



University of Edinburgh
School of Social & Political Science
Politics
2018-19

Global Politics of Sex and Gender
PLIT10075
Semester 2, Years 3&4

Key Information

Course Organiser

Dr Claire Duncanson

Email: c.p.duncanson@ed.ac.uk

Chrystal MacMillan Building (CMB), 15A George Sq, Rm 4.24

Guidance & Feedback Hours: Wednesday 09.00 – 11.00

Lecture Location

Semester 2

Tuesdays 10:00 – 10.50, Old College, Lecture Theatre 1.264

Course Tutor

Dr. Elena Pollot

Email: elena.pollot@ed.ac.uk

Course Secretary

Alex Dysart

Email: Alex.Dysart@ed.ac.uk

Undergraduate Teaching Office

Assessment Deadlines

- Essay One 20%: 12noon 5th Feb 2019
- Essay Two 60%: 12noon 2nd April 2019

For a course guide with larger font, please ask Alex Dysart

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Aims and Objectives

What have sex and gender got to do with global politics? What do they have to do with global security, issues of war-making and peace-building? The Global Politics of Sex and Gender explores the way that gender relations, social relations of care and reproduction, bodily integrity and women's human rights are crucial for understanding and analysing global politics, with a particular focus on war, peace and security.

This course aims to explore the implications for international security of taking sex and gender seriously. This course will examine the gendered political economies of peacebuilding and armed conflict. A variety of theoretical and methodological approaches to understanding the relationships between gender, armed conflict and peacebuilding will be employed, with an eye toward assessing the strengths and limitations of each.

The course will help students develop critical insights into the gendered nature of the global system and the gendered dynamics of international institutions and nation states, enhance their skills of critical analysis and deepen their understanding of global politics in theory and practice.

Learning Outcomes

On completion of this course, the student will be able to:

1. Demonstrate a critical understanding of sex and gender as categories of analysis in relation to political processes and issues at both the local and global levels.
2. Develop 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.
3. Understand and evaluate the links and differences between feminist and mainstream approaches to the study of global politics and IR.
4. Develop research and analytical skills that facilitate independent learning.
5. Be able to communicate in a clear and concise manner, both verbally and in writing, nurtured in seminar activities, small group work, and essay construction and feedback.

Teaching Methods

The class meets for a one-hour lecture on Tuesday mornings, plus a one-hour tutorial on Thursdays. The tutorials offer the opportunity to take the issues introduced in the lecture and discuss them in more depth.

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
- read *all* the required discussion readings for each tutorial
- hand in a weekly summary of points drawn from tutorial readings
- make an active contribution to tutorial discussions
- participate in one group presentation in tutorials
- complete assessed coursework on time.

During tutorials, 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.

Trigger Warning

Throughout this course we will be discussing the issues of rape, sexual violence, violence against women and other forms of gender-based violence which may trigger a traumatic response for some individuals. If the issues covered raise issues for you which you'd like to discuss, please contact the course organiser at any time: c.p.duncanson@ed.ac.uk

The following organisations may also be of use:

The University's Counselling Service:

<http://www.ed.ac.uk/schools-departments/student-counselling>

Scottish Women's Aid:

<http://www.scottishwomensaid.org.uk/contact-us>

Rape Crisis Scotland:

<http://www.rapecrisisscotland.org.uk/>

Assessment

Students will be assessed by:

Assessment	Word count limit Do not exceed the word limit or penalties will be applied	Weighting	Submission date	Return of feedback
Essay One	1,500 words max (excluding bibliography)*	20%	05/02/2019	26/02/2019
Essay Two	2,500 words max (excluding bibliography)*	60%	02/04/2019	23/04/2019
Group Presentation	NA	10%	Ongoing	1 week after presenting
Tutorial participation	NA	10%	Ongoing	End of semester

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find [here](#).

Essay One

The first essay is due in by **midday on 5th February**. It is to be no more than 1,500 words, excluding bibliography and including footnotes. It will be worth 20% of your overall mark.

Everyone must answer the question:

Is a feminist approach necessary to understand the gendered nature of war?

We recommend you use the Harvard style and guidance on this can be found at <http://www.docs.is.ed.ac.uk/docs/Libraries/PDF/SEcitingreferencesHarvard.pdf>

Essay Two

The second essay is due in by **midday 2nd April**. This essay should be no more than 2500 words. This essay will be worth 60% of your overall mark.

Please pick one of the following essay questions:

1. What would scholars of war economies gain from taking a feminist political economy approach to war?
2. "Women suffer disproportionately from being forced to flee." Discuss.
3. "International legal norms are predicated on and create a hierarchy of harm, which works to exclude women's experiences of gendered violence." Discuss in relation to conflict-related sexual violence.
4. We cannot hope to end war without tackling militarized masculinities. Do you agree?
5. What are the main barriers to progress regarding the participation of women in peace talks?
6. Does empowering women economically through microfinance initiatives contribute to peace and prosperity?
7. To what extent have Disarmament, Demobilisation and Reintegration (DDR) programmes overcome their gender-blindness since the end of the Cold-War?
8. Critically analyse the role of the International Financial Institutions (IFIs) at war's end from a feminist perspective.
9. To what extent is a Feminist Foreign Policy a solution to the problems created by gender-blind postwar reconstruction?

Marking criteria for both written assignments:

- Does the assignment address the question set, and with sufficient focus?
- Does the assignment show a grasp of the relevant concepts and knowledge?
- Does the assignment demonstrate a logical and effective pattern of argument?
- Does the assignment, if appropriate, support arguments with relevant, accurate and effective forms of evidence?
- Does the assignment demonstrate reflexivity and critical thinking in relation to arguments and evidence?
- Is the assignment adequately presented in terms of: correct referencing and quoting; spelling, grammar and style; layout and visual presentation?

Assessment criteria are linked to, but distinct from, marking descriptors which describe the characteristics of a specific grade or classifications (e.g. what distinguishes a First from a 2.1). These can be found here:

http://www.sps.ed.ac.uk/undergrad/on_course_students/honours/assessment_and_regs/marketing_descriptors

Tutorial Participation

10% of your overall mark will be based on your participation throughout the semester. It will relate to preparation for and performance in tutorials. The following notes, and the feedback form in the appendices, should make it clear what is expected of you in terms of participation. If you have further questions or concerns, however, please discuss with your tutor or course convenor.

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, 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 three or four 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 help you contribute in tutorial discussions and prepare you for essays. ***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.***

Group Presentations

10% of your mark will be based on your contribution to a group presentation.

From week 4, you will participate in a group presentation to your tutorial group. You will present on what you think are the key issues emerging from that week's core readings, and finish your presentation with three discussion questions for the group. This is your chance to practice crucial transferable skills. Group presentations give you opportunities to:

- work collaboratively
- think how to edit and organise large amounts of information into an effective presentation
- think about how to express critical ideas effectively in a presentation
- think about what sorts of questions enable a good discussion
- work on your oral communication skills, including timing
- think creatively about visual aids
- prepare thoroughly to be able to take questions on your chosen topic

Please arrange to meet with your group members well in advance to prepare your presentation. From experience of previous years, the most successful presentations result from groups meeting at least twice beforehand.

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 or weak contribution.

For both the participation and presentation elements, performance relates broadly to essay marking descriptors, so that excellence would receive a mark of 70+%, very good work 60-70%, good work 50-60% and so on. Please take a look at the feedback sheet as it provides a good idea of what you need to do (Appendices b and c in this course guide). Any questions regarding the assessment of student participation, please just ask.

Feedback

From Us to You

Feedback – both informal and formal – is provided in a number of different ways over the course of the module:

- Any student is welcome to come speak to the course convenor or the tutor about their performance during Guidance and Feedback hours or by appointment during semester.
- You will receive your essays back within 15 working days 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.
- You will receive your mark on your group presentation a week after you present, and tutorial participation at the end of semester (marksheets in the appendices).
- 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.

From You to Us

- We appreciate your comments and informal feedback throughout the course. We will also make a point of taking stock at the half-way stage. At the end of the course, students are encouraged to complete the course evaluation questionnaires. These help us to revise the course in future years.

Communications

All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use 'private' email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day.

Learn will be used extensively in this course. Lecture slides will be uploaded and announcements made via LEARN. The link to the reading list is also available on LEARN, as well as through <http://resourcelists.ed.ac.uk>

As well as LEARN, there is also a Facebook group for members of the course, both current and past years, where we share news items, job /volunteering/internship opportunities, and events. <https://www.facebook.com/groups/286585971496925/>

We also encourage you to follow @genderpol if you are on twitter, and the genderpol blog <https://genderpoliticsatedinburgh.wordpress.com/author/genderpol/>

You can post relevant items to the Facebook page, and if there's a topical issue of gender politics which particularly interests you and you would like to submit a longer piece to the blog, please just let the teaching staff know.

Readings and Resource List

Please purchase a copy of Cohn, Carol (ed) (2013) *Women and Wars*, Polity Press, as it will be used throughout the course.

Other books worth purchasing, as we use them a lot are:

Detraz, N (2012) *International Security and Gender*, Polity Press

Duncanson, C (2016) *Gender and Peacebuilding*, Polity Press

Sjoberg L (2014), *Gender, War and Conflict*, Polity Press

True, J (2013) *The Political Economy of Violence Against Women*, Oxford University Press

If you have not studied gender before, good books for overall coverage of gender in global politics are:

Peterson and Runyan (2013) *Global Gender Issues*, 4th edition

Rai, Shirin M and Georgina Waylen (eds) (2008) *Global Governance, Feminist Perspectives*, Palgrave Macmillan

Shepherd, Laura (2014) *Gender Matters in Global Politics (2nd edition)*. Routledge

Stears, J (2013) *Gender and International Relations: Issues, Debates and Future Directions (Third Edition)*, Polity Press

Please try and support your local bookshop rather than use tax-dodging online retailers. *Blackwells*, on South Bridge, has arranged special discounts on most of the books above, including Cohn, and also price-matches so you will always be able to obtain the best prices for your books there. Lighthouse Books on West Nicholson street is also a fantastic book shop which stocks a wide range of books relevant to this course. Please pay them a visit if you have not already: <https://www.lighthousebookshop.com/>

If getting to the shops is inconvenient, please consider ethical online book shops such as www.hive.co.uk

The reading list (at <http://resourcelists.ed.ac.uk>) 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*.

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*, *Security Dialogue*, *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*)

Lecture Summary

Week	Lecture	Tutorial	Topic
1	15 Jan	17 Jan	Sex and Gender in Global Politics
2	22 Jan	24 Jan	Feminist Political Economy approach to War and Peace
3	29 Jan	31 Jan	Gendered harms of war I – refugees and IDPs
4	5 Feb	7 Feb	Gendered harms of war II – sexual violence (Group Presentation 1)
5	12 Feb	14 Feb	Gendered drivers of war
Festival of creative learning			
6	26 Feb	28 Feb	Gender in Peace Processes (Group Presentation 2)
7	5 March	7 March	Peacebuilding within Neoliberalism I: women's economic empowerment (Group Presentation 3)
8	12 March	14 March	Peacebuilding within Neoliberalism II: DDR (Group presentation 4)
9	19 March	21 March	Peacebuilding within Neoliberalism III: Natural Resources (Group presentation 5)
10	26 March	28 March	Feminist Alternatives

Week by Week Readings

1: Introduction

Lecture

The lecture will ask: What is sex? What is gender? What do they have to do with global politics? Security? Militarism and war? Pacifism and peace? How do different theorists understand and use gender in their research on global politics?

Required Lecture reading: Cohn (2013) Introduction to *Women and Wars*, Polity Press, ch 1

Tutorial

The tutorial will focus in on the following:

- Is a feminist approach necessary to research and understand the gendered nature of war?

Required Tutorial Readings:

Enloe, C. (2004) "'Gender' Is Not Enough: The Need for a Feminist Consciousness" in *International Affairs*, Vol. 80(1), pp. 95-97.

Sa'ar, Amalia, Dalia Sachs, and Sarai Aharoni. "Between a gender and a feminist analysis: The case of security studies in Israel." *International Sociology* 26.1 (2011): 50-73.

Further reading:

- Carpenter, Charli (2003) "Gender Theory in World Politics: Contributions of a non-feminist standpoint?" *International Studies Review* 4:3, 153-66
- Carver, T., Zalewski, M., Kinsella, H., Carpenter, C. (2003) "Gender and International Relations" in *International Studies Review*, Vol. 5(2), pp. 287-302.
- Detraz, N (2012) *International Security and Gender*, Polity Press
- Duncanson, C (2016) *Gender and Peacebuilding*, Polity Press
- Elshtain, Jean Bethke (1995) *Women and War (Second Edition)*, New York: Basic Books
- Elshtain, Jean Bethke (1998) "Women and War: Ten Years On," *Review of International Studies*, 24, 447-460
- Enloe, Cynthia (1989/2000) *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, second edition, Berkeley, CA: University of California
- Enloe, Cynthia (1993) *The Morning After: Sexual Politics at the End of the Cold War*, Berkeley, CA: University of California Press
- Enloe, Cynthia, (2000) *Maneuvers: The International Politics of Militarizing Women's Lives*, University of California Press
- Enloe, Cynthia (2004) *The Curious Feminist: Searching for Women in a New Age of Empire*.
- Enloe, Cynthia (2007/2017) *Globalization and Militarism: Feminists Make the Link*, Rowman and Littlefield.
- Enloe, Cynthia (2010) *Nimo's War, Emma's War*, University of California Press
- Enloe, Cynthia. (2016) 'Ticonderoga, Gettysburg, and Hiroshima: Feminist Reflections on Becoming a Militarized Tourist' *American Quarterly* 68(3) 529-536.
- Hooper, Charlotte (2001) *Manly States: Masculinities, International Relations and Gender Politics*, New York, Columbia University Press
- Ling, Lily and Anna Agathangelou (2009) *Transforming World Politics: From Empire to Multiple Worlds*, London: Routledge
- Marchand, Marianne and Runyan, Anne Sisson (2000) *Gender and Global Restructuring: Sightings, Sites, Resistances*, London: Routledge
- Parpart, Jane L, Zalewski, Marysia (2008) *Rethinking the Man Question: Sex, Gender and Violence in International Relations*. London: Zed Books.
- Peterson and Runyan, (2013) *Global Gender Issues in the new Millennium* Westview Press
- Prügl, Elisabeth, and J. Tickner. "Feminist international relations: some research agendas for a world in transition." *European Journal of Politics and Gender* 1.1-2 (2018): 75-91.
- Rai, Shirin M and Georgina Waylen (eds) (2008) *Global Governance, Feminist Perspectives*, Palgrave Macmillan
- Razack, Sherene, Malinda Smith and Sunera Thobani, (2010) *States of Race: Critical Race Feminism for the 21st Century*, Toronto, Between the Lines Press
- Romaniuk, S. N. and Wasylciw, J. K. (2010) "'Gender' Includes Men Too! Recognizing Masculinity in Security Studies and International Relations" in *Perspectives*, Vol. 18(1), pp. 23-39.
- Shepherd, Laura (2014) *Gender Matters in Global Politics (2nd edition)*. Routledge
- Sjoberg, (2014) *Gender, War and Conflict*, Polity Press
- Sjoberg, Laura, (2013) *Gendering Global Conflict: Towards a Feminist Theory of war*, Columbia University Press
- Steans, J (2013) *Gender and International Relations: Issues, Debates and Future Directions (Third Edition)*, Polity Press
- Tickner, J A (2011) "Dealing with Difference: Problems and Possibilities for Dialogue in International Relations" *Millennium - Journal of International Studies* May 39: 607-618
- Tickner, J. A. (1992). *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, Columbia University Press.

- Tickner, J. A. (2001). *Gendering World Politics: Issues and Approaches in the Post Cold War Era*. New York, Columbia University Press
- True, J (2013) *The Political Economy of Violence Against Women*, Oxford University Press
- Weber, Cynthia (2016) *Queer International Relations: Sexuality, Sovereignty and the Will to Knowledge* Oxford: Oxford University Press
- Wibben, Annick (2011) *Feminist Security Studies: A Narrative Approach*
- Youngs, Gillian (2004) "Feminist IR: a contradiction in terms? OR: why women and gender are essential to understanding the world "we" live in," *International Affairs*, 80:1, 75-87
- Zalewski, Marysia (1995) "Well, what is the feminist perspective on Bosnia?" *International Affairs*

2: Feminist Political Economy Approach

Lecture

The lecture this week will ask: What does it mean to take a political economy approach to understanding war? It will outline the way in which most of the scholarship on the political economy of war is gender-blind, and introduce the feminists who are trying to challenge that.

Required lecture reading: Raven-Roberts, Angela. 2013. "Women and the Political Economy of War." Chapter 2 of *Women and Wars*, edited by Carol Cohn, 36–53.

Tutorial

The tutorial will continue this discussion on a feminist political economy approach to war and consider the following question:

- What is gained by taking a feminist political economy approach to understanding the nature of war?

Required tutorial readings:

Nordstrom, Carolyn. "Women, economy, war." *International Review of the Red Cross* 92.877 (2010): 161-176.

Peterson, V. Spike. "Gendering Insecurities, Informalization and "War Economies"." *The Palgrave Handbook of Gender and Development*. Palgrave Macmillan, London, 2016. 441-462.

Further Reading

Political Economy Approaches to War and Conflict

Collier, P. (2003). *Breaking the Conflict Trap: Civil War and Development Policy*, World Bank report. Oxford University Press.

Cramer, Christopher (2006) *Civil War Is Not a Stupid Thing. Accounting for Violence in Developing Countries*. London: Hurst & Company.

De Waal, A. (2015). *The real politics of the Horn of Africa: Money, war and the business of power*. John Wiley & Sons

De Waal, Alex. 2014. "'The Political Marketplace': Developing a Framework for Addressing the Real Politics of Coercion and Corruption." Seminar Note prepared for the World

Peace Foundation. <https://sites.tufts.edu/reinventingpeace/2014/08/14/the-political-marketplace-developing-a-framework-for-addressing-the-real-politics-of-coercion-and-corruption/>.

- Duffield, Mark. *Global governance and the new wars: the merging of development and security*. Zed Books Ltd., 2014.
- Humphreys, Macartan. "Economics and violent conflict." Program on Humanitarian Policy and Conflict Research, Harvard University, February (2003).
- Keen, David. *The economic functions of violence in civil wars*. Routledge, 2005.
- Keen, David. *Useful enemies: when waging wars is more important than winning them*. Yale University Press, 2012.
- Le Billon, Philippe. *Fuelling war: natural resources and armed conflicts*. Routledge, 2013.
- Mac Ginty, R. and Williams, A., 2009. *Conflict and development*. London: Routledge
- Pugh, Michael Charles, Neil Cooper, and Jonathan Goodhand. *War economies in a regional context: challenges of transformation*. Lynne Rienner Publishers, 2004.
- Stewart, Frances, and Valpy Fitzgerald. *War and Underdevelopment: volume 1 and 2*

Feminist Political Economy Approaches

- Chinkin, Christine and Mary Kaldor 2017. *International Law and New Wars*. Cambridge: Cambridge University Press.
- Enloe, Cynthia (2010) *Nimo's War, Emma's War*, University of California Press
- Kaldor, Mary. "Old and new wars." *Organized Violence in a Global Era*. Cambridge (1999)./ new edition 2000
- Klein, Naomi. 2008. *The Shock Doctrine*. Picador.
- Ní Aoláin, Fionnuala, Dina Francesca Haynes and Naomi Cahn. 2011. *On the Frontlines: Gender, War and the Post-Conflict process*. Oxford: Oxford University Press.
- Nordstrom, Carolyn. *Global outlaws: crime, money, and power in the contemporary world*.. Univ of California Press, 2007.
- Nordstrom, Carolyn. *Shadows of war: Violence, power, and international profiteering in the twenty-first century*. Univ of California Press, 2004.
- O'Gorman, Eleanor. *Conflict and development*. Zed Books Ltd., 2013. Chapters 1 and 2
- Peterson V. S 2009 "Gendering Informal Economies in Iraq" In *Women and War in the Middle East: Transnational Perspectives*, ed. Nadje Al-Ali and Nicola Pratt. London: Zed Books. Pp. 35-64.
- Peterson V.S. 2008. "'New Wars' and Gendered Economies." *Feminist Review* 88, 1: 7-20.
- Tripp, Aili Mari, Myra Marx Ferree, and Christina Ewig, eds. *Gender, violence, and human security: Critical feminist perspectives*. NYU Press, 2013.
- True, Jacqui. 2012. The Political Economy of Violence Against Women (pp. 3-16 & 34-52). Oxford: Oxford University Press " (especially "From Domestic Violence to War Crimes" & "Losing Entitlement, Regaining Control: Masculinities and Competitive Globalization"
- Turshen, M. 2016. *Gender and the Political Economy of Conflict in Africa: The Persistence of Violence*. London: Routledge.

3. Gendered harms of war: forced displacement

Lecture

This week's lecture focuses on forced displacement. Recent years have seen all existing records broken for the numbers of people on the move, fleeing conflict, environmental crisis, and poverty. Women and children are a majority of those displaced. Yet the humanitarian system remains highly inconsistent in its efforts to meet the needs of all

women and girls. This lecture will focus on the ways in which being forced to flee is a gendered experience. It introduces the arguments that women are particularly vulnerable when forced to flee, due to the enhanced risk of gender-based violence, and the challenges of fulfilling the caring roles often assigned to them. It introduces the particular harms faced by men as well.

Required lecture reading: Giles, "women forced to flee" chapter four in Cohn (Ed) *Women and Wars*, 2013

Tutorial

The tutorial goes into more depth into the argument that both sexes are harmed but in different ways.

Required tutorial readings:

Fiddian-Qasmiyeh, E. (2010) "'Ideal' Refugee Women and Gender Equality Mainstreaming: Good Practice" for Whom?' *Refugee Survey Quarterly* 29(2): 64–84.

Hyndman, Jennifer, and Wenona Giles. "Waiting for what? The feminization of asylum in protracted situations." *Gender, Place & Culture* 18.3 (2011): 361-379.

Oosterveld, Valerie. "Women and Girls Fleeing Conflict: Gender and the Interpretation and Application of the 1951 Refugee Convention." (2016).

Further reading

Chant, S. (2010) *The International Handbook of Gender and Poverty: Concepts, Research, Policy*, Cheltenham: Edward Elgar Publishing Limited (Part 4 on Gender 'Race' and Migration)

Fiddian-Qasmiyeh, E. (2014) 'Gender and migration' in *The Oxford Handbook of Refugee and Migration Studies*, eds. Fiddian-Qasmiyeh, E.; Loescher, G.; Long, K.; Sigona, N., Oxford: Oxford University Press

Fiddian-Qasmiyeh, E. (2014) *The Ideal Refugees: Gender, Islam and the Sahrawi Politics of Survival*. Syracuse, NY: Syracuse University Press.

Forbes-Martin, S. and Tirman, J. (2009) *Women, Migration and Conflict: Breaking a deadly cycle*, London: Springer

Forced Migration Review (2000) Special feature on Gender and displacement: <https://www.fmreview.org/sites/fmr/files/FMRdownloads/en/gender-and-displacement.pdf>

Grabska, Katarzyna. "Constructing 'modern gendered civilised' women and men: gender-mainstreaming in refugee camps." *Gender & Development* 19.1 (2011): 81-93.

Hyndman, Jennifer, and Wenona Giles. *Refugees in extended exile: Living on the edge*. Routledge, 2016.

Hyndman, Jennifer. "Introduction: the feminist politics of refugee migration." *Gender, Place & Culture* 17.4 (2010): 453-459.

Hyndman, Jennifer. "A refugee camp conundrum: Geopolitics, liberal democracy, and protracted refugee situations." *Refuge: Canada's Journal on Refugees* 28.2 (2013).

Indra, D. (2017) *Engendering Forced Migration: Theory and Practice*, Oxford: Berghahn Books

Reports

- <https://www.worldhumanitariansummit.org/bitcache/32aeda5fe90ceba891060ad51d0bd823da273cf9?vid=555986&disposition=inline&op=view> (esp pages 29 – 46)
- Global Study, ch 4 <http://wps.unwomen.org/>
- <http://www.unhcr.org/uk/publications/operations/5630f24c6/women-run.html>

- <https://www.newyorker.com/news/john-cassidy/the-economics-of-syrian-refugees>

4. Gendered harms of war: sexual violence

Lecture

This week's lecture considers another gendered harm of war: rape and sexual violence. It will introduce the nature and prevalence and the various debates in the field, such as what drives conflict-related sexual violence, how best to respond to it, whether it receives too little or too much attention by the international community, and whether sexual violence against men gets the attention it deserves.

Required lecture reading: De Laryg- "sexual violence and women's health in war" Cohn ch 3

Tutorial Presentation 1

The tutorial presentation will focus on the following question:

- How can we best understand conflict-related sexual violence?

Required tutorial readings

Davies, Sara E., and Jacqui True. "Reframing conflict-related sexual and gender-based violence: Bringing gender analysis back in." *Security Dialogue* 46.6 (2015): 495-512

Meger, Sara. "Toward a feminist political economy of wartime sexual violence: The case of the Democratic Republic of Congo." *International Feminist Journal of Politics* 17.3 (2015): 416-434.

Swaine, Aisling. Beyond Strategic Rape and Between the Public and Private: Violence Against Women in Armed Conflict. *Human Rights Quarterly*, 37, 2015

Further Reading

Allison, Miranda (2007) "Wartime Sexual Violence: women's human rights and questions of masculinity," *Review of International Studies*, 33, 75-90 (ejournal)

Aroussi, Sahla. (2011). "'Women, Peace and Security': Addressing Accountability for Wartime Sexual Violence." *International Feminist Journal of Politics* 13 (4): 576–593.

Baaz, Maria Eriksson, and Maria Stern. *Sexual violence as a weapon of war?: Perceptions, prescriptions, problems in the Congo and beyond*. Zed Books Ltd., 2013.

Baaz, Maria Eriksson and Stern, Maria (2009) 'Why do Soldiers Rape? Gender, Violence and Sexuality in Armed Forces in the Congo.' *International Studies Quarterly* 53(2) 495-518.

Cohen, Dara Kay. Green, Amelia Hoover. Wood, Elisabeth Jean. (2013) 'Wartime Sexual Violence: Misconceptions, implications and ways forward' United States Institute of Peace Special Report 323 available at:

<http://www.usip.org/sites/default/files/resources/SR323.pdf>

Copelon, Rhonda 2011, 'Toward accountability for violence against women in war: Progress and Challenges', in Elisabeth Heineman, *Sexual Violence in conflict zones: From the ancient world to the era of human rights*, pages 232- 256.

DeLaet, Debra, 'Gender, sexual violence and justice in war-torn societies', *Global Change, Peace & Security*, 20:3, 2008. pp. 323 —338.

- Dolan, Chris 2015, 'Letting Go of the gender Binary: Charting new pathways for humanitarian interventions on gender-based violence', 96 (894), 485–501. *Sexual violence in armed conflict*
- Drumbl, Mark 2013, 'She Makes Me Ashamed to Be a Woman': The Genocide Conviction of Pauline Nyiramasuhuko, 2011', *Michigan Journal of International Law*, 2013, Washington & Lee Legal Studies Paper No. 2012-32, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2155937.
- Heathcote, Gina "Naming and Shaming: Human Rights Accountability in Security Council Resolution 1960," *Journal of Human Rights Practice* (2012)
- International Review of the Red Cross* (2014), 96 (894), 485–501.
- Jenkins, Rob and Anne Marie Goetz, 2010, 'Addressing Sexual Violence in Internationally Mediated Peace Negotiations', *International Peacekeeping*, vol. 17, April 2010.
- Kirby, Paul. "Ending sexual violence in conflict: the Preventing Sexual Violence Initiative and its critics." *International Affairs* 91.3 (2015): 457-472.
- Kirby, Paul. "How is rape a weapon of war? Feminist International Relations, modes of critical explanation and the study of wartime sexual violence." *European Journal of International Relations* 19.4 (2013): 797-821.
- Leatherman, Janie. 2011. *Sexual Violence and Armed Conflict*. Polity.
- Marks, Zoe (2015) 'Sexual Violence in Sierra Leone's Civil War: Virgination, rape and marriage' *African Affairs* 113(450) 67-87.
- Mazurana, Dyan, Teddy Atim, and Helen Kezie-Nwoha. *Making Gender-Just Remedy and Reparation Possible: Upholding the Rights of Women and Girls in the Greater North of Uganda*. 2013.
- Meger, Sara. *Rape loot pillage: The political economy of sexual violence in armed conflict*. Oxford University Press, 2016.
- Ní Aoláin, Fionnuala Catherine O'Rourke, Aisling Swaine. "Transforming Reparations for Conflict-Related Sexual Violence: Principles and Practice." *Harvard Human Rights Journal*, Vol. 28
- von Joeden Forgey, Elisa "Gender and Genocide" in Bloxham and Moses (eds.) *The Oxford Handbook of Genocide Studies*.
- Swaine, Aisling. Beyond Strategic Rape and Between the Public and Private: Violence Against Women in Armed Conflict. *Human Rights Quarterly*, 37, 2015
- Wood, Elisabeth Jean "Armed Groups and Sexual Violence: When Is Wartime Rape Rare?" *Politics & Society*, Vol. 37 (March 2009), pp. 131-161.

Reports and websites

- UN, 2015, Global Study, chapter 5: 'Towards an era of transformative justice '
- UN Secretary General's Special Representative of Sexual Violence in Conflict: <http://www.un.org/sexualviolenceinconflict/>
- Stop Rape Now: UN Action Against Sexual Violence: <http://www.stoprapenow.org>
- UNWomen <http://www.unwomen.org/>
- Human Rights Watch: <http://hrw.org>
- Amnesty International: <http://www.amnesty.org>
- Women's Initiatives for Gender Justice: <http://www.iccwomen.org/index.php> (especially the key articles listed on the page 'publications')

5. Gendered drivers of war: militarized masculinities, capitalism and nationalism

Lecture

This lecture turns from a focus on impacts of war to look more closely at the gendered *drivers* of war, focusing in particular on militarized masculinities.

Required lecture reading:
Cohn 2013 – ch 6 and 7 – Mathers and Mazurana

Tutorial

There is no group presentation this week. The discussion will consider the following questions:

- What is the interplay of militarized masculinities with other structural causes of war?
- What are some of the criticisms scholars have made of the concept and scholarship on militarized masculinities?

Required tutorial readings

Cockburn, C. (2010). "Gender Relations as Causal in Militarization and War." *International Feminist Journal of Politics* 12(2): 139-157.

Eichler, Maya (2014) Militarized Masculinities In International Relations, the Brown Journal of World Affairs, Volume XXI, issue I, available at <http://bjwa.brown.edu/21-1/militarized-masculinities-in-international-relations/>

Myrntinen, Henri, Lana Khattab, and Jana Naujoks. "Re-thinking hegemonic masculinities in conflict-affected contexts." *Critical Military Studies* 3.2 (2017): 103-119.

Further readings

Cockburn, C. (2007). *From Where We Stand: War, Women's activism and feminist analysis*. London, Zed Books.

Cohn, C., Hill, F. & Ruddick, S., 2005. The Relevance of Gender for Limiting Weapons of Mass Destruction. *Disarmament Diplomacy*, 80

Cohn, Carol (1999) 'Missions, Men and Masculinities: Carol Cohn discusses Saving Private Ryan with Cynthia Weber,' *International Feminist Journal of Politics*, Vol. 2, No. 3

Connell, R W. 2000 "Arms and the man: Using the new research on masculinity to understand violence and promote peace in the contemporary world." *I. Breiness, R. Connell and I. Eide (2000) editors, Male roles, Masculinities and Violence. Paris: UNESCO Publishing (2000): 21-33. (*

<https://pdfs.semanticscholar.org/4310/2eed1693252e79c0da7af58cb5aa13f49613.pdf#page=19>)

Detraz, N (2012) *International Security and Gender*, Polity Press

Duncanson, 2017, Anti-militarist feminist perspectives on gender and the military, in Woodward and Duncanson (2017) *Palgrave International Handbook on Gender and the Military*

Duriesmith, David. *Masculinity and New War: The gendered dynamics of contemporary armed conflict*. Routledge, 2016.

Eichler, Maya. 2013. "Gender and the Privatization of Security: Neoliberal Transformation of the Militarized Gender Order." *Critical Studies on Security* 1 (3): 311–25.

Farr, Vanessa, Henri Myrntinen, and Albrecht Schnabel. *Sexed Pistols: The Gendered Impacts of Prolific Small Arms*. (2010).

Goldstein, Joshua (2001) *War and Gender: How Gender Shapes the War System and Vice Versa*. Cambridge, UK: Cambridge University Press

Henry, Marsha. 2015. "Parades, Parties and Pests: Contradictions of Everyday Life in Peacekeeping Economies." *Journal of Intervention and Statebuilding* 9 (3): 372–90.

Higate, Paul. 2003. *Military Masculinities: Identity and the State*. Westport: Praeger.

Hooper, Charlotte. (2001). *Manly States: Masculinities, International Relations, and Gender Politics* New York: Columbia University Press

Hutchings, Kimberly (2008) 'Making sense of masculinity and war' *Men and masculinities*, 10 (4). pp. 389-404

- Messerschmidt, James W., and Achim Rohde. "Osama Bin Laden and His Jihadist Global Hegemonic Masculinity." *Gender & Society* (2018): 0891243218770358.
- Parpart, Jane, and Kevin Partridge. 2014. "Soldiering on: Pushing Militarized Masculinities into New Territory." *The SAGE Handbook of Feminist Theory*. London: Sage, 550–565.
- Rones, Nina. 2017. "Theorizing Military Masculinities and National Identities: The Norwegian Experience." In *The Palgrave International Handbook of Gender and the Military*, 145–62. London: Palgrave Macmillan.
- Stachowitsch, Saskia. 2015. "The Reconstruction of Masculinities in Global Politics: Gendering Strategies in the Field of Private Security." *Men and Masculinities* 18 (3): 363–86.
- Westendorf, Jasmine-Kim, and Louise Searle. 2017. "Sexual Exploitation and Abuse in Peace Operations: Trends, Policy Responses and Future Directions." *International Affairs* 93 (2): 365–387.
- Whitworth, Sandra. 2004. *Men, Militarism, and UN Peacekeeping: A Gendered Analysis*. Boulder CO: Lynne Rienner.

6. Gender in Peace Processes

Lecture

In the second half of the course we turn from war-making to look at peacebuilding. This lecture outlines the way that the UN's work to facilitate international peace and security was gender blind until the adoption of UNSCR 1325 in 2000. This breakthrough resolution aims to ensure that the UN addresses the gendered harms of war, and includes women in peacebuilding. The lecture focuses in particular on efforts to increase the participation of women in peace processes.

Required lecture reading: De Alwis, Malathi, Julie Mertus, and Tazreena Sajjad. "Women and peace processes." In Carol Cohn (ed) *Women and wars* (2013): 169-191.

Tutorial Presentation 2

The tutorial will focus on the complexities of women's inclusion in peace processes:

- Is it essential for peace or does it essentialise women?
- When women reach the peace table, are they allowed to speak, are they heard, are their words acted upon?
- Which women are allowed to participate?

Required tutorial readings

Charlesworth, Hilary. (2008). "Are Women Peaceful? Reflections on the Role of Women in Peace-building." *Feminist Legal Studies* 16 (3): 347–361.

Gibbins, Sheri Lynn (2011) 'No Angry Women at the United Nations: Political Dreams and the Cultural Politics of United Nations Security Council Resolution 1325' *International Feminist Journal of Politics*, 13(4,) 522-538.

Ellerby, Kara (2013) '(En)gendered Security? The Complexities of Women's Inclusion in Peace Processes, *International Interactions*, 39(4), 435-460.

Further Reading

Women in peace processes

- Anderlini, Sanam Naragh. 2007. *Women Building Peace: What They Do, Why It Matters*. Lynne Rienner Pub.
- Chinkin, Christine, and Hilary Charlesworth. 2006. "Building Women into Peace: The International Legal Framework." *Third World Quarterly* 27 (5): 937–957
- El-Bushra, J. (2007). "Feminism, Gender and Women's Peace Activism." *Development and Change* 38(1): 131-147
- Olsson, Louise, and Theodora-Ismene Gizelis, eds. 2015. *Gender, Peace and Security: Implementing UN Security Council Resolution 1325*. London; New York, NY: Routledge.
- Goetz, Anne Marie, and Rob Jenkins. 2016. "Agency and Accountability: Promoting Women's Participation in Peacebuilding." *Feminist Economics* 22 (1): 211–236.
- 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-a6a8c7060233&lng=en&id=137505>
- Krause, Jana, and Cynthia Enloe. 2015. "A Wealth of Expertise and Lived Experience: Conversations Between International Women Peace Activists at The 'Women Lead To Peace Summit' Preceding The Geneva II Peace Talks On Syria, January 2014." *International Feminist Journal of Politics* 17 (2): 328–338.
- Moosa, Zohra, Maryam Rahmani, and Lee Webster. 2013. "From the Private to the Public Sphere: New Research on Women's Participation in Peace-Building." *Gender & Development* 21 (3): 453–72.
- Nakaya, Sumie. 2003. "Women and Gender Equality in Peace Processes: From Women at the Negotiating Table to Postwar Structural Reforms in Guatemala and Somalia." *Global Governance* 9 (4): 459–76.
- O'Reilly, Marie, Andrea O. Suilleabhain, and Thania Paffenholz. 2015. "Reimagining Peacemaking: Women's Roles in Peace Processes." *New York: International Peace Institute*, 11–13.
- Paffenholz, Thania, Nick Ross, Steven Dixon, Anna-Lena Schluchter, and Jacqui True. 2016. *Making Women Count-Not Just Counting Women: Assessing Women's Inclusion and Influence on Peace Negotiations*. UN Women.
- Porter, Elisabeth (2003) "Women, Political Decision-Making, and Peace-Building," *Global Change, Peace & Security*, 15:3, 245-262

Women, Peace and Security Agenda more broadly

- Cockburn, C. and D. Zarkov (2002). *The Post War Moment: Militaries, Masculinities and International Peacekeeping*. London, Lawrence and Wishart.
- Cohn, C. (2008). Mainstreaming Gender in UN Security Policy: A Path to Political Transformation? *Global Governance: feminist perspectives*. S. Rai and G. Waylen. Basingstoke, Palgrave Macmillan.
- Cohn, Carol, Kinsella, Helen, and Gibbins, Sheri (2004) "Women, Peace and Security" *International Feminist Journal of Politics*, 6:1, 130-140
- Davies and True (2018 (eds) Oxford Handbook on Women, Peace and Security
- Duncanson, C (2016) *Gender and peacebuilding*, Cambridge, Polity Press
- Haynes, Dina Francesca, Naomi Cahn, and Fionnuala D. Ni Aolain. 2012. "Women in the Post-Conflict Process: Reviewing the Impact of Recent UN Actions in Achieving Gender Centrality."
- Harrington, Carol. 2011. "Resolution 1325 and Post-Cold War Feminist Politics." *International Feminist Journal of Politics* 13 (4): 557–575
- Heathcote, Gina, and Dianne Otto (2014) *Rethinking peacekeeping, gender equality and collective security*

- Hudson, H (2012) 'A Double-Edged Sword of Peace? Reflections on the Tension between Representation and Protection in Gendering Liberal Peacebuilding' *International Peacekeeping* 19:4, 443-460
- Irvine, Jill A. 2013. "Leveraging Change: Women's Organizations and the Implementation of UNSCR 1325 in the Balkans." *International Feminist Journal of Politics* 15 (1): 20–38
- Kirby, Paul, and Laura J. Shepherd. 2016. "The Futures Past of the Women, Peace and Security Agenda." *International Affairs* 92 (2): 373–392.
- Klot, Jennifer. 2015. "UN Security Council Resolution 1325: A Feminist Transformative Agenda?" In *Oxford Handbook of Feminist Transnational Movements*, edited by Wendy Harcourt and Rawwida Baksch. Oxford: Oxford University Press.
- Kronsell, A. and E. Svedberg (2012). *Making Gender, Making War: Violence, Military and Peacekeeping Practices*. Abingdon; New York, Routledge.
- Moran, Mary H. 2010. "Gender, Militarism, and Peace-Building: Projects of the Postconflict Moment." *Annual Review of Anthropology* 39: 261–274.
- Ní Aoláin, Fionnuala, Dina Francesca Haynes, and Naomi Cahn (2011), *On the Frontlines: Gender, War, and the Post-Conflict Process*, OUP
- Olonisakin, F., K. Barnes, et al., Eds. (2011). *Women, peace and security : translating policy into practice*_Routledge.
- Otto, Diane. 2010. "Power and Danger: Feminist Engagement with International Law through the UN Security Council." *Austl. Feminist LJ* 32: 97.
- Pankhurst, Donna. 2007. *Gendered Peace: Women's Struggles for Post-war Justice and Reconciliation*. Abingdon: Routledge.
- Pratt, Nicola, and Sophie Richter-Devroe. 2011. "Critically Examining UNSCR 1325 on Women, Peace and Security." *International Feminist Journal of Politics* 13 (4): 489–503.
- Shepherd, L 2011, 'Sex, Security and Superhero(in)es: From 1325 to 1820 and Beyond', *International Feminist Journal of Politics*
- Swaine, Aisling. 2009. "Assessing the Potential of National Action Plans to Advance Implementation of United Nations Security Council Resolution 1325." *Yearbook of International Humanitarian Law* 12: 403–433.
- Von Braunmuhl, C. (2013) 'A feminist Analysis of UN Security Council Resolutions on Women, Peace and Security' in Caglar, Prugl and Zwingel (eds) *Feminist Strategies in International Governance*, London:Routledge
- Willett, S. (2010). "Introduction: Security Council Resolution 1325: Assessing the Impact on Women, Peace and Security." *International Peacekeeping* 17(2): 142-158. [and all the other articles in this volume]

Reports

- United Nations, 2015, Report of the High-level Independent Panel on Peace Operations on uniting our strengths for peace: politics, partnership and people', http://www.un.org/sg/pdf/HIPPO_Report_1_June_2015.pdf
- United Nations, 2015, 'Preventing Conflict, Transforming Justice, Securing The Peace'

7. Peacebuilding within neoliberalism: livelihoods & women's economic empowerment

Lecture

The WPS agenda does not pay sufficient attention to the economic security of women in the aftermath of war. To the extent that it does, it advocates for 'women's economic empowerment'. This week's lecture focuses on the contentious issues around women's economic empowerment as a peacebuilding strategy.

Required lecture reading: Jacobson, *Women After Wars*, in Cohn 2013

Tutorial Presentation 3

The presentation this week will focus on the following question:

- Is securing women's economic empowerment an essential component of gender-equitable peacebuilding?

Required Readings

- Duncanson, Claire 2018 "Beyond Liberal versus Liberation: Women's Economic Empowerment in the WPS Agenda" *International Feminist Journal of Politics*
- Price, Sophia. "The risks and incentives of disciplinary neoliberal feminism: the case of microfinance." *International Feminist Journal of Politics* (2018): 1-22.
- True, Jacqui, 2014. "The Political Economy of Gender in UN Peacekeeping." In *Rethinking Peacekeeping, Gender Equality and Collective Security*, edited by Gina Heathcote and Diane Otto. Palgrave Macmillan.

Further Reading

- Abelenda, Ana Ines, and Hakima Abbas. 2017. "We Will Only Achieve Women's Economic Empowerment If Corporate Power Is Curbed." Association for Women's Rights in Development (AWID). 2017. <https://www.awid.org/news-and-analysis/we-will-only-achieve-womens-economic-empowerment-if-corporate-power-curbed>.
- Arat, Zehra F. Kabasakal. 2015. "Feminisms, Women's Rights, and the UN: Would Achieving Gender Equality Empower Women?" *American Political Science Review* 109 (4): 674–689.
- Batliwala, Srilatha. 2007. "Taking the Power out of Empowerment—an Experiential Account." *Development in Practice* 17 (4–5): 557–565.
- Bexell, Magdalena. 2012. "Global Governance, Gains and Gender." *International Feminist Journal of Politics* 14 (3): 389–407.
- Calkin, Sydney. 2015. "'Tapping' Women for Post-Crisis Capitalism: Evidence From The 2012 World Development Report." *International Feminist Journal of Politics* 17 (4): 611–629.
- Calvès, Anne-Emmanuèle. 2009. "Empowerment: The History of a Key Concept in Contemporary Development Discourse." *Revue Tiers Monde* No 200 (4): 735–49.
- Chant, Sylvia. 2016. "Galvanizing Girls for Development? Critiquing the Shift from 'smart' to 'Smarter Economics.'" *Progress in Development Studies* 16 (4): 314–328.
- Chant, Sylvia, and Caroline Sweetman. 2012. "Fixing Women or Fixing the World? 'Smart Economics', Efficiency Approaches, and Gender Equality in Development." *Gender & Development* 20 (3): 517–529.
- Cornwall, Andrea, and Althea-Maria Rivas. 2015. "From 'Gender Equality and 'Women's Empowerment' to Global Justice: Reclaiming a Transformative Agenda for Gender and Development." *Third World Quarterly* 36 (2): 396–415.
- Cronin-Furman, K, N Gowrinathan, and R Zakaria. 2017. "Emissaries of Empowerment." New York: Colin Powell School for Civic and Public Leadership, The City College of New York.

- Elias, Juanita. 2013. "Davos Woman to the Rescue of Global Capitalism: Postfeminist Politics and Competitiveness Promotion at the World Economic Forum." *International Political Sociology* 7 (2): 152–169.
- Kabeer, Naila. 1994. *Reversed Realities: Gender Hierarchies in Development Thought*. Verso.
- Goetz, A.M. and R. Jenkins. 2016. "Agency and Accountability: Promoting Women's Participation in Peacebuilding." *Feminist Economics*, 22:1, 211–236.
- MacKenzie, Megan. 2009. "Empowerment Boom or Bust? Assessing Women's Post-Conflict Empowerment Initiatives." *Cambridge Review of International Affairs* 22 (2): 199–215.
- Jennings, K. (2010). "Unintended Consequences of Intimacy: Political Economies of Peacekeeping and Sex Tourism." *International Peacekeeping* 17(2): 229–243.
- Maxwell, Dan, Dyan Mazurana, Michael Wagner and Rachel Slater. 2017. "Livelihoods, conflict and recovery: findings from the Secure Livelihoods Research Consortium." Feinstein International Center.
http://securelivelihoods.org/publications_details.aspx?resourceid=458
- Parpart, Jane, Shirin M. Rai, and Kathleen A. Staudt. 2003. *Rethinking Empowerment: Gender and Development in a Global/Local World*. Routledge.
- Prügl, Elisabeth. 2015. "Neoliberalising Feminism." *New Political Economy* 20 (4): 614–631.
- Roberts, Adrienne. 2015. "The Political Economy of 'Transnational Business Feminism' Problematizing The Corporate-Led Gender Equality Agenda." *International Feminist Journal of Politics* 17 (2): 209–231.
- Roberts, Adrienne, and Susanne Soederberg. 2012. "Gender Equality as Smart Economics? A Critique of the 2012 World Development Report." *Third World Quarterly* 33 (5): 949–968.
- Sen, Gita, and Caren Grown. 1987. *Development Crises and Alternative Visions: Third World Women's Perspectives*. New York, NY: Monthly Review Press.

Microfinance

- Akhter, Farida. 2000. "Micro-Credit: The Development Devastation for the Poor." In *Speech for UBINIG (Policy Research for Development Alternatives), Bangladesh, at the Second Annual APRN (Asia–Pacific Research Network) Conference, Jakarta, Indonesia*, 21–23.
- Bateman, Milford. 2010. *Why Doesn't Microfinance Work?: The Destructive Rise of Local Neoliberalism*. Zed Books
- Bateman, Milford, and Ha-Joon Chang. 2012. "Microfinance and the Illusion of Development: From Hubris to Nemesis in Thirty Years." *World Economic Review* 1 (1):13–36.
- Bateman, Milford et al. *Seduced and betrayed: exposing the contemporary microfinance phenomenon*. University of New Mexico Press, 2017
- Hunt, Juliet, and Nalini Kasynathan. 2001. "Pathways to Empowerment? Reflections on Microfinance and Transformation in Gender Relations in South Asia." *Gender & Development* 9 (1):42–52.
- Goetz, Anne Marie, and Rina Sen Gupta. 1996. "Who Takes the Credit? Gender, Power, and Control over Loan Use in Rural Credit Programs in Bangladesh." *World Development* 24 (1): 45–63.
- Kabeer, Naila. 2009. "Women's Control Over Economic Resources and Access to Financial Resources, Including Microfinance: 2009 World Survey on the Role of Women in Development." New York: United Nations Division for the Advancement of Women.
<http://www.un.org/womenwatch/daw/public/WorldSurvey2009.pdf>.
- Karim, Lamia. 2011. *Microfinance and Its Discontents: Women in Debt in Bangladesh*. Minneapolis: University of Minnesota Press.

- Mayoux, Linda. 2002. Women's Empowerment Or Feminisation of Debt?: Towards a New Agenda in African Microfinance; Report Based on a One World Action Conference, London, March 2002. One World Action.
- Keating, C., Rasmussen, C. and Rishi, P. (2010) 'The Rationality of Empowerment: Microcredit, accumulation by dispossession, and the gendered economy', *Signs* 36(1): 153–76.
- Rankin, K. N. (2002) 'Social Capital, Microfinance, and the Politics of Development', *Feminist Economics* 8(1): 1–24.
- Roodman, David. *Due diligence: An impertinent inquiry into microfinance*. CGD Books, 2012.
- Weber, Heloise. "The 'new economy' and social risk: banking on the poor?." *Review of international political economy* 11.2 (2004): 356-386.
- Weber, Heloise. "The global political economy of microfinance and poverty reduction." *Microfinance: Perils and prospects* (2006): 43-63.
- Weber, Heloise. "Global politics of microfinancing poverty in Asia: The case of Bangladesh unpacked." *Asian Studies Review* 38.4 (2014): 544-563.

8. *Peacebuilding within Neoliberalism: DDR and SSR*

Lecture

The lecture will highlight the links between gender and the central post-war processes of Disarmament, Demobilization and Reintegration (DDR) and Security Sector Reform (SSR). It will consider the ways in which women were often excluded from DDR programmes due to flawed assumptions that they were not involved in fighting. It will also outline the ways in which, as women and girls began to be included, may DDR programmes reinforced gender stereotypes. It will also provide an overview of the related challenges involved with reforming the Security Sector.

Required lecture reading

Dyan Mazuranza and Linda Eckerbom Cole. Ch. 9: Women, Girls and Disarmament, Demobilization and Reintegration (DDR) in cohn, ed, *Women and War*

Tutorial Presentation 4

The tutorial presentation will focus on the question of men, masculinities and DDR:

- Do DDR programmes include attention to unravelling associations between masculinity, fighting and weaponry? Must they, in order to be successful? How should they do this? what works and what doesn't? what are the possible risks?

Required tutorial readings

Cahn, Naomi, and Fionnuala Ní Aoláin. "Hirsch Lecture: Gender, Masculinities, and Transition in Conflicted Societies." *New Eng. L. Rev.* 44 (2009): 1.

Flisi, Isabella. "The reintegration of former combatants in Colombia: addressing violent masculinities in a fragile context." *Gender & Development* 24.3 (2016): 391-407.

Kimberly Theidon (2009) *Reconstructing Masculinities: The Disarmament, Demobilisation and Reintegration of Former Combatants in Colombia*, *Human Rights Quarterly*, Volume 31, Number 1, February, pp. 1-34

Further Reading

- Aoláin, F. N., Naomi Cahn, and Dina Haynes. "Masculinities and child soldiers in post-conflict societies." *Masculinities and the Law: A Multidimensional Approach* 27 (2012): 231.
- Basini, Helen SA. "Gender mainstreaming unravelled: The case of DDDR in Liberia." *International Interactions* 39.4 (2013): 535-557.
- Breines, Ingeborg, Robert Connell, and Ingrid Eide. "Male roles, masculinities and violence." *A Culture of Peace Perspective, Paris* (2000).
<https://pdfs.semanticscholar.org/4310/2eed1693252e79c0da7af58cb5aa13f49613.pdf>
- Chris Coulter, 2008, 'Female fighters in the Sierra Leone War: Challenging the Assumptions?' *Feminist Review*, no. 88: 54-73.
- Clarke, Yaliwe. "Security sector reform in Africa: a lost opportunity to deconstruct militarised masculinities?." *Feminist Africa 10 Militarism, Conflict and Women's Activism* (2008).
- Ortega, Luisa Maria Dietrich. "Transitional Justice and Female Ex-Combatants", in Cutter-Patel, Ana, DeGreiff, Pablo and Waldorf, Lars, (Eds.). "Disarming the Past: Transitional Justice and Ex-Combatants", Social Science Research Council, 2009. Chapter 5 only
http://www.ssrc.org/workspace/images/crm/new_publication_3/%7B465ede38-0c0d-df11-9d32-001cc477ec70%7D.pdf
- MacKenzie, Megan (2012) 'Securitization and desecuritization: Female soldiers and the reconstruction of women' in *Female Soldiers in Sierra Leon: Sex, Security and Post-Conflict Development* New York: New York University Press, 85-98.
- MacKenzie, Megan. "Securitization and De-securitization: Female Soldiers and the Construction of the Family," *Security Studies* (summer 2009)
- Kaufman, Joyce P., and Kristen P. Williams. "Women, DDR and post-conflict transformation: Lessons from the cases of Bosnia and South Africa." *Journal of Research in Gender Studies* 5.2 (2015): 11.
- Kaufman, Joyce P., and Kristen P. Williams, eds. *Women, Gender Equality, and Post-conflict Transformation: Lessons Learned, Implications for the Future*. Taylor & Francis, 2016.

Security Sector Reform

- Bastick, Megan. *Integrating gender in post-conflict security sector reform*. Geneva: DCAF, 2008.
- Clarke, Yaliwe. "Security sector reform in Africa: a lost opportunity to deconstruct militarised masculinities?." *Feminist Africa 10 Militarism, Conflict and Women's Activism* (2008).
- Gordon, Eleanor, Anthony Cleland Welch, and Emmicki Roos. "Security Sector Reform and the Paradoxical Tension between Local Ownership and Gender Equality." (2015).
<https://www.stabilityjournal.org/articles/10.5334/sta.gj/>
- Gordon, Eleanor. "Gender and Defence Sector Reform: Problematising the Place of Women in Conflict-Affected Environments." *Journal of Intervention and Statebuilding*(2018): 1-20.
- Hudson, Heidi. "A bridge too far? The gender consequences of linking security and development in SSR discourse and practice." *Back to the Roots: Security Sector Reform and Development* (2012): 77-114.
- Kunz, Rahel. "Gender and security sector reform: Gendering differently?." *International Peacekeeping* 21.5 (2014): 604-622.
- Mobekk, Eirin. "Gender, women and security sector reform." *International Peacekeeping* 17.2 (2010): 278-291.
- Sedra, Mark. "The future of security sector reform." (2010).
- Wilén, Nina. "Security sector reform, gender and local narratives in Burundi." *Conflict, Security & Development* 14.3 (2014): 331-354.

Reports

Wright, Hannah, Masculinities, Conflict and Peacebuilding

<https://www.saferworld.org.uk/resources/publications/862-masculinities-conflict-and-peacebuilding-perspectives-on-men-through-a-gender-lens>

9. Peacebuilding within Neoliberalism III: Economic Recovery and Reconstruction

Lecture

The lecture will consider gendered impact of the transnational dynamics that occur at war's end, including the role of the International Financial Institutions in driving certain types of postwar recovery, the role of Multinational Corporations, the extraction of natural resources, large-scale land acquisitions, and the financing and rebuilding of physical infrastructure.

Tutorial Presentation 5

The tutorial presentation will focus on the question:

How do the economic policy prescriptions of the donor community contribute to gender-equitable sustainable peace (or not)?

Haynes, Dina Francesca. "Lessons from Bosnia's Arizona Market: Harm to women in a neoliberalized postconflict reconstruction process." *University of Pennsylvania Law Review* 158.6 (2010): 1779-1829.

True, Jacqui and Barbro Svedberg "WPS and International Financial Institutions" in Davies and True (2018) *Oxford Handbook on Women, Peace and Security*

Woodward, Susan, chapter on IFIs in Mats R. Berdal and Dominik Zaum (2013) *Political economy of statebuilding: power after peace*, London: Routledge

Further Reading

Economic Recovery – mainstream perspectives

Arnim Langer and Graham K. Brown (2016) *Building Sustainable Peace: Timing and Sequencing of Post-Conflict Reconstruction and Peacebuilding*, OUP

Bieler, Andreas, and Adam David Morton. *Global Capitalism, Global War, Global Crisis*. Cambridge University Press, 2018.

Berdal, M. and Wennmann, A. 2010. *Ending wars, consolidating peace: economic perspectives*. Routledge.

Boon, Kristen E. 2007. "'Open for Business': International Financial Institutions, Post-Conflict Economic Reform and the Rule of Law." *International Law and Politics* 39: 513-581.

Boyce, James K. (2007). *Peace and the public purse: Economic policies for postwar statebuilding*. Lynne Rienner Publishers.

Cooper, Neil. 2010 "Training goldfish (in a desert): transforming political economies of conflict using voluntarism, regulation and supervision." In Richmond, Oliver, *Palgrave Advances in Peacebuilding*. Palgrave Macmillan UK, 2010. 307-326.

- Cramer, Christopher. (2009.) "Trajectories of Accumulation through War and Peace." In *The Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations*, edited by Roland Paris and Timothy D Sisk. Abingdon: Routledge.
- Del Castillo, Graciana, *Obstacles to Peacebuilding*, Routledge 2017
- Del Castillo, Graciana. (2008) *.Rebuilding war-torn states: The challenge of post-conflict economic reconstruction*. OUP Oxford
- Hilhorst, Dorothea, Bart Weijs, and Gemma van der Haar, eds. *People, aid and institutions in socio-economic recovery: facing fragilities*. Taylor & Francis, 2017.
- Klare, M. (2012). *The Race for What's Left: The Global Scramble for the World's Last Resources*. Henry Holt and Company.
- Klein, Naomi. 2008. *The Shock Doctrine*. Picador.
- Lujala, P., Rustad, S. C. A., & Kettenmann, S. (2016). Engines for Peace? Extractive Industries, Host Countries, and the International Community in Post-Conflict Peacebuilding.
- Mac Ginty, R. and Williams, A., 2009. *Conflict and development*. London: Routledge
- Majstorović, Danijela, Zoran Vučković, and Anđela Pepić. "From Dayton to Brussels via Tuzla: post-2014 economic restructuring as europeanization discourse/practice in Bosnia and Herzegovina." *Southeast European and Black Sea Studies* 15.4 (2015): 661-682.
- Mallett, Richard and Adam Pain. 2017. "Markets, conflict and recovery: findings from the Secure Livelihoods Research Consortium." Secure Livelihoods Research Consortium.
- Newman, Edward Roland Paris and Oliver Richmond. 2009. *New Perspectives on Liberal Peacebuilding*. United Nations University Press.
- Peterson, Jenny H. 2014. *Building a peace economy: Liberal peacebuilding and the development-security industry*. Manchester University Press.
- Pugh, M., 2005. The political economy of peacebuilding: a critical theory perspective. *International Journal of Peace Studies*, 10 (2), 23–42.
- Pugh, Michael, Neil Cooper, and Mandy Turner, eds. (2008). *Whose peace? Critical perspectives on the political economy of peacebuilding*. Palgrave Macmillian. (has chapter on gender by Donna Pankhurst)
- Pugh, Michael. "Reflections on Aggressive Peace." *International Peacekeeping* 19.4 (2012): 410-425.
- Sassen, Saskia. 2014. *Expulsions: Brutality and Complexity in the Global Economy*. Cambridge, MA: Harvard University Press

Economic recovery – feminist critiques

- Calkin, Sydney. 2018. *Human Capital in Gender and Development*. Abingdon, Oxon: Routledge.
- Coleman, Lara. "The gendered violence of development: Imaginative geographies of exclusion in the imposition of neo-liberal capitalism." *The British Journal of Politics and International Relations* 9.2 (2007): 204-219.
- Hudson, H (2012) 'A Double-Edged Sword of Peace? Reflections on the Tension between Representation and Protection in Gendering Liberal Peacebuilding' *International Peacekeeping* 19:4, 443-460
- Greenberg, Marcia and Elaine Zuckerman. 2004. "The gender dimensions of post-conflict reconstruction: an analytical framework for policymakers." *Gender and Development* 12 (3): 70-82.
- Kandiyoti, D. (2007). "Between the Hammer and the Anvil: post-conflict reconstruction, Islam and women's rights." *Third World Quarterly* 28(3): 503-517.
- Ní Aoláin, Fionnuala, Dina Francesca Haynes and Naomi Cahn. 2011. *On the Frontlines: Gender, War and the Post-Conflict process*. Oxford: Oxford University Press.

True, J., Chinkin, C., Rees, M., Porobić Isaković, N., Mlinarević, G. and Svedberg, B., 2017. *A Feminist Perspective on Post Conflict Restructuring and Recovery – The Case of Bosnia and Herzegovina*, WIPLF.

Reports

Gender Action on Extractives,

http://www.genderaction.org/images/2009.02_GALink%20Extractive%20Industries_AR.pdf

Bretton Woods Project, The. 2016. "The IMF and Gender Equality: A Critical Analysis," *Briefing*, 23 June, <http://www.brettonwoodsproject.org/2016/10/imf-gender-equality-critical-analysis/>

10. Feminist Alternatives

Lecture

The final lecture will turn to how feminists advocate for alternative ways of rebuilding post-war. It considers feminist legal scholars who argue for women's economic and social rights to be centred in postwar reconstruction; the applicability of feminist economists' alternatives to neoliberal capitalism to postwar contexts; feminists who highlight the importance of sustainability and environmental protection in their definition of peacebuilding; and the attempts of some states to forge a Feminist Foreign Policy.

Lecture reading

Rees, Madeleine, and Christine Chinkin. 2015. "Exposing the Gendered Myth of Post Conflict Transition: The Transformative Power of Economic and Social Rights." *NYUJ Int'l L. & Pol.* 48: 1211.

Tutorial (Group discussion – no presentation this week)

The tutorial focuses on Feminist Foreign Policy and considers its potential to address some of the issues highlighted in this course.

Required tutorial readings

Aggestam, Karin, and Annika Bergman-Rosamond. "Swedish feminist foreign policy in the making: Ethics, politics, and gender." *Ethics & International Affairs* 30.3 (2016): 323-334.

Aggestam, Karin, Annika Bergman Rosamond, and Annica Kronsell. "Theorising feminist foreign policy." *International Relations* (2018): 0047117818811892.

Hudson, Valerie and Patricia Leidl, 2015, *The Hillary Doctrine: Sex and American Foreign Policy*, Chapter 7: 'The Future of the Hillary Doctrine: Realpolitik and Fempolitik', Columbia University press.

Further Readings

Feminist alternatives to neoliberal reconstruction

- Arbour, L. (2007). Economic and Social Justice for Societies in Transition. *New York University Journal of International Law and Politics*, 40, 1–28.
- Balakrishnan, R., & Elson, D. (2008). Auditing economic policy in the light of obligations on economic and social rights. *Essex Human Rights Review*, 5(1). Retrieved from <http://repository.essex.ac.uk/4685/>
- Balakrishnan, R., Elson, D. and R. Patel (2009b). "Macroeconomic Strategies from a Human Rights Perspective." *Development*, Vol. 53, No. 1, pp. 27-36.
- Balakrishnan, R., Heintz, J., & Elson, D. (2016). *Rethinking Economic Policy for Social Justice: The radical potential of human rights* (Vol. 45). Routledge.
- Benería, Lourdes, Günseli Berik, and Maria Floro. *Gender, development and globalization: economics as if all people mattered*. Routledge, 2015.
- Bergeron, Suzanne. 2016. "Formal, Informal, and Care Economies." In *Oxford Handbook of Feminist Theory*. Eds Lisa Disch and Mary Hawkesworth. New York: Oxford University Press 2016: 179-206.
- Bergeron, Suzanne, Carol Cohn, and Claire Duncanson. 2017. "Rebuilding Bridges: Toward a Feminist Research Agenda for Postwar Reconstruction." *Politics & Gender* 13 (4): 715–721.
- Cahill-Ripley, A. (2016). Reclaiming the Peacebuilding Agenda: Economic and Social Rights as a Legal Framework for Building Positive Peace - A Human Security Plus Approach to Peacebuilding. *Human Rights Law Review*, 16(2), 223–246.
- Caglar, Gülay, Elisabeth Prügl, and Susanne Zwingel, eds. 2013. *Feminist Strategies in International Governance*. 1 edition. London: Routledge.
- Castillejo, Clare 2010, 'Building a state that works for women: integrating gender into post-conflict state-building', FRIDE.
- Confortini, Catia (2012) *Intelligent Compassion: Feminist Critical Methodology in the Women's International League for Peace and Freedom*, OUP
- Razavi, S., & Turquet, L. (2016). Progress of the world's women 2015–2016: Transforming economies, realizing rights. *Global Social Policy*, 16(1), 86–93.

Reports:

- Consortium on Gender, Security and Human Rights. (2017). *What Kind of Growth?: Economies that Work for Women in Post-War Settings (Workshop Report)*. Retrieved from <http://genderandsecurity.org/feminist-roadmap-sustainable-peace>
- Seager, J., Bechtel, J., Bock, S., & Dankelman, I. E. M. (2016). *Global gender and environment outlook*. Nairobi, Kenya: United Nations Environment Programme (UNEP). Retrieved from <http://web.unep.org/ggeo>
- Seguino, S. (2016). *Financing for Gender Equality in the Context of SDGs*. Boston MA: PERI. Retrieved from https://www.peri.umass.edu/media/k2/attachments/WP426_Seguino.pdf
- True, J., Chinkin, C., Rees, M., Porobić Isaković, N., Mlinarević, & Svedberg. (2017). *A Feminist Perspective on Post Conflict Restructuring and Recovery – The Case of Bosnia and Herzegovina*. Women's International League for Peace and Freedom. Retrieved from <http://womenorganizingforchange.org/Development/wp-content/uploads/2017/07/Feminist-political-economy-ENG-FINAL.pdf>
- UN Women. (2014). *World Survey on the role of women in development 2014: Gender Equality and Sustainable Development*. New York, NY: UN Women. Retrieved from <http://www.unwomen.org/en/digital-library/publications/2014/10/world-survey-2014>

UN Women, Heintz, J., Razavi, S., Seck, P., Staab, S., & Turquet, L. (2015). *Progress of the World's Women 2015-2016: Transforming Economies, Realizing Rights*. Retrieved from <https://ideas.repec.org/p/ess/wpaper/id7688.html>
<http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies.html>

FFP

- Aggestam, Karin, and Annika Bergman-Rosamond. "Swedish feminist foreign policy in the making: Ethics, politics, and gender." *Ethics & International Affairs* 30.3 (2016): 323-334.
- Bunting, Madeline. "Clinton is proving that a feminist foreign policy is possible—and works." *The Guardian* (2011).
- Hudson, Valerie et al, 2009, 'The heart of the matter: the Security of women and the security of states', in *international Security* vol 33/3.
- Nordberg, Jenny. "Who's Afraid of a Feminist Foreign Policy?." *The New Yorker* 15 (2015).
- Rupert, James. "Sweden's Foreign Minister Explains Feminist Foreign Policy." United States Institute of Peace. *The Olive Branch*, 9 Feb. 2015. Web. 2 Dec. 2015.
- Tuvestad, Sofia. "Sweden's Feminist Foreign Policy Put to the Test Over Decision on Arms Sales." Women's International League for Peace and Freedom. WILPF Sweden, 2 Nov. 2015. Web. 24 Nov. 2015.
- Catherine Powell, September 25, 2015, 'Why the Next UN Secretary-General Should Be a Woman', in Council on Foreign Relations, *Women around the World Blog*: <http://blogs.cfr.org/women-around-the-world/2015/09/25/why-the-next-un-secretary-general-should-be-a-woman/>
- Zenko, Micah and Amerlia Mae Wolf, September 24 2014, 'Leaning from Behind: The Troubling lack of women in foreign policy making and the media', in *Foreign Policy*.

Appendix a

GLOBAL POLITICS OF SEX AND GENDER ESSAY FEEDBACK FORM

SPS Student Cover Sheet / Feedback Sheet

***Indicated fields MUST be completed by student.**

*Exam number	
*Course	
*Essay title	
*Word count	
Marker's name	

NOTE: Essay marks are reviewed by another member of staff prior to being returned to students

This Section is for office use.

Initial Mark	
Word count penalties	
Lateness penalties	
Adjusted Mark	

Overview

Aspect of performance	+		Avg		-
<i>Thinking skills</i> (criticism, analysis, interpretation, logic, argumentation, evaluation, use of comparison, anticipating counter-arguments, etc.)					
<i>Comprehension</i> (accuracy in facts, details and representation of author's views, breadth of reading, grasp of major issues, etc.)					
<i>Writing skills</i> (structure and organisation, clarity, precision, grammar/spelling, referencing, use of illustration, style, etc.)					

Major advice to student

Main strength(s) of the essay	
Main weakness(es) of the essay	
This and future essays could be improved by...	

Appendix b

THE GLOBAL POLITICS OF SEX AND GENDER TUTORIAL Feedback Form

Student Name/Matriculation No:

Grade:

Tutor:

Preparation

	Completed	Incomplete and excused	Incomplete without excuse
1 pager			

Contribution to tutorial discussion

Criteria	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
proactively contributes by offering ideas and asking questions?					
demonstrates thoughtful engagement with the readings?					
listens when others talk and incorporates or builds off of the ideas of others?					

Comments:

Appendix c

GROUP PRESENTATION FEEDBACK FORM

Student Presenter's Name:

Contribution to the group presentation [place a tick in the box]

Criteria	<i>Excellent (70+)</i>	<i>Very Good (60-69)</i>	<i>Good (50-59)</i>	<i>Satisfactory (40-49)</i>	<i>Unsatisfactory (below 40)</i>
Content – was the presentation informed by wide range of reading?					
Analysis – did the presentation demonstrate critical analysis of the reading?					
Editing and structuring skills – was the material well selected and organized?					
Ability to answer questions – were the presenters able to think on their feet?					
Time management – did presenters keep to the 10-15 minute limit?					
Style – did presenters make an articulate and animated contribution to the group presentation?					

Comments:

Mark:

Appendix 1 – General Information

Students with Disabilities

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation <https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations>

Academic English support can also be accessed at <https://www.ed.ac.uk/english-language-teaching>

Discussing Sensitive Topics

The discipline of Politics addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, <http://www.ed.ac.uk/schools-departments/student-counselling>

Honours Tutorial Allocation

For this course you will have been automatically assigned to a tutorial group and this group will appear on your personalised timetable at the beginning of week 1. This allocation is done using Student Allocator software which randomly assigns you to a suitable tutorial group based on your lecture timetable. It is important you attend the group on your personalised timetable, attending a different group will mean that you will not appear on the register making your attendance difficult to track which could lead to further difficulties for you.

Guidance on how to view your personal timetable can be found at <https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables>

Requesting a group change

If you are unable to attend the tutorial group you have been assigned, you can request a change via the '[Group Change Request](#)' form.

You can access the Group Change request form via the Timetabling webpages here <https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables>

Attendance Monitoring

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence. All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:

<https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

Below is a list of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at:

http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**

If you miss the submission deadline for any piece of assessed work **5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks)**. Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**

Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

The penalty for excessive word length in coursework is a 5-mark penalty. These 5 marks will be deducted regardless of how many words over the limit the work is (whether it is by 1 word or by 500!). In exceptional circumstances, a marker may also decide that any text beyond the word limit will be excluded from the assignment and it will be marked only on the text up to the word limit. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.).

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

Extensions

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and can be punished severely.

Copying part of one of your own assignments previously submitted for credit for the same or another course is **self-plagiarism**, which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Students who are found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for further investigation, and grade penalties can be applied. In extreme cases, assignment grades can be reduced to zero.

For further details on plagiarism see our college website:

<http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

<https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>