time for class. If you must be absent for a legitimate reason, notify me in advance. You are permitted to miss no more than 2 classes; after that, your absence will affect your attendance grade. You must attend class on days that you are due to make presentations. Simply coming to class and not participating is unacceptable. Plan to speak *at least once* in every class.

**Classroom Behavior:** Students are expected to conduct themselves respectfully and professionally in class. Disparaging remarks will not be tolerated in class discussions. Cell phones and electronics must be turned off during class time. Eating of meals is not permitted,

though drinks and small snacks are acceptable. Students who are disruptive or disrespectful in any way may be asked to leave the classroom and will be marked absent for the day.

**Assignments and Exams:** All written assignments and presentations should be turned in using Safe Assign, via Blackboard. To meet the deadline for the term paper, the professor requires all students to submit all assignments electronically, or it will be considered a late paper. **Five (5)** percentage points will be deducted every day that the paper is late, including weekends and holidays. This rule is strictly enforced. The final exam will be take home, due on the day of our college scheduled final exam date.

**Accessibility/ADA Policy:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L.66.00 (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**The Writing Center:** The Writing Center is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

**Plagiarism:** The John Jay College policy on plagiarism is as follows:

*Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.*

*Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.*

*It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others, Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.*

*Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.*

*////////////////////(From the John Jay College of Criminal Justice Undergraduate Bulletin)*

Students who plagiarize any part of any assignment will receive an automatic F for that assignment. They will also be reported to the College for academic dishonesty, as is required by CUNY policy. The entire college academic integrity policy can be found here:

<http://www.jjay.cuny.edu/academic-integrity-0>

**REQUIRED TEXT:**

Barberet, R. (2014). *Women, Crime and Criminal Justice: A Global Enquiry*. This book was written by the professor with the help of students in SOC333 in spring semester, 2013! You will help me produce the second edition!

**OPTIONAL TEXT:**

Seager, J. (2018). *The Penguin Atlas of Women in the World*. Fifth Edition. New York: Penguin Books.

✓ We will also be reading journal articles and internet sources.

**GRADING:**

BB Discussion Board entries	15%
Research Poster Draft	10%
Research Poster	20%
Biography Presentation	10%
Biography Paper	10%
Final exam	25%
Attendance, punctuality, participation	10%
	100%

**GRADE POINTS:**

93.0-100.0 = A	73.0-77.0 = C
90.0-92.9 = A-	70.0-72.9 = C-
87.1-89.9 = B+	67.1-69.9 = D+
83.0-87.0 = B	63.0-67.0 = D
80.0-82.9 = B-	60.0-62.9 = D or below
77.1-79.9 = C+	60.0 = F

\*An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements.

Extra credit: You may attend activities at John Jay or CUNY and write up a critique. These activities must be approved by the professor. Use the form at the end of the syllabus. One event = one extra credit point added to your end of semester grade. Maximum of five events=five points. This is the only extra credit allowed in the course. An extra credit form must be filled out after attending each event.

This semester students can earn the total maximum 5 extra credit points through one event: the play, *Seeing Rape*: April 10 at 7 p.m., April 11 during community hour, or April 12 at 7 p.m. in the Gerald Lynch Auditorium on campus. The extra credit must be filled out to receive credit.

## COURSE OUTLINE<sup>1</sup>

**Week 1- January 29: Introduction to the course; sex and gender; gender & crime; the international lens. At 3:30, Guest info. session by Jessica Greenfield, Women's Center Counselor/Gender-Based Violence Prevention and Response Advocate, John Jay Women's Center for Gender Justice**

Film: *Tough Guise 2* or *Hip-Hop Beyond Beats & Rhymes*

**Week 2- February 5: Gender, globalization and development**

Film: *China Blue* or *Maquilapolis City of factories*

☆ Required reading

Chapters 1 and 2

World Bank. (2012). *World Development Report: Gender Equality and Development*.

Read the overview chapter only:

<http://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936231894/Overview-English.pdf>

**February 12 /no class, College closed**

**Week 3- February 19<sup>th</sup>: International law, human rights and international organizations.**

Film> *LGBT Rights Around the World*

☆ Required reading

Chapter 3

Convention on the Elimination of All Forms of Discrimination against Women

<http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

UN Resolutions on LGBTQ Rights:

<https://www.ohchr.org/en/issues/discrimination/pages/lgbtunresolutions.aspx>

Baisley, E. (2016). Reaching the tipping point?: Emerging international human rights norms pertaining to sexual orientation and gender identity. *Human Rights Quarterly*, 38(1), 134-163.

**Week 4 – February 26<sup>th</sup>: Global Women's Activism**

Film: *Honor Diaries*

☆ Required reading

Continuation of Chapter 3

**Week 5- March 5<sup>th</sup>: Global Crime Prevention and Gender**

This week, we will divide into teams by gender and do a gendered safety audit of our campus and in the vicinity using the app, My Safetipin.

☆ Required reading

Read: <http://www.endvawnow.org/en/articles/262-ask-questions-about-womens-safety-in-the-city.html>. And read **Part Four** in *Tools for Gathering Information about Women's Safety and Inclusion in Cities: Gender Inclusive Cities Programme: Experiences from the Gender Inclusive*

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<sup>1</sup> I reserve the right to modify this syllabus to incorporate events, speakers or film showings that arise and are relevant to the learning objectives of this course.

*Cities Programme*

<https://femmesetvilles.org/downloadable/tools%20for%20gathering%20information%20en.pdf>

Fleming, A. (2018). What would a city that is safe for women look like? *The Guardian*.

<https://www.theguardian.com/cities/2018/dec/13/what-would-a-city-that-is-safe-for-women-look-like>

Peacock, D. and Barker, G. (2014). Working with men and boys to prevent gender-based violence: Principles, lessons learned, and ways forward. *Men and Masculinities*, 17(5), 578–599.

**Week 6- March 12<sup>th</sup>: Gender and criminal justice professions:** lawyers, police officers, judges and court personnel, correction officers, probation officers, victim service workers, peacekeepers and human rights defenders.

Film: *Women on Patrol* (UN Civilian Policewomen in East Timor)

☆ Required reading

Chapter 9

Colvin, R. (2015). Shared workplace experiences of lesbian and gay police officers in the United Kingdom.. *Policing: An International Journal of Police Strategies & Management*, 38(2), 333-349.

**Week 7- March 19: Field Trip to NGO Parallel Events, 62<sup>nd</sup> Session of the UN Commission on the Status of Women**

**Week 8 – March 26<sup>th</sup>: Missing at an early age: Girls**

Film: *The Cutting Tradition: Female Circumcision in Africa Today*

☆ Required reading

Chapter 4 and

[https://www.unicef.org/media/files/FGMC\\_2016\\_brochure\\_final\\_UNICEF\\_SPREAD\(1\).pdf](https://www.unicef.org/media/files/FGMC_2016_brochure_final_UNICEF_SPREAD(1).pdf)

**Your Research Poster Draft is due today**

**Week 9- April 2: Militarization, armed conflict and gendered violence: genocide, child soldiers, sexual assault during war, peacekeeping, refugee status.**

Film: Maria's story : a documentary portrait of love and survival in El Salvador's civil war

□ Required reading

Chapter 5

Chynoweth, S, (2017). "*We Keep It in Our Heart*" - *Sexual Violence Against Men and Boys in the Syria Crisis*. UN High Commissioner for Refugees (UNHCR). Read pp. 6-35.

<https://data2.unhcr.org/en/documents/download/60864>

**Week 10 – April 9: Sex work, Prostitution and Trafficking for Sexual Exploitation.**

Film: *In the Name of Love*

☆ Required reading

Chapter 6

**Read the Executive Summary and Chapter 1** (Global Overview) of the UNODC 2018 Global Report on Trafficking in Persons: [https://www.unodc.org/documents/data-and-analysis/glotip/2018/GLOTiP\\_2018\\_BOOK\\_web\\_small.pdf](https://www.unodc.org/documents/data-and-analysis/glotip/2018/GLOTiP_2018_BOOK_web_small.pdf)

## **Week 11- April 16: Femicide, Intimate partner violence and sexual assault around the world**

Film: *Saving Face*.

□ Required reading

Continuation of Chapter 4

Read Chapters 1 and 2 of World Health Organization (2010). Preventing intimate partner and sexual violence against women: Taking action and generating evidence. Geneva: WHO <http://www.who.int/reproductivehealth/publications/violence/9789241564007/en/index.html>: and Read all of UNODC 2018 *Global Study on Homicide: Gender-Related Killings of Women and Girls* (2018): [https://www.unodc.org/documents/data-and-analysis/GSH2018/GSH18\\_Gender-related\\_killing\\_of\\_women\\_and\\_girls.pdf](https://www.unodc.org/documents/data-and-analysis/GSH2018/GSH18_Gender-related_killing_of_women_and_girls.pdf)

APRIL 23: NO CLASS, SPRING RECESS

## **Week 12-April 30:**

### **Access to Justice**

Film: *I Came to Testify*

Part of the PBS Series: Women, War & Peace

☆ Required reading

**Executive Summary** of UN Women's report, *Progress of the World's Women 2011-2012 In Pursuit of Justice* at

<http://www2.unwomen.org/~media/headquarters/attachments/sections/library/publications/2011/progressoftheworldswomen-2011-executivesummary-en.pdf?v=1&d=20150402T222839> as well as Chapter 2, the Justice Chain, within this document:

<http://www2.unwomen.org/~media/headquarters/attachments/sections/library/publications/2011/progressoftheworldswomen-2011-en.pdf?v=1&d=20150402T222835>

**YOUR POSTER IS DUE TODAY TO BE SENT TO PRINT**

**May 7<sup>th</sup>: Poster Presentation Day (Community Hour in Hound Square)**

## **Week 13- May 7: Gender, Criminality and Incarceration**

☆ Required reading

Chapters 7 & 8

Film: *Garden of Wonders*

Read the 'Bangkok Rules' Standard Minimum Rules for the Treatment of Female Prisoners and Non-Custodial Measures for Women Offenders at:

<http://www.ohchr.org/Documents/ProfessionalInterest/BangkokRules.pdf>

Lanham, M., Ridgeway, K., Dayton, R. et al. (2018). "We're going to leave you for last, because of how you are": Transgender women's experiences of gender-based violence in healthcare, education and police encounters in Latin America and the Caribbean. *Violence and Gender*, 00/00.

## **Week 14 . May 14<sup>th</sup>: Book Review Presentations**

All book review papers are due today by 11:59 pm on BB.

The professor will distribute the final exam today (take home).

## Tuesday, May 21<sup>st</sup> (Our final exam date)

Final exam is due (submit to BB by 11:59 p.m.)

### Instructions for Research Poster

Your goal is to propose the creation of non-governmental organization dedicated to filling an unmet need or goal in the prevention of a *gendered* crime, victimization, human rights violation or similar injustice, following the concepts of same that we have been using in class. By prevent, I mean stopping something from occurring in the first place (such as awareness raising and public information programs), reducing its seriousness, lethality or spread (such as direct intervention programs to help victims, or demotivate offenders), or reducing its reoccurrence (such as legal interventions, or direct treatment programs).

What is an NGO?

A non-governmental organization (NGO) is a not-for-profit, voluntary citizens' group, which is organized on a local, national or international level to address issues in support of the public good. NGOs are task-oriented and made up of people with common interests. They perform a variety of services and humanitarian functions: they raise awareness about issues, bring citizens' concerns to governments, hold institutions accountable, monitor policy and program implementation, provide analysis and expertise, and encourage others to mobilize around their aims.

Your NGO may be based *anywhere in the world except the United States*. Its scope can be local, national, or international in scope. You can only hire *ten fulltime staff* to work in your NGO. You can use all kinds of sources in your paper to justify the need for your NGO and to create it: webpages, newspaper articles, scholarly journal articles, or books. Be judicious in your use of sources, however. Avoid popular literature, youtube videos and blogs. Your effort in finding information, as well as using foreign language skills, will be reflected in your grade.

In your poster you should:

1. Locate an *unmet need* for your NGO in your chosen country. Describe the type of crime, victimization or injustice that you aim to tackle through your NGO, why it is important to prevent it in your country(ies) or internationally and why it hasn't already been done. Be specific. Make sure this is related to gender justice.
2. Describe how your NGO is needed, timely, unique and original. Give it a creative name. The poster should carry this name as a title.
3. Draft the mission statement for your NGO. What is the overall goal of your organization and on what values does it rest?
4. Describe the activities that your NGO will undertake, how they address gender and the theory behind your mission statement and activities. In this case, theory means how or why what your NGO does is supposed to work in preventing your chosen crime or injustice. How will your ten staff members work together to carry out these activities?
5. Tell us how your program responds to cultural issues in your chosen country(ies).
6. Describe the short and long term hurdles you expect in getting your NGO off the ground and running successfully and how you will deal with them. Don't forget to mention how



your NGO will involve others in the broader community in its work and ensure continuity of its mission.

7. Lay out how you will know if your NGO is successful. How will you assess your NGO is doing a good job at achieving your aims? Be specific.
8. End with a final summary of what you aim to do and its global significance for gender equality.

Good posters will build on the knowledge and skills learned in class, have strong legal and criminological foundations, be creative, culturally sensitive, specific, realistic, well organized, designed, and well written.

Your poster draft (due March 26<sup>th</sup>) will be a 1,000 word document addressing the outline above and a reference list of a minimum of 10 sources.

### **Biography Review and Presentation Instructions**

Students are to read a relevant biographical work relevant to this course and present a 5-7 minute **summary, reflection and critique** of the book to the class as well as a written report. The **summary** should cover the early life (date of birth, family life, education, important life events) and adult life of the subject. What work did the person do, how did s/he become well known, what were the subject's most important accomplishments? The **reflection** should be your opinion about the book's subject. Do you think the person is important? How is the world different because this person lived? What is the relationship between this person and what we have studied in class this semester? What kind of impact did this book have on you, in terms of your outlook, career aspirations or life goals? The **critique** should be about how the book was written as well as about the contributions of the subject to our lives. End by telling us whether you liked or did not liked this book, giving reasons for your opinion.

The review should be 1,500 words. In class, you should not read from your paper but rather present your more interesting findings and impressions to your classmates, in 5-7 minutes.

### **BIOGRAPHY LIST:**

The following list contains biographies of women around the globe as victims, offenders, criminal justice professionals, or activists and political leaders who have advocated for justice for women.

Al-Sharif, M. (2017). *Daring to drive: A Saudi woman's awakening*. New York: Simon and Schuster.

Alexenko, N.S. (2018). *A survivor's journey: From victim to advocate*. Seattle: Amazon.

Ali, N., & Minoui, D. (2010). *I am Nujood, age 10 and divorced*. New York: Broadway Books.

Alinejad, M. with Foroohar, K. (2018). *The wind in my hair: My fight for freedom in modern Iran*. London: Virago Press.

- Albright, M. with Woodward, B. (2003). *Madam Secretary: A memoir*. New York: Miramax Books.
- Amony, E. (2015). *I am Evelyn Amony: Reclaiming my life from the Lords's Resistance Army*. Madison: University of Wisconsin Press.
- Bolkovac, K. & Lynn, C. (2011). *The whistleblower: Sex trafficking, military contractors, and one woman's fight for justice*. UK: Palgrave Macmillan.
- Bouvard, M. G. (1994). *Revolutionizing motherhood: The mothers of the Plaza de Mayo*. Wilmington, DE: Scholarly Resources Inc.
- Brohi, K. (2018). *I should have honor: A memoir of hope and pride in Pakistan*. New York: Random House.
- Buscher, S. and Ling, B. (1999). *Mairead Corrigan and Betty Williams: Making peace in Northern Ireland*. New York: Feminist Press at City University of New York.
- Chang, J. (2003). *Wild swans: Three daughters of China*. Austin, TX: Touchstone Publishing.
- Chavis, M. E. (2011). *Meena: Heroine of Afghanistan*. UK: Transworld Publishing.
- Clinton, H.R. (2014). *Hard Choices*. New York: Simon and Schuster.
- De Brouwer, A. M. & Chu, S. (2009). *The men who killed me: Rwandan survivors of sexual violence*. Madeira Park, BC: Douglas & McIntyre Ltd.
- Dervisevic-Cesic, J. (2014). *The river runs salt, runs sweet*. Charlottesville, VA: NSPYR.
- Du Preez Bezdob, A.M. (2004). *Sarajevo roses: War memoir of a peacekeeper*. Cape Town, S.A.: Oshun Books.
- Ebadi, S. & Moaveni, A. (2007). *Iran awakening: One woman's journey to reclaim her life and country*. New York: Random House Trade Paperbacks.
- Gbowee, L. (2011). *Mighty be our powers: How sisterhood, prayer, and sex changed a nation at war: A memoir*. New York: Beast Books.
- Gupta, R. (Ed.). (2004). *From homebreakers to jailbreakers: Southall black sisters*. London: Zed Books.
- Ilibagiza, I. & Erwin, S. (2007). *Left to tell: Discovering God amidst the Rwandan holocaust*. Carlsbad, CA: Hay House Publishing.
- Kassindja, F. & Bashir, L.M. (1998). *Do they hear you when you cry*. New York: Delacorte Press.
- Khalaf, F. and Hoffman, A. C. (2016). *The girl who escaped ISIS: This is my story*. New York: Atria Books.
- Lemmon, G. T. (2015). *Ashley's war: The untold story of a team of women soldiers on the special ops battlefield*. New York: HarperCollins.
- Leydesdorff, S. & Richardson, K. (2011). *Surviving the Bosnian genocide: The women of Srebrenica speak*. Bloomington, IN: Indiana University Press.
- Lloyd, R. (2011). *Girls like us: A memoir*. New York: Harper Publishing.
- Mai, M. (2006). *In the name of honor: A memoir*. New York: Atria Books.
- Mam, S. (2009). *The road of lost innocence: The true story of a Cambodian heroine*. New York: Spiegel & Grau Publishing.

- Mazzeo, T.J. (2016). *Irena's children: The extraordinary story of the woman who saved 2,500 children from the Warsaw Ghetto*. Waterville, ME: Thorndike Press.
- McDonnell, F. J. & Akallo, G. (2007). *Girl soldier: A story of hope for Northern Uganda's children*. Ada, MI: Chosen Books Publishing Co.
- Menchú, R. (2010). *I, Rigoberta Menchú: An Indian woman in Guatemala*. New York: Verso Books.
- Molloy, A. (2013). *However long the night: Molly Melching's journey to help millions of African women and girls triumph*. New York: HarperOne.
- Muhsen, Z. & Crofts, A. (2010). *Sold: One woman's true account of modern slavery*. UK: Sphere Publishing.
- Murad, N. (2017). *The last girl: My story of captivity, and my fight against the Islamic State*. New York: Tim Duggan Books.
- Naidu, S. (2013). *Navi Pillay: Realising Human Rights for All*. Arcadia Books.
- Nazer, M., & Lewis, D. (2003). *Slave: My true story*. New York: PublicAffairs Books.
- Nelson, A. (2012). *Vital voices: The power of women leading change around the world*. New York: Jossey – Bass.
- Olsson, K. (2005). *Kilroy was here*. New York: Bantam Books.
- Revathi, A. (2010). *The truth about me: A hijra life story*. New Delhi: Penguin Books.
- Robinson, M. (2013). *Everybody matters: My life giving voice*. New York: Walker Publishing.
- Sahebjam, F. (1994). *The stoning of Soraya M*. New York: Arcade Publishing.
- Sciff, K., G. & Latifa (2001). *My forbidden face. Growing up under the Taliban: A young woman's story*. New York: Hyperion Books.
- Sirleaf, E. J. (2009). *This child will be great: memoir of a remarkable life by Africa's first woman president*. New York: Harper Publishing.
- Sotomayor, S. (2013). *My Beloved World*. New York: Knopf Publishing.
- Spink, K. (2011). *Mother Theresa: An Authorized Biography*. New York: HarperOne.
- Strom, K., & Rickett, M. (2009). *Forgotten Girls: Stories of Hope and Courage*. Downers Grove, IL: InterVarsity Press.
- Sultana, F. and Nair, S. (2011). *Purple Dandelion: A Muslim woman's struggle against violence and oppression*. Auckland, New Zealand: Exisle Publishing.
- Williams, J. (2013). *My name is Jody Williams: A Vermont girl's winding path to the Nobel Peace Prize*. Berkley, CA: University of California Press.
- Yousafzai, M. (2013). *I am Malala*. New York: Little, Brown and Company.

