

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

**Third semester**  
**Örebro University – Faculty of Humanities and Social Sciences**  
**(Örebro, Sweden)**

**Mandatory courses**

III-MC1, ORU, [Gender Equality Legal Clinic](#)

III-MC2, ORU, [National and International Criminal Law – Gender, Intersectionality and Diversity](#)

III-MC3, ORU, [Public Policies on Gender, Intersectionality and Diversity](#)

<b>Study program:</b> <i>Law and Gender, Intersectionality and Diversity</i>
<b>Course title:</b> <i>GENDER EQUALITY LEGAL CLINIC</i>
<b>Teachers:</b> Prof. Dr. Ivana Krstić (UB), Prof. Dr. Bojana Čučković (UB), Assist. Prof. Dr. Marija Vljaković (UB); Prof. Dr. Eleonor Kristoffersson (ORU), Prof. Dr. Susanne Strand (ORU), Dr. Jessica Jonsson (ORU), Dr. Zara Saeidzadeh (ORU)
<b>Course status:</b> mandatory
<b>Number of ECTS:</b> 6 ECTS (3 ECTS mandatory vocational practice is integrated)
<b>Requirements:</b> /
<b>Aims of the course:</b> <ul style="list-style-type: none"><li>- practical application of theoretical knowledge gained during the program;</li><li>- engagement of the students with the actual work of real cases under the supervision of professors and lecturers at the clinic;</li><li>- acquiring knowledge with regard to violent crimes based on gender, intersectionality and diversity such as: hate crime, stalking and intimate partner violence;</li><li>- gaining competence to provide any kind of advice including legal services to the victims;</li><li>- enhancement of abilities to critically analyse structural inequalities and propose constructive changes to the legal and justice system;</li><li>- development of capacities to work with national and international bodies and further cooperate with civil society in advocacy for gender justice.</li></ul>
<b>Course outcomes:</b> <p>Students will acquire:</p> <ul style="list-style-type: none"><li>- in-depth knowledge on the importance of gender, intersectional and diversity analysis through looking at policies and practices as well as case law at national, European, and international levels;</li><li>- necessary skills on how to provide advice including legal services to the victims of certain crimes with special attention to social positionality of the victims in relation to gender, sexuality, race, class, ethnicity, (dis)ability, religion, nationality, and age;</li><li>- required ability on cooperation with other organizations; NGOs and GOs and practitioners at regional, national, and international levels to advocate for achieving gender justice.</li></ul>
<b>Course content:</b>  <b>Part 1</b> <p>This part of the course is constructed around two themes. Each theme is covered by lectures and seminars, with presentations and discussions.</p>

**Theme 1: Gender, intersectionality and diversity in policies and practices**

1. Introduction and legal framework.
2. Gender equality and access to justice: Feminist intersectional approach.
3. An overview of the mechanisms of protection against gender-based crimes within national and European laws, policies and conventions as well as the legal bodies.

**Theme 2: Crimes based on gender, intersectionality and diversity****Hate crime**

1. The concept of hate crime: Intersectional critical perspectives.
2. Hate crime: Gender-bias, homophobia, and anti-trans.
3. Hate crime: Laws, policies, and preventive measures.
4. Legal and social protection against the victims of hate crime.
5. Hate crime or freedom of speech? Constitutional perspectives.

**Stalking**

1. The concept of stalking: Delineation and relation to other crimes.
2. Stalking: Gender relations and practices.
3. Stalking: Laws and policy implementation.
4. Legal and social protection against the victims of stalking.

**Intimate Partner Violence (IPV)**

1. The concept of IPV: Feminist critical analysis.
2. Gender and sexuality based IPV: Intersectional analysis.
3. Laws and legislations, International and European Human Rights Conventions.
4. Legal and social protection against the victims of IPV.

**Part 2**

This part of the course is constructed around students' performance at the clinic with a focus on practical skills and cooperation with civil society and awareness raising.

\*Students can start their voluntary work at the clinic when they register for this course. However, in order to pass the course, it is necessary to attend the assigned workshops.

**Theme 1: Practical skills**

1. Providing advice and legal consultations including mediation.
2. Conducting interviews and collecting evidence plus ethics.
3. Writing reports, proposals, referrals and statements.
4. Analysing legal cases for further policy recommendations.
5. Working at the clinic.

**Theme 2: Cooperation with civil society and awareness raising**

1. Advocating for gender and intersectional equality: The use of sources and mechanisms for legal and social protection against of the victims of gender, intersectionality and diversity-based violence accounting for underlying factors such as sexuality, race, class, ethnicity, (dis)ability, religion, nationality, and age.
2. Means of cooperation with the state actors as well as and non-state actors namely NGOs and grassroots organizations.
3. Working at the clinic.

**Literature:**

Required reading:

- Ford, C. L., Slavin, T., Hilton, K. L., & Holt, S. L. (2013). Intimate partner violence prevention services and resources in Los Angeles: Issues, needs, and challenges for assisting lesbian, gay, bisexual, and transgender clients. *Health promotion practice, 14*(6), 841-849.
- McEwan, T.E., Mullen, P.E., MacKenzie, R.D., & Ogloff, J.R.P. (2009). Violence in stalking situations. *Psychological Medicine, 39*, 1469–1478.
- Neumann, R. K., Margolis, E., & Stanchi, K. M. (2021). *Legal reasoning and legal writing*. Lippincott Williams & Wilkins.
- Page, T., Sundaram, V., Phipps, A., & Shannon, E. (2019). Developing an Intersectional Approach to Training on Sexual Harassment, Violence and Hate Crimes: Guide for Training Facilitators.
- Remley, T. P., & Herlihy, B. (2014). *Ethical, Legal, and Professional Issues in Counseling*. Upper Saddle River, NJ: Pearson.

**Additional reading:**

- Alden, H. L., & Parker, K. F. (2005). Gender role ideology, homophobia and hate crime: Linking attitudes to macro-level anti-gay and lesbian hate crimes. *Deviant behavior, 26*(4), 321-343.
- Duff, S. C., Hay, J., Kerry, J., & Whittam, A. (2020). The effect of race and gender on attributions of stalking. *Social Science Quarterly, 101*(2), 573-587.
- Mullen, P.E., Pathé, M., & Purcell, R. (2009). *Stalkers and their victims 2ed*. Cambridge Uni press, UK.
- Strand, S., & McEwan, T. E. (2011). Same-gender stalking in Sweden and Australia. *Behavioral Sciences & the Law, 29*(2), 202-219.
- Southworth, C., Finn, J., Dawson, S., Fraser, C., & Tucker, S. (2007). Intimate partner violence, technology, and stalking. *Violence against women, 13*(8), 842-856.
- Walker, J. K. (2015). Investigating trans people’s vulnerabilities to intimate partner violence/abuse. *Partner abuse, 6*(1), 107-125.
- Walsh, C., Lasky, B., Morrish, W., & Chaiyakit, N. (2012). Strengthening access to justice through clinical legal education (CLE). *Transforming Government: People, Process and Policy*.

**Instruction methods:**

Primary interest is in interactive teaching and learning that encourages students’ participation in knowledge acquisition and practical work towards achieving gender justice. Learning approach will be insofar based on collaborative, inquiry-based, student-centred approach to studying. Practical classes will ensure individual and group work as well as active participation of students during seminar discussions after each lecture, case analysis, debates and recommendations at the workshops.

<b>Number of classes of active lectures: 45</b>	<b>Theoretical classes: 30</b>	<b>Practical classes: 15</b>	
<b>Other classes:</b>	6 a week (90 in semester) – mandatory internship (vocational practice)		
<b>Pre-exam obligations</b>	Points	Final exam	Points
Activities during lectures and practical work	30	Oral exam	30
Seminar paper		Written exam – 4 cases	40

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

**Course title: *NATIONAL AND INTERNATIONAL CRIMINAL LAW – GENDER, INTERSECTIONALITY AND DIVERSITY PERSPECTIVES***

**Teachers:** Prof. Dr. Maria Sjöholm (ORU), Prof. Dr. Susanne Strand (ORU), Dr. Jessica Jonsson (ORU), Assist. Erik Berglund (ORU); Assist. Prof. Ivana Marković (UB), Assist. Prof. Ivana Miljuš (UB), Assist. Ivana Radisavljević (UB); Dr. Roberta Rizzuto (LUMSA)

**Course status:** mandatory

**Number of ECTS:** 6 ECTS

**Requirements:** /

**Aims of the course:**

- introduction to general aspects of criminal law, including criminal justice ideologies and central principles and concepts of criminal law, from a comparative law perspective;
- gaining knowledge of the general parts of criminal law as well as concepts of specific crimes, such as: hate crimes, stalking and intimate partner violence from intersectional critical perspectives, in relation to domestic, regional and international criminal law;
- understanding how various sources in international human rights law and EU criminal law oblige states to regulate specific areas of criminal law;
- mastering the knowledge in international criminal law, concerning both procedural and material aspects (including the modes of individual criminal responsibility and the definitions of international crimes);
- analysis whether common foundations, principles and concepts have disparate effects on specific social groups.

**Course outcomes:**

Students will:

- acquire knowledge of the general parts of criminal law as well as concepts of specific crimes, such as: hate crimes, stalking and intimate partner violence, from intersectional critical perspectives, in relation to domestic, regional and international criminal law;
- achieve the ability to understand and explain central principles and concepts in various areas of law;
- gain capability to analyse and apply applicable sources in national and international law, for example, in relation to case studies and in written assignment;
- develop and apply a critical perspective on criminal law, from the viewpoint of gender, intersectionality and diversity.

**Course content:**

**First lecturing unit: General Parts of Criminal Law and Comparative Law**

1. Foundations of criminalisation
2. Central principles and concepts of criminal law
  - 2.1. Actus reus
  - 2.2. Mens rea
  - 2.3. Modes of criminal responsibility

**Second lecturing unit: General Parts of Criminal Law and Comparative Law**

3. Definitions of selected crimes

**Third lecturing unit: International Aspects of Criminal Law**

4. International human rights law (the Istanbul Convention etc)
  - 4.1.1 Applicable human rights law provisions
  - 4.1.2 State obligations
5. EU Law

**Fourth lecturing unit: International Aspects of Criminal Law**

6. International criminal law
  - 6.1.1 International criminal procedure
  - 6.1.2 Definition of international crimes
  - 6.1.3 Modes of liability

**Literature:**

Required reading:

- Maria Acale Sánchez, Ivana Marković, Susanne Strand, „Gender Competent Criminal Law“(co-authors), in: Th. Giegerich, D. Vujadinović, M. Fröhlich eds., *Gender-Competent Legal Education*, Springer, (co-authors: M. Acale, S. Strand), 429 – 465, ISBN 978-3-031-14360-1.
- F. Agnello, “A New ‘Gender’ Definition in International Law: the Convention on Preventing and Combating Violence against Women and Domestic Violence”, *Spanish yearbook of international law*, No. 18, 2013/2014.
- D. Britton, *The Gender of Crime*, Rowman & Littlefield, 2018.

- D. Nicolson and L. Bibbings, *Feminist Perspectives on Criminal Law*, Cavendish, 2000.
- Indira Rosenthal, Valerie Oosterveld, and Susana SáCouto, *Gender and International Criminal Law*, OUP, 2022.

**Additional reading:**

- D. Russell and R. Harmes, *Femicide in Global Perspective*, Teachers College, 2001.
- Mitsilegas, Valsamis, *EU criminal law*, Oxford, Hart, (latest ed)
- J. Hodge, *Gendered Hate. Exploring Gender in Hate Crime Law*, Northeastern University Press, Boston, 2011.
- R. Hunter and Sh. Cowan, *Choice and Consent – Feminist engagements with law and subjectivity*, Routledge-Cavendish, 2007.
- R. Kapur, „‘Faith’ and the ‘good’ liberal: The construction of female sexual subjectivity in anti-trafficking legal discourse”. In: V. Munro and C.F. Stychin, (eds), *Sexuality and the law*, Abingdon, Oxford, New York, 2007.
- B. Maletzky, *Sexual abuse and the sexual offender, Common Man or Monster?*, Karnac, 2016.
- A. Gill, C. Strange and K. Roberts, „Honour” *Killing and Violence*, Palgrave Macmillan, 2014.
- U. A. Musa, *Gender Justice in Islamic Law – homicide and bodily injuries*, Hart 2018.
- R. Weitzer, *The Social Construction of Sex Trafficking: Ideology and Institutionalization of a Moral Crusade*. In: *Politics & Society*. 35. Jg., 2007.
- L. Knafla, (ed.), *Crime, Gender, and Sexuality in Criminal Prosecutions*, Greenwood, 2002.
- R. Grey, *Prosecuting Sexual and Gender-based Crimes at the International Criminal Court: Practice, Progress and Potential*, Cambridge University Press, 2019.
- M. Plaxton, *Implied consent and sexual assault: intimate relationships, autonomy, and voice*, McGill-Queen’s University Press, 2015.

**Instruction methods:**

The methods of teaching involve introductory lectures and seminars. The content of seminars include theoretical discussions and case studies for legal analysis. It requires active participation in the form of presentations and discussions and, in certain instances, written assignments. During the course, students will also write a paper on an assigned topic.

<b>Number of classes of active lectures: 60</b>	<b>Theoretical classes: 30</b>	<b>Practical classes: 30</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	20	Oral or written exam	40
Seminar paper	40		

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

**Course title: PUBLIC POLICIES ON GENDER, INTERSECTIONALITY AND DIVERSITY**

**Teachers:** Prof. Dr. Branko Radulović (UB), Prof. Dr. Mirjana Drenovak Ivanović (UB), Prof. Dr. Danilo Vuković (UB); Dr. Zara Saeidzadeh (ORU)

**Course status:** mandatory

**Number of ECTS:** 6 ECTS

**Requirements:** /

**Aims of the course:**

- acquiring the ability to have gender perspective in public policies;
- understanding of the importance of gender mainstreaming in policymaking: demographic policy, fertility, and population policy, social policy, policy against poverty, family support policies, policy to combat

violence against women and girls, health policy, environmental policy, climate change policy, economic policy, education, and science policy;

- introduction to the legislation and regulation based on equal opportunities and gender equality goals;
- critical reflection on gender politics by applying intersectional and diversity approach;
- elaboration on gender impact assessment and gender mainstreaming in public policies.

### **Course outcomes:**

Students will:

- get a general overview of the concept, principles, and aims of all gender-sensitive fields of policymaking: they will know how to apply a gender perspective in the context of public policies;
- be able to analyze the key political, social, and economic consequences of all policy-making fields from the point of their implications for gender equality;
- acquire knowledge in: public policies legislation and strategic regulation in an international and domestic framework; all fields of relevant public policies and their reconsideration through the lens of gender issues; multisectional and intersectional implications of all relevant public policies on gender equality;
- be introduced to comparative overview of gender equality policies in all countries related to the LAWGID project;
- achieve knowledge and skills for implementation of gender impact assessment as a tool in developing public policies.

### **Course content:**

1. Meaning and aims of gender-sensitive public policies.
2. Gender-sensitive monitoring, gender-sensitive programming of public policies, gender mainstreaming as the tools.
3. Specific gender-sensitive social policies (legal framework and public policies).
4. Family support policies - informal marriages, and rights to property and pensions, LGBT rights, traditional family support policies.
5. Gender-sensitive education and science policy - higher education and scientific research.
6. Other gender-sensitive policies, such as the environmental and climate change policy.
7. Gender sensitive policies related to demography, fertility, and population policies from a gender perspective, i.e., health policy, sexual and reproductive health.

### **Literature:**

Required reading:

- J. Campbell, M. Gillespie, *Feminist Economics and Public Policy*, Routledge 2016. [Excerpt]
- A. Krizsán, *Mobilizing for Policy Change Women's Movements in Central and Eastern Europe Domestic Violence Policy Struggles*, 2015, <https://cps.ceu.edu/publications/books/mobilizing-for-policy-change>. [Excerpt]
- D. Vujadinovic, M. Froehlich, T. Giegerich, *Gender Competent Legal Education*, Springer, 2023 [excerpt]
- Hervías Parejo, V., & Radulović, B. (2023). Public Policies on Gender Equality. In D. Vujadinović, M. Fröhlich, & T. Giegerich (Eds.), *Gender-Competent Legal Education*. Springer Textbooks in Law. Springer, Cham. [https://doi.org/10.1007/978-3-031-14360-1\\_12](https://doi.org/10.1007/978-3-031-14360-1_12) [Excerpt]

Additional reading:

- C. Bacchi and E. Joan, *Mainstreaming Politics Gendering Practices and Feminist Theory*. Adelaide, S. Aust. 2010, University of Adelaide Press. <http://dx.doi.org/10.1017/UPO9780980672381>. [Excerpt]
- R. Crompton, *The Reconfiguration of Work and Family Life in Contemporary Societies*, Cambridge University Press 2009.
- S. D. Friedman, *Work and family--allies or enemies? what happens when business professionals confront life choices*, Oxford University Press, Oxford, New York 2000.
- A. Hattery, *Women, work, and family balancing and weaving*, Thousand Oaks, SAGE, Calif. London c2001.
- E. Lombardo, P. Meier, and M. Verloo, 'Policymaking and Gender', 2012 <https://doi.org/10.5278/freia.70824168>.

- M. Malden, *The changing realities of work and family: a multidisciplinary approach*, Wiley-Blackwell, Oxford 2008
- P. R. Moock, The Efficiency of Women as Farm Managers: Kenya. *American Journal of Agricultural Economics*, 1976. 58 (5):83 -35.
- A. Psacharopoulos, Returns to Investment in Education: A Global Up-date, *World Development*. 1994, 2 (9):1325-43.
- K. Saito and D. Spurling, Developing Agricultural Extension for Women Farmers, *World Bank Discussion Paper* 156. Washington, D.C. 1992
- Z. Tzannatos, Growth. Adjustment and the Labour Market: Effects on Women Workers. Wold Bank. *Poverty and Social Policy Department*. Washington. D.C. 1995.

**Instruction methods:**

The learning approach will be based on collaborative, inquiry-based, student-centered approach to teaching, in which students are actively involved in their own knowledge acquisition. Primary interest is in stimulating students' critical thinking for better understanding the implementation of gender perspective in every legal branch, including this one. Students will have opportunities to take part in oral presentations, discussion focused seminar classes, writing and defending seminar papers. writing assignments. All students' activities will be taken into account for the final passing of the exam. The rules related to that will be announced in advance in the Exam Instructions.

<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>
Class participation, including regular attendance	20	Written exam (essay on a given topic or solving a hypothetical case) Topics that form the subject matter tested in the exam: 1. Gender equality policies 2. Gender mainstreaming 3. Intersectionality	40
Short seminar paper (essay) presented in class *(topics need to be chosen and notified to the lecturer by the proposed date)	40		