

PSCI 264W Global Feminisms

Brooke Ackerly, Fall 2012
Furman 109, Wednesday 2:10-4:40

Catalogue description: PSCI264W The study of feminisms from around the world, of feminisms transnationally, *and* of global politics through feminist lenses. Work on boundaries associated with sex, gender, sexuality, ethnicity, geography, identity, and membership. Focus on the ways in which systems of power – race, gender, sexuality, colonialism, imperialism, genocide, slavery, and health – are interrelated. Fall [3] Ackerly.

AXLE INT

264W is a Political Theory courses that counts toward the major.

Professor Brooke A. Ackerly

Office: Commons 358,322-6231
 Office Hours: Wednesday 10-12, drop-ins welcome
 Based on sign up, Monday, 2-4pm, Commons 358
 Based on sign up, Wednesday, 4:45-5:30pm, law school.
Sign up on my door.
 Email: brooke.ackerly@vanderbilt.edu.

Email of classmate 1:

Email of classmate 2:

Key dates

August 29	First class assignment
September 5	Groups formed: issue, country, transnational organization picked
September 12	10 minute group presentation 1: Introduce your issue
September 17 or 18, evening	Guests of the Commons
September 19	Guests in our seminar
October 3	10 minute group presentation 2: Introduce your issue, your countries, your international organizations
October 10	Individual input paper 1: Map the local activism on your issue in your country. Use any software you desire. This should be a one page graphic and 1-3

	page description. Hand into the professor and your issue group.
October 17	10 minute group presentation 3: Compare the local activism of your countries on your issue
October 24	Individual input paper 2: Map the transnational activism on your issue of your selected international network or organization. Use any software you desire. This should be a one page graphic and 2-3 page description. Hand into the professor and your issue group.
October 31	10 minute group presentation 4: Compare the activism of your transnational networks on your issue in your countries
November 14	Individual input paper 3: Map the global, international, transnational, national, and local activism on your issue in your country. Use any software you desire. This should be a one page graphic and 3-5 page accompanying essay. Hand into the professor and your issue group.
November 28	Introductory paragraph for final paper. Optional first draft. Final Presentations: Women's activism on your issue local and global; 10 minute group presentation 5: Map the global, international, transnational, national, and local activism on your issue.
December 6, 5:00 pm	Rewritten final paper, under my office door
December 6, 11:59 pm	Paper due as an email attachment.

Introduction

Global feminisms is a burgeoning field of scholarship struggling to catch up with a century of feminist and women's interests and activism. Global feminisms is an important area of inquiry in feminist research in all disciplines where feminism has a presence.

Why feminisms? Global feminisms is the study of feminisms from around the world, of feminisms transnationally, *and* of global politics through feminist lenses. Some feminisms defy geography; some are hyperconscious of geopolitics. The field is dynamic and at its best transdisciplinary. But it is a field with its own history of power. By referring to "feminisms", we mean to be committed to noting the potential for power to obfuscate or silence difference even among feminists.

Scholars in the field work on boundaries associated with sex, gender, sexuality, ethnicity, geography, identity, and membership. They are attentive to silence and marginalization, to citizenship politics (including migration, refugees, rights, and participation), to political economy (formal and informal), to society and culture, and to the environment (understood as the places where we live, work, play, and pray). Global feminist scholarship is making important contributions to many fields of study and to many ways of living.

In this course we will focus on theoretical insights – some coming explicitly from women thinking theoretically themselves, others coming from our theoretical reflections about the empirical insights of feminists. More specifically, we will focus on the ways in which systems of power – race, gender, sexuality, colonialism, imperialism, genocide, slavery, and health – are interrelated. We will do our best to challenge our own epistemologies *and* to use epistemology that is self-consciously reflective of its own incompleteness. We will seek out ways of making ourselves know that which we cannot see or hear. We will challenge ourselves to find the empirical evidence for or against the generalizability of certain observations. And we will challenge ourselves to know the stories of people who are otherwise lost in statistics.

The course readings will provide this architecture. Students will work in groups on issues around which there has been significant women’s activism.

In the Fall 2012, this course also benefits from a focus of the “Commons Reading” and the “Human Identities: Global, Local, Personal” programs. On September 19th students will meet with activists from women’s global labor movements and learn about the ways in which they work use international conventions in some instances and global networks to promote change despite their being marginal in the global political economy. On September 24th students can juxtapose the activism of women from global movements with the work of Sheryl WuDunn to draw attention to gender inequality globally.

The issues for Fall 2012 are:

Labor rights in export industries

Domestic workers and foreign domestic workers’ rights (you might select a sending or receiving country)

Ending violence against women

Women’s political participation

Indigenous rights

Assignments

Summary of requirements and weighting. Preparation, participation, and reflection (15%), four group presentations (5% x 4=20%) (lowest grade will be dropped), three input papers individually written thought pieces on a your issue of focus that you use to work through ideas for your paper (5% x 3 = 15%), one introductory paragraph of your proposed paper (5%), one written and significantly rewritten final paper based on the work of the class presentations up to 20 pages (45%). You are always responsible for *all* of the material through the date of the class assignment.

Feedback. You can expect feedback on papers within one week.

Reading. The reading is required in advance of every class. You are reading for arguments. You will also learn interesting facts, but you are reading for arguments and the facts are evidence for the arguments. Your job in this class is to think analytically through arguments – this is a theory class.

Preparation, participation, and reflection (15%)

For an A on this 15%, you need to come to all 14 classes prepared (½ point for coming on time, ½ point for being prepared). You are allowed some “mistakes”, see below, but don’t waste these on being late, missing class, or coming unprepared. Show up having done the reading and ready to think. If you have something contagious, don’t come to class. Plan on having something contagious for about 3 weeks out of the semester. These won’t be continuous; but plan on them. If you do have something contagious, you will miss a significant part of the course material. Make sure you have friends in the class and are all caught up on the reading before it hits you. Recovering from illness on top of being behind in your studies is tough.

Group presentations (20%)

You are studying contemporary movements. Most of your knowledge about these will come from newspapers, blogs and internet traffic. Please keep a digital record of all of your sources and last accessed dates as you do your research.

STEP 1: Select an issue area. Those sharing your issue are your group. Your group should have 2-5 people in it.

STEP 2: Each person in the group should select a country and an international organization.

Consider as you select a country: there must be sufficient information in English available for you to complete all aspects of the assignments. If you are fluent in the language of your country, that would be fine. Much of the research that you will do will be on the internet. If you rely on English language sources to tell you about a movement rather than local language sources in which movement actors are communicating with each other, you will not be getting the whole picture.

STEP 3: Come up with a group strategy for how you will work together.

Your group will introduce the class to your issue with a brief demographic, political and economic overview of the issue, the countries where there has been activism on the issue, and what you have learned so far about the women's movement on your issue.

You will have 10 minutes (on a stop watch) each time your group presents to the class. This means that your time will be tight and, as a result, your presentation will have to be well-organized in order to accomplish the assigned task. You will be graded down if you cannot present the necessary information in the allotted time. Know what you want to say and be focused.

There will be time for discussion and we will make much of this, so come prepared with more material than is in your presentation.

You may use AV equipment. Please give ample time to arrange what you need (days before) and then please make sure you give yourself time to test it BEFORE CLASS. Anything you use in class should also be posted on OAK [click on the “course content” button in Blackboard and then in the “Group Presentation Material” folder; label clearly. If you plan to use the computer to aide in your presentation be sure to bring a copy of your presentation on disk as well as saving a copy of it onto OAK before you come to class. Finally, be sure to check and make sure that the file works. Individual technological problems are not a legitimate excuse for failing to complete the assignment at the designated time.

If you want to copy materials to hand out to the class, you need to get them to me by Wednesday morning 8:30am before the date of the presentation.

All presentation materials must include proper citations. This includes all information presented in handouts or in Powerpoint. To save paper you can post your bibliography, handouts, and presentations in OAK.

3 input papers of 1-5 pages (3 X 5%)

An input paper is a brief reflection piece on some of your research. You write this as you finish one bit of research and move onto another. This paper will be written individually but will build on the research that your group has done all semester.

Consider the boundaries associated with sex, gender, sexuality, ethnicity, geography, identity, and membership as they may be observed in your country. Pay attention to silence and marginalization, to citizenship politics (including migration, refugees, rights, and participation), to political economy (formal and informal), to society and culture, and to the environment (understood as the places where we live, work, play, and pray).

Input papers enable you to build toward your final paper.

Input papers may be primarily descriptive, ending with questions that you intend to pursue and which might be the basis for your final paper.

Papers are to be printed and handed in the Poli Sci office (3rd Floor of the Commons). Paper versions should contain the following statement followed by your signature: "I pledge on my honor that I have neither given nor received unauthorized aid on this assignment."

Additionally, the paper should be sent to the professor as an email attachment. Now here is the hard part: NAME THE PAPER WITH YOUR NAME and the date in the document name as in Shechtel 10-10.doc or Davis 10-24.doc. (docx is also accepted.)

Final Paper (45%)

A final paper will be a significant re-write of the first paper and development of the work in your class presentation, your input papers, or will be a new original argument. Your final paper is expected to be 15-20 pages and formatted according to the department guidelines.

The purpose of the final paper is for you to analyze women's activism in your country in light of the theoretical questions we read and discuss in class. You may follow the group work of the course and present this activism around your group's issue area globally, or you can show how that issue area fits into the larger schema in your country.

The paper must present an argument and should not simply be written as a descriptive report about the women's movement in your country. A final paper which is simply descriptive will not receive a good grade!

The final paper should answer the following questions:

- 1) What contribution does women's activism in your country make to our **theoretical understandings** of feminism?
- 2) What is important about women's/feminist activism **in your country**? What can we learn from women's/feminist activism in your country (and the way it is or is not connected to transnational feminist activism)?
- 3) How is women's activism in your country (on your issue) similar to and different from that **in the other countries** you have heard about over the course of the

- semester? What patterns do you see across the countries and where and why does your country diverge or converge?
- 4) How does women's activism on your issue (in your country) differ from that of **other issues** in your country or globally?
 - 5) What is the role of **transnational feminist activism** in your issue activism in your country?

In writing the paper it is expected that you will use the information from your group presentations and from your classmate's presentations. However, you may not simply copy any prose used in one of your presentations – even if you wrote it for the presentation. Feel free to use the research and information, but do not plagiarize from the presentations.

All information used in the paper must be properly cited. This is true whether it originated from your research or was a reading assigned to the class. This syllabus models proper form. Consult the Chicago Manual of Style and the Political Science Department's guidelines for writing papers for form. Consult me or the writing studio if you have *any question* about what needs to be cited. When in doubt, cite!

<http://www.vanderbilt.edu/political-science/includes/PAPERFORMAT2012.pdf>

Papers are to be printed and handed in the Political Science office (3rd Floor of the Commons). Paper versions should contain the following statement followed by your signature: "I pledge on my honor that I have neither given nor received unauthorized aid on this assignment."

Additionally, the paper should be sent to the professor as an email attachment. Now here is the hard part: NAME THE PAPER WITH YOUR NAME and the date in the document name as in Shechtel final.doc or Davis final.doc. (docx is also accepted.)

Page lengths are exclusive of bibliography. Once you have done your research, you need to offer an argument informed by what you have found. Your thesis should be clear in the first paragraph. Allow time for three drafts. These drafts should be included in your process pack. Plan on the second draft being a *major* rewrite of the first draft, with a new thesis and new evidence, and new ways of putting your argument together. You could never have thought of these without writing that first draft.

The most common student comments in handing in their papers are

"This is the most important experience of my time at Vanderbilt" and

"I wish that I had started working on this sooner."

What I LOVE to hear most is

"this is my best work."

I have designed the course and its assignments with the purpose of enabling you to do your best work and to have to know how you did it so that you can carry that skill forward into your next courses or career experiences.

Late policy: Nothing will be accepted late.

Mistakes and illness: Everybody is human. During the course, we will all make mistakes or get sick. For every mistake I make, you can make one too. You can start by looking for mistakes in the OAK site readings and the syllabus.

I am a theorist of Justice and an ethicist; I will be fair to everyone. Any argument for special consideration should use the theoretical resources of the class, be made in writing in 400 words or less, and handed in on or before December 7, 2012, 9am.

Feedback on papers: Comments are entered using the comment function and track changes. Text highlighted without comment contain some grammatical, word choice, or usage error. Getting these right are important for enhancing your argument. If you cannot view these, please ask me to print the document for you. I spend a lot of time on your papers so that you can improve your writing. You may email me after the course to receive your comments on your final paper.

Office hours

Office hours: Welcome, do not wait in the hall. During office hours, I do not meet with students one on one (unless only one student comes). I ask you to sign up so that you can tell if it is a 103 or a 264 classmate in my office.

Because learning political theory is not a matter of memorization but rather of engagement with the material in the processes of reading, discussing, and writing, my office hours will generally take the form of collaborative work. Come to office hours with any questions you have (including any challenges you have writing a thesis) and we will work collaboratively to resolve your issues. Please bring the texts. Feel free to bring breakfast, snacks, or lunch for yourselves and plan to stay as long as is beneficial.

Students need not come to office hours with a specific question but may come to learn from one another. However, the more prepared you are, the more you will gain. All must come with the expectation of working on each other's questions.

If you need to discuss a matter unrelated to the course material or cannot come in my scheduled office hours, mark "other." Additional offices hours are offered regularly as needed.

Course website on OAK

I will use the course website on OAK to post the syllabus and all readings. I will also use the YES class roster system to generate a class email list. If your desired email address is not what YES uses, then please change that. You are responsible for getting these messages most of which will likely be intended to clarify something from class or on the assignments.

On OAK, I will use "assignments" for readings and "course content" for the syllabus and handouts. Download the readings and confirm that they are all there and that you know which is which.

OAK will be used for you to share your presentation material. Anything you use in class should also be posted on OAK [click on the "course content" button in Blackboard and then in the "Group Presentation Material" folder; label clearly

OAK's design is not conducive to use by those with disabilities and beyond these purposes, you will not be required to use OAK.

Course material will be available on OAK through January 1, 2013

Outside resources

Representative scholarly Journals

American Political Science Review
 Canadian Woman Studies
 Cultural Dynamics
 Development
 Economy & Society
 European Journal of International Relations
 Feminist Economics
 Gender and Development
 Global Governance
 Global Networks
 Global Social Policy
 Global Society
 Globalizations
 Human Rights Quarterly
 International Feminist Journal of Politics
 International Organization
 International Security
 International Studies Quarterly
 Journal of International Affairs
 Millennium: Journal of International Studies
 Politics & Gender
 Review of International Political Economy
 Review of International Studies
 Signs: Journal of Women and Culture
 Third World Quarterly
 World Development Quarterly
 World Politics

Selected current affairs and opinion journals

Boston Review
 The Economist
 The Financial Times
 Foreign Affairs
 Foreign Policy
 The New Republic
 The New York Times
 The Wall Street Journal
 The Washington Post

Sites you might not find with Google

<http://genderinglobalgovernancenetwork.net/>
<http://www.awid.org/>
<http://www.cseindia.org/>
<http://www.ophi.org.uk/wp-content/uploads/ophi-wp38.pdf>
<http://www.gapminder.org/>
<http://www.worldchanging.com/>
<http://www.scu.edu/ethics/practicing/focusareas/socialpolicy/>
<http://www.chrisjordan.com/gallery/epu/#e-pluribus-unum>
www.ted.com

WUNRN

<http://www.wunrn.com>

UN WOMEN

http://www.unifem.org/gender_issues/women_poverty_economics/

Transnational feminist networks

Development Alternatives with Women for a New Era (DAWN)

WEDO

AWID

APWLD

WLUML

Gender and Disaster Network

[International Training and Research Institute for the Advancement of Women \(INSTRAW\)](#)

[International Centre for Research on Women \(ICRW\)](#)

Weekly Readings

Complete bibliographic information is available for each reading in the bibliography at the end of the syllabus. Readings are in texts for purchase at the bookstore or available on the course OAK site.

We will read select chapters from

Wilson, Shamillah, Anasuya Sengupta, and Kristy Evans, eds. 2005. *Defending Our Dreams: Global Feminist Voices for a New Generation*. London: Zed Books.

Moghadam, Valentine M. 2005. *Globalizing Women: Transnational Feminist Networks*. Baltimore, MD: Johns Hopkins University Press.

Many used copies are available.

We will not read as a class, but will be aware of as a foil:

The Commons Reading, Kristof, Nicholas D., and Sheryl Wudunn. 2009. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Alfred A. Knopf.

Many used copies are available.

The course is cumulative. Many articles raise issues that make them suitable for discussion not only on the day they are assigned, but also on future days. Please do your best to make these connections in your writing, in class, and in class presentations

Class 1: What is global feminisms? August 22

Receive class assignment. If you miss this class, please contact me in order to complete the assignment. Waitlisted students must complete this assignment.

Resources used in class the first day

http://www.bostonreview.net/BR37.4/jina_moore_africa_journalism_colonialism.php

http://www.ted.com/talks/ory_okolloh_on_becoming_an_activist.html

http://www.ted.com/talks/isabel_allende_tells_tales_of_passion.html

http://www.ted.com/talks/kavita_ramdas_radical_women_embracing_tradition.html

Class 2: Global feminisms and local lenses, August 29

First assignment due.

(Chowdhury 2009)

(Ackerly and Attanasi 2009)

(Joshi 2005)

Class 3: Shocking intersections, September 5

In activism: (Ross 2005)

In history: (Kapsalis 2002)

In history: (Madley 2005)

By the beginning of class 3 you should have formed your groups around your issue and picked your individual country and international organization.

Class 4: Methodology for shocking intersections, September 12

(Ackerly and True 2010)

(White 2007)

(Jordan-Zachery 2007)

(Ackerly and McDermott 2012)

Presentation 1: Issue introductions

Class 5: How do they do it?!, September 19

Ms. Ida Le Blanc is the General Secretary of The National Union of Domestic Employees (NUDE), and a founding member of the International Domestic Workers Network (IDWN)

<http://tntunprotectedworkersunion.com/>

Kalpona Akter, Executive Director, and Babul Akhter, Bangladesh Center for Worker Solidarity (BCWS), have partnered directly with international anti-sweatshop networks like Clean Clothes Campaign (<http://www.cleanclothes.org/news/bangladesh-statement-20120621>) and negotiated with factory owners.

Their coming to class is associated with a visit to campus and participation in the Commons Reading discussions. Class will meet for an hour with these activists and then we will move to Wilson for a public lecture and discussion.

Class 6: Women's human rights, September 26

(Bunch 1990)
 (Petchesky 2003: chapter 1)
 (Nash 2002)
 (Afrin and Schwartz 2005)

Class 7: Women's human rights, October 3, Fall break October 4-5

(Mathiason 2005)
 If you would like to consider the cultural relativism debate you might also read
 In philosophy: (Narayan 1997: chapter 1)
 In political theory: (Song 2005)
 In development studies: (Chua, Bhavnani, and Foran 2000)

Presentation 2: Introduce your issue, your countries, your international organizations

Class 8: Human security & peace, October 10

(Bunch 2003; optional Muthien and Bunch 2004)
 (Enloe 2004: chapter 19)
 (Marchand 2009)
 (Abeysekara 2007)

Individual input paper 1: Map the local activism on your issue in your country. Use any software you desire. This should be a one page graphic and 1-3 page description. Hand into the professor and your issue group.

Class 9: Women's movements and organizations, October 17

(Joachim 2003)
 (Hill, Aboitiz, and Poehlman-Doumbouya 2003)

Presentation 3: Compare the local activism of your countries on your issue.

Class 10: Alliances and Sexuality, October 24

(Ferree 2008)
 (Rothschild, Long, and Fried 2005)
 (Friedman 2007)

Input paper 2: Map the transnational activism on your issue of your selected international network or organization. Use any software you desire. This should be a one page graphic and 2-3 page description. Hand into the professor and your issue group.

Class 11: Networks global and local, October 31

(Moghadam 2005)

Presentation 4: Compare the activism of your transnational networks on your issue in your countries

Class 12: Economics and globalization, November 7

Globalization: (Symington 2005)
 Labor: (Enloe 2004: chapter 3)
 Environment: (Wright 2005)
 Land rights: (Kevane and Gray 1999)

Class 13: Transnational feminisms, November 14

(Mendoza 2002)
 (Gupta 2006)

Individual input paper 3: Map the global, international, transnational, national, and local activism on your issue in your country. Use any software you desire. This should be a one page graphic and 3-5 page accompanying essay. Hand into the professor and your issue group.

Class 14: Women's activism, November 28

Presentations 5: Final Presentations: Women's activism on your issue local and global

Introductory paragraph to your final paper.

Class 15: Mapping global feminisms together, December 5

Final paper due December 6, 2012

Bibliography

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