

Carleton University
Political Science

Winter 2016

PSCI 4500B
Gender & Globalization

Seminar: Thursdays 8:35-11:25

Class Facebook: Socially Scientific - Class Twitter: @sociallysci

www.gosoapbox.com, event Gender & Globalization

Instructor: Dr. Tamara Kotar

Office hours: Wednesdays 11:30-1:30 (message to schedule an appointment)

Location: B641 Loeb building

E-mail: Tamara_Kotar@Carleton.ca

Course description:

Welcome to POL 4500 Gender & Globalization. Together in this course we will explore how space and place is gendered. We will evaluate globalization particularly in relation to how gender interacts and contributes to global transformations in political processes, economic interactions and social lives.

We will discuss a variety of theoretical frameworks and examine issues such as knowledge production, race, class, migration, aid and development.

We will accomplish this by comparing viewpoints on common questions such as

- How is space & place gendered?
- Whose values and ideals are implicated in globalization?

Required Texts

All required articles are available electronically through the Library E-Journals service.

Assignments and Due Dates Table

Assignment	Date	Share of Term Mark	Notes
Blogs	Jan. 20 th Feb. 3 rd Feb. 24 th Mar. 2 nd Mar. 16 th	50%	5 assignments each worth 12.5%. **There are 5 assignments due. Your best 4 results will count toward your final mark. Your worst mark will be eliminated.** Use My POL Blog Posts Format to easily create your blogs.
Term Paper Outline & Workshop	Feb. 10 th	5%	Written Portion 4% Workshop (informal) 3.5%
Term Paper Presentation	Feb. 24 th	5%	2.5% written portion, 2.5% presentation All presentations are due on cuLearn on the due date. Students will pick individual days to present.
In Class Feedback	Mar. 2 nd	1%	Takes place during class
Term Paper	April 6 th	39%	Paper 10 pages.

For the [Seminar Class Schedule and Readings Click Here](#)

CuLearn

All of your written assignments are due via CuLearn drop boxes. The syllabus and other relevant documents are also posted on CuLearn.

Social Media

There is a Facebook page and a Twitter page for the course and you should join either one and make a habit of checking either one frequently. Beyond a requirement for some assignments, it is a great tool for collegial discussion and I regularly post articles relevant to the course and tips for students.

Facebook – Socially Scientific. Twitter - @sociallysci (Socially Scientific).

*If you prefer not to join the class Facebook or Twitter, a 5-page essay can be done in lieu of the Facebook/Twitter components for each assignment.

Go Soap Box

www.gosoapbox.com

Students will join in on the **gender & globalization** event on

www.gosoapbox.com.

- The event code is: **PSCI4500**
- This page leads you to a tutorial on joining the event:

<http://goo.gl/3U6OwI>

- Students will be required **to submit the questions from their blog posts** on the Social Q&A section of the **gender & globalization** event.
- This page leads you to a tutorial on how to add a question to social Q&A

<http://goo.gl/QgnaOf>

- **Students will be required to vote on the questions** they thought were the best. We will address these questions in class. This is all done anonymously.

We will experiment with this online tool during the semester. There are a lot of interesting tools, like instant polling and confusion barometers.

Seminar Expectations / Late Assignments

Students are expected to (1) attend seminars having completed the assigned readings and (2) come prepared for thoughtful discussions. All written assignments are due in the appropriate CuLearn drop boxes. **Late assignments will be marked 0.** Exceptions will be considered for medical

reasons or a family emergency (with appropriate documentation).

Accommodations

Please approach me to discuss any accessibility or related accommodations that you may require so that we can make assignment structure and deadline modifications that are appropriate.

Appeals

If you would like reconsideration of an assignment grade, you must provide a two page written explanation of why you believe the grade was incorrect. All requests of this type will be considered, but this may mean that your grade could be **lowered**. **No reconsiderations will be handled without following this procedure.** Final course grades are **not negotiable and** grades do not "round up." Grades will be changed only if there is a calculation or other technical error.

Assignments

PSCI Blog Posts

PSCI Blog Posts assignments will serve as tools to ensure students achieve the highest possible benefit from the readings and discussions as well as enable students to contribute to the class. Participation and collaboration are keys to learning success in this class and beyond.

You must attend the class for your blog post to be graded. If you miss the class, even for unforeseen reasons, you may hand in a 4-page paper in lieu of the participation portion of the assignment (the paper is intended to compensate for the hours of class time and participation missed). The written portion of the assignment is still required.

Assignments are **due via CuLearn at 11:59 on the due date**. No late assignments will be accepted. **Please submit the assignment in the box/**

submission space provided, do not attach the assignment. Compile all of the sections of this assignment and post in the appropriate CuLearn drop box at 11:59pm the night before the class. Do not post the whole assignment on social media platforms.

To organize your Blog Post you can cut and paste the **My PSCI Blog Format** provided below for each post into your own word document and fill in the material required.

PSCI Blog Post Format

Part I- Seminar Discussion

For the discussion component you will discuss what we talked about in our seminar at the class before the due date. Identify and describe two ideas/concepts/issues dealt with in class that attracted interest and explain why.

Critically engage with the ideas in a scholarly manner. Ensure you have a clear thesis.

20 sentences

Part II- Discuss Readings

For the discuss the readings component you will write about the readings for the day the assignment is due. Choose one of the readings, required or recommended.

Provide a brief reaction to one of the readings of the week. Using your own words, discuss the main point (thesis) of the reading. Describe an idea or issue developed in the article that intrigues you and that you would like to discuss further in class.

Create 2 questions that relate to the article and larger issues discussed in the class. These questions will be used for in-class discussion and debate. **Post**

these questions on www.gosaopbox.com. For instructions, please see page 3 of the syllabus.

20 sentences

Part III- Social Media

1. Post 2 media items (articles, radio or video clips) that relate to issues discussed during this class, discussion group or in the readings. You should post to the class Facebook – Socially Scientific Twitter - @sociallysci. The idea is that you share resources that you have found to be useful in your explorations of the topics discussed in class. Explain why each link you post enhances your understanding of the topic discussed in class. **Ensure that your posts are not offensive or explicit, but rather that they contribute to respectful and engaging collegial dialogue.** Ensure that your posts are well organized, visually pleasing (i.e. nicely formatted) and do not include your student number on the social media post. **2-3 sentences for each posting**
2. For your cuLearn submission cite and comment on a link posted by anyone else (from any class or even the prof.) on Socially Scientific that you found interesting. If you choose you can post this commentary online. **3 sentences**

Term Paper Outline & Workshop

The Written Outline

Students will create an original thesis upon which to build his/her essay.

The outline should follow the format below:

1. State the thesis in one sentence
2. List and describe three supporting arguments (1-2 sentences each).
3. State anticipated conclusions (1 sentence).
4. Create a bibliography of 10 scholarly sources (other than the texts used in the course).
5. Following the instructions above, you will find that your assignment is approx. 2-3 pages. Grades for this assignment are assigned based on

following the instructions rather than on page count.

6. Facebook or Twitter 2 messages, each with a link to an article or online information that relates to your term paper topic and that you think would help promote a discussion in class. For each Facebook/Twitter post describe why you liked the article/piece and why it is relevant to your paper. Post 1-2 sentences each on the main ideas from the posts on Facebook or twitter.

7. Compile all of the components (sentences) of this assignment (from component 1-6) and post in the appropriate CuLearn drop box at 11:59pm on the due date. Do not post your entire assignment on Facebook/Twitter. Only post the 1-2 sentences for each Facebook/twitter post on facebook/twitter.

The Outline Workshop

Students will prepare a 2-3 minute presentation (no slides required) for the class based on your thesis. Part of students Term Paper Outline mark will be determined by a brief discussion of her/his paper topic in class on the due date of the assignment. This will be an informal discussion where students discuss their thesis with the rest of class. No need for a slide show or handouts.

Term Paper Presentation

Students will prepare a 10-minute presentation, including a slideshow, for the class based on their term paper. To obtain full marks for the presentation each slideshow presentation should:

1. Have an introductory slide that encapsulates/discusses the thesis
2. Be no longer than 10 slides in total.
3. Not have more than 140 characters (letters) per slide
4. Include a map
5. Include a statistical table or info-graphic (be creative)
6. Include a video clip of less than 3 minutes long
7. Be a maximum of 10 minutes (or marks will start being deducted)

In-Class Feedback

This is an opportunity for you to let me know what concepts intrigue you and what you want to learn more about. During the seminar you will log onto CuLearn and answer the questions listed under the feedback section.

Term Paper

Paper Option #1

Students will write on a topic of her/his choosing. This will be an original research paper of 10 double spaced pages due on cuLearn. Students will develop the ideas expressed in the essay outline and in the presentation. The essay should have a clear thesis statement with well-researched arguments that support the thesis. 10 scholarly sources should be used. A full bibliography is necessary as are appropriate footnotes. If the term paper is not handed in on CuLearn by 11:59pm on the last day of class, the due date the student will receive an automatic mark of 0. No late research essays will be accepted.

In your paper try to discuss:

- The central theories of the theorist being discussed
- Ideas and issues that challenge the theorist's assumptions and conclusions
- How the ideas of theorist fits into the cannon of theoretical literature
- How the theorists views on certain issues compares with other theorists appraisals of the same issues
- The contemporary dilemmas this theorist speaks to

Paper Option #2

You will choose a fictional book or film that addresses theoretical themes. You will use the book/film as a platform for discussing theoretical and important issues in political crime. This is not a book/film review in a sense of discussing

your dislike or like of the book/film. Rather the student will use metaphors, images and ideas found in the book/film and discuss how they relate to topics for this class. If a student chooses this assignment, the student is responsible for choosing an appropriate book/film.

For guidance on how to write a film review.

<http://www2.athabasca.ca/services/write-site/film-review.php>

For guidance on how to write a book review.

[http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review.](http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review)

Class Schedule

Seminar Schedule

Introduction

January 6th

Introduction and theoretical groundwork

Discussion of course structure, assignments and expectations

Gender & Globalization

January 13th

Required

- Sharpe, J., Geography and gender: what belongs to feminist geography? *Emotion, power and change Progress in Human Geography*, 2009, Vol. 33(1): 74-80.
- Longhurst, Robyn & Lynda Johnston, *Bodies, gender, place and culture: 21 Years On*, *Gender, Place & Culture: A Journal of Feminist Geography*, vol 21, issue 3, 2014.

Recommended

- Jacqui Alexander and Chandra Mohanty. "Cartographies of Knowledge and Power: In Amanda Lock Swarr & Richa Nagar eds, *Transnational Feminism as Radical Praxis* (New York: State University of New York, 2010)
- Naples, Nancy & Manisha Desai, *Women's Activism and Globalization: Linking Local Struggles and Global Politics*, (New York:Routledge, 2002).
- Friedman, Susan Stanford "Mappings: Feminism and the Cultural Geographies of Encounter (Princeton: Princeton UP, 1998).
- Monk, J. and Hanson, J. (1982) *On Not Excluding Half of the Human in Human Geography The Professional Geographer*, Vol. 34: 11- 23.
- Rose, G., *Feminism and Geography: An Introduction Feminism and Geography: The Limits of Geographical Knowledge* Blackwell, 1993).
- Longhurst, R. (2002). *Geography and gender: a "critical" time?* *Progress in Human Geography* Vol. 26(4), 544-552.

Gender, Space & Place
January 20th & January 27th
Required

- Pratt, G. and Yeoh, B. Transnational (counter) topographies Gender, Place and Culture: A Journal of Feminist Geography, 2003, Vol. 10(2):159-166
- Shilpa Ranade, The Way She Moves: Mapping the Everyday Production of Gender Space, Economic and Political Weekly, Paril 28th 2007.

Recommended

- Wright, M., Geography and gender: Feminism and a feeling of justice Progress in Human Geography, 2010, Vol 34(6): 818-827.
- Katz, C., On the grounds of globalization: A topography for feminist political engagement. Signs: Journal of women in culture and society, 2001 26 (4):1213-1233.
- Ella Shohat, "Area Studies, Transnationalism, and the Feminist Production of Knowledge." Signs 26.4 (2001): 1269-1272.
- Massey, D. Space, Place and Gender Minneapolis: University of Minnesota Press, 1994
- The Beijing Declaration and the Platform for Action. United Nations; Dept of Public Information, 1996.
- Aili Tripp, "The Evolution of Transnational Feminisms." Global Feminism: Transnational Women's Activism, Organizing, and Human Rights. New York: NYU Press, 2006.
- England, K., Getting Personal: Reflexivity, Positionality and Feminist Research The Professional Geographer, 2004, 46 (1): 80-89
- Mohammad, R. (2001) 'Insiders' and/or 'Outsiders': Positionality, Theory and Praxis in Limb, M. and C. Dwyer (eds) Qualitative Methodologies for Geographers: Issues and Debates Oxford University Press pp. 101-117

Women, Citizenship, State, Borders
February 3rd
Required

- Walby, Sylvia, Is Citizenship Gendered? Sociology, May 1994, 28, 2, pg. 379-395
- Kim, Hyun Sook and Jyoti Puri. 2005. "Conceptualizing Gender-Sexuality-State-Nation." *Gender and Society*, 19 (2): 137-159.
- Silvey, Rachel, Geographies of Gender and Migration: Spatializing Social Difference, International Migration Review, Vol 40, No 1, Spring 2006, pp 64-81.

Recommended

- Yinni Peng & Odalia M.H. Wong, Diversified Transnational Mothering via Telecommunication: Intensive, Collaborative, and Passive, Gender & Society, Vol. 27, No 4, August 2013, pp. 491-513.

- Johnson, Michelle, C, Culture's Calling: Mobile Phones, Gender, and the Making of an African Migrant Village in Lisbon, *Anthropological Quarterly*, Vol 86, No. 1, Winter 2013, pp. 163-190.
- Nicole Constable (2004): A Tale of Two Marriages: International Matchmaking and Gendered Mobility," in *Cross Border Marriages*, ed. by Nicole Constable.
- Nicole Constable (2003): "Fairy Tales, Family Values, and the Global Politics of Romance," in *Romance on a Global Stage* (pp. 91-115).
- Ahmed, S, C. Castaneda, A, Fortier & M. Sheller (Eds). *Uprootings/Regroundings: Questions of Home & Migration*, Oxford:Berg, 2004).
- Avtar Brah, "Diaspora, Border and Transnational Studies." *Cartographies of Diaspora: Contesting Identities*. London: Routledge, 1996.
- Rosi Braidotti. "The Exile, the Nomad, and the Migrant: Reflections on International Feminism." *Women's Studies International Forum* 15 (1992): 7-10.
- Susan Stanford Friedman, "Bodies on the Move: A Poetics of Home and Diaspora." *Tulsa Studies in Women's Literature* 23.2 (Fall 2004): 189-212.
- Meena Alexander. "Alphabets of Flesh." *Talking Vision: Multicultural Feminism in a Transnational Age*. Ed. Ella Shohat. Cambridge: MIT Press, 1998.

Gender, Globalization and Inequalities

Feb 10th

Required

- Mohanty, C. (2003) *Under Western Eyes Revisited*, *Signs*, 28 (2) 499-535.
- Arnot, Madeleine, "A Global Conscience Collective?: Incorporating Gender Injustices into Global Citizenship Education," *Education, Citizenship and Social Justice*, 4,2, July 2009, pp. 117-132.

Recommended

- Crespi, Isabella, "Gender Differences and Equality Issues in Europe: Critical Aspects of Gender Mainstreaming Policies," *International Review of Sociology- Revue Internationale de Sociologie*, 19, 1, March 2009, pp. 171-188.
- Jacquette, Jane 1994 (2nd edition) *The Women's Movement in Latin America: Participation and Democracy*. Boulder: Westview.
- Kelly, Rita Mae, Jane Bayes, Brigitte Young eds. 2001. *Gender, Globalization, and Democratization*. Lanham: Rowman and Littlefield. (GGD)
- DeKoven, M (ed.), *Feminist Locations: Global and Local, Theory and Practice* 13-36). New Brunswick, NJ: Rutgers University press.
- S. Ahmed, C. Castaneda, A, Fortier & M. Sheller (Eds.) *Uprootings/Regroundings*, (Oxford: Berg, 2003).

Gender of Globalization

February 24th

Required

- Freeman, C., Is local global as feminine masculine? Rethinking the gender of globalization. *Signs: Journal of Women in Culture and Society* 26 (4): 1007-1037,

Recommended

- Thien, D After or beyond feeling?: a consideration of affect and emotion in geography, *Area* 37(4): 2005 450-456.
- Mohanty, C.T. (1991). Under Western Eyes. In C. Mohanty & A. Russo & L. Torres (Ed.) *Third world women and the politics of feminism* (pp. 51-80). Bloomington, IN: Indiana University Press.
- Zippel, Kathrin. 2004. "Transnational Advocacy Networks and Policy Cycles in the European Union: The Case of Sexual Harassment." *Social Politics: International Studies in Gender, State, and Society*. 11 (1): 57-85.
- Sinha, Mrinalini, Donna Guy & Angela Woollacott, "Feminisms and Internationalism: Gender and History," Special Issue, Oxford, Blackwell, 1999.
- Firoozeh Kashani-Sabet, *Conceiving Citizens: Women and the Politics of Motherhood in Iran* (Oxford: Oxford University Press, 2011).

Women & Transnational Movements

Mar. 2nd

Required

- Eschle, Catherine. 2005. "Skeleton Women: Feminism and the Anti-Globalization Movement." *Signs* 30 (3), pp. 1741-60.
- Tarrow, Sidney. 2001. "Transnational Politics: Contention and Institutions in International Politics." *Annual Review of Political Science*, 4: 1-20.
- Beckwith, Karen. 2001. "Women's Movements at Century's End: Excavation and Advances in Political Science" *Annual Review of Political Science*, 4: 371-390.

Recommended

- Hobson, Barbara, Marcus Carson & Rebecca Lawrence, "Recognition Struggles in Trans-National Arenas: Negotiating Identities and Framing Citizenship," *Critical Review of International Social and Political Philosophy*, 10,4, December 2007, pp. 443-470.
- Friedman, Elisabeth. 2003. "Gendering the Agenda: The Impact of the Transnational Women's Rights Movement at the UN Conferences of the 1990s." *Women's Studies International Forum* 26 (4) 313-331
- Basu, Amrita. 1995. *The Challenge of Local Feminisms: Women's Movements in Global Perspective*. Boulder: Westview.
- Bystydzienski, Jill and Joti Sekhon. 1999. *Democratization and women's grassroots movements*. Bloomington IN: Indiana University Press.
- Rowbotham, Sheila and Stephanie Linkogle eds. 2001. *Women Resist Globalization. Mobilising for Livelihood and Rights*. Palgrave.
- Rupp, Leila. 1997. *Worlds of Women: The Making of an International Women's Movement*. Princeton: Princeton University Press.

- Salzinger, Leslie. 2003. *Genders in Production: Making Workers in Mexico's Global Factories*. Berkeley: University of California Press.
- Naples, Nancy A. and Manisha Desai (eds.). 2002. *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics* New York: Routledge
- Berkovitch, Nitza. 2002. *From Motherhood to Citizenship: Women's Rights and International Organizations*. Baltimore: The John Hopkins University Press.
- Stryker, Sheldon, Timothy Owens & Robert White, "Self, Identity and Social Movements," (Minneapolis: University of Minnesota Press, 2000).
- Tarrow, Sidney. *The New Transnational Activism*, (Cambridge University Press, 2005).
- Leslie Salzinger. 2004. "From Gender as Object to Gender as Verb: Rethinking how Global Restructuring Happens." *Critical Sociology* 30 (1): 17-41.
- Mohanty, Chandra, *Feminism Beyond Borders: Decolonizing Theory, Practicing Solidarity*, (Durham: Duke University Press, 2003).
- Sturgeon, Noel, "Ecofeminist Natures: Race, Gender, Feminist Theory and Political Action," (New York: Routledge, 1997).
- Jafar, Afshan, "Women's NGOs in Pakistan
- Chowdhury, Elora Halim, *Transnationalism Reversed: Women Organizing against Gendered Violence in Bangladesh*.

Women Globalization and the Global Economy

Mar. 9th

Required

- Bergeron, S. (2001). Political economy discourses of globalization and feminist politics, *Signs: Journal of Women in Culture and Society*, 26 (4): 983-1005.
- Siu, Lok (2005) *Queen of the Chinese Colony: Gender, nation and belonging in diaspora* *Anthropological Quarterly* 78.3 (2005) 511-542
- McLaughlin, L. (2004). Feminism and the political economy of transnational public sphere. *Sociological Review* 156-175.

Recommended

- Parreñas, Rhacel Salazar (2001). Transgressing the nation state: The partial citizenship and "Imagined global community: of migrant Filipina Domestic workers. *Signs*, 26 (4), 1129-1154.
- Miraftab, Faranak, "Feminist Praxis, Citizenship and Informal Politics: Reflections on South Africa's Anti-Eviction Campaign," *International Feminist Journal of Politics*, 8,2, June 2006, pp. 194-218.
- Ehrenreich, Barbara and Arlie Russell Hochschild eds. 2002. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Metropolitan Books.
- Hondagneu-Sotelo, Pierrette. 2001. *Doméstica. Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley: University of California Press.

- Kofman, Eleonore, Annie Phizucklea, Parvati Raghuran, and Rosemar Sales. 2001. *Gender and International Migration in Europe: Employment, Welfare, and Politics*. Routledge.
- Marchand, Marianne and Anne Sisson Runyan eds. 2000. *Gender and Global Restructuring*. London and New York: Routledge.. (GGR)
- Meyer, Mary K. and Elisabeth Prügl eds. 1999. *Gender Politics in Global Governance*. Boulder and London: Rowman and Littlefield.
- Banet Weiser, S. (1999). *Bodies of difference: race, nation and the troubled reign of Vanessa Williams. From Banet-Weiser The most beautiful girl in the world* LA: University of California Press
- Appadurai. A. (1990). Disjuncture and difference in the global cultural economy. *Public Culture* 2 (2) Spring 1-24.

Women Globalization and the Global Economy

Mar. 16th

Required

- Walby, Silvia. 2005. "Measuring Women's Progress in a Global Era." *International Social Studies Journal* 57 (June): 371-387.
- Oza, R. 2001. Showcasing India: Gender, geography and globalization. *Signs: Journal of Women in Culture and Society* 26 (4): 1067-1095.

Recommended

- Barndt, Deborah. (2002). *Tangled Routes: Women, work and globalization on the tomato trail* Lanham: Rowman Littlefield..
- Freeman, C. (1993). Designing women: Corporate Discipline and Barbados's Off-shore pink-collar sector. *Cultural Anthropology* 8 (2) 169-86.
- Ginsberg & R. Rapp (Eds). *Conceiving the new world order: Global politics of reproduction*. Berkeley: University of Ca press.
- Zippel, Kathrin. 2004. "Transnational Advocacy Networks and Policy Cycles in the European Union: The Case of Sexual Harassment." *Social Politics: International Studies in Gender, State, and Society*. 11 (1): 57-85.
- Berman, Jacqueline. 2003. "(Un)Popular Strangers and Crises (Un) Bounded: Discourses of Sex-Trafficking, the European Political Community and the Panicked State of the Modern State." *European Journal of International Relations* 9 (1):37-86.
- Outshoorn, Joyce. 2005. "The Political Debates on Prostitution and Trafficking of Women." *Social Politics* 12:141-155.
- Kligman, Gail and Stephanie Limoncelli. 2005. "Trafficking Women after Socialism: To, Through, and From Eastern Europe." *Social Politics* 12:118-140.
- Nadasen, Permillia, "Citizenship Rights, Domestic Work, and the Fair Labour Standards Act," *Journal of Policy History*, 24,1, February 2012, pp. 4-94.

Women, Globalization & Security

March 23rd

Required

- Ballif-Spanvill, Bonnie; Caprioli, Mary; Emmett, Chad F; Hudson, Valerie M; McDermott, Rose, *The Heart of the Matter: The Security of Women and the Security of States*, *International Security*, Vol. 33, No. 3 (Winter, 2008/2009), pp. 7-45, http://belfercenter.ksg.harvard.edu/files/IS3303_pp007-045.pdf
- Side, Katherine, "Women's Civil and Political Citizenship in the Post-Good Friday Agreement Period in Northern Ireland," *Irish Political Studies*, 24,1, February 2009, pp. 67-87.

Recommended

- Cynthia Cockburn. *The Space Between Us: Negotiating Gender and National Identities in Conflict*. Zed Books. London. 1998.
- Petchesky, Rosalind. 2004. "Rights of the Body and Perversions of War: Sexual Rights and Wrongs Ten Years Past Beijing." *International Social Studies Journal*, 57 (June): 371-387.
- Cynthia Enloe. *Maneuvers: The International Politics of Militarizing Women's Lives*. University of California Press. 2000.
- Sjoberg, L, "Gender, Justice and the wars in Iraq: A feminist Reformulation of Just War Theory," (Lanham: Rowman & Littlefield, 2006).
- Tickner, J. Ann, 1997: You Just Don't Understand: Troubled Engagements Between Feminist and IR Theorists. In *International Studies Quarterly*, Vol. 41, No 4 (pp. 611-632).
- Torry, Gina (ed), *SCR 1325 and the Peacebuilding Commission. Security Council Resolution 1325 on Women, Peace and Security – Six Years On Report*, NGO Working Group on Women, Peace and Security, New York,
- Meintjes, Sheila, Anu Pillay & Meredith Turshen (2001), eds, *The Aftermath. Women in Post- Conflict Transformation*, Zed Books: London & New York.
- Olsson, Louise (1999), *Gendering UN Peacekeeping. Mainstreaming a Gender Perspective in Multidimensional Peacekeeping Operations*, Report No. 53, Department of Peace and Conflict Research, Uppsala University.
- Steans, Jill (1998), *Gender and International Relations. An Introduction*, Polity Press in association with Blackwell Publishers Ltd, Cambridge/Oxford, UK. 2006.
- Mushakoji, Kinhide. "Engendering the Japanese "Double Standard" Patriarchal Democracy: The Case of the "Comfort Women" and Military Sexual Slavery." In *GGD*, Ch. 12, Pp. 205-222.
- Enloe, Cynthia (1993), *The Morning After: Sexual politics at the end of the Cold War*, California

Gender, Globalization & Security**March 30th & April 6th****Required**

- Bonnin, Debby, Gender, age and the politicization of space during the time of Political Violence in KwaZulu-Natal, South Africa, *Gender, Place & Culture: A Journal of Feminist Geography*, vol 21, issue 5, 2014.

Recommended

- Fluri, J. (2008) 'Feminist-nation building in Afghanistan: an examination of the Revolutionary Association of the Women of Afghanistan (RAWA)' in *Feminist Review* 89, 34–54.
- Amal Amireh, "Palestinian Women's Disappearing Act: The Suicide Bomber Through Western Feminist Eyes" in Evelyn Alsultany & Nadine Naber, *Arab & Arab American Feminisms: Gender, Violence and belonging*, Syracuse, Syracuse University Press, 2010).
- Norton, Anne. "Gender, Sexuality, and the Iraq of Our Imagination;" and Charles Hirschkind and Saba Mahmood "Feminism, the Taliban, and the Politics of Counter- Insurgency"
- Enloe, Cynthia. "Updating the Gendered Empire;" and AWSA "An Arab-American Woman's Perspective on Zionism"
- *Gender, and Sexuality in the Colonial Context*. London: Routledge, 1995. 352-60. Andrea Smith, "Native American Feminism, Sovereignty, and Social Change." *Feminist Studies* 31.1 (Spring 2005): 116-32.
- Lydia Liu, "The Female Body and Nationalist Discourse: The Field of Life and Death Revisited."
- *Scattered Hegemonies: Postmodernity and Transnational Feminist Practices*. Ed. Inderpal Grewal and Caren Kaplan. Minneapolis: U of Minnesota P, 1994. 37-62.
- *Pray the Devil Back to Hell*, Gini Reticker, 2008
- Alarcon, and M. Moallem (Eds.) *In Between woman and nation*, Durham, NC: Duke University Press.
- Yuval-Davis, N. *Gender and Nation* (New York:Sage1997).
- Modood,Tariq, Ricard Zapate-Barrero, Anna Triandafyllidon, eds.
- *Multiculturalism, Muslims, and Citizenship: A European Approach*, 2005
- [Ní Aoláin](#), Fionnuala, [Women, Security, and the Patriarchy of Internationalized Transitional Justice](#), *Human Rights Quarterly*, Vol. 31, No. 4 (Nov., 2009), pp. 1055-1085
- Stephen, L. (2004) "Militarisation, gender and ethnicity in Southern Mexico." In Pickering, S. and Lambert, C. (Eds.) *Global Issues, Women and Justice*. Sydney: Sydney Institute of Criminology Series 19.
- *Carey, Henry F.(2001) "'Women and Peace and Security': The Politics of Implementing Gender Sensitivity Norms in Peacekeeping." *International Peacekeeping*, 8/2:49-68. *Fox, Mary-Jane (2004) "Girl Soldiers: Human Security and Gendered Security." *Security Dialogue*, 35/4:465-479.
- *Carlson, E.S. (2006) "The Hidden Prevalence of Male Sexual Assault During War: Observations on Blunt Trauma to the Male Genitals." *British Journal of Criminology*, 46:16-25.
- *Farwell, N. (2004) "War Rape: New Conceptualizations and Responses." *Affilia*, 19/4:389-403.

- Haritaworn, Jin. “Loyal Repetitions of the Nation: Gay Assimilation and the ‘War on Terror;’” and M. Jacqui Alexander “Not Just (Any)body Can Be a Patriot: ‘Homeland’ Security and Empire Building”

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. What are the Penalties for Plagiarism? A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS. What are the Procedures? All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.