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TITLE OF COURSE: Gender and Globalization

National School of Political and Administrative Studies Bucharest  
Romania

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## I. Introduction

### Summary:

The course intends to analyze the implications of globalization on gender relations at social, economic, political and identity levels. It will present comprehensively the main feminist challenges to the traditional neorealist International Relations Theory: liberal, critical theory, postmodern, radical and marxist. It will also introduce the students to the conceptual framework of feminist international theory and focus on concepts such as: patriarchy, patriarchal family, globalization, network society, masculinity, resistance and project identity. The course intends also to analyze case studies on the global feminization of poverty, militarization of women’s life, mass-rape in Bosnia and Kosovo, global movements for emancipation and international legal framework for the rights of women.

### a) Locating the content of the course within the discipline

The course intends to analyse the implications of globalization on gender relations at social, economic, political and identity levels. The orthodox theories of international relations (neorealism as a hegemonical perspective as well as the institutionalist and neoliberal theories) imposed a gender blind, patriarchal paradigm on international politics. Therefore, traditional international theory is legitimizing gender discrimination and, on the other hand, faces the impossibility of explaining key issues of the globalization process: the global crisis of patriarchal family, the structural feminization of poverty, the construction of resistance and project identities as radical defensive responses to cultural imperialisms as well as the global movements for women’s rights (starting from the

sixties). The feminist international theory perspectives structured in the last two decades constitute not only a critique of the IR orthodoxy but a tool for delegitimizing the patriarchal ideologies of gender violence and discrimination. Although after 1988 (the informal date for starting a coherent IR feminist theory) the researches in the field gained momentum in Western universities, the topic remains largely unknown for the Romanian gender studies.

The research in the field started mainly in Great Britain and the United States in the nineties in the larger context of the critique of neorealism usually known under the name of the Fourth Debate (some authors would include feminist, postmodern, neo-marxist and critical theory perspectives in the Third conceptual Debate of the international theory academic history). Obviously, research on specific international topics existed in the two hundred years long history of feminist thought, but a coherent conceptualization on gender and globalization is a new academic domain for Western scholars. In the last decade most of the American and British universities created chairs/study departments or just introduced special courses on the topic in the International Relations or/and Gender studies curricula.

Nevertheless, specific Eastern gender issues could not be explained within the Western framework of analysis. The course proposes a double theoretical reconstruction. First, the course initiates a reconsideration of the realist international theory still dominant in Romanian universities. Secondly it analyzes the liberal, radical, marxist and postmodern feminist reactions to globalization and offers a possible theoretical reconstruction in terms that are specific for Romanian gender issues.

#### b) Locating the course within the curriculum

The course was initially offered to the MA students in Gender studies and the MA students in International Relations and European Integration at the National School of Political Studies and Public Administration. After the presentation of the course outline in the Faculty of Political Sciences the students in the 3rd and 4th years of study expressed a real interest in attending it, and therefore Gender and globalization was accepted as an optional course in the undergraduate curriculum.

In the Gender studies curriculum the course is offered in the second semester of the first year of the MA program. The academic board accepted it as a significant perspective on gender issues along with the courses on Feminist Political Theories, Feminist Philosophy, Feminist Theology, Women and Politics in transition, Feminist Cultural Studies. Nevertheless, not all MA students in Gender studies attended courses on International Relations Theory.

On the other hand, all the undergraduate students in Political Science and, obviously, the MA students in International Relations are familiar with international theory (the curriculum of both faculties include courses on International Relations Theory, Neorealism and Alternative Perspectives and Globalization and World Politics). Most of these students attended also the optional course on Feminist Political Theories.

#### c) Student's assumed knowledge basis for course participation

Therefore, due to the diversity of the students' background, the course asked for no previous compulsory requirements. Nevertheless, the previous knowledge (in gender studies issues, respectively in international and globalization theories) was extremely useful during the seminars and workgroup activities and we used remediation techniques for the equalization of information when necessary.

## II. Objectives of the Course

### a) Academic Aims (within the discipline)

The students should:

- \* Develop their ability to identify and analyse in a critical and independent manner the impact of globalization on gender relations;

- \* Understand the challenges of gender and globalization issues to international theory and feminist political theory;

- \* Develop gender awareness and be sensitive to global gender discrimination;

- \* Understand and be able to use concepts, methodologies and various theoretical perspectives in international relations theory and feminist political thought for approaching Romanian realities.

## b) Learning Outcomes

At the end of the course the students should be able to:

- \* Comprehend the meaning of central concepts in a gender sensitive analysis of globalization: for example: patriarchy, feminisation of poverty, mass rape, network society, gender discrimination, global insecurity, hyperglobalism, militarization of the life of women a.s.o.;

- \* Identify the specific mechanisms of the production and reproduction of gender inequality and discrimination in Romania and the challenges of global transformations to these;

- \* Interpret in a critical and broader manner issues that are exclusively claimed by the „genderblind" traditional – realist international relations theory: war, security, violence, powerpolitics;

- \* Have an accurate knowledge of the international legal framework for the protection of the rights of women;

- \* Interpret current evolutions on the international arena having in mind the „personal" (the personal is international and the international is personal) and local–global perspective.

## c) Transferable skills

- \* The seminar presentations combined with the small group work (especially in the syndicate form) proved to be useful in the enhancement of the presentation and communication skills. The students were encouraged to advocate their positions not only during the seminars but also under the pressure of the examen. In an social environment where sexist and patriarchal prejudices are dominant it is very important to present challenging ideas in appropriate ways using flexible strategies of negotiation. A number

of students will be able to react (sometimes in the public sphere) to specific issues concerning local violation of women's rights;

- \* Most employers of political sciences graduates – need also very concise and direct briefings;

- \* The students confirmed that they are motivated to learn how to make interactive, multimedia presentations, similar with the lectures;

- \* Team work was one of our priorities not only for the sake of the active learning but also keeping in mind the importance of this transferable skill;

- \* Writing skills, analysis and research methodologies were related as the students had to submit essays with academic writing requirements concerning structure, style and argumentation. I have to mention that most students were already at ease with academic writing rules from previous courses' requirements.

### III. Course Detail

#### Lecture/Seminar synopsis

Lecture 1. The personal is international. The pervasive themes and the underlining idea of the course.

The aim of this introductory lecture is to locate the course in the (overwhelmingly "gender blind") discipline of international relations theory and the feminist political theory. In answering the question: "what is gender?" it will make the necessary distinctions between biological categories of male and female, the socially constructed models of the masculine and feminine and the politically positions of masculinist and feminist. We introduced the students to the gendered divisions of world politics. In understanding the issues of gender and globalization we have to define the main global transformations and to understand the notions of global and local. Arguments: Presentation of some crude facts of global gender discrimination (brief introduction to figures and statistics on poverty, refugees, trafficking, access to resources and basic rights,

from war to domestic violence – the topic will be further developed in lecture X). The course stresses that globalization is also opening possibilities for the realization of project identities, transnational movements for empowerment. Presentation of the underlining idea: "The personal is political, international, global." Finally, a presentation of the academic aims of the course, forms of evaluation and requirements for seminars and exams.

Seminar 1. Gender as a social construct and the use of gender lenses on global issues.

The aim of this seminar is to familiarize students with the notion of gender as a social construct. As previous teaching experience is showing a significant amount of confusion, misunderstandings and idiosyncrasies on the definition, the students presented their own perspective based on the readings prepared for the seminar. The notions of "gender lenses ", "post-international politics" were discussed. The core assumption of the course was debated and several working groups explained the significance of the key phrase "The personal is international", based on specific examples.

Discussion points:

1. What is gender? Interrogations from the biological, social and political perspectives.
2. The significance of a "social construct".
3. Gender lenses – just a metaphor? Consider in comparison the main topics of the traditional international relations theory.
4. Global – local – post-international. Give some examples on the interrelation between these levels.
5. The personal is international? How is our live influenced by international/global politics? Are we political actors? Does gender matter?

Lecture 2. International relations, post-international relations–globalization. Three theories on globalization.

The lecture will introduce the students to the theories on globalization. The phenomenon will be critically analyzed through the hyperglobalist, sceptical and transformationalist perspectives. We will have a closer look on the dispute on the globalization timing, on the notions of network society on the rhythm and pace of globalization in economics, finance and banking, social phenomena, cultural globalization. There is a great diversity of perspectives and the course aims in introducing the most important without imposing a specific one.

Seminar 2. One or many globalizations? The conflict of interpretations and definitions.

The goal of the seminar was to discuss the critical points of the globalization debate. Three students prepared presentations on the hyperglobalist, skeptical and transformationalist approaches.

Discussion points:

1. Globalization? What are the levels of analysis?
2. Distinctions between globalization, globalism and global issues. Offer relevant examples from recent international events.
3. Just a buzz word? Skeptical critics of globalization.
4. Present starting from George Modleski model the different interpretations on the starting point of globalization and the present rhythm and pace.
5. Explain and analyze the notion of network society.

Lecture 3. Feminisms and international relations theory. Feminist approaches to international relations. The significance of gender

studies for the Third and Fourth Debates in International Relations Theory.

The history of international relations theory – the self images of the discipline presented through the four Great Debates. Focus on the dispute over concepts and norms: idealism –classical realism, (the first debate) on methodology (behaviorism versus traditionalism) on the paradigms' debate and the critical approaches to neorealism from a feminist perspective.

Seminar 3. Feminism – feminisms in international relations theory.

An introduction to the diversity of feminisms / there is not just one feminism: liberal, standpoint, critical theory, radical, marxist, postmodern. The presentations on feminist international theory were prepared by the MA students in International Relations.

Discussion points:

1. How the concepts outlined in the first lecture could be of any use to international relations theory?
2. Where is the location of feminist theory / homesteading in international relations theory. Why is traditional international theory a "world of elephants"? / The first three questions will be answered starting from Christine Sylvester and Ann Tickner's analysis.
3. Explain the resistance of the identification in Romania of the different forms of feminisms with an only point – usually. The weight of misperceptions and genderblind approaches.

Lecture 4. Critics of patriarchal theory and the hegemonic perspectives in international relations theory.

The core of feminist theorizing in international relations theory. Bringing the women in. In the heart of critical questions in IR. Theory. The critics of the patriarchal state. Why feminisms is not accepted in IR theory? The construction of violence and the global



insecurities. The key concepts of hegemonic theory and the feminist reformulation: power, balance of power, state, globalization – the critical approach. Elements of power and the construction of the nation state. Hard and soft power. The man, war and the state. Why is international relations theory a male only perspective?

Seminar 4. A feminist reformulation of Morgenthau's principles of political realism.

The seminar will be dedicated entirely to the analysis of Ann Tickner core text.

Discussion points:

1. Discuss Hans Morgenthau's principles of political realism. – team presentation MA student in International Relations and a student from the undergraduate program.
2. Discuss Tickner's version and critique of the principles. Team work – students from the MA in Gender Studies.
3. Do we need an updated version of the principles? Topic for further thought and, eventually, essays. Small group work – syndicate and pyramidal forms.

Lecture 5. Global (In)security. Feminist perspectives on security.

A redefinition of security as a stratified concept. The Buzan approach and the assessment of new risks and threats. Violence as a part of a complex of institutions and the way they are organized. Emancipation politics and the feminist perspective on the boundaries and identities related to the military. The human rights security approach. Bringing the people in the framework of security studies. Security and gender discrimination – underdevelopment, structural violence and militarism.

## Seminar 5. National security – women's security

The seminar will present the tension between the traditional decision – making in security matters and the costs supported by women due the militarization of societies during the Cold War and today.

Discussion points:

1. Case study: The 80s' second cold war, perceptions of communist threat and the feminization of poverty in the US.
2. The other side of the (economic) coin. New jobs for women and other marginal categories. Are they relevant?
3. The impact of the military globalization to the life of women. Discussion on examples and facts. Military bases and the role of the "Army's wives".
4. Global risks assessment from a gender aware perspective.

Lecture 6. Global movements for emancipation. Are human rights, women's rights?

The lecture will look at gender inequality and international human rights law. We will present the facts of inequality: the large under/representation of women in national and international decision/making bodies, the vast majority of the world's poor are women, less payment for equal work, illiteracy, infanticide and health hazards, percentage of refugees, slavery, violence against women at home, the community and the state. It will also look to the legal regulation and the major legal texts and framework from 1979. Finally it will offer a reconceptualization of rights of women. The lecture introduces the case studies on global sex workers, structural violence and mass – rape in Bosnia and Kosovo and the feminization of poverty.

Seminar 6. Discrimination and rights.

The aims of this seminar are twofold. On the one hand it will present (Power point presentation with additional audio and video support – a good opportunity will be to present a filmed documentary – 15 minutes selection from Peoples' Century) the dramatic facts of discrimination and the social mechanisms of maintaining and reproducing gender discrimination. On the other hand we will invite a specialist on international women's rights law that will present the main legal framework from 1979 to day.

Discussion points:

1. How useful are theories of patriarchy in presenting gender discrimination in different cultures and environments?
2. Discuss comparatively the statistics on illiteracy, the right to life and global poverty.
3. Prepare a set of questions, based on the analysis of international laws and covenants for the external moderator.

Lecture 7. Global sex workers. The right on the body, global organized crime, prostitution, slavery in the sex industry and trafficking in persons.

The lecture open one of the most dramatic developments induced by accelerated globalization. It will present case studies on global prostitution and trafficking networks, sexual slavery and the borderless organized crime. The struggle for rights of global sex workers will be presented using the main notions of decriminalization, working conditions, resistance and empowerment identity. The present day slavery is a fact obscured by classic perspectives on international relations. The course will present basic facts from the global sexualized industry from Thailand to Senegal and Japan.

Seminar 7. Women, children and contemporary slavery: sexual tourism in Thailand.

Case study. The students will be required to gather data on the issue and to write a one page essay on the topic. The discussion will be moderated by the lecturer after reading the prepared materials.

Lecture 8. Global and structural violence. The militarization of the life of women. Women and war.

The aim of the lecture is to present the main concepts of structural violence, militarization, "beautiful soul" and "just warrior". The "patriarchal hero" will be related to the functioning of the patriarchal state that imposes different forms of structural violence on women: domestic, at work and in the society.

Seminar 8. "When Soldiers rape"

The seminar discussions will start from the analysis of Cynthia Enloe's compulsory text from the reader.

Discussion points:

1. Make a comparison between Cynthia Enloe's "Personal is international" text and the present one.

Lecture and seminar 9. Global violence 2. Mass rape as a state policy. Case studies: Bosnia and Kosovo.

As the topic was highly sensitive we appealed to a common lecture and seminar session, in order to have enough time for discussions. The students were shocked by the realities of the using of mass-rape as a military strategy. The lecturer moderated the discussion introducing notions of mass-rape, war crime and he presented also the convictions of war criminals prosecuted in the Hague Tribunal. The students reacted very prompt and many of them continued the research in the essay for the final exam.

Topic of discussion:

1. How was mass-rape possible and who are the responsables?

Lecture 10. The feminization of poverty. Institutional answers and strategies of survival.

A perspective on the feminization of poverty locates the explanations for women's economic vulnerability in the genderized division of work where the women are responsible mainly for domestic work and the men are the bread/winners. The lecture is analyzing the feminization of work in the global economy. The sexual division of labor is changed as the transnational corporations hired more often women are forced to accept to be underpaid, and to be ghettoed in pink collar jobs. The lecture will present the structural discrimination of the world's 70% poor. An introduction will be made to the identified strategies for survival as they appeared in several different countries. The topic will be discussed further during the seminar.

Lecture 11. The end of patriachalism? The global crisis of the patriarchal family.

The lecture will revise the first courses for the meaning of the notions of "patriarchy" and "patriachalism". Challenges to the patriarchal family: the transformation of the women's work, transformation of women's consciousness. The driven forced will be also presented: rise of the informational, network society, technological changes in the reproduction of human species, the powerful surge of of global women's struggles. Starting from Castells analysis we will present the indicators of the crisis. Dissolution of households by divorce or separation, increasing frequency of marital crisis, delaying coupling and setting up partnerships without marriage, the large diversity of households, (single, single-parents households).

Seminar 11. Differences and similarities in the local crises of the patriarchal family.

In order to respond to the difficult question of identifying statistic similarities in the evolution of the patriarchal families in locations from the US to Romania, Singapore and Burundi, several students will prepare brief case studies. The students will be then divided into two main groups. One group will defend Castells position and the second one will try to find arguments for contradicting it.

Discussion points:

1. Identify similarities in different manifestations of the global crisis of the patriarchal family.
2. After identifying differences in the manifestation of the crisis advocate "local" position and the weakness of generalization.
3. Is the crisis beneficial for the establishment of a partenerial family?

Lecture and seminar 12. Globalization and localization. A possible re – conceptualization.

The lecture will revise the main pervasive ideas of the course. We will generate an open debate with the students asking also for their suggestions for the improvement of the quality of the course. Several minutes will be dedicated to the presentation of the requirements for the essay and the exam, the methodological norms established by the department. The seminar discussion will start from the presentation of an artistic movie: "Boys don't cry" and the students will discuss along with the lecturer the importance of the notion of gender as a social construct and of gender lenses for the study of globalization and post-international politics.

#### IV. Assessment

Structure of the assessment tasks:

Presentation during the seminar – 25% of the final grade.

Final essay (take-home) – maximum 3500 words – 50% of the final grade. The essay must be submitted 7 days before the exam and must respect the methodological norms concerning bibliography, footnotes, plagiarism etc. established by the Faculty of Political Studies.

Presentation of the essay during an oral exam – 25% of the final grade.

## V. Reading list

Lecture – Seminar 1.

Enloe, Cynthia (1989) *Bananas, Beaches & Bases. Making Feminist Sense of International Politics*, London: Pandora, Chapter 1. „Gender Makes the World Go Round" p 1- 18

Enloe, Cynthia (1989) *Bananas, Beaches & Bases. Making Feminist Sense of International Politics*, London: Pandora, Chapter 9: „Conclusion: The Personal is International", p. 195–201

Peterson, V. Spike and Runyan, Anne Sisson (1993) *Global Gender Issues. Dilemmas in World Politics*, Boulder: Westview Press, Chapter 2. „Gender as a Lens on World Politics" p. 17 – 44

Lecture – Seminar 2.

Held David & McGrew Anthony (eds.) *Held David & McGrew Anthony (2000) The Global Transformations Reader. An Introduction to the Globalization Debate*, Cambridge: Polity Press Part 1. Conceptualizing Globalization

Held, David & McGrew, Anthony & Goldblatt, David & Perraton, Jonathan (2000) *Global Transformations. Politics, Economics and Culture*, Cambridge: Polity Press Introduction p. 1– 29

Lechner, Frank J. & Boli, John (eds.) (2000) The Globalization Reader, Oxford: Blackwell Publishers

Waters, Malcom (2001) Globalization. Second Edition, London: Routledge

Lecture – Seminar 3.

Sylvester, Christine (1997) Feminist Theory and International Relations in a Postmodern Era, Cambridge: Cambridge University Press, „Introduction: Contestations and El(l)e-phants", p. 1 – 19

Sylvester, Christine (1997) Feminist Theory and International Relations in a Postmodern Era, Cambridge: Cambridge University Press, Chapter 4. „The Third Debate in IR Visited by Feminists" p. 140 – 168

Waltz, Kenneth (1979) Theory of International Politics, Reading, Mass.: Addison Wesley

Lecture – Seminar 4.

Grant, Rebecca and Newland, Katleen (eds.) (1991) Gender and International Relations, Milton Keynes: Open University Press, "Introduction", p. 1–8

Grant, Rebecca (1991) The sources of gender bias in international relations theory, in Grant, Rebecca and Newland, Katleen (eds.) Gender and International Relations, Milton Keynes: Open University Press, p. 8–25

Tickner, J. Ann (1997) „You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists", in International Studies Quarterly (1997) 41, 611–632

Keohane, Robert O. Beyond Dichotomy: Conversations Between International Relations and Feminist Theory, in International Studies Quarterly (1998) 42, 193–198

Lecture – Seminar 5.



Tickner, J. Ann (1988) „Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulation" in *Millenium: Journal of International Studies* 17(3) (Winter) p. 429–440

Tickner, J. Ann (1991) *Man, The State and War: A Feminist Reformulation* in <http://data.fas.harvard.edu/cfia/pnscs/DOCS/f91tickn.htm>

Lecture – Seminar 6.

Bunch, Charlotte. (1995) „Transforming Human Rights from a Feminist Perspective" in Peters, Julie and Wolper, Andrea (eds.) *Women’s rights, human rights. International feminist perspectives* Chapter 1 p. 11 – 17

Charlesworth, Hilary (1995) „Human Rights as Men’s Rights" in Peters, Julie and Wolper, Andrea (eds.) *Women’s rights, human rights. International feminist perspectives* Chapter 13, p. 103 – 111

Chinkin Christine (1999) „Gender Inequality and International Human Rights Law" in Woods, Ngaire and Hurrell Andrew (eds.) *Inequality, Globalization, and World Politics*, Oxford: Oxford University Press, Chapter 4, p. 95 – 121

Cohen, Robin & Kennedy Paul (2000) *Global Sociology*, London: MacMillan Press, Chapter 6: "Global Inequalities: Gender, Race and Class", p. 99–116

Lecture – Seminar 7.

Pettman, Jan, Jindy (2000) „Gender Issues" in Baylis, John. Smith, Steve (Eds) *The Globalization of World Politics* Oxford: Oxford University Press, Chapter 25, p. 483 –497

Kempadoo, Kamala (1998) "Globalizing Sex Workers Rights" in Kempadoo, Kamala & Doezema, Jo (1998) *Global Sex Workers*, London and New York: Routledge, p 1 –29

Ali, Suki (Editor) Coate, Kelly (Editor) (2000) *Global Feminist Politics*, London and New York: Routledge

Lecture – Seminar 8.

Enloe Cynthia (2000) *Maneuvers. The International Politics of Militarizing the Women's Lives*, Berkeley: University of California Press, Chapter 4 „When Soldiers Rape", p. 108 – 152

Lorentzen, Lois Ann & Turpin, Jennifer (1998) *The Women and War Reader*, New York and London: New York University Press

Lecture – Seminar 9.

Pettman, Jan Jindy (1996) *Worlding Women. A feminist international politics*, London and New York: Routledge, Chapter 5, „Men, masculinities and war" p: 87 – 106

Stiglmayer, Alexandra (ed.) (1994) *Mass Rape. The War against Women in Bosnia–Herzegovina*, Lincoln and London: University of Nebraska Press

Lecture – Seminar 10.

Woods, Ngaire Order, (1999) „Globalization, and Inequality in World Politics" in Woods, Ngaire and Hurrell Andrew (eds.) *Inequality, Globalization, and World Politics*, Oxford: Oxford University Press Chapter 1, p. 8 – 35

Miroiu, Mihaela (1999) *Societatea Retro*, Bucuresti: Editura Trei, Chapter „Saracii si saracia" p. 63–101

Peterson, V. Spike and Runyan, Anne Sisson (1993) *Global Gender Issues. Dilemmas in World Politics*, Boulder: Westview Press, Chapter 4. „Gendered Divisions of Violence, Labour, and Resources" p. 76 – 112

Lecture – Seminar 11.

Castells, Manuel (1999) *The Information Age: Economy, Society and Culture. The Power of Identity*, Oxford: Blackwell, Chapter 4. "The End of Patriachalism: Social Movements, Family and Sexuality in the Information Age", p. 134–202

Lecture – Seminar 12.

Sylvester Christine (1996) „The contributions of feminist theory to international relations" in Booth, Ken & Zalewski, Marysia, International Theory: Positivism and Beyond, Cambridge: Cambridge University Press Peterson, V. Spike and Runyan, Anne Sisson (1993) Global Gender Issues. Dilemmas in World Politics, Boulder: Westview Press, Chapter 1. „Introduction: The Gender of World Politics" p. 1–15

Scholte, J.A. (2000) Globalization. A Critical Introduction, London: McMillan

## VI. Teaching Methodology

The teaching methodology had to be adapted to the diversity of the students attending the course. Our main effort was to use the different background of the students for enhancing the quality of discussions and, at the same time to avoid as much as possible redundant information acquired in previous courses by a part of students but largely unknown for the second part.

The largest part of the lectures was based on Powerpoint presentations with additional audio and video support. Lecturing was useful in dealing with a large number of participants but was not limited to a delivering of information ex catedra. Apart from using the "classical" methods: revision of the main ideas from the previous course, halfway revision and final summary, the goal of each lecture was to involve the students as much as possible. The students had the possibility to ask for further information during the lecture not only at the end and I stimulate them to answer to direct questioning and pop quizzes. Usually the representatives of ad-hoc syndicate groups that solved the problems raised by the lecturer, offered prompt and stimulating answers.

The seminar preparation started from the texts in the reader. The students had to read at least one text from the recommended bibliography for each seminar. For the very "dry" topics, dealing mainly with concepts and theoretical perspectives each student had to write no more than half a page with a personal analysis that had to be submitted a day before the seminar. As this method was rather time consuming it was limited to a rationalized number of

seminars. Nevertheless, it proved really useful for the discussion of the core texts. The most frequent technique used for case studies was to involve the students in seminar presentations. As the task was assessed, we encouraged the teamwork – each topic was presented by 2–3 persons (no more than 15 minutes in total) and was analyzed critically by another student. The students received the discussion topics in the outline of the course at the beginning of the semester. Small group work and simulations completed the discussions. I will also point out that several discussions became "heated" due to the sensitivity of the issues and the lecturer performed the role of moderator when necessary. We also asked the students to prepare very brief presentations of the international events relevant for the topic of discussion from the previous week.