

**Erasmus Mundus Joint Master  
Law and Gender, Intersectionality and Diversity**

**Second semester**

**LUMSA University – Department of Law, Economics and Communication  
(Palermo, Italy)**

**Optional courses**

\*three optional courses are selected from the following list

II-OC1, LUM, [Family Law – Gender, Intersectionality and Diversity](#)

II-OC2, LUM, [International Humanitarian Law – Gender, Intersectionality and Diversity](#)

II-OC3, LUM, [Child Rights – Gender, Intersectionality and Diversity](#)

II-OC4, LUM, [Migration Law – Gender, Intersectionality and Diversity](#)

II-OC5, LUM, [Feminist Judgements – Gender, Intersectionality and Diversity](#)

II-OC6, LUM, [Economics and Management – Gender, Intersectionality and Diversity](#)

<b>Study program:</b> <i>Law and Gender, Intersectionality and Diversity</i>
<b>Course title:</b> <i>FAMILY LAW – GENDER, INTERSECTIONALITY AND DIVERSITY</i>
<b>Teachers:</b> Prof. Dr. Gabriele Carapezza Figlia (LUMSA); Prof. Dr. Uroš Novaković (UB), Assist. Prof. Dr. Ivana Barać Milovanović (UB); Dr. Yurii Orzikh (ORU); Prof. Dr. Pietro Lo Iacono (LUMSA), Prof. Dr. Carlo Petta (LUMSA)
<b>Course status:</b> optional
<b>Number of ECTS:</b> 3 ECTS
<b>Requirements:</b> /
<b>Aims of the course:</b> <ul style="list-style-type: none"><li>- analysis of the impact of the gender perspective on the evolution of Family Law and judicial procedures related to the family;</li><li>- introduction to the normative evolution towards formal equality and reforms aimed at achieving substantive equality in Family Law.</li><li>- gaining knowledge with regard to the evolution of the concept of family from a model traditionally based on the primacy of the husband or father, to a gender-equality-based model with an intersectional approach that considers the ensemble and interplay of the (many) identities each person expresses and their interaction with broader systems of exclusion and discrimination.</li><li>- acquiring knowledge about the gender impact on the regulation of heterosexual and homosexual marriages, cohabitation, parental responsibility, filiation, divorce, separation, domestic violence, property issues (division of property, alimony, maintenance), adoption, and foster care.</li><li>- understanding of the issues related to procedural law, considering that several Family Law reforms have influenced civil procedure (marriage processes, filiation, capacity of persons, non-contentious proceedings).</li><li>- gaining knowledge of substantive and procedural branches of Family Law from a gender perspective.</li></ul>

**Course outcomes:**

Students will gain:

- broader and more detailed perspective on the related contemporary gender issues in Family Law;
- specific knowledge based on the comparative analysis of topics of the following: family from a gender perspective; marriage, divorce and their aspects from a gender perspective; establishment/contestation of maternity and paternity, parental responsibility from a gender perspective, adoption/foster care, child support proceedings, etc.

**Course content:**

1. The Family from a Gender Perspective: evolution and current situation with a review on the question of formal/material gender equality (how to improve gender equality provisions in order to achieve material gender equality);
2. Gender and Marriage Perspectives (I): Personal Aspects (Equal rights and duties of the spouses) and (II) Patrimonial Aspects (Management of marital property) and (III) Same-Sex Marriage;
3. Gender Perspective and Divorce/Separation (Including Divorce Proceedings);
4. Gender Perspective and Establishment/Contestation of Maternity and Paternity (filiation rights, presumptions of paternity, investigation of paternity, filiation proceedings, assisted reproductive agreements);
5. Gender Perspective and Parental Responsibility and Adoption /Foster Care;
6. Gender Perspective and Alimony and Proprietary Rights of Ex-spouses/Unmarried couples;
7. Gender Perspective and Child Support;
8. Gender Perspective and Child Custody Proceedings;
9. Gender Perspective and Spousal Support Proceedings;
10. Gender Perspective and Domestic Violence;

**Literature:**

Required reading:

- D. Vujadinovic, M. Froehlich, T. Giegerich (eds.), *Gender Competent Legal Education*, Springer, 2023;
- G. Carapezza Figlia and others (eds.), *Gendering Law. Challenges and Perspectives, Actualidad Jurídica Iberoamericana*, 2023, 19 bis.

Additional reading:

- M. Afkhami, Y. Ertürk, A. Elizabeth Mayer (eds.), *Feminist Advocacy, Family Law and Violence against Women: International Perspectives*, Routledge, 2019;
- R. Hunter, S. Cowan eds. *Choice and Consent: Feminist Engagements with Law and Subjectivity*, Routledge, 2007;
- J. Wallbank, S. Choudhry and J.Herring, *Rights, Gender and Family Law*, Routledge, 2010;
- M.E. Wiesner-Hanks, "Structures and Meanings in a Gendered Family History" in: T.A. Meade, M.E. Wiesner-Hanks (eds.), *A Companion to Gender History*, Blackwell Publishing, 2004;
- R. Gartner, B. McCarthy eds., *The Oxford Handbook of Gender, Sex, and Crime*, Oxford University Press, New York 2014;
- Maria Ágren ed., *Making a Living, Making a Difference, Gender and Work in Early Modern European Society*, Oxford University Press, 2017;
- S.L. Kimble, M. Röwekamp eds., *New Perspectives on European Women's Legal History*, Routledge Research in Gender and History, 2016.

**Instruction methods:**

Primary interest is in active involving students in their own knowledge acquisition and in stimulating their critical thinking for better understanding the implementation of gender perspective in every legal branch, including this one. Learning approach will be insofar based on collaborative, inquiry-based, student-centred approach to teaching.

Theoretical classes and practical classes will secure interactivity and active participation of students

(discussion after each lecture, case law analysis, debates).			
<b>Number of classes of active lectures: 45</b>	<b>Theoretical classes: 30</b>	<b>Practical classes: 15</b>	
<b>Evaluation of knowledge (maximum number of points: 100)</b>			
<b>Pre-exam obligations</b>	Points	<b>Final exam</b>	Points
Activities during lectures and practical work	40	Oral or written exam	40
Seminar paper	20		

<b>Study program: <i>Law and Gender, Intersectionality and Diversity</i></b>
<b>Course title: <i>INTERNATIONAL HUMANITARIAN LAW – GENDER, INTERSECTIONALITY AND DIVERSITY</i></b>
<b>Teachers:</b> Dr. Rigmor Argren (ORU), Prof. Dr. Maria Sjöholm (ORU), Prof. Dr. Ivana Krstić (UB), Prof. Dr. Bojana Čučković (UB); Prof. Dr. Giuseppe Puma (LUMSA)
<b>Course status:</b> optional
<b>Number of ECTS:</b> 4 ECTS
<b>Requirements:</b> /
<p><b>Aims of the course:</b></p> <ul style="list-style-type: none"> <li>- development of critical thinking on the role of International Humanitarian Law (IHL) in addressing the gendered impacts of armed conflict (on the basis of the <i>rationale</i> of the 1995 <i>Beijing Platform for Action</i> by which States agreed that the mainstreaming of a gender perspective should be promoted in decisions addressing armed conflict);</li> <li>- introduction and analysis of gendered implications for the application of IHL to international and non-international armed conflicts;</li> <li>- assessment of the proper relationship between Human Rights Law and IHL;</li> <li>- analysing of gender inequalities that are exacerbated during armed conflicts, where women are the first victims of serious breaches of IHL;</li> <li>- acquiring knowledge and skills with regard to the fact that gender affects and shapes individual experiences of armed conflict in complex ways, which is the most important tool for practitioners seeking to understand and reduce civilian harm during conflicts and situations of military occupation.</li> </ul>
<p><b>Course outcomes:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- achieve an advanced level of knowledge and skills which would enable them to individually and critically examine various gender sensitive issues arising in the framework of international humanitarian law;</li> <li>- develop analytical abilities and practical skills to address the challenges and possibilities arising from incorporating gender and intersectionality perspective in International Humanitarian Law;</li> <li>- understand gendered civilian terrain better as well as the way it can inform how practitioners apply IHL obligations.</li> </ul>
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li>1. Gender, intersectional and diversity approach to the relationship between Human Rights Law and International Humanitarian Law.</li> <li>2. Gender perspective of legal regimes applicable to international and non-international armed conflicts.</li> <li>3. Implications of a gender-based perspective on methods of warfare.</li> <li>4. Implications of a gender-based perspective on means of warfare.</li> <li>5. Implications of a gender-based perspective on the treatment of prisoners of war.</li> <li>6. Gender-based perspective on the application of IHL to the military operations and peacekeeping of the United Nations.</li> <li>7. Gender-based war crimes: the obligation to prevent.</li> <li>8. Resolution 1325 on Women, Peace and Security.</li> </ol>

9. The Role of NGOs in Conflict Situations for Women and Girls.

**Literature:**

Required reading:

- International Committee of the Red Cross, Report, *International Humanitarian Law and a Gender perspective in the Planning and Conduct of Military Operations*, 2024.
- O. M. Stern, Gender, *Conflict and International Humanitarian Law. A Critique of the Principle of Distinction*, Routledge, 2019.
- S. Banwell, *Gender and the Violence(s) of War and Armed Conflict: More Dangerous to Be a Woman?*, Emerald Group Pub Ltd, 2020.
- V. Murphy, L. Cameron, *Gender Bias and International Humanitarian Law: Is Human Rights Law the Answer?*, Japanese Yearbook of International Law, 2023, pp. 49 ff.
- N. Raju, L. Bruun, Integrating Gender Perspective into International Humanitarian Law, SIPRI, 2023;
- IHL from a gender perspective: shedding new light on old conventions, ICRC.

Additional reading:

- C. O'Rourke, A. Martin, *Gender, conflict and the environment: Surfacing connections in international humanitarian law*, ICRC, no. 924, 2023;
- H. Carreiras, G. Kümmel, *Women in the Military and in Armed Conflict*, Springer, 2008.
- J. G. Gardam, M.J. Jarvis, *Women, Armed Conflict and International Law*, 2001.
- *The Impact of Armed Conflict on Women and Girls. A Consultative Meeting on Mainstreaming Gender in Areas of Conflict and Reconstruction. A UNFPA Strategy for Gender Mainstreaming in Areas of Conflicts and Reconstruction*, UNFPA, 2002.
- D. Palmieri, *Sexual violence in armed conflict: the historical limits of humanitarian action and the ICRC in the 20th Century*, Humanitarian Law and Policy, December 2021.
- H. Durham, K. O'Byrne, 'The dialogue of difference: gender perspectives on international humanitarian law', International Review of the Red Cross, 2010, p. 31 ff.
- E. Sullivan, J. Klugman, 'Adding a Gender Perspective to International Humanitarian Law', Georgetown Institute for Women, Peace and Security, 2021.
- M. Jarvis, J. Gardam, *The Gendered Framework of International Humanitarian Law and the Development of International Criminal Law*, Oxford Academic, 2022;
- K. Bennounce, 'Do We Need New International Law to Protect Women in Armed Conflict', Case Western Reserve Journal of International Law, vol. 38, no. 2, 2007;
- Opinion Peace: Intersectional response mechanisms to armed conflict, Women against Violence Europe, 2022.
- R. Argren, *A Gender-Sensitive Reading of the Obligation to Prevent War Crimes Under the Law of Armed Conflict*, in I. Krstić; M. Evola; M. I. Ribes Moreno (eds) Legal Issues of International Law from a Gender Perspective, Springer, 2023, p. 91-112

**Instruction method:**

The method will be aimed at stimulating students in acquiring a gender and intersectionality perspective in the study of international humanitarian law. The teaching methods consist of interactive lectures and practical classes. Students are expected to interact with the lecturer and other students during both lectures and practical classes, to give comments and feedbacks. For practical classes, the main teaching method will include analysis of the case-law of domestic military courts and international criminal tribunals. The lecturer will use case studies and leading cases to illustrate and focus on complex legal issues. Brief research assignments (short presentations) will be used as well, to complement the subjects of lectures, papers or debates.

**Number of classes of active lectures: 45    Theoretical classes: 30    Practical classes: 15**

**Evaluation of knowledge (maximum number of points: 100)**

<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Active participation during classes, including presentations, debates, regular attendance.	40	Written exam (a form of an essay type, where students will need to explain,	60

		compare, argue, and assess different issues or questions)	
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<b>Study program:</b> <i>Law and Gender, Intersectionality and Diversity</i>
<b>Course title:</b> <i>CHILD RIGHTS – GENDER, INTERSECTIONALITY AND DIVERSITY</i>
<b>Teachers:</b> Prof. Dr. Bojana Čučković (UB), Prof. Dr. Ivana Krstić (UB), Prof. Dr. Tanasije Marinković (UB); Prof. Dr. Marco Evola (LUMSA), Dr. Adriana Brusca (LUMSA), Dr. Therese Johnstone (ORU)
<b>Course status:</b> optional
<b>Number of ECTS:</b> 4 ECTS
<b>Requirements:</b> /
<p><b>Aims of the course:</b></p> <ul style="list-style-type: none"> <li>- enhancement of the level of awareness on the importance of implementing children’s rights, in order to build better and inclusive societies, according to the objectives stated in the international Agenda;</li> <li>- gaining specific knowledge of the legal framework of child rights, taking into account both the international and the European perspectives;</li> <li>- analysis of legal aspects of child protection with many points of view of different branches of law;</li> <li>- developing necessary knowledge and skills for the implementation of the child rights approach in practice, in order to face the challenges of modern societies;</li> <li>- acquiring general understanding of the key international tools which govern the issue of child rights;</li> <li>- promoting a reflection on the legal obligations that States parties should adopt on the basis of the current international system.</li> </ul>
<p><b>Course outcomes:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- acquire a comprehensive knowledge of the various legal fields and elements which govern and characterize child rights;</li> <li>- become able to implement international principles and guidelines in order to regulate internal issues, as well as the knowledge acquired in the study of child rights, with the aim of protecting better – according to the best practice – these rights;</li> <li>- develop necessary legal skills in order to better conceive the multiple needs and challenges that the future societies will impose in regards of connecting topics as gender, diversity and intersectionality to give back a general background on this issue;</li> <li>- be able to carry out an autonomous analysis and research on relevant issues, having the necessary skills to identify the challenges in achieving the full protection of the child.</li> </ul>
<p><b>Course content:</b></p> <p><b><u>1. Children’s Rights</u></b></p> <p>1.1. General Overview on the Legal Framework of Children’s Rights</p> <p><b><u>2. Children’s Rights and Institutional Protection</u></b></p> <p>2.1 International and national mechanisms to protect child rights.</p> <p><b><u>3. Legal capacity of the child and the best interest principle</u></b></p> <p>3.1. The Concept of Legal Capacity of Minors</p> <p><b><u>4. Right to participation of the child</u></b></p> <p>4.1. Right to be heard and procedural aspects</p> <p><b><u>5. Seminars - Challenges in protecting child rights</u></b></p> <p>5.1. Children’s Environment</p> <p>5.2. Children and armed conflicts</p>

5.3. Gender perspectives on child rights

5.4. Privacy Rights of Children in the Digital Age

**Literature:**

Required reading:

- Schmahl S., *United Nations Convention on the Rights of the Child : article-by-article commentary*, C. H. Beck, 2021.
- Berrick J. D., Gilbert N., *The Oxford Handbook of Child Protection System*, Oxford University Press, Oxford, 2023
- Vujadinovic D., Froehlich M., Giegerich T., *Gender Competent Legal Education*, Springer, 2023.

Additional reading:

- Howard N., Okyere S., *International Child Protection. Towards Politics and Participation*, Palgrave Macmillan, London, 2022.
- Todres J., King S. M., *The Oxford Handbook of Children's Rights Law*, Oxford University Press, Oxford, 2020.
- Erdem Türkelli G., Vandenhole W., *Advanced introduction to children's rights*, Edward Elgar Publishing, 2022.
- Adami R., Kaldal A., Aspán M., *The Rights of the Child. Legal, Political and Ethical Challenges*, Brill/Nijhoff, 2023.
- Biesel K., Masson J., *Errors and Mistakes in Child Protection*, Policy Press, 2020
- Mégret F., Alston P., *The United Nations and human rights: a critical appraisal*, Oxford University Press, 2020
- Moeckli D., Shah S., Sivakumaran S., *International Human Rights Law*, Oxford University Press, 2022.
- Ippolito F., *Children's Environmental Rights Under International and EU Law*, Springer – T. M.C. Asser Press, The Hague, 2023.
- Papantoniou A., *Children and the environment: pathways to legal protection*, Brill/Nijhoff, 2022
- Holloway D., Willson M., Murcia K., Archer C., Stocco F., *Young children's rights in a digital world: play, design and practice*, Springer, 2021.

**Instruction method:**

This course aims to combine theory and practice related to child rights, in order to enable participants to acquire the necessary knowledge to better conceive and protect these rights. In doing this, the course combines theory and doctrines, on the one hand, with the jurisprudence of the European Court of Human Rights and the Court of Justice of the European Union, as well as the main case-law stated by national high courts in implementing international obligations. On the other hand, the course introduces perspectives connected to gender, diversity and intersectionality, with the aim of conceiving complex phenomena related to child rights with an innovative key of understanding and a comprehensive approach.

The course is structured in an interactive way and it will be composed of lessons as well as of practical sessions for participants, who will be able to apply into the practice the knowledge acquired.

**Number of classes of active lectures: 45    Theoretical classes: 30    Practical classes: 15**

**Evaluation of knowledge (maximum number of points: 100)**

<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Activities during lectures and practical work	40	Written exam (seminar paper)	60

<b>Study program:</b> <i>Law and Gender, Intersectionality and Diversity</i>
<b>Course title:</b> <i>MIGRATION LAW – GENDER, INTERSECTIONALITY AND DIVERSITY</i>
<b>Teachers:</b> Prof. Dr. Giuseppe Puma (LUMSA), Prof. Dr. Marco Evola (LUMSA), Dr. Michele Ciancimino (LUMSA); Prof. Dr. Marko Davinić (UB), Prof. Dr. Ivana Krstić (UB), Prof. Dr. Bojana Čučković (UB); Dr. Jessica Jonsson (ORU)
<b>Course status:</b> optional
<b>Number of ECTS:</b> 4 ECTS
<b>Requirements:</b> /
<p><b>Aims of the course:</b></p> <ul style="list-style-type: none"> <li>- introduction to the various legal and normative frameworks that promote migrants’ rights, address gender identities, and advance practical approaches to securing gender equality from an intersectional perspective;</li> <li>- acquiring knowledge in many legal issues entrenched in migration flows from the point of view of gender, diversity, and intersectionality;</li> <li>- achieving an advanced level of knowledge and skills for individual and critical examination of the various gender-sensitive issues arising in the area of human rights law from migratory flows;</li> <li>- enhancement of knowledge with regard to the human rights protection system during immigration, from a gender and intersectional perspective;</li> <li>- development of analytical abilities and practical skills to address the challenges and possibilities arising from incorporating gender and intersectional perspective in the realm of migration law;</li> <li>- understanding of the complexities of gender equality and the importance of incorporating gender analysis into the study and practice of migration law;</li> <li>- consideration of demand for reshaping the system of protection of migrants' rights arising from an intersectional assessment of specific legal issues such as trafficking, smuggling, the concept of refugee, and the legal arrangement of domestic workers;</li> <li>- analysis of the interplay between the different legal sources which come into play in guaranteeing protection from discrimination to migrants.</li> </ul>
<p><b>Course outcomes:</b> Students will acquire:</p> <ul style="list-style-type: none"> <li>- knowledge about various legal and normative frameworks that promote migrants’ rights, address gender identities;</li> <li>- advance practical approaches to securing gender equality from an intersectional perspective;</li> <li>- knowledge and skills to use different legal instruments to shape a gender-biased consistent and effective system of protection of migrants’ rights;</li> <li>- ability to individually and critically examine various gender-sensitive issues arising in the area of human rights law from migratory flows.</li> </ul>
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li>1. International and regional legal framework on voluntary and forced migration</li> <li>2. The rights of migrants, with focus on gender and intersectionality</li> <li>3. Gender sensitive asylum procedure</li> <li>4. The protection of LGBTIQ+ refugees and asylum-seekers</li> <li>5. Religion in Gender and Migration</li> <li>6. Migrant and ethnic minority women</li> <li>7. Women migrant workers</li> <li>8. Sexual and gender-based violence in migration context</li> </ol>
<p><b>Literature:</b> Required reading:</p>

- Krstic, The Recognition of Refugee Women in International Law, in I. Krstic, M. Evola, M.I. Ribes Moreno (eds.), *Legal Issues of International Law from a Gender Perspective*, 2023, pp. 113-132;
- J. Birchall, *Gender, Age, and Migration*, Bridge Development - Gender, 2016;
- S. Fredman, *Intersectional Discrimination in EU Gender Equality and non-Discrimination Law*, 2016;
- Carstathis, A., Kouri-Tove N., Mahrouse G. and Whitley L. (eds.), Special issue: *Intersectional Feminist Interventions in the "Refugee Crisis"*, *Refuge: Canada's Journal on Refugees* (34) 1, 2018.

**Additional reading:**

- T. Obokata, *Trafficking of Human Beings from a Human Rights Perspective: Towards a Holistic Approach*, Martinus Nijhoff Publishers, 2006.
- Satterthwaite M., *Women Migrants' Rights under International Human Rights Law*, Labour Migrations: Women on the Move, 2004.
- Pittaway E., Pittawayb E., 'Refugee woman': a dangerous label: Opening a discussion on the role of identity and intersectional oppression in the failure of the international refugee protection regime for refugee women. *Australian Journal of Human Rights*, 2004, 10(1), 119-135.
- OHCHR, Research paper, *Human Rights of Women Wearing the Veil in Western Europe*, 2019.
- S. Atrey, *Intersectional Discrimination*, Oxford University Press, 2019.

**Instruction methods:**

The course will urge students to critically consider discrimination against migrants through the lens of gender, diversity and intersectionality. The teaching methods consist of interactive lectures and practical classes in which students are expected to interact with lecturers and colleagues and to give comments and feedbacks. For practical classes, the dominant teaching method will include analysis of the case-law of the various UN treaty bodies, the CJEU, and the ECtHR, which will complement theoretical presentations. Students will participate in open discussions on certain key topics. Brief research assignments (short presentations) will be used as well, to complement the subjects of lectures, papers or debates.

<b>Number of classes of active lectures: 45</b>	<b>Theoretical classes: 30</b>	<b>Practical classes: 15</b>
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**Evaluation of knowledge (maximum number of points: 100)**

<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Activities during lectures and practical work	30	Oral presentation	30
Seminar paper	40		

**Study program: Law and Gender, Intersectionality and Diversity**

**Course title: FEMINIST JUDGEMENTS – GENDER, INTERSECTIONALITY AND DIVERSITY**

**Teachers:** Prof. Dr. Marco Evola (LUMSA); Prof. Dr. Tanasije Marinković (UB), Prof. Dr. Ivana Krstić (UB), Prof. Dr. Maja Lukić Radović (UB); Prof. Dr. Eleonor Kristoffersson (ORU)

**Course status:** optional

**Number of ECTS:** 4 ECTS

**Requirements:** /

**Aims of the course:**

- gaining knowledge about the way of implementing feminist perspective in the analysis of court decisions;
- exploring critical accounts of the law: the role of judgments in the course, and the issue of where feminist judging sits within this;
- identification of the gender of the judges involved, and the distinctions (if any) between judgements;
- analysis of intersectionality and diversity approach, showing that women and girls from vulnerable groups are even more exposed to gender bias in decision making;
- understanding of the importance of legal writing and legal reasoning;

- acknowledgement if greater representation of women in courts guarantees the implementation of gender perspective in legal judgments;
- putting theory into practice in judgment form, by writing the ‘missing’ feminist judgments in key cases in the vein of the ‘feminist judgements’ projects around the world.

**Course outcomes:**

Students will:

- gain raised awareness of the importance of legal writing and legal reasoning and understand how gender perspective, intersectionality and diversity approach and analytical method change the interpretation of facts of the case and lead to a significant difference in a decision;
- acquire ability to write a legal decision implementing gender perspective;
- be equipped to discuss cases from the national jurisdiction from the feminist perspective and to provide critique on the approach taken by domestic courts.

**Course content:**

1. Introduction - what is legal reasoning and legal writing, gender bias in court decisions.
2. Mainstreaming applied to court decisions; Feminist movement and strategic litigation; Rewriting court decisions: Feminist judgements projects around the world.
3. Feminist judgements in different context: Civil Law and Common Law systems - Particularities of international and transnational decision making.
4. Feminist jurisprudence of the CEDAW: main issues and standards.
5. Feminist jurisprudence of the ECtHR: main issues and standards.
6. Feminist jurisprudence of the CJEU: main issues and standards.
7. Analyses of opinions in public law.
8. Analyses of opinions in private law.
9. Rewriting decision - exercise for the final exam.

**Literature:**

Required reading:

- D. S. Gordon, B. C. Lewis, C. Spivack, *Feminist Judgments*, Cambridge University Press, 2020;
- R. Hunter, C. McGlynn, E. Rackley (eds), *Feminist Judgments: From Theory to Practice*, Hart Publishing, 2010;
- Selected judgments from U. S. jurisdiction;
- Selected judgments from EU jurisdiction;
- Opinions of the Committee on the Elimination of Discrimination Against Women;
- Selected judgments of the Court of Justice of the EU (CJEU);
- Selected judgments of the European Court of Human Rights (ECtHR);
- Selected judgments from national jurisdiction.

Additional reading:

- A.C. McGinley, N. B. Porter, *Feminist Judgments: Rewritten Employment Discrimination Opinions*, Cambridge University Press, 2020;
- B. J. Crawford, A. C. Infanti, *Feminist judgments: Rewritten Tax Opinions*, Cambridge University Press, Cambridge 2017;
- E. Brems (ed.), *Diversity and European Human Rights — Rewriting Judgments of the ECHR*, Cambridge University Press, Cambridge 2015;
- *Gender Equality and Women’s Empowerment: Constitutional Jurisprudence*, UN Women, New York 2017;
- J. Conaghan, *Gender, Law and Jurisprudence*, in R. Auchmuty (ed.) *Great Debates in Gender and Law*, Palgrave Macmillan 2018;
- L. Berger, M. Stanchi, B. J. Crawford *et al*, *Teaching with Feminist Judgments: A Global Conversation*, Pace Law Faculty Publications, Pace University, Winter 2020;

- K. M. Stanchi, L. Berger, B. J. Crawford, *Feminist judgments: Rewritten Opinions of the United States Supreme Court*, Cambridge University Press, Cambridge 2016.

**Instruction methods:**

Primary interest is in active involving students in their own knowledge acquisition and in stimulating their critical thinking for better understanding the implementation of gender perspective in every legal branch, including this one. Learning approach will be insofar based on collaborative, inquiry-based, student-centred approach to teaching.

Apart from introductory lectures, where students will learn about the importance to introduce gender perspective in legal reasoning and decision, students will have practical classes, which will engage them to think critically, to implement feminist method. Students will receive assignment in case reading and will have to prepare questions for discussion.

For case discussion, students will prepare: facts of the case, arguments, legal issues, majority and dissenting judgments, judicial preferences/partiality/values. Then, students will discuss the same judgment from the feminist perspective: how to apply feminist method and what would be the result in a case that this method was implemented.

Finally, students will be prepared to write a feminist/alternative judgment in the second case for their exam: to summarize facts, arguments, conclusions, reasons, reflection on values, gender issues, wider context.

<b>Number of classes of active lectures: 45</b>		<b>Theoretical classes: 30</b>	<b>Practical classes: 15</b>
<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Active participation during classes	40	Written exam (students will receive a hypothetical judgment and will need to rewrite it, bearing in mind gender and intersectional perspective)	60

**Study program: *Law and Gender, Intersectionality and Diversity***

**Course title: *ECONOMICS AND MANAGEMENT – GENDER, INTERSECTIONALITY AND DIVERSITY***

**Teachers:** Dr. Francesca Costanza (LUMSA), Prof. Dr. Sergio Paternostro (LUMSA), Prof. Dr. Floriana Fusco (LUMSA); Prof. Dr. Magnus Kristoffersson (ORU); Prof. Dr. Branko Radulović (UB), Assist. Prof. Nikola Ilić (UB)

**Course status:** optional

**Number of ECTS:** 4 ECTS

**Requirements:** /

**Aims of the course:**

- introduction to the key areas in Feminist Economics and its ramifications with intersectionality issues;
- understanding of the main economic concepts and analyzing of the economic indicators from a gender perspective;
- critical observation of economic and management theories, methods and economic policy debates from a gender and feminist perspective;
- research of different forms of feminist economic and management transformations at the intersection with other socio-economic categories, such as race, age, religion, and disabilities;
- developing knowledge about Gender Economics and intersectionality, including learning how to: critically analyse economics and economies; economic theory and economic life from a feminist and gender perspective, gender and management theory and applications in relation to intersectionality issues.

**Course outcome:**

Students will:

- be able to understand the main economic concepts and to analyze economic indicators from a gender perspective;
- gain capability to understand and analyze cross-societal and historical differences, labor market outcomes, management and entrepreneurship from gender lenses.

**Course content:**

**1. Introduction to Economics, Gender and Intersectionality**

1. Gender and feminist theory from economic lenses
2. Gender and history of economic thinking
3. Gender and macroeconomics

**2. Cross-societal and historical comparisons concerning gender and intersectionality**

1. Industrialized societies
2. Socialist Societies
3. Non-industrialized societies
4. Economic factors behind historical trends

**3. Indicators of Gender and intersectionality from the economic perspective**

1. Gender parity, gender equality, and gender mainstreaming
2. Other economic indicators
3. Analysis of economic gender indicators in the European Union

**4. Gender and intersectionality in the Labor Market**

1. Introduction to the labor market from a gender perspective.
2. Labor force participation: analysis of trends
3. Labor force participation: consequences for family structure and the household
4. The earnings puzzle: gender segregation, human capital, compensating differentials and discrimination
5. Gender gap in economic sectors

**5. Gender, Intersectionality and Management**

1. Gender and Governance: remuneration and in-board representation
2. Gender and leadership
3. Gender and Corporate Social Responsibility
4. Gender and Public Management and Administration

**6. Gender, Intersectionality, Innovation, and Entrepreneurship**

1. General concepts from an economic angle
2. The gender patenting gap
3. Sustainable Development Goals (SDG) and Gender.
4. Gender and Technology as a SDG.
5. Women entrepreneurship

**Literature:**

Required reading:

- J. P. Jacobsen, *The economics of gender*, Blackwell, Cambridge, MA 1994 (excerpts)
- T. Iversen & F. Rosenbluth, *Women, work, and politics: The political economy of gender inequality*, Yale University Press, 2010 (excerpts)
- D. Vujadinovic, M. Froehlich, T. Giegerich, *Gender Competent Legal Education*, Springer, 2023.

**Additional reading:**

- Brewer, R. M., Conrad, C. A., & King, M. C. (2002). The complexities and potential of theorizing gender, caste, race, and class. *Feminist Economics*, 8(2), 3-17.
- Burda, M., Hamermesh, D. S. & Weil, P. (2013). Total work and gender: Facts and possible explanations. *Journal of Population Economics*, 2013, 26 (1), 239-261.
- Faulk, L. H. Edwards & J. McGinnis, An analysis of gender pay disparity in the nonprofit sector: An outcome of labor motivation or gendered jobs? *Nonprofit and Voluntary Sector Quarterly*, 2013, 42 (6), 1268-1287.
- Frietsch, R., Haller, I., Funken-Vrohings, M., & Grupp, H. (2009). Gender-specific patterns in patenting and publishing. *Research policy*, 38(4), 590-599.
- Lundborg, P. E. Plug & A. W. Rasmussen, Can women have children and a career? IV evidence from IVF treatments, *American Economic Review*, 2017, 107 (6), 1611-37.
- Stephan, P. E., & El-Ganainy, A. (2007). The entrepreneurial puzzle: explaining the gender gap. *The Journal of Technology Transfer*, 32, 475-487.
- Thatcher, S. M., Hymer, C. B., & Arwine, R. P. (2023). Pushing back against power: Using a multilevel power lens to understand intersectionality in the workplace. *Academy of Management Annals*, 17(2), 710-750.
- Witkowska, P. (2013). Gender disparities in the labor market in the EU, *International Advances in Economic Research*, 19 (4), 331-354.
- Özbilgin, M. F., Beauregard, T. A., Tatli, A., & Bell, M. P. (2011). Work–life, diversity and intersectionality: A critical review and research agenda. *International Journal of Management Reviews*, 13(2), 177-198.

**Instruction methods:**

Primary interest is in active involving students in their own knowledge acquisition and in stimulating their critical thinking for better understanding the implementation of gender perspective in every legal branch, including gender economics and management. Learning approach will be insofar based on collaborative, inquiry-based, student-centred approach to teaching.

<b>Number of classes of active lectures: 45</b>	<b>Theoretical classes: 30</b>		<b>Practical classes: 15</b>
<b>Pre-exam obligations</b>	Points	<b>Final exam</b>	Points
Activities during lectures and practical work	40	Written or oral exam	40
Seminar paper	20		