The Global Politics of Sex and Gender
PLIT10075

Semester Two 2013-14

COURSE GUIDE

Lecture
Tuesday: 9.00-10.50 Lecture Hall B DHT

Tutorials
Thursday: 12.10-13.00 2.05 10 BP
14.10-15.00 2.08 10 BP
15.10-16.00 3.18 DHT

A course guide with larger font can be provided if needed.
See the course convenor, Claire Duncanson
Course Description and Objectives

This course aims to explore the implications for domestic and international politics of taking sex and gender seriously. It considers how political issues manifest themselves at local and global levels and, crucially, the interrelationship between the two. It addresses a large number of key contemporary topics, such as rape in both domestic and war contexts, the war on terror, globalisation, the global sex trade and reproductive rights, and demonstrates what a variety of feminist approaches can contribute to our understanding of those issues. Students will also explore the relationship between feminist and mainstream approaches to politics and IR, their different ontological, epistemological and methodological perspectives. A key underlying theme is the dynamics of change – including a consideration of what change means in terms of gender relations and global politics, how it can be achieved, and the institutions that are relevant for achieving change.

At the end of the course, students will have:
- a good understanding of sex and gender as categories of analysis in relation to issues in politics – both local and global
- the ability to reflect critically on feminist thinking on war, militarism, security and peace; the global economy; human rights (including women’s human rights and reproductive rights), culture and development; and democracy and governance.
- Developed key skills in critical thinking, conceptual analysis, research, oral and written articulation of information and argument

Teaching Team

Dr Claire Duncanson (Co-convenor)
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Professor Fiona Mackay (Co-convenor)
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Twitter feed: @genderpol
Blog: http://genderpoliticsedinburgh.wordpress.com

Tutors

Barbara Gaweda
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Office hours: Thursdays 2pm-4pm

Grit Wesser
G.Wesser@sms.ed.ac.uk
Office Hours: Tuesday 2-3pm, venue TBC
TEACHING ARRANGEMENTS

Lecture/Presentations

The class meets for a two hour session on Tuesday mornings 9-10.50am, plus a one hour tutorial on Thursdays. During the two hour session, a variety of teaching methods will be employed, including lectures and mini lectures, student group presentations, small group and whole class discussions and exercises, film screenings, and other activities. The one hour tutorial will be devoted to examining in depth two or three core readings on a topic related to the previous lecture.

You should sign up for a tutorial on Learn by the end of Wednesday week 1.

Students registered for the course are expected to:

- attend both the Tuesday session and Thursday tutorial regularly and punctually
- make an active contribution to group discussions and exercises
- participate in one student group presentation
- read at least one of the introductory readings for each lecture and all the required discussion readings for each tutorial
- hand in a weekly summary of points drawn from tutorial readings
- complete assessed coursework on time.

Finally, during both Tuesday and Thursday sessions, you are expected to be ready to listen, ask questions and comment constructively and respectfully on the contributions of others. Healthy debate is welcome; sexist, racist, homophobic and intemperate language is not.

Further details on the group presentations and the tutorial readings are found in the information about assessment and in the detailed course outline below. All students are expected to sign up to one group presentation. You will be able to sign up on Learn after the first lecture.
**Lecture and Tutorial Schedule**

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<tbody>
<tr>
<td>1</td>
<td>Tues 14 Jan</td>
<td>Lecture</td>
<td>Introduction to the Global Politics of Sex and Gender</td>
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<tr>
<td>1</td>
<td>Thurs 16 Jan</td>
<td>Tutorial</td>
<td>Fukuyama v.s Tickner: Why Women Can’t Run the World!</td>
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**Part I: Gender in Conflict and Post-Conflict Settings**

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<tr>
<td>2</td>
<td>Tues 21 Jan</td>
<td>Lecture</td>
<td>Gendered Nature of War</td>
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<td><em>Film</em></td>
<td>The Greatest Silence</td>
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<td>2</td>
<td>Thurs 23 Jan</td>
<td>Tutorial</td>
<td>Rape as a Weapon of War. Discussion of the film, Allison (2007), and Baaz and Stern (2009)</td>
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<td>3</td>
<td>Tues 28 Jan</td>
<td>Lecture</td>
<td>Gender and Peace</td>
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<td><em>Class Debate</em></td>
<td>Would women soldiers make a difference to the success of peacebuilding?</td>
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<tr>
<td>4</td>
<td>Tues 4 Feb</td>
<td>Lecture</td>
<td>Gender and War on Terror</td>
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<td></td>
<td></td>
<td><em>Group Presentations</em></td>
<td>What has been the impact of the War on Terror on women in a) Iraq b)Afghanistan</td>
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**Part II: Sex, Gender and Globalisation**

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<td>5</td>
<td>Tues 11 Feb</td>
<td>Lecture</td>
<td>Sex, Gender and Capitalism</td>
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|    |            | *Group Presentations* | a) heteronormativity and the World Bank  
|    |            |             | b) hypermasculinity and the Global Financial Crisis    |

**III INNOVATIVE LEARNING WEEK – NO LECTURES OR TUTORIALS***

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<td>7</td>
<td>Tues 25 Feb</td>
<td>Lecture</td>
<td>Reproductive Rights, Sexual Health and Sexuality</td>
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<td></td>
<td><em>Group presentations</em></td>
<td>Case study on international aid and reproductive rights</td>
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<td>8</td>
<td>Tues 4 March</td>
<td>Lecture</td>
<td>Global Sex Industry</td>
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<td><em>Q&amp;A</em></td>
<td>With Guest Lecturer, Ann Hamilton, Human Trafficking Foundation</td>
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**Part III: Strategies for Change**

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<tr>
<td>9</td>
<td>Tues 11 March</td>
<td>Lecture</td>
<td>Institutionalising Gender Equality I: Insider and Outsider Strategies for Change</td>
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<td></td>
<td><em>Group Presentations</em></td>
<td>Case studies of feminist campaigns a) global trade; b) rape and gender based violence.</td>
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<td>9</td>
<td>Thurs 13 March</td>
<td>Tutorial</td>
<td>What difference do institutions and politics make in advancing women’s interests? Practical exercise based on Goetz (2003)</td>
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<td>10</td>
<td>Tues 18 March</td>
<td>Lecture</td>
<td>Institutionalising Gender Equality II: International Organisations and Instruments</td>
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<td><em>Group presentations</em></td>
<td>Case studies of feminist engagements a) UN Security Council Resolution 1325; b) Gender mandate of International Criminal Court</td>
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<td>11</td>
<td>Tues 25 March</td>
<td>Lecture</td>
<td>Stories from the Field: Doing Feminist Research.</td>
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<td><em>Q&amp;A</em></td>
<td>Plus Essay Writing Advice and Class Social</td>
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Reading and Resources
There is no book which covers the entirety of the course, but there are several which cover many elements of it, which it would be worth considering buying:


The independent bookshop *Wordpower*, West Nicholson St, should have these titles available. *Wordpower*, along with *Blackwells*, on South Bridge, stocks a wide range of books relevant to this course.

The reading list (at the end of this course guide) is by no means exhaustive. Many of the recommended texts have extensive bibliographies. Students are encouraged to seek additional sources independently.

Journals
It is important that students keep abreast of current events and developments. This involves reading of the quality daily press, such as the *Financial Times* and *The Guardian* (available online).

Academic journals are also very important. The journal of most relevance, which it is worth browsing through, is the *International Feminist Journal of Politics*. Some of the mainstream International Relations Journals will also be useful (*Review of International Studies, Foreign Affairs, International Affairs, International Journal, Human Rights Quarterly, International Security, International Organisation, World Politics, and Millennium: Journal of International Politics*), along with some of the more general feminist or gender related journals (*Gender and Society, Hypatia, Politics & Gender, Social Politics, Men and Masculinities, Signs: Journal of Women in Culture and Society, Women’s Studies International Forum, and Women’s Studies Quarterly*).

Please NOTE that most of the recent volumes (generally from 1998 onwards) of the journals can be accessed electronically which saves you having to go the library shelves.

LEARN
Learn will be used extensively in this course. Lecture slides will be uploaded and links for some seminar readings will also be available via Learn. You are also encouraged to voice questions and comments in the discussion forum.
ASSESSMENT

There are three elements to coursework assessment. Students are required to submit two written assignments – details below. Students will also be assessed on their group presentations and participation in tutorials (15%)

First assignment
The first essay is due in by midday on Monday 3rd Feb. It is to be no more than 1,500 words, excluding bibliography. Essays more than 10% over the word limit will lose one point per twenty words. It will be worth 25% of your overall mark

Critically analyse the Tickner vs Fukuyama debate (discussed in the first tutorial), paying particular attention to their understandings of gender.

This requires you to weigh up carefully the strengths and weaknesses of the arguments and assertions made in both of these texts: are they convincing? are they supported by evidence? what do you think? In addition to the two main texts, you should draw on a (limited) range of secondary literature (this does not need to be more than 9 or 10 references total).

The essay feedback sheet, appendix A in this guide, provides the assessment criteria.

Second assignment
The second essay is due in on midday by Monday 21st April. It is to be no more than 3,500 words, excluding bibliography. Essays more than 10% over the word limit will lose one point per twenty words. This essay will be worth 60% of your overall mark.

Please pick one of the following essay questions:

1. With reference to UNSCR 1325 OR Cairo (International Conference on Population and Development) OR the ICC, assess the extent to which global institutions and instruments have advanced gender justice and women’s rights.
2. What feminist strategies have proved most effective for achieving change? Illustrate your answer with reference to at least two different feminist campaigns.
3. Effective responses to the HIV/AIDS pandemic are impossible without integrating gender and sexuality. Discuss.
4. Is globalisation good for women?
5. Critically assess Sheila Jeffrey’s analysis of the rise of the global sex industry, by drawing on both her critics and her supporters.

The essay feedback sheet, appendix A in this guide, provides the assessment criteria for both the first and second assignment. You should also consult the School’s marking descriptors for further guidance on what constitutes an excellent essay: http://www.sps.ed.ac.uk/undergrad/on_course_students/honours/assessment_andRegs/markingsdescriptors

Student Participation
15 % of your overall mark will be based on your participation throughout the semester. It will relate to your group presentation, preparation for and performance in tutorials, and attendance at both tutorials and lectures. The following notes should make it clear what is expected of you in terms of participation. If you have further questions or concerns, however, please discuss with either course convenor.
The **group presentations** are designed to give you an opportunity to work collaboratively, to think about how to edit large amounts of information into an effective presentation, to think about how to express critical ideas effectively in presentations, and to work on your oral communication skills, including the use of visual aids and the timing of presentations.

Please arrange to meet with your partner/group members well in advance to decide how you will divide work amongst yourselves. *From experience of previous years, the most successful presentations result from groups meeting at least twice beforehand.* Each group presentation should be no more than **10-15 minutes** long, with every member taking part. Try and think about visual ways to present your argument/discussion. Powerpoint will be provided. This is your chance to practice crucial transferable skills. **Please do not read out a short essay!!** The presentations will be assessed in terms of both content and the form in which it is conveyed. It is recognised that different individuals respond differently to the pressure of public speaking and we will attempt to exclude this consideration from the assessment. Normally the same mark will be given to all members of the group, but we reserve the right to vary this when it is clear that not all were involved or where one or more member makes a particularly strong contribution.

The **tutorials** are designed to give you an opportunity to discuss the readings, share your ideas and try out arguments with other students. Their usefulness is directly proportional to your willingness to prepare and participate actively.

- **Attendance:** You are expected to attend every tutorial and lecture, unless you have very good reason to be absent. Absences should be explained in advance and justified with evidence where appropriate.
- **Preparation:** You are expected to complete the required reading every week. You will be asked to submit one page (type-written) containing five or six key points based on critical reflection on the required readings. Try to go beyond summarising the readings; the points should be based on your analysis of the readings. This list will be collected by the tutor but will not be graded. It will be the basis of discussion in class, and you may be called upon in tutorials to lead some of the discussion by drawing upon your points on your page. **Please bring a hard copy to class each week.**
- **Performance:** You are expected to contribute to class discussion by offering ideas and asking questions. You are expected to base your contributions on your analysis of the readings and to listen when others talk, both in small and large group discussions. Ideally, you will be able to incorporate or build off the ideas of others.
- **NB** The focus will be on the quality rather than quantity of your contributions. It’s not a race to see who can say the most. Rather, **students will be rewarded for their capacity to make relevant points, bring in the readings where appropriate, listen to and engage with others.**

Assessment of student participation is subdivided into 5% for your presentation, 5% for attendance and preparation for tutorials, and 5% performance in tutorials. In all three sections, performance relates broadly to essay marking descriptors, so that excellence would receive a mark of 70-80%, very good work 60-70%, good work 50-60% and so on. Please see the feedback sheet (Appendix B in this course guide) for the assessment criteria. Any questions regarding the assessment of student participation, please just ask.

**Feedback**

Feedback – both informal and formal – is provided in a number of different ways over the course of the module
• Informal Feedback on your presentation will be provided via a short progress report after your group presentation, which, whilst not binding, will give you an idea of how you’re doing and why

• Any student is welcome to come speak to the course convenor or the tutor about their performance during office hours or by appointment during semester

• Essays will be returned within 3 working weeks of their deadlines.

• You will receive your essay back with a standardised marksheet (Appendix A) on which will be written your mark and a paragraph of constructive comments which feedback on the work – and feed forward with suggestions for future work

• The mark for coursework is provisional, since coursework may also be seen by the external examiners and the mark may sometimes be amended

• Students are entitled to request further feedback/clarification from the marker if they have questions about the written feedback they receive regarding coursework

Communicating with Staff
Please consider email protocol, as detailed in your Politics/IR Handbook, when contacting members of staff:

Please see the ‘Honours Handbook’ for further information on submission of coursework; Late Penalty Waivers; plagiarism; learning disabilities, special circumstances; common marking descriptors, re-marking procedures and appeals.
Detailed Course Outline and Reading List

1: Introduction

**Lecture (Tuesday 14th January)**
The lecture will address the following questions:
What is sex? What is gender? What do they have to do with global politics?
The lecture will also introduce the structure and content of the rest of the course, and provide information about seminar arrangements.

**Key lecture readings:**

**Tutorial (Thursday 16th January)**
The tutorial will be based on Francis Fukuyama’s article on women in world politics and Ann Tickner’s reply, a debate which highlights some of the themes of this course, and should provide some interesting points for our introductory discussion. Please come to the tutorial with two or three points for discussion based on your reading; these can be things you don’t understand, things you disagree with, flaws/strengths in the arguments, or anything else you wish to discuss.

**Required readings**
Fukuyama, Francis (1998) “Women and the Evolution of World Politics,” *Foreign Affairs* 77:5 [also see Fukuyama’s Follies in Foreign Affairs 78:1 January/February 1999]

**Further reading**

*What is gender?*
*Bradley, Harriet (2010) Gender Polity
*Fine, Cordelia (2011) *Delusions of Gender: The Real Science Behind Sex Differences*, Icon Books*
Jackson, Stevie and Sue Scott (2002) *Gender: A Sociological Reader*, Routledge, Chapters 1 – 4
Lorber, Judith (1994) *Paradoxes of Gender*, Yale University Press [excerpt on LEARN]
Gender in Global Politics


Zalewski, Marysia (1995) “‘Well, what is the feminist perspective on Bosnia?’” *International Affairs*


2. The Gendered Nature of War

*Lecture (Tuesday 21st January)*

The lecture will outline the ways in which war is a gendered phenomenon, focusing both on how it impacts differently on women and men and on the feminist argument that gender underpins and perpetuates militarism and war.

*Key lecture readings*

**Film screening**
The Greatest Silence
Winner of the Sundance Special Jury Prize in Documentary and the inspiration for a 2008 U.N. Resolution classifying rape as a weapon of war, this extraordinary film, shot in the war zones of the Democratic Republic of Congo (DRC), shatters the silence that surrounds the use of sexual violence as a weapon of conflict. Many tens of thousands of women and girls have been systematically kidnapped, raped, mutilated and tortured by soldiers from both foreign militias and the Congolese army. A survivor of gang rape herself, Emmy Award®-winning filmmaker Lisa F. Jackson travels through the DRC to understand what is happening and why.

**Tutorial (Thursday 23rd Jan)**
The seminar will focus on two readings which delve more deeply into the causes of rape as a weapon of war. We will discuss the explanations offered for the use of rape as a weapon of war, the construction of military masculinities, and the issue of men as victims of rape.

**Required readings:**

**Further Reading**

**Rape As a Weapon of War**
Baaz, Maria Eriksson & Stern, Maria (2011) ‘Whores, Men and Other Misfits: Undoing the ‘Feminization’ of the Armed Forces in the DR Congo’ *African Affairs*
Brownmiller, Susan, (1975), *Against our will: men, women and rape*, London: Secker and Warburg


Oosterveld, Valerie “Prosecution of Gender-Based Crimes in International Law,” in Gender, Conflict, and Peacekeeping, ed. Dyan Mazurana, Angela Raven-Roberts, and Jane Parpart, Lanham, MD: Rowman & Littlefield


Turshen, M. ‘The Political Economy of Rape: an Analysis of Systematic Rape and Sexual Abuse of Women During Armed Conflict in Africa’ in Moser & Clark (eds) Victims, Perpetrators or Actors


See also:
Further reading on gender and war

*Cohn, C (ed) (2013) Women and Wars, Polity
Jacobs, Susie Ruth Jacobson, and Jennifer Marchbank, eds., States of Conflict: Gender, Violence, and Resistance
*Moser, Caroline O. N. and Fiona C. Clark, eds., (2001) Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence
Parpart, Jane and Zalewski, Marysia, eds (2008) Rethinking the Man Question: Sex, Gender and Violence in International Relations, Zed Books
Sjoberg, Laura and Via, Sandra E (201) Gender, War, and Militarism: Feminist Perspectives (Praeger Security International)
Further reading on military masculinities

3. Gender and Peacebuilding

Lecture: Gender and Peacekeeping (Tuesday 28th Jan)
The lecture will outline some feminist perspectives on international peacekeeping as carried out by the UN and other actors. It will introduce the groundbreaking Security Council Resolution 1325, whereby the UN Security Council resolved to mainstream gender into all peace operations, and introduce some of the strengths and weaknesses of this instrument. It will consider the feminist critique that peace operations are the newest form of colonial intervention, and introduce the concept of intersectionality.

Key lecture readings
**Class Debate: Would more women soldiers make militaries more successful at building peace?**

Presenters will be assigned the “pro” or “anti” camp a week in advance, and asked to prepare their contribution to the debate. Participants will need to consider the demands of peacekeeping operations along with the potential (and risks) of increasing the number of women soldiers.

**Group A: For – Key Readings**


**Group B: Against – Key Readings**

Enloe, Cynthia (2007) “Paying close attention to women inside militaries” chapter 4 in *Globalization and Militarism: Feminists Make the Link*

Jennings, Kathleen. 2011. “Women’s Participation in UN Peacekeeping Operations: Agents of Change or Stranded Symbols?” *Oslo: Norwegian Peacebuilding Resource Centre*. Available at: [http://www.isn.ethz.ch/Digital-Library/Publications/Detail/?ots591=0c54e3b3-1e9c-be1e-2c24-a0a8c7060233&lng=en&id=137505](http://www.isn.ethz.ch/Digital-Library/Publications/Detail/?ots591=0c54e3b3-1e9c-be1e-2c24-a0a8c7060233&lng=en&id=137505)


**Tutorial (Thursday 30th Jan)**

The tutorial will shift from women soldiers to focus more closely on military masculinities and peacebuilding operations:


Further Reading:

Feminism, Gender and Peacekeeping/Peacebuilding


Gender, Peace and Resolution 1325


4. Gender and the War on Terror

*Lecture: Gender and the War on Terror (Tuesday 4th February)*
The lecture will introduce feminist perspectives on 9/11 and the War on Terror. It will discuss the use of arguments about women’s rights in order to justify intervention, particularly in Afghanistan, and the impact of the wars in Iraq and Afghanistan on gender relations and equality.

**Key lecture readings**

**Group Presentations**
Groups will give presentations on the impact of the War on Terror on three different groups of women: women in Afghanistan, women in Iraq and western women soldiers. How has the war affected them? How has it affected them differently to men? Have there been positive and negative consequences? In what ways can changes be attributed to the War on Terror? Attention should be paid to differences within these groups as well as between them.

Groups should consult the reading list below, and conduct their own web-based research (NGO reports, quality journalism, think tanks), as well as reading the following:

a) Afghanistan

b) Iraq

*Tutorial (Thursday 6th February)*
*Afghanistan, a War for Women’s Rights?*
The discussion will focus on two important feminist contributions to the debate over intervention in Afghanistan:


**Gendering Counterinsurgency and the War on Terror**


*Hunt, Krista and Rygiel, Kim (Eds) (2007) (En)Gendering the War on Terror: War Stories and Camouflaged Politics (Gender in a Global/local World), Ashgate


Mac an Ghaill, Mairtin and Chris Haywood (2007) Gender, culture, and society: contemporary femininities and masculinities, Palgrave, ch 8


Thobani, Sunera “White Wars: Western Feminisms and the ‘War on Terror’“ Feminist Theory, 8:2, 169-185


Young, Iris Marion (2003) “Feminist Reactions to the Contemporary Security Regime,” Hypatia, vol. 18, no. 1

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5: Sex, Gender and Capitalism

*Lecture (Tuesday 11th February)*

In this section of the course, we turn to global economic issues. Themes that will recur throughout this section are the ways in which the globalization of markets and finance, the international division of labour and structural adjustment policies impact differently on men and women’s lives. These themes will be introduced here, along with a focus on the role of masculinities (and femininities) in the global political economy.

**Key lecture readings**


**Group presentations**

The second part of the session is organised around group presentations which will analyse constructions of men/women and masculinities/femininities in the global political economy using two case studies: a) **Development economics and the programming of the World Bank**; and, b) **Analyses of the Global Financial Crisis and post-crisis developments**.

How are masculinities and femininities constructed and deployed in processes of globalization and by global agents (such as the world bank)? What are the gendered outcomes? What are the opportunities and dilemmas raised by the recent introduction of seemingly feminist ideas about the ‘problem’ of ‘hegemonic’ or ‘hyper’ masculinity in debates about global development and global capitalism?

The following readings will start you off, but you will have to do your own investigating. Please also consult the ‘further reading’ for this week to inform your analysis.

**Group a) ‘Heteronormativity’ and the World Bank**


*Youngs, Gillian (2006) “Feminist international relations in the age of the war on terror: Ideologies, religions and conflict,” International Feminist Journal of Politics, 8 (1), 3-18. (and see the rest of this special issue)*


**Websites**


**Group b) ‘Hyper Masculinity’: The global financial crisis and its aftermath**

Steans, Jill (2013) (Lecture Reading - 3rd edn) especially pp. 172-179


**Tutorial (Thursday 13th February)**

In this tutorial we examine gendered analyses of capitalism and globalisation, including the concept of “global chains of care”.


**Further reading:**

**Gender and IPE**


Masculinities in IPE

6. ********Innovative Learning Week **************
7. Reproductive Rights, Sexual Health and Sexuality

**Lecture (Tuesday 25th February)**
The lecture will trace the politics of population control and reproduction, and the history of the feminist struggle for reproductive rights for women.

**Key lecture readings**


**Group activity**
In the second hour, a small group will draw upon a case study of the international aid politics of reproductive health and rights. In particular it focuses on the former Bush administration’s controversial Global Gag Rule whereby foreign NGOs receiving US Aid were banned from providing information, services or campaigning for abortion rights.

This case explores the dilemma faced by one non-governmental organization in Nepal. The Family Planning Association of Nepal (FPAN) and Dr. Nirmal K. Bista, its Director General, must decide whether to comply with restrictive U.S. provisions to receive family planning aid. To comply with the U.S. policy FPAN must discontinue its abortion-related activities, including its advocacy to legalize abortion as well as its partnership with the Nepalese Ministry of Health, or it stood to sacrifice funding and in turn face the possibility of reduced family planning services through decreased clinic operations and staff. **Should FPAN choose to suspend part of its mission in order to accomplish the rest of its objectives?**

The scenario is that you are members of the NGO and are preparing arguments to put to the Board (the whole class) who will vote on the final decision. Your goal is to persuade your colleagues in the opposing camp as well as the Board as a whole, that the organization should either ‘take the money’ or ‘stick to its goals’. Use the case materials (details below) including material in the appendices. Prepare short powerpoints to support your presentation to the Board.

*Group A:* The ‘pragmatists’ will present the arguments in favour of the organization accepting the conditions.

*Group B:* The ‘idealists’ will present the case for sacrificing this funding stream.

**Required Reading**
Burch, Rebecca *Gag Me: Money versus Mission?* Center on Women and Public Policy Case Study Program Humphrey Institute of Public Affairs, University of Minnesota

*Everyone should read at least the main case study*
Tutorial (Thursday 27th Feb)
This tutorial will focus on sexuality and critically evaluate the ways in which gender and sexuality have been used as conceptual tools for understanding the HIV/AIDS global pandemic.

Required reading:

Further reading:
Sexual and Reproductive Rights
Development (1999) 42 (1) Special Number: “Reproductive Rights and Health: Putting Cairo into Action”
Development (2005) 48 (4) Special Number on Sexual and Reproductive health and rights
Development (2006) 49 (4) Special Number on Gender and reproductive technologies
Reproductive Health Matters, Volume 8, Issue 16, November 2000, Pages 6-9 [special issue on reproductive rights, advocacy and changing the law] [ejournal]
Reproductive Health Matters, Volume 13 2005 – 10 years on from Cairo [ejournal]
Steans, J. (2013) Gender and International Relations (3rd Edn) Chapter 4, ‘Gender, sexuality and Human Rights’

Web sources
Global Reproductive Health Forum at http://www.hsph.harvard.edu/Organizations/healthnet/resources/About.htm
International Women’s Health Coalition at http://www.iwhc.org

Women’s Rights (General)

HIV/AIDS:


http://www.unaids.org/globalreport/default.htm


8: The Global Sex Trade

Lecture (Tuesday 4th March)

Guest Lecture with Ann Hamilton of the UK-based Human Trafficking Foundation, followed by Q&A led by students.

This lecture will look at the major political and policy challenges – and the human cost – of the darker side of global patterns of migration: human trafficking, including the sex trafficking of women from the global South to countries of the global North, such as UK.

http://www.humantraffickingfoundation.org/

Key lecture readings

Kennedy Report


**Tutorial (Thursday 7th March)**

In tutorial, we will discuss feminist analyses of the global sex trade and debates over its growth and impact on women and gender equality. We will structure this discussion as a debate, so you will be asked to take either the pro-sex work side, or the position that prostitution = violence against women.

**Required reading:**


**Further reading on the global sex industry**

**Web sources:**

- Coalition Against Trafficking in Women (CATW) [www.catwinternational.org/](http://www.catwinternational.org/)
- Global Alliance Against Traffic in Women (GAATW) [www.gaatw.org/](http://www.gaatw.org/) (nb. Both feminist NGOs but with different analyses of trafficking and the sex trade)

**Readings**


Hubbard, Phil; Matthews, Roger; Scoular, Jane (2008) “Regulating sex work in the EU: prostitute women and the new spaces of exclusion,” *Gender, Place & Culture*, 15, 2, 137-152.


Staudt, Kathleen (2008)*Violence and Activism at the Border Gender, Fear, and Everyday Life in Ciudad Juárez*.


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9: Institutionalizing Gender Equality I: Insider and Outsider Strategies for Change

**Lecture (Tuesday 11th March)**

In this lecture we consider transnational feminist efforts to tackle gender inequality and produce a more just global gender order. In particular we examine three global trends to “institutionalise” gender equality: quotas, gender mainstreaming and women’s policy machinery. We will consider the evolution, key features and impact of these developments, and different feminist strategies for change: “outsider”, “insider”, and “outsiders within”.

**Key lecture readings**


**Group presentations**

The second half of this session is organised around group presentations on 1) feminist engagements with international trade policy; and 2) feminist campaigns to tackle rape and violence against women: Students should draw upon readings from across the course and use
web sources to examine how feminists have organised transnationally for change, the
different strategies they have used, the practical and theoretical dilemmas faced, and the
extent and limits of their achievements.

The following readings will start you off, but you will have to do your own investigating
(some good websites are recommended below). Please also consult the ‘further reading’ for
this week to inform your analysis.

**Group a) Trade policy**

True, J. (2008) ‘Gender Mainstreaming and Regional Trade Governance in Asia-Pacific
Williams, Mariama (2004) ‘Gender, the Doha Development Agenda, and the post Cancun
trade negotiations’, *Gender and Development* 12(2): 73-81
Available at [http://www1.worldbank.org/prem/PREMNotes/premnote86.pdf](http://www1.worldbank.org/prem/PREMNotes/premnote86.pdf)

See also the International gender and trade network
[http://web.igtn.org/home/](http://web.igtn.org/home/)
and the Gender and Trade resource platform

**Group b) Rape and sexual violence**

Engle, Karen (2005) “Feminism and Its (Dis)contents: Criminalizing Wartime Rape in Bosnia
in Meyer, M and Prugl, E. (eds.) *Gender Politics in Global Governance*. Oxford:
Rowman and Littlefied. Ch. 9, pg. 142-160
came to be seen as a weapon of war*, Peace Research Institute:
Oslo:[http://www.peacewomen.org/assets/file/Resources/NGO/vas_sexualviolencewarw
eapon_prio_may2010.pdf](http://www.peacewomen.org/assets/file/Resources/NGO/vas_sexualviolencewarw
eapon_prio_may2010.pdf)
Youngs, Gillian (2003) “Private Pain/Public Peace: Women’s Rights as Human Rights and
[ejournal]
Women’s Initiative for Gender Justice Articles:


**Tutorial (Thursday 13th March)**

In this tutorial, we will focus on the contested relationship between women’s political
presence and gender equality outcomes. What difference do institutions make in advancing
women’s interests? What difference does politics make?
Required reading:

There is only one reading this week as it is long. Students must bring comprehensive notes on the chapter with them to the seminar and be prepared to draw on your notes to take part in a group practical exercise.

Further reading:

Levitt, Peggy and Merry, Sally (2009) ‘Vernacularization on the ground: local uses of global women’s rights in Peru, China, India and the United States’ Global Networks Volume 9 (4): 441–554 [See also other papers in this Special Issue]

Gender Quotas


**Gender Mainstreaming/Gender Budgets:**

Web sources
http://www.gender-budgets.org/
www.bridge.ids.ac.uk/gender_budgets_ed/
www.coe.int/equality/
www.un.org/womenwatch/osagi/gendermainstreaming.htm
www.undp.org/women/mainstream/


**Women’s Policy Machinery**
(also see readings under Gender Mainstreaming):


10: Institutionalising Gender Equality II - International Organisations and Instruments

*Lecture (Tuesday 19th March)*

In this lecture, we will assess how different international organisations – including the United Nations, the World Bank, and the European Union – are gendered and how they can be changed. We will focus in particular on evaluating the potential of gender mainstreaming as a potential strategy for transforming global governance.

*Key readings*


*Group Presentations*

The second half of this session is organised around student group presentations on feminist engagements with global institutions and their efforts to change the rules: a) UN Global Conferences on Women; and b) Gender Justice and the International Criminal Court

Students should draw upon readings from across the course and use web sources to examine how feminists have organised transnationally for change, the strategies used, the practical and theoretical dilemmas faced, and the extent and limits of their achievements.

*Group a) UN Security Council and Resolution 1325*


Also see the readings under 1325 in Week 3

*Group b) Gender Justice and the International Criminal Court*

*Readings*
http://www.hhh.umn.edu/centers/wpp/case_studies.html#frey


**Websites**

Coalition for the International Criminal Court  http://www.iccnow.org/

Coalition for Women’s Human Rights in Conflict Situations  http://www.womensrightscoalition.org/

Women’s initiatives for gender justice (formerly Women’s caucus for GJ)  http://www.iccwomen.org/

**Tutorial (Thursday 21st March)**

In this tutorial, we will evaluate critiques of global feminism as cultural imperialism.

**Required reading:**


**Further reading on international organisations and transnational feminism**

**Websites:**


Association for Women’s Rights in Development: www.awid.org


**Readings**

(Available at: http://www.jstor.org.ezproxy.webfeat.lib.ed.ac.uk/stable/pdfplus/1123598.pdf)


**International Criminal Court**


Websites:
UN Women Watch: http://www.un.org/womenwatch

11: Conclusion & Stories from the Field

Lecture (Tuesday 25th March)

Stories from the Field: Doing Feminist Research and Class Social

This week, we review the themes of the course and provide advice on essay writing. Fiona Mackay (Edinburgh) and Rosalind Cavaghan (Radboud) will talk briefly about what it is like researching gender and global politics and give an account of their recent and current research projects … and then there is the legendary GPSG Quiz!
Here are some points to bear in mind.

1. You need to start by making sure that you understand the question and have defined any key terms. Draft some provisional headings relating to key points/aspects of the question. There is no single formula for an essay plan, but investing time at the planning stage is always worth while, however pressed you feel. Write the question at the head of your plan may help to clarify your thinking and ensure that you answer the question set.

2. You should next review the course reading list to select key readings. Make notes and organise them in accordance with your plan headings, taking the opportunity to revise the provisional headings in the light of your review of the course materials. You may need to go beyond the reading list: for example you could follow up references in the bibliographies of articles and books you have found particularly useful. You might skim through back copies of relevant journals (see reading list for examples) or search the Library catalogue and ejournals. Social science gateways are often a very useful way to access relevant material. See, for example, http://www.jisc.ac.uk/subject/socsci. By now, you should be formulating an argued response to the question, and organising the relevant material in a way that will support your argument.

3. Once you are clear about the material, and how it will support your argument, you should organise it into paragraphs. You should try to ensure that the main point conveyed by each paragraph is supported by at least one good example selected from your notes on the relevant material. At this stage, you would do well to consider the maximum word length, and allocate the appropriate number of words to each essay section.

4. When you are ready to write, you need to come up with a good introductory paragraph. This should identify the main issue to be addressed, and indicate your chosen approach to it, but try to go beyond a bald re-statement of the question. If you feel stuck, you may find it helpful to write a provisional introduction, then come back and revise it in the light of the completed essay.

5. Be sure to use a recognised system of referencing and citation and be careful to clearly cite all sources. Distinguish between academic sources and other less authoritative sources such as articles, blogs, campaign web-sites etc. DO NOT USE WIKIPEDIA – IT IS NOT FACT CHECKED AND DOES NOT CONSTITUTE A CREDIBLE SOURCE OF INFORMATION.

6. Throughout the writing stage, be prepared to prune if it becomes clear that you are writing more for a given section than your plan has allowed for. Always keep the needs of the question uppermost in your mind and ask yourself what work each section is doing in helping you to answer the question. Think of your essay as an argument, progressing by stages, clearly linked, and supported by well-chosen evidence. Ask yourself: What work each section is doing? Have I linked each section? Have I provided enough signposts?
7. Your essay needs to have a robust conclusion. Avoid introducing new ideas or arguments right at the end of the essay, or taking off a new direction. Your final paragraph should draw together the main threads of the argument that you have been developing throughout the essay.

8. You will always benefit from, at the very least, a careful read through of your first essay draft, and, at best, another drafting of the essay. By re-reading or re-drafting, you can at least eliminate the spelling mistakes and awkward phrases that will create an unfavourable impression, and do less than justice to all the work that may have gone into the essay. Reading your essay aloud will help you to identify any troublesome sentence structures. You will probably find that your longer sentences will be easier to read if broken down into shorter ones. If you are sufficiently organised, you can leave the essay to one side for a day or two, and then return to it yourself. You will almost certainly find that things that were clear to you at the time of writing are now no longer so clear, and need to be re-worded. You may also find that your brain has been unconsciously working away at the issues raised, and that you now see a better way of arguing your case, or of organising the material.
GLOBAL POLITICS OF SEX AND GENDER
ESSAY FEEDBACK FORM

Prepared by

Student's Examination No:

Essay Question number:

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<th>2.2</th>
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<td>Addresses the question set, and with sufficient focus?</td>
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<td>Shows grasp of relevant concepts and knowledge?</td>
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<td>Develops a logical and effective pattern of argument?</td>
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<td>Is clear and well-written?</td>
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<td>Is fully and correctly referenced?</td>
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<td>If appropriate, supports arguments with examples?</td>
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Mark(s) deducted for late/ overlong essay ______

Comments:

Grade:
Appendix B

THE GLOBAL POLITICS OF SEX AND GENDER 2012-13
TUTORIAL FEEDBACK AND ASSESSMENT FORM

Tutor:

Student Name/ Matriculation No:  Grade:

Attendance

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Preparation

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Contribution to tutorial discussion

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<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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<tr>
<td>proactively contributes by offering ideas and asking questions?</td>
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<td>demonstrates thoughtful engagement with the readings?</td>
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<td>listens when others talk and incorporates or builds off of the ideas of others?</td>
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Contribution to the group presentation

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<th>Satisfactory</th>
<th>Unsatisfactory</th>
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<td>informed by wide range of reading?</td>
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<td>demonstrates critical analysis of the reading?</td>
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<td>time management?</td>
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<td>articulate and animated contribution to the group presentation?</td>
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Comments: