



PS 1550: GENDER AND GLOBAL POLITICS

(SPRING 2023)

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Class time: [Redacted]

Classroom: [Redacted]. To protect each other, **everyone must always wear a mask that covers the nose and mouth during in-person class (bandanas are not masks).**

Student hours: [Redacted], **in person or via Zoom**. Student hours are times I have blocked off in my schedule to meet with you to discuss any concerns you might have, including, but not limited to questions about course materials / concepts / deadlines, accessibility / life events / anything that affects your safety or wellbeing, stress related to current events, your career plans, etc. Please sign up here: <https://calendly.com/horiadijmarescu/20min>. Meetings are in 20-minute increments. If you'd like more than 20 minutes or these times don't work for you, we can schedule alternatives via email. Please note that although I am boosted as of Oct. 2021, **masks are required for in-person student hours, regardless of vaccination status.**

Course Description

This seminar examines the connections between (1) gender and sexuality and (2) global political processes, including armed conflict, violence, international security, global governance, transnational economics and development, global environmental politics, human rights, and activism/advocacy. Throughout the term we'll put gender-inclusive approaches in direct conversation with genderless analyses of global processes, paying particular attention to cross-cutting themes of identity construction, intersectionality, vulnerability, resource distribution, and power relations.

Learning Objectives

By the end of the course, students should be able to: (1) apply a gender lens to global political events and processes; (2) appraise contemporary gender approaches to world politics; (3) critically analyze gendered formulations in foreign policy and global governance; (4) describe the value-added of a gender analytic for theorizing war and peace, economics, law, and human rights; (5) examine policies related to gendered global challenges; and (6) formulate gender-inclusive, theoretically-informed positions on significant global political issues.

Inclusive Learning, Sensitive Materials, and Resources

This course serves all students, whatever their backgrounds, experiences, and ways of identifying. The class is a safe space in which to respectfully exchange ideas about the substantive and methodological merits of the arguments presented in the course materials. Our personal lived experiences undoubtedly inform how we analytically assess the world. Scholars' perspectives are also informed by their own backgrounds, experiences, and ways of identifying. With respect to the works we read, we should try to situate them in their historical and biographical contexts, though we may vehemently disagree with their arguments. Some readings may be emotionally difficult on account having descriptions of violence and other experiences that evoke suffering. I do not assign readings with the intent of upsetting you, nor do I like to gratuitously play "devil's advocate." If something from the readings bothers you, please let me know how you're feeling. Often, when something from the reading bothers you, I find myself feeling similarly, so please know you're not alone. Often, too, I find that talking it out together can help.

I encourage and appreciate suggestions for how to improve the effectiveness of the course for you personally or for others. As part of an effort to protect and cultivate the diversity students bring to the classroom and given the sensitive nature of some of the topics we cover, I propose we work towards an atmosphere of trust and safety in the classroom. As I've said, some of the material in this course may evoke strong emotions. Please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in or beyond the classroom, either by me or other students, makes you uncomfortable. With respect to one another, I ask you to be generous and kind in framing critiques, especially when we strongly disagree with one another's points of view.

The classroom is a space in which to be respectful of differences of gender, sexuality, disability, age, socioeconomic status, ethnicity, religion, political affiliation, race, culture, nationality, linguistic background, and immigration status. I therefore ask you to please watch your language; please avoid insensitive comments. I also want to note that class rosters are usually provided to instructors with your legal name. As a class, we will address you by the name(s) and pronoun(s) with which you are comfortable, so please let me know if the roster information doesn't correctly reflect you.

I encourage you to proactively protect your health. If you feel unsafe or unwell, please dial **9-1-1** for emergencies. If you have non-emergency physical or mental health concerns, please consider getting in touch with the folks at the **Student Health Center** (<https://www.studentaffairs.pitt.edu/shs/about-us/contact/>) and/or the **Counseling Center** (<https://www.studentaffairs.pitt.edu/cc/>). Please also take a moment to review the **University's COVID-19 guidelines**: <https://www.coronavirus.pitt.edu/>. During the entirety of all in-person classes, you (and I) must wear a mask (bandanas are not masks) that covers your nose and mouth, regardless of vaccination status. If this is not feasible for you, please contact **Disability Resources and Services** (link below) as soon as possible so that I can work to accommodate you and the safety of the class. If you do not properly wear a mask in class (and do not have a pre-approved medical exception), I will kindly ask you to leave. If you are feeling unwell—and especially if you have a fever, respiratory symptoms, loss of taste or smell, or other symptoms associated with COVID-19—**do not come to class!** Instead, please contact your primary care physician for medical guidance about testing and quarantining. Any absences on account of illness will be excused.

Please also let me know if you have concerns about accessibility. If you require any accommodations, please register with **Disability Resources and Services** (<https://www.diversity.pitt.edu/disability-access/disability-resources-and-services>) as early as possible and also tell me that you have done so. Additionally, if any class meetings conflict with religious events, illness, medical appointments, family obligations, etc., please let me know and we'll work together to ensure you're on track in the course.

If you'd like to report sexual harassment, violence, or misconduct of any kind, please reach out to the **Office of Sexual Harassment and Assault Response and Education (SHARE)** (<https://www.studentaffairs.pitt.edu/share/>). Please also familiarize yourself with **Pitt and Community Assistance Resources** (<https://pitt.libguides.com/assistanceresources>).

If you have technological trouble or need to gain access to electronic resources, please reach out to **Information Technology** (<https://www.technology.pitt.edu/>) and let me know as well.

Determination of Grades

Grades in this course follow Dietrich guidelines, with the corresponding percentages:

A+	4.00	(97% - 100%)
A	4.00	(94% - 96.9%)
A-	3.75	(90% - 93.9%)
B+	3.25	(87% - 89.9%)
B	3.00	(84% - 86.9%)
B-	2.77	(80% - 83.9%)
C+	2.25	(77% - 79.9%)
C	2.00	(74% - 76.9%)
C-	1.75	(70% - 73.9%)
D+	1.25	(67% - 69.9%)
D	1.00	(64% - 66.9%)
D-	0.75	(60% - 63.9%)
F	0.00	(<59.9%)

An A+ signifies superlative work, an A is for outstanding work, and an A- stands for excellent work. Grades in the B range signify work that is very good (B+), good (B) or more than adequate (B-). Grades in the C range signify work that is acceptable in varying degrees. **Unexcused late assignments** may be penalized by 1/3 of a full letter grade for each day they are late (1 day late would bring an otherwise A-

paper into the B+ range, and so on) so please submit assignments on time and talk with me in the event of unforeseen circumstances that prevent you from doing so.

While I will always try my best to get assignments back to you in a timely manner, because of the volume of materials I must review, please be patient in receiving grades. My goal is to be as fair in assessing the quality of your work while also recognizing the effort you put into it. Out of respect for the work you put into the course, I tend to give back extensive written feedback on assignments that you turn in before the end of the semester. **If I mark up your work more than you expect, please don't get discouraged.** We can work together to ensure that you improve over the course of the semester, and I take substantial improvement into account in determining final grades. Pitt students are outstanding, and evaluations are by necessity somewhat comparative. If you are concerned about your understanding of course materials and concepts, be proactive and reach out to me as early as possible. If you would like to improve your writing skills, there are resources for that too. Pitt also provides writing support via **The Writing Center**: <https://www.writingcenter.pitt.edu/>.

If you are unhappy with your grade on a specific assignment, you may write a 1-page memo in which you state why you think the substance of your work merited a higher grade. The memo is required because I will use it as a guide for re-examining your work. I will grade your assignment from scratch (which means your grade may go *up* or *down*). That said, my goal is never to penalize just for the heck of it. **If you are concerned about your understanding of course materials, it is best to be proactive. Please talk with me *before* an assignment is due. I am here to help.**

Academic Integrity

In this class and beyond, you are expected to adhere to all policies and requirements of the University of Pittsburgh and to abide by all applicable laws and regulations. This includes but is not limited to the following duties: (1) not to seek an unfair advantage over other students, by giving or receiving unauthorized assistance during completion of academic requirements; (2) to truthfully represent fact and self at all times; (3) to respect the personal rights and personhood of all members of the Pitt community; and (4) to avoid plagiarism (please note that CANVAS has tools that allows instructors to see whether parts of papers are improperly lifted from other sources). To learn more about plagiarism, please check out this resource: <https://www.plagiarism.org/article/what-is-plagiarism>. If you have questions about whether something qualifies as plagiarism, please talk with me before you turn in your assignment. If any student cheats, plagiarizes, or in any manner violates Pitt rules regarding appropriate academic conduct, the incident will be reported, and the relevant information will be forwarded to the Associate Dean for Undergraduate Studies for appropriate action. If a violation of Pitt's rules of academic conduct is deemed to have taken place, the student may receive a **F for the class**. For Dietrich academic integrity resources please visit this link: <https://www.as.pitt.edu/faculty/policies-and-procedures/academic-integrity-code>.

Assignments

Attendance and participation (10%):

This is a discussion-based seminar. Regular attendance and active class participation are required. You should come to each meeting prepared to discuss that week's topics in detail. Please bring texts and your argument summaries log (*see below*) to class with you so you can reference them when appropriate. Active participation entails demonstrating critical thinking by connecting concepts across various themes of the course, engaging with me and fellow

classmates, being an attentive listener to others, and creatively applying theoretical concepts to worldly situations.

You may have one no-questions-asked unexcused absence during the term. Please discuss any absences beyond that with me. I usually air on the side of lenient in excusing absences. I also want to ensure you're on track, so please communicate with me about how you're doing. If you're feeling unwell, or test positive for COVID-19, your absence(s) will, of course, be excused.

Here are some questions you might think about as you prepare for class:

- How would you concisely summarize the week's main argument? (*Also, see next assignment*)
- What future possibilities are the week's main arguments calling us to?
- How would you defend each authors' arguments (even if you disagree)?
- How would you critique each authors' arguments (even if you agree)?
- What are the stakes in the reading(s), and for whom?
- What unspoken assumptions appear in the readings?
- What other questions should we ask about the material(s)?

Argument Summaries Log (30%):

This course is a rather reading intensive. Succinctly summarizing arguments that vary in complexity is an important skill. This assignment is an opportunity to directly lay out each argument our authors make. **Each week, keep a log of summaries of the main arguments in each reading.** In each summary (max. three paragraphs, 12pt Times New Roman, 1-inch margins, single-spaced)—you should **concisely clarify the main ideas in the piece in your own words. Do not just quote the readings.** To not get overwhelmed by historical descriptions or empirical details it is helpful to think about how authors use those examples to make larger claims about how various socio-political processes work.

The summaries are due at the end of week 15. But because it's an assignment that spans the entire semester, it's particularly important to add to your log on a week-by-week basis so that you don't fall behind and must play catch-up at the end of the term. Keeping a weekly log of arguments our authors make will also make it easier to talk about readings in class.

Reading Reflections (2 x 15% = 30%):

Once during the first half of the semester (**weeks 2-7**), and once during the second half (**weeks 8-15**) (**it's up to you when during those two periods you want to submit**), you'll be responsible for submitting a reading reflection paper (max. 2 page, 12pt Times New Roman, 1-inch margins, single-spaced). The paper can be on **any single reading** from the week you select to submit. Your reading reflection should **concisely analyze the argument(s) presented in the reading you choose.** Assess how the argument(s) hangs together. **Please do not summarize since that's what the argument summaries log is for;** please also refrain from editorializing.

Here are some questions that you might want to think about as you draft your reflection papers. You don't have to answer all of them (indeed, attempting to do so in the space allowed for the paper would be impossible and would render your discussion substantively thin rather than deep). Likewise, these questions are not exhaustive. You may focus your paper on other questions that you find more compelling.

- How clear is the author(s)'s main argument?
- Is the author(s)'s use of evidence adequate and appropriate for their argument?
- Which the ideas in the piece generalizable to other contexts? Which are not? What's at stake in questions about generalizability of the piece?
- Where else (beyond the empirics presented in the piece) do the theories and ideas the author(s) show up in the world?
- What unspoken assumptions appear in the reading?
- What are the stakes in the reading(s), and for whom?
- Is there anything from the reading that requires additional clarification?
- Does the piece address particular analytical blind spots in the literature and/or does it create any analytical blind spots that future scholars will have to address?

Current Events Journal (30%):

Starting during week 1 of the semester, you should make keeping up with international news part of your weekly routine. I'm personally a fan of **Aljazeera English** (<https://www.aljazeera.com/>), which you can access for free on Roku, Apple TV, or in your web browser. I recommend that you watch the headlines with your morning coffee or breakfast. Watching ~20 minutes of global news a few days each week will increase your awareness of global events happening in real-time. A few other great global news sources include **France24** (<https://www.france24.com/en/>), **Reuters World News** (<https://www.reuters.com/news/world>), **UN News** (<https://news.un.org/en/>), and **BBC World News** (<https://www.bbc.com/news/world>). You might also want to consider country-specific news sources (to ensure that your sources meet high journalistic standards, I recommend prioritizing newspapers-of-record: https://en.wikipedia.org/wiki/Newspaper_of_record). You may access sources in languages other than English or other language that you know using your browser's built-in translate feature.

At the end of week 2, I'll assign each student a set of countries to focus on throughout the term. **Each student must prepare a journal consisting of 6 entries** (each max. 2 pages 12pt Times New Roman, 1-inch margins, single-spaced). **Each entry must use a gender lens to analyze a separate news event from your region that unfolded during the semester. The journal is due on Wednesday, April 26 at midnight.**

E-Mail Communication Policy

Each student is issued a University email address (username@pitt.edu) upon admittance. This email address may be used by the University for official communication with students. Students are expected to read email sent to this account on a regular basis. You should also ensure that you receive CANVAS announcements to your university email account because I send out messages to the class via CANVAS from time to time. Failure to read and react to university communications in a timely manner does not absolve students from knowing and complying with the content of the communications. The University provides an email forwarding service that allows students to read their email via other service providers (i.e., Gmail). Students that choose to forward their email from their pitt.edu address to another address do so at their own risk. If email is lost because of forwarding, it does not absolve the student from responding to official communication sent to their university email address. To forward email sent to your university account, go to <http://accounts.pitt.edu>, login to your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you've finished. For the full Communications Policy, please see: <https://www.policy.pitt.edu/ao-15-e-mail-communication-policy-formerly-09-10-01>

Schedule of Topics & Readings

Below is the list of required readings for each week. In general, I recommend you read articles and chapters in the order they are listed on the syllabus. To help you manage your time, I've included the page numbers for each assigned reading and the total number of pages each week (the average is approx. 85 pages per week). Since the volume and difficulty of readings fluctuates depending on the weekly subject matter, please look ahead to better anticipate the time you might need to set aside. Keeping up with the assigned material(s) will help you do well on the written assignments. If at any point, you feel like you're falling behind or that you're not sure how to interpret something we read or discuss, please let me know. I'm here to help!

Part I: Foundations

Week 1: Genderless Global Politics (~60 pages)
Wednesday, January 11, 2023 (**CLASSROOM**)

Read this syllabus all the way through.

Article (pp. 133-156): Raffaele Marchetti, "Mapping Alternative Models of Global Politics," *International Studies Review* 11, no. 1 (2009).

Chapter 1 (pp. 13-43), Laura Sjoberg, *Gendering Global Conflict: Towards a Feminist Theory of War* (Columbia Univ. Press, 2013).

Week 2: Locating Gender in Global Politics (94 pages)
Wednesday, January 18, 2023 (**CLASSROOM**)

Chapter 25 (pp. 459-476): Deborah Valenze, "Gender in the Formation of European Power, 1750-1914," in Teresa A. Meade and Merry E. Wiesner-Hanks (eds.), *A Companion to Gender History* (Malden: Blackwell Publishing, 2004).

Chapter 28 (pp. 513-539): Barbara Molony, "Frameworks of Gender: Feminism and Nationalism in Twentieth-Century Asia," in Teresa A. Meade and Merry E. Wiesner-Hanks (eds.), *A Companion to Gender History* (Malden: Blackwell Publishing, 2004).

Chapter 29 (pp. 540-554): Sean Redding, "Women and Gender Roles in Africa since 1918: Gender as a Determinant of Status," in Teresa A. Meade and Merry E. Wiesner-Hanks (eds.), *A Companion to Gender History* (Malden: Blackwell Publishing, 2004).

Chapter 1 (pp. 1-36): Cynthia Enloe, *Beaches, Bananas, and Bases: Making Feminist Sense of International Politics* (Berkeley: Univ. of California Press, 2014).

Week 3: Locating Sexuality in Global Politics (94 pages)
Wednesday, January 25, 2023 (**CLASSROOM**)

Article (pp. 129-144): Nicola Pratt, "The Queen Boat Case in Egypt: Sexuality, National Security and State Sovereignty," *Review of International Studies* 33, no. 1 (2007).

Chapter 3 (pp. 57-88): Mytheli Sreenivas, "Sexuality and Modern Imperialism," in Robert M. Buffington, Eithne Luibhéid, and Donna J. Guy (eds.), *A Global History of Sexuality: The Modern Era* (Chichester: Wiley-Blackwell, 2014).

- Article (pp. 663-679):** Inderpal Grewal and Caren Kaplan, “Global Identities: Theorizing Transnational Studies of Sexuality,” *GLQ: A Journal of Lesbian and Gay Studies* 7, no 4 (2001).
- Article (pp. 385-399):** Anthony J. Langlois, “International Relations Theory and Global Sexuality Politics,” *Politics* 36, no. 4 (2016).
- Article (pp. 1611-1628):** Ilan Kapoor, “The Queer Third World,” *Third World Quarterly* 36, no. 9 (2015).

Week 4: Foregrounding Intersectionality (91 pages)
Wednesday, February 1, 2023 (CLASSROOM)

- Article (pp. 1-7):** MariaCaterina La Barbera, “Intersectional Gender: Thinking about Gender and Cultural Difference in the Global Society,” *The Global Studies Journal* 2, no. 2 (2009).
- Chapter 1 (pp. 17-42):** Chandra Talpade Mohanty, *Feminism without Borders: Decolonizing Theory, Practicing Solidarity* (Durham: Duke Univ. Press, 2003).
- Article (pp. 518-539):** Raewyn Connell, “Rethinking Gender from the South,” *Feminist Studies* 40, no. 3 (2014).
- Chapter 4 (pp. 58-79):** Aytak Akbari-Dibavar, “Gender, Race, and International Relations,” in Randolph B. Persaud and Alina Sajed (eds.), *Race, Gender, and Culture in International Relations: Postcolonial Perspectives* (Abingdon: Routledge, 2018).
- Chapter 6 (pp. 99-115):** Momin Rahman, “Postcolonialism and International Relations: Intersections of Sexuality, Religion, and Race,” in Randolph B. Persaud and Alina Sajed (eds.), *Race, Gender, and Culture in International Relations: Postcolonial Perspectives* (Abingdon: Routledge, 2018).

Part II: Gendering Global Politics

Week 5: Perspectives on Leadership (90 pages)
Wednesday, February 8, 2023 (CLASSROOM)

- Article (pp. 22-40):** Francis Fukuyama, “Women and the Evolution of World Politics,” *Foreign Affairs* 78, no. 1 (1998).
- Article (pp. 3-11):** J. Ann Tickner, “Why Women Can’t Run the World: International Politics According to Francis Fukuyama,” *International Studies Perspectives* 1, no. 3 (1999).
- Report (pp. 1-21):** *Women in Power Project Summary Report* (Washington: United States Agency for International Development, 2016).
- Chapter 3 (pp. 73-98):** Kirsten Haack, *Women’s Access, Representation, and Leadership in the United Nations* (Cham: Springer, 2022).
- Article (pp. 1-18):** Anna Calasanti and Bailey Gerrits, “‘You’re Not My Nanny!’ Responses to Racialized Women Leaders during COVID-19,” *Politics, Groups, and Identities* (2021).

Week 6: Global Governance and “Gender Mainstreaming” (87 pages)
Wednesday, February 15, 2023 (CLASSROOM)

- Article (pp. 217-238):** Jessica Pykett, “The New Maternal State: The Gendered Politics of Governing through Behaviour Change,” *Antipode* 44, no. 1 (2012).
- Article (pp. 368-396):** Jacqui True, “Mainstreaming Gender in Global Public Policy,” *International Feminist Journal of Politics* 5, no. 3 (2003).
- Article (pp. 339-373):** Emilie Hafner-Burton and Mark A. Pollack, “Mainstream Gender in Global Governance,” *European Journal of International Relations* 8, no. 3 (2002).

Article (pp. 430-434): Gemma Hunting and Olena Hankivsky, “Cautioning against the Co-Optation of Intersectionality in Gender Mainstreaming,” *Journal of International Development* 32, no. 3 (2020).

Week 7: Violence, Vulnerability, Security (95 pages)
Wednesday, February 22, 2023 (CLASSROOM)

Article (pp. 46-69): Carol Cohn, “‘Maternal Thinking’ and the Concept of ‘Vulnerability’ in Security Paradigms, Policies and Practices,” *Journal of International Political Theory* 10, no. 1 (2014).

Article (pp. 149-157): Sara Meger, “The Fetishization of Sexual Violence in International Security,” *International Studies Quarterly* 60, no. 1 (2016).

Article (pp. 1271-1287): Paula Drumond, “What about Men? Towards a Critical Interrogation of Sexual Violence against Men in Global Politics,” *International Affairs* 95, no. 6 (2019).

Chapters 1-2 (pp. 1-48): Carol E. Gentry and Laura Sjoberg, *Beyond Mothers, Monsters, Whores: Thinking about Women’s Violence in Global Politics* (London: Zed Books, 2015).

Last day to turn in first Reading Reflection on Friday, Feb. 24 at 5pm

Week 8: Armed Conflict (99 pages)
Wednesday, March 1, 2023 (CLASSROOM)

Chapter 2 (pp. 44-67), Laura Sjoberg, *Gendering Global Conflict: Towards a Feminist Theory of War* (Columbia Univ. Press, 2013).

Chapters 1-2 (pp. 15-58): Maya Eichler, *Militarizing Men: Gender, Conscription, and War in Post-Soviet Russia* (Stanford Univ. Press, 2012).

Article (pp. 661-694), R. Charli Carpenter, “‘Women and Children First’: Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95,” *International Organization* 57, no. 4 (2003).

Week 9: Spring Recess
Wednesday, March 8, 2023 (NO CLASS)

Week 10: Transnational Economics (93 pages)
Wednesday, March 15, 2023 (CLASSROOM)

Report (pp. 5-40): *Global Gender Gap Report 2021* (Geneva: World Economic Forum, 2021).

Article (pp. 152-169): Juanita Elias, “Davos Women to the Rescue of Global Capitalism: Postfeminist Politics and Competitiveness Promotion at the World Economic Forum,” *International Political Sociology* 7, no. 2 (2013).

Article (pp. 39-59): Jacqui True, “The Political Economy of Violence against Women: A Feminist International Relations Perspective,” *Australian Feminist Law Journal* 32, no. 1 (2014).

Article (pp. 17-38): Joan Acker, “Gender, Capitalism, and Globalization,” *Critical Sociology* 30, no. 1 (2004).

Week 11: “Development” and Globalization (75 pages)
Wednesday, March 22, 2023 (CLASSROOM)

- Article (pp. 151-161):** Suzanne Bergeron, “Economics, Performativity, and Social Reproduction in Global Development,” *Globalizations* 8, no. 2 (2011).
- Article (pp. 1389-1409):** Rahel Kunz, “‘Remittances are Beautiful’: Gender Implications of the New Global Remittances Trend,” *Third World Quarterly* 29, no. 7 (2008).
- Article (pp. 1138-1153):** Ceridwen Spark, Timothy L. Sharp, and Gina Koczberski, “Relationality and Economic Empowerment: The Role of Men in Supporting and Undermining Women’s Pathways,” *The Journal of Development Studies* 57, no. 7 (2021).
- Article (pp. 1007-1037):** Carla Freeman, “Is Local : Global as Feminine : Masculine? Rethinking the Gender of Globalization,” *Signs: Journal of Women in Culture and Society* 26, no. 4 (2001).

Week 12: Global Health (89 pages)

Wednesday, March 29, 2023 (CLASSROOM)

- Article (pp. 524-541):** Sophie Harman, “Ebola, Gender, and Conspicuously Invisible Women in Global Health Governance,” *Third World Quarterly* 37, no. 3 (2016).
- Article (pp. 615-623):** Shari L. Dworkin, “Who is Epidemiologically Fathomable in the HIV/AIDS Epidemic? Gender, Sexuality, and Intersectionality in Public Health,” *Culture, Health & Sexuality* 7, no. 6 (2005).
- Article (pp. 355-369):** Julia Smith, “Overcoming the ‘Tyranny of the Urgent’: Integrating Gender into Disease Outbreak Preparedness and Response,” *Gender & Development* 27, no. 2 (2019).
- Article (pp. 433-457):** Avery C. Edenfield, Jared S. Colton, and Steve Holmes, “Always Already Geopolitical: Trans Health Care and Global Tactical Technical Communication,” *Journal of Technical Writing and Communication* 49, no. 4 (2019).
- Article (pp. 539-553):** G. Barker, C. Ricardo, N. Nascimento, A. Olukoya, and C. Santos, “Questioning Gender Norms with Men to Improve Health Outcomes: Evidence of Impact,” *Global Public Health* 5, no. 5 (2010).
- Article (pp. 1-12):** Carmen H. Logie, “Sexual Rights and Sexual Pleasure: Sustainable Development Goals and the Omitted Dimensions of the *Leave No One Behind* Sexual Health Agenda,” *Global Public Health* (2021).

Week 13: Environmental Politics (78 pages)

Wednesday, April 5, 2023 (CLASSROOM)

- Article (pp. 195-212):** Sarah Baum and Anja Benschaul-Tolonen, “Extractive Industries and Gender Equality,” *Review of Environmental Economics and Policy* 15, no. 2 (2021).
- Article (pp. 1-12):** Tasokwa Kakota, Dickson Nyariki, David Mkwambisi, and Wambui Kogi-Makau, “Gender Vulnerability to Climate Variability and Household Food Insecurity,” *Climate and Development* 3, no. 4 (2011).
- Article (pp. 744-751):** Seema Arora-Jonsson, “Virtue and Vulnerability: Discourses on Women, Gender and Climate Change,” *Global Environmental Change* 21, no. 2 (2011).
- Article (pp. 417-433):** Anna Kaijser and Annica Kronsell, “Climate Change through the Lens of Intersectionality,” *Environmental Politics* 23, no. 3 (2014).
- Article (pp. 135-149):** Emma A. Foster, “Sustainable Development: Problematising Normative Constructions of Gender within Global Environmental Governmentality,” *Globalizations* 8, no. 2 (2011).
- Article (pp. 84-96):** Jonas Anshelm and Martin Hultman, “A Green Fatwā? Climate Change as a Threat to the Masculinity of Industrial Modernity,” *NORMA: International Journal of Masculinity Studies* 9, no. 2 (2014).

Week 14: Human Rights (82 pages)
Wednesday, April 12, 2023 (CLASSROOM)

- Video (~20 mins):** First Lady Hillary Rodham Clinton's Remarks to the Fourth Women's Conference in Beijing, China (Sept. 5, 1995). <https://www.youtube.com/watch?v=xXM4E23Efvk>
- Article (pp. 1-17):** Kelly Kollman and Matthew Waites, "The Global Politics of Lesbian, Gay, Bisexual, and Transgender Human Rights: An Introduction," *Contemporary Politics* 15, no. 1 (2009).
- Article (pp. 80-90):** Leticia Sabsay, "Queering the Politics of Global Sexual Rights?" *Studies in Ethnicity and Nationality* 13, no. 1 (2013).
- Article (pp. 1-22):** M. Joel Voss, "Contesting Sexual Orientation and Gender Identity at the UN Human Rights Council," *Human Rights Review* 19, no. 1 (2018).
- Article (pp. 45-57):** Juanita Elias, "Women Workers and Labour Standards: The Problem of 'Human Rights,'" *Review of International Studies* 33, no. 1 (2007).
- Article (pp. 280-301):** Shannon Speed, "States of Violence: Indigenous Women Migrants in the Era of Neoliberal Multicriminalism," *Critique of Anthropology* 36, no. 3 (2016).

Week 15: Activism, Advocacy, Agency (65 pages)
Wednesday, April 19, 2023 (CLASSROOM)

- Article (pp. 357-372):** Melanie M. Hughes, Mona Lena Krook, and Pamela Paxton, "Transnational Women's Activism and the Global Diffusion of Gender Quotas," *International Studies Quarterly* 59, no. 2 (2015).
- Article (pp. 887-900):** Paige Schneider, "Sparring with Patriarchy: The Rise of Female Boxers in the Global South," *Journal of Gender Studies* 30, no. 8 (2021).
- Chapter 9 (pp. 157-173):** Iris van Huis and Cliff Leek, "The Masculinization of Gender Equality: How Efforts to Engage Men May 'Throw Women's Emancipation Overboard,'" in Russell Luyt and Kathleen Starck (eds.), *Masculine Power and Gender Equality: Masculinities as Change Agents* (Cham: Springer, 2020).
- Chapter 14 (pp. 220-238):** Yoko Fukumura and Martha Matsuoka, "Redefining Security: Okinawa Women's Resistance to U.S. Militarism," in Nancy A. Naples and Manisha Desai (eds.), *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics* (New York: Routledge, 2002).

Last day to turn in second Reading Reflection on Friday, Apr. 21 at 5pm
Argument Summaries Log due Friday, Apr. 21 at 5pm

Week 16: Finals Week
Monday, April 24 – Friday, April 29, 2023 (NO CLASS)

Current Events Journal due Wednesday, Apr. 26 at midnight