

# **MASTER ACADEMIC STUDIES**

STUDY PROGRAM  
***LAW AND GENDER***

**BOOK OF COURSES**

## MANDATORY COURSES

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>
<b>Course title:</b> <i>Methodology and Practical Skills</i>
<b>Teacher/Teachers:</b> Prof. Dr. Miodrag Jovanović, Doc. Dr. Milena Đorđević, Doc. Dr. Nina Kršljanin
<b>Course status:</b> mandatory
<b>Number of ECTS:</b> 4 ECTS
<b>Requirements:</b> /
<p><b>Aim of the course:</b></p> <p>The course aims to equip students with basic skills and knowledge on scientific research, the use of legal sources on the internet, academic communication and presentation of results, as well as on English terminology which pertains to gender competent legal knowledge and capability to use the relevant terminology. Specifically, it pursues to 1) Identify the basic English terms relevant for gender competent legal knowledge, 2) Learn a relevant research methodology, especially feminist methodology and gender equality analysis, 3) Teach new skills and key concepts and 4) Apply the gender sensitive concepts and methodological frameworks to a legal context.</p>
<p><b>Course outcome:</b></p> <p>Understanding of legal terminology from gender perspective, raising gender awareness in legal language, consideration of relevant legal communication from the gender equality point of view; acquiring of knowledge and ability to use legal sources on the internet in relation to law and gender issues, acquiring fundamental practical skills and knowledge on scientific research and presentation of results (with due regard to citation techniques and avoidance of plagiarism).</p>
<p><b>Course content:</b></p> <p><i>Theoretical classes</i></p> <ol style="list-style-type: none"> <li>I. Legal English related to: <ul style="list-style-type: none"> <li>• Gender equality discourse – Concept of Gender – understanding key terms: 1. <i>Gender identity</i> 2. <i>Sex</i> 3. <i>Sexual orientation</i> 4. <i>LGBTQ+</i> 5. <i>Intersectionality</i> 6. <i>Gender perspective</i> 7. <i>Gender equality</i> 8. <i>Gender bias</i> 9. <i>GBV</i> 10. <i>Sexual Violence</i></li> <li>• Different approaches to gender concepts in the field of law</li> </ul> </li> <li>II. Research methodology and relevant legal sources <ul style="list-style-type: none"> <li>• Understanding and reading of legal cases and statutes/laws and regulations</li> <li>• The gender perspective in research methodology.</li> <li>• How to select a methodology for research in gender and law.</li> <li>• How to analyze legal texts from a gender perspective.</li> </ul> </li> <li>III. MA Thesis Writing Guidelines <ul style="list-style-type: none"> <li>• How to use internet resources.</li> <li>• Evaluating informational sources.</li> <li>• How to work with specialist databases.</li> <li>• Learn citation rules.</li> <li>• Anti-plagiarism policy</li> </ul> </li> </ol> <p><i>Practical classes</i> : Document analysis.</p>
<b>Literature:</b>
<b>Required reading:</b>

1. L. Disch, M. Hawkesworth, *The Oxford Handbook of Feminist Theory*, Oxford University Press, Oxford 2018 (Chapters „Science Studies“, „Transnational“ and „Storytelling/ Narrative“)
2. M. Evans, *Gender: The Key Concepts* (Routledge Key Guides) Routledge, London 2013.
3. D. Gonzalez-Salzberg and L. Hodson, ‘Introduction: Human rights research beyond the doctrinal approach’, in Gonzalez-Salzberg, Damian and Loveday Hodson, *Research methods for international human rights law: beyond the traditional paradigm*, Routledge, New York 2020, pp. 1-12
4. R. T. Goodman (ed.) *The Bloomsbury Handbook of 21st-Century Feminist Theory*, Bloomsbury Publishing, London 2019 (Part II „The Text“)
5. L. Hodson, A feminist approach to *Alyne da Silva Pimentel Teixeira (deceased) v Brazil*, in Gonzalez-Salzberg, Damian and Loveday Hodson, *Research methods for international human rights law: beyond the traditional paradigm*, Routledge, New York 2020, pp. 42-68
6. J. Pilcher, I. Whelehan, *Fifty key concepts in gender studies*, (SAGE Key Concepts series), Sage, London 2004.
7. *Council of Europe Gender Glossary*: <https://rm.coe.int/16805a1cb6> 8. *EIGE Gender Glossary*: <https://eige.europa.eu/thesaurus/overview> 9. *UNICEF Gender Glossary*: <https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf>
8. *Practical skills reader* (including excerpts from International Legal English (Cambridge University Press) and Professional English in Use (Cambridge University Press))

#### **Additional reading:**

1. *A quantum leap for gender equality: for a better future of work for all*, International Labour Office, 2019.
2. G. Beetham, J. Demetriades, Feminist research methodologies and development: overview and practical application, *Gender & Development* 15, no. 2 (2007): 199-216.
3. L. Briskin, A. Muller, Promoting Gender Equality through Social Dialogue: Global Trends and Persistent Obstacles, *International Labour Office*, 2011.
4. L. Lindsey, *Gender Roles: A Sociological Perspective*, London: Routledge, 2015 5. R. M. Lee, *Doing Research on Sensitive Topics*, Sage Publications, London 1993.
5. G. Pascall, *Social Policy: A New Feminist Analysis*, Routledge, 1996.
6. Sh. Razavi and C. Miller, *From WID to DAG Conceptual shifts in the Women and Development Discourse*, United Nations Research Institute for Social Development, February, Geneva 1995.
7. H. Reeves and S. Baden, *Gender and Development: Concepts and Definitions*. Report No55. BRIDGE, Institute for Development Studies, University of Sussex. 2000, Available online: <http://www.bridge.ids.ac.uk/reports/re55.pdf>
8. A. V. Sanmartin, *Trapped in Gender – understanding the concept of gender and the use in law*, University of Turku, Humaniora, Turku 2020. <https://www.utupub.fi/bitstream/handle/10024/148958/AnnalesB508Sanmartin.pdf?sequence=1&isAllowed=y>
9. J. Sprague, *Feminist methodologies for critical researchers: Bridging differences*, Rowman & Littlefield, 2016.
10. C. A. B. Warren, *Gender in Field Research*, Qualitative Research Methods Series 9, Sage Publication, London 1988.
11. R. A. Wilchins, *Queer Theory, Gender Theory: An Instant Primer*, Alyson Books, 2004
12. *A Dictionary of Law*, Oxford University Press, 6th edition 2006.
13. *Black's Law Dictionary*, Thomson West, 2006

14. Kaplan, *Success with Legal Words The English Vocabulary Guide for International Students and Professionals*, 1998.
15. C. Levitt, M. E. Rosch, *The Lawyer's Guide to Fact Finding on the Internet*, ABA 2007.
16. M. Salter, J. Mason, *Researching and Writing Legal Dissertations*, Longman, 2007.
17. B. Luey (ed), *Revising your dissertation: advice from leading editors*, Berkeley, 2004.
18. K. Turabian, *A Manual for Writers, of Term Papers, Theses, and Dissertations*, Chicago 1973.
19. M. J. Raisch, *European Union Law: An Integrated Guide to Electronic and Print Research*, <http://www.llrx.com/features/eulaw2.htm>.

**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. Learning approach will be insofar based on collaborative, inquiry-based, student-centred approach to teaching.

Interactive lectures that include an introductory presentation by the lecturer and student participation, students must prepare for class and participate in discussion, collective and individual consultations.

<b>Number of classes of active lectures:</b>	<b>Theoretical classes: 30</b>	<b>Practical classes: 15</b>	<b>Other forms of lectures: 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	Written exam	40
Seminar paper	20	Oral exam	

**Study program:** Master Academic Studies – *Law and Gender*

**Course title:** *Feminist Political and Legal Theories*

**Teacher/Teachers:** Prof. Dr. Dragica Vujadinović, Prof. Dr. Miodrag Jovanović, Prof. Dr. Tanasije Marinković, Prof. Dr. Bojan Spaić

**Course status:** mandatory

**Number of ECTS:** 6 ECTS

**Requirements:** /

**Aims of the course:**

The central aim of the course is to familiarize students with the key concepts, controversies and schools of thought in feminist legal and political theory. Some of the basic concepts and conceptions are to be discussed: gender, equality, freedom, justice, public and private, citizenship, political authority, democracy, legal subject, contract, rule of law, constitutionalism, constitutional and human rights in feminist perspective. The acquired command of basic concepts, theoretical schools, and controversies, will enable students to develop a critical attitude towards both the studied theories and those theories in the mainstream legal and political thought that are dismissive of feminist approaches. Furthermore, the course aims at developing students' analytical and critical skills in legal and political reasoning from the gender perspective.

The specific aims of the course are the following: students will become familiar with the concept and conceptions of gender, will understand modes of political and legal construction of gender, acquire knowledge about feminist political and legal theories, understand how the basic concepts of political and legal theories could be reconsidered from different feminist points of view, and understand the sense and content of the basic issues of politics and law which are of relevance for

gender equality approach.

**Course outcome:**

By the end of the course, the students will have acquired an understanding of the feminist interpretation of the key concepts, as well as of principles and aims of the feminist political and legal thought. Students will acquire both analytical and critical skills in legal and political reasoning from the gender perspective.

The students will be capable of discussing issues in feminist democratic theory, and prepared to approach classical legal and political concepts by taking into account the principles of equality and difference (between both sexes, gender identities, and among women). They will achieve a more nuanced and more informed view of the most general normative advancements of feminist legal and political theory in the domain of citizenship and justice.

Specific expected course outcomes are: students have acquired knowledge and understanding of gender, of its political and legal construction, of mainstream ideas in feminist and legal theories, of meaning and modes of feminist reconsideration of main political and legal categories.

**Course content:**

**AN INTRODUCTION TO GENDER**

1. Concepts of gender. „The sex-gender debate“. Binary and non-binary gender identities. Notions of feminism
2. Notion of patriarchy; Patriarchy in the history of politics and law; Patriarchal structures in political and legal reasoning – power relations, drafting laws, case law

**POLITICAL AND LEGAL CONSTRUCTION OF GENDER**

3. Reading the history of political thought (from Plato to Rawls) from the feminist points of view
4. Reading the history of legal thought (theory of natural law, legal positivism, legal realism) from the feminist points of view

**FEMINIST POLITICAL AND LEGAL THEORIES – Development and Contemporary Streams**

5. History and contemporary streams in feminist theories – Suffragettes` movements, liberal feminism, radical feminism, socialist feminism, queer feminism, postcolonial feminism
6. Evolution in feminist critical legal theory – feminist critique of conventional jurisprudence, critical legal studies

**POLITICAL AND LEGAL CONCEPTS RECONSIDERED**

7. Central concepts of political thought reconsidered from the feminist point of view – equality, freedom, justice, public and private, citizenship, political authority, democracy
8. Central feminist political issues – „private sphere“, „domestic sphere“, „public sphere“; production, reproduction and sexual division of labour; Gender and sexuality; Queer and transpolitics; intersectionality and multiculturalism; pornography and prostitution; hate speech
9. Central concepts of legal thought reconsidered from the feminist point of view – legal subject, contract, positive laws, legal norms and facts, implementation and interpretation of laws, patriarchal habits vs. legal norms, human rights, collective rights, equality before the law, rule of law, neutrality of law, constitutionalism

Central feminist legal issues from a theoretical perspective - indirect and hidden discrimination; sexual harassment and gender-based harassment; affirmative action; transformative equality and gender mainstreaming; balanced participation and gender democracy

**Literature:****Required reading:**

1. R. West, C. G. Bowman (eds), *Research Handbook on Feminist Jurisprudence*, Elgar, 2019.
2. V. Bryson, *Feminist Political Theory: An Introduction*, Macmillan, 1992.
3. J. Conaghan, *Law and Gender*, Oxford University Press, 2013.
4. L. Zerilli, Feminist Theory and the Canon of Political Thought, in: J. S. Dryzek, B. Honig, Anne Phillips eds. *The Oxford Handbook of Political Theory*, Oxford University Press, 2008.
5. L. Disch, M. Hawkesworth eds. *The Oxford Handbook of Feminist Theory*, Oxford University Press, 2016.
6. L. Francis and P. Smith, „Feminist Philosophy of Law“, in: Edward N. Zalta ed., *The Stanford Encyclopedia of Philosophy*, Winter 2017 Edition.
7. H. Barnett, *Introduction to Feminist Jurisprudence*, Cavendish Publishing Limited, London, Sydney 1998.
8. L. Palazzani, *Gender in Philosophy and Law*, Springer, Heidelberg 2012.
9. J. Grimshaw, *Feminist Philosophers: Women's Perspectives on Philosophical Traditions*, Wheatsheaf Books, 1986.
10. N.J. Hirschmann and C. Di Stefano, *Revisioning the Political – Feminist Reconstructions of Traditional Concepts in Western Political Theory*, Westview Press, 1996.

**Further reading:**

1. F. E. Olsen ed. *Feminist Legal Theory*, NYU Press, 1995.
2. Ph. Essed and D.Th. Goldberg eds. *A Companion to Gender Studies*, Blackweel Publisher 2017.
3. N. Lacey, *Unspeakable Subjects*, Oxford, Hart Publishing, 1998.
4. K. Knop ed. *Gender and Human Rights*, Oxford University Press, 2004.
5. C. Smart, *Feminism and the Power of the Law*, Routledge, New York and London, 1989.
6. S. Benhabib and D. Cornell, *Feminism as Critique*, University of Minnesota Press, 1987.
7. S. Benhabib, *Situating the Self*, Polity Press, Cambridge 1992.
8. S. Benhabib, J. Butler J, D. Cornell, and N. Fraser, *Feminist Contentions*, Routledge, New York and London 1995.
9. K.W. Crenshaw, Mapping the margins: intersectionality, identity politics and violence against women of color, *Stanford Law Review*, Volume 43, 1991.
10. G. Lloyd, *The Man of Reason: Male and Female in Western Philosophy*, Methuen, London 1984.
11. G. Lloyd ed. *Feminism and History of Philosophy*, Oxford University Press, Oxford 2002.
12. C.A. MacKinnon, *Toward a Feminist Theory of the State*, Harvard University Press, Cambridge Mass. and London 1987.
13. S. Sevenhuijsen, *Citizenship and the Ethics of Care: Feminist Considerations on Justice, Morality and Politics*, Routledge, New York and London, 1998.
14. L.F. Goldstein, ed. *Feminist Jurisprudence: The Difference Debate*. Rowman and Littlefield, Lanham 1992.
15. C.A. MacKinnon, *Feminism Unmodified*, Harvard University Press, Cambridge, Massachussets 1987.
16. D. Gozdecka, A. Macduff eds. *Feminism, post feminism and legal theory: beyond the gendered subject?*, Routledge, London 2019.

17. E. Cunliffe, Ambiguities. Law, Morality and Legal Subjectivity in L.A. Hart's The concept of law, in: M. Drakopoulou ed. Feminist encounters with legal philosophy, Routledge, London 2014.
18. M. Davies, Law Unlimited, In: Law Unlimited: Materialism, Pluralism, and Legal Theory. Routledge 2017.
19. M.A. Fineman, J.E. Jackson, & A.P. Romero, Feminist and Queer Legal Theory: Intimate Encounters, Uncomfortable Conversations, Ashgate 2009.
20. M.A. Fineman, M. Albertson, & N.S. Thomadsen, eds. At the Boundaries of Law: Feminism and Legal Theory. Routledge, London 2016.
21. A. Gunnarsson, E.M. Svensson, & M. Davies, Exploiting the limits of law: Swedish feminism and the challenge to pessimism, Ashgate 2007.
22. K. Hahl, P.M. Niemi, R.J. Longfor & F.Dervin eds. Diversities and interculturality in textbooks: Finland as an example, Cambridge Scholars Publishing, Cambridge 2015.
23. L. Green, Gender and the Analytical Jurisprudential Mind, *The Modern Law Review* 2020.

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

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>
<b>Course title:</b> <i>Human Rights Law – Gender Perspective</i>
<b>Teacher/Teachers:</b> Prof. Dr. Ivana Krstić, Prof. Dr. Tanasije Marinković, Prof. Dr. Bojana Čučković
<b>Course status:</b> mandatory
<b>Number of ECTS:</b> 6 ECTS
<b>Requirements:</b> /
<p><b>Aims of the course:</b></p> <p>The aim of the course is to examine the human rights framework from a gender perspective. It should provide added value to graduated students as an advanced Human Rights Law course, that will cover different issues of protection of human rights of first, second and third generation, but this time from a women's perspective and from transgender perspective, where appropriate. It will be emphasized that significant steps are to be taken to build a human rights system that recognizes the need for gender equality and diversity to be inherent to approaches for securing human rights for all. It provides a foundational understanding of the centrality of not only formal, but also substantive gender equality to the human rights discourse generally and how this is addressed within the UN human rights system and in the European Human Rights Law. The course will also offer to students analyses of the feminist approach to human rights theories, including also theory and already existing rulings concerning the third gender.</p> <p>The course will cover legal and normative instruments that have been introduced to address discrimination of women and girls, such as the 1979 Convention on the Elimination of Discrimination Against Women (CEDAW) and the 1995 Beijing Platform for Action (BPFA). Some specific topics are identified, such as gender - based violence, trafficking in human beings, question</p>

of reproductive and sexual rights and many others. They will be covered from the perspective of universal, as well as the European Human Rights Law, with a focus on the relevant jurisprudence of the European Court of Human Rights (ECtHR). Special attention will be given to the question of access to justice for women, and common underlying myths associated with certain forms of crime, such as rape.

At the end of the course, multiple discrimination will be tackled, and the position of certain vulnerable groups of women addressed. Finally, it will be underlined that inequalities are, in part, shaped and reinforced by the dominant gender norms of society, which associate men and women with particular gender identities.

**Course outcome:**

The following results are expected after completing the course:

- to gain an overview of the various legal and normative frameworks that promote women's and transgender rights, address gender identities, and advance practical approaches to securing gender equality.
- to achieve an advanced level of knowledge and skills which would enable students to individually and critically examine various gender sensitive issues arising in the area of human rights law.
- to develop analytical abilities and practical skills to address the challenges and possibilities arising from incorporating gender perspective in human rights law.
- to understand complexities of gender equality and the importance of incorporating gender analysis into the study and practice of human rights law.
- to identify their own roles and job opportunities in both private and public sectors that require comprehensive understanding of gender perspective in human rights law.

**Course content:**

1. The feminist approach to human rights theories
2. Human rights and the importance of a gender perspective - the Beijing Declaration and Platform for Action, the UN Millennium Development Goals and other international initiatives, Convention on the Elimination of all forms of Discrimination against Women (CEDAW) - the catalogue of women's human rights
3. Gender equality - meaning of equality, gender, role of gender stereotypes and prejudices, positive measures
4. Gender dimensions of contemporary forms of slavery and trafficking in persons
5. The prohibition of gender-based violence with a focus on the Istanbul Convention and the Special Rapporteur on Violence against Women
6. Access to justice for women
7. Right to respect for private life: women's reproductive autonomy and gender-affirming surgery
8. The freedom of religion, the right to culture and conflicts with women's human rights
9. Participation of women in political and public life
10. Economic and social discrimination of women
11. Gender education gaps and education as a pathway towards gender equality
12. Marginalized groups of women (Roma, women with disability, women living in rural areas, elderly women, migrant women), detrimental effect of multiple discrimination

**Literature:****Required reading:**

1. A. Marjorie, *Women, Gender and Human Rights: A Global Perspective*, Rutgers University Press, 2002, pp. 15-100.
2. J. I. Lahai, K. Moyo (eds.), *Gender in Human Rights and Transitional Justice*, Palgrave Macmillan, 2018.



3. K. Knop, *Gender and Human Rights*, Oxford University Press, 2004.
4. M. Agosin (ed.), *Women, Gender and Human Rights: A Global Perspective*, Rutgers University Press, 2001.
5. V. Kumar Gipta, *Gender Discrimination & Human Rights*, PBT Limited, 2008.

**Additional reading:**

1. A. X. Fellmeth, „Feminism and International Law: Theory, Methodology, and Substantive Reform“, *Human Rights Quarterly*, Vol. 22, 2000, pp. 658–733.
2. B. Goldblatt, *Developing the Right to Social Security: A Gender Perspective*, Routledge Research in Human Rights Law, Routledge, 2016.
3. D. R. Gordon, „Transgender Legal Advocacy: What Do Feminist Legal Theories Have to Offer?“, *California Law Review*, 97 (6), 2009, pp. 1719-1762.
4. I. Radacic, „Gender Equality Jurisprudence of the European Court of Human Rights“, *The European Journal of International Law*, Vol. 19 (4), 2008, pp. 841 – 857.
5. J. M. Joachim, *Agenda Setting, the UN, and NGOs: Gender Violence and Reproductive Rights (Advancing Human Rights)*, Georgetown University Press, 2007.
6. J. Birchall, *Gender, Age, and Migration*, Bridge Development - Gender, 2016.
7. J. Freedman, *Taking Gender Seriously in Asylum and Refugee Policies*, Global Migration, 2012, pp. 45-64.
8. L. Hctor, A. Lamačková, K. Thomasen, *Women's sexual and reproductive health and rights*, Commissioner for Human Rights, 2017.
9. M. Cole, *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class*, Routledge, 2003.
10. R. J. Cook, Cusack, *Gender Stereotyping: Transnational Legal Perspective*, Pennsylvania Studies in Human Rights, University of Pennsylvania Press, 2010.
11. R. Cook, „Women's International Human Rights Law: The Way Forward“, *Human Rights Quarterly*, Vol. 15, 1993, 230-261.
12. S. Choudhry, *Women's Access to Justice: A Guide for Legal Practitioners*, Partnership for Good Governance, 2018.
13. S. D. Burri, „Towards More Synergy in the Interpretation of the Prohibition of Sex Discrimination in European Law? A Comparison of Legal Contexts and some Case Law of the EU and the ECHR“, *Utrecht Law Review*, 2013.
14. S. E. Merry, *Human Rights and Gender Violence: Translating International Law into Local Context*, Chicago Series in Law and Society, 2005.
15. T. Obokata, *Trafficking of Human Beings from a Human Rights Perspective: Towards a Holistic Approach*, Martinus Nijhoff Publishers, 2006.
16. OHCHR, Research paper, *Human Rights of Women Wearing the Veil in Western Europe*, 2019.
17. *Women in Politics in the EU, State of Play*, European Parliament, March, 2019.

**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.

The teaching methods consist of interactive lectures and practical classes implementing student-centred approach. The students are expected to be active and to interact with the teacher and other students during both lectures and practical classes, to ask questions and give comments and feedbacks. For practical classes, the dominant teaching method will include analysis of case-law of CEDAW, other UN treaty bodies, as well as Court of Justice of the European Union (CJEU) and the European Court of Human Rights (ECtHR). Students will prepare and present research papers and participate in open discussions on certain key topics. Brief research assignments (short presentations) will be used as well, in order to complement the subjects of lectures, papers or debates. Teachers will

also use case studies focusing on complex legal issues, thus providing students with an opportunity to apply sources of law to facts of hypothetical cases.

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

**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	Written exam	50
Seminar paper		Oral exam	20

The written exam will be in a form of a seminar paper. Oral exam will be in a form of a presentation in the class (30 minutes presentation and 15 minutes to respond to questions and comments).

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>
<b>Course title:</b> <i>International and European Law and Gender Equality</i>
<b>Teacher/Teachers:</b> Prof. Dr. Ivana Krstić, Prof. Dr. Bojana Čučković, Ass. Marija Vlajković
<b>Course status:</b> mandatory
<b>Number of ECTS:</b> 6 ECTS
<b>Requirements:</b> /
<p><b>Aim of the course:</b></p> <p>The course aims at deepening the knowledge acquired during the general Public International Law and EU law courses within bachelor studies. The new approach is to focus on a gender perspective in International and European Law. In the first part, it will be demonstrated that the boundaries of Public International Law, its structure, processes and substance lead to the need to include a gender perspective. The absence of women in the development of international law has produced a narrow and inadequate jurisprudence that has legitimated the unequal position of women worldwide. The aim of the course is to encourage a rethinking of the discipline of international law to offer a more useful framework for international and national justice. Some special areas of International Law will be subject to scrupulous gender-based analysis, such as asylum and migration law, labour law and anti-trafficking law. Also, a second part of the course will be dedicated to the European Gender Equality Law. This part will include analyses of the Council of Europe gender scheme, which is predominantly presented through the relevant jurisprudence of the European Court of Human Rights (ECtHR). Furthermore, a particular attention will be dedicated to EU law, both Treaty provisions and secondary law, and the case law of the Court of Justice of the EU (CJEU) in relation to gender equality. Although the introduction of positive actions has been gaining ground, the main purpose of EU equality law is to ensure the proper working of the internal market. The course aims at promoting a revision of non-discrimination law based on a gender perspective.</p>
<p><b>Course outcome:</b></p> <p>The following results are expected after completing the course:</p> <ul style="list-style-type: none"> <li>- to achieve an advanced level of knowledge and skills which would enable students to individually and critically examine various gender sensitive issues arising in the area of public international and European law.</li> <li>- to develop analytical abilities and practical skills to address the challenges and possibilities arising from incorporating gender perspective in Public International Law and European law.</li> <li>- to understand complexities of gender equality and the importance of incorporating gender analysis into the study and practice of Public International Law and European law.</li> <li>- to critically reflect on the traditional gender-free approach to Public International Law and the European law.</li> <li>- to identify students' own roles and job opportunities in both private and public sectors that require comprehensive understanding of the gender perspective in Public International Law and European law.</li> </ul>
<p><b>Course content:</b></p> <p><b>Public International Law</b></p> <ol style="list-style-type: none"> <li>1. The traditional gender-neutral approach of Public International Law: its organizational and normative structure</li> <li>2. The development of an international feminist perspective on Public International Law</li> <li>3. CEDAW: General Aspects and Overview</li> <li>4. International Labour Organization (ILO) conventions concerned with women's conditions of employment</li> </ol>

5. A gender perspective on International Humanitarian Law (IHL) - provision for greater protections for civilians in the context of armed conflict
6. Feminist critiques of international courts (gender-inclusive justice, composition of international court benches)
7. Women, peace and security-relevance of the UN Security Council thematic resolutions and engaging gender aspects within other UN bodies

#### **European Law**

8. Gender Perspective of Council of Europe Activities
9. European Convention on Human Rights and gender: General Aspects and Overview
10. Development of EU law concerning gender: origins, Treaties, the EU Charter of Fundamental Rights, EU gender policy
11. Secondary EU Gender Equality Law: Discrimination of women in the area of employment (pregnancy and maternity, parental leave, part-time work, equal pay for the work of equal value, work-life balance)
12. Secondary EU Gender Equality Law: Positive actions and Equal treatment of men and women in the access to and the supply of goods and services
13. Gender and EU external action

#### **Literature:**

1. C. MacKinnon, „Creating International Law: Gender as Leading Edge“, *Harvard Journal of Law & Gender*, Vol. 36, 2013, pp. 105-121.
2. C. O'Rourke, „Feminist Strategy in International Law: Understanding Its Legal, Normative and Political Dimensions“, *European Journal of International Law*, Vol. 28(4), 2017, pp. 1019–1045.
3. *Handbook on European Non-Discrimination Law*, FRA, 2018.
4. *Gender equality*, European Court of Human Rights, Factsheets, January 2019.
5. H. Charlesworth, C. M. Chinkin, *The Boundaries of International Law: A Feminist Approach*, Manchester University Press, 2000.
6. S. Kuovo, Z. Pearson (eds.), *Feminist Perspectives On Contemporary International Law, between Resistance and Compliance?*, Hart Publishing, 2014.
7. S. Harris Rimmer, K. Ogg (eds.), *Research Handbook on Feminist Engagement with International Law*, Edward Elgar Publishing, 2019.

#### **Additional reading:**

1. A. X. Fellmeth, „Feminism and International Law: Theory, Methodology, and Substantive Reform“, *Human Rights Quarterly*, Vol. 22, 2000, pp. 658–733.
2. D. Otto, „Power and Danger: Feminist Engagement in International Law through the UN Security Council“, *Australian Feminist Law Journal*, Vol. 32, 2010, pp. 97-121.
3. D. Otto, „The Exile of Inclusion: Reflections on Gender Issues in International Law over the last Decade“, *Melbourne Journal of International Law*, Vol. 10 (1), 2009.
4. E. Weiner, „Dirigism and Déjà Vu Logic: The Gender Politics and Perils of EU Enlargement“, *European Journal of Women's Studies*, Vol. 16, 2009.
5. E. Lombardo, „EU Gender Policy Trapped in the 'Wollstonecraft Dilemma'?“, *The European Journal of Women's Studies*, Vol. 10(2), 2003, pp. 159-180.
6. H. Charlesworth, „Feminist Methods in International Law“, *American Journal of International Law*, Vol. 93, 1999, pp. 379-394.
7. H. Charlesworth, „Feminists Critiques of International Law and Their Critics“, *Third World Legal Studies*, Vol. 13, 1995, pp. 1-16.
8. H. Charlesworth, „Feminist Reflections on the Responsibility to Protect“, *Global Responsibility to Protect*, Vol. 2, 2010, pp. 232–249.
9. J. Huckerby, „Feminism and International Law in the Post 9/11 Era“, *Fordham International Law Journal*, Vol. 39(3), 2016, pp. 533-590.

10. F. Teson, Feminism and International Law: A Reply“, *Virginia Journal of International Law*, Vol. 33, 1993, pp. 647-684.
11. L. Chappell, „Governing Victims’ Redress and Gender Justice at the International Criminal Court“, in K. Rubenstein, K. Youn (eds), *The Public Law of Gender*, Cambridge University Press, 2016, pp. 465-488.
12. M. Sabohi, S. Maher, S. Hassan, „Feminist Perspective of International Law and its Effect on International Courts and Tribunals“, *Journal of Legal, Ethical and Regulatory Issues*, Vol. 22 (1), 2019.
13. N. Henry, „The Fixation on Wartime Rape: Feminist Critique and International Criminal Law“, *Social & Legal Studies*, Vol. 23(1), 2014, pp. 93–111.
14. R. E. Brooks, „Feminism and International Law: An Opportunity for Transformation“, *Yale J.L. & Feminism*, Vol. 14, 2002, pp. 345-361.
15. S. Walby, „The European Union and Gender Equality: Emerging Varieties of Gender Regime“, *Social Politics*, Vol. 11, 2004, pp. 4-29.
16. V. Nagarajan, A. Parashar, „Gender Equality in International Law and Constitutions: Mediating Universal Norms and Local Differences“, in Rubenstein, K., Youn, K., (eds), *The Public Law of Gender*, Cambridge University Press, 2016, pp. 170-194.

#### **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.

The teaching methods consist of interactive lectures and practical classes implementing studentcentred approach. The students are expected to be active and to interact with the teacher and other students during both lectures and practical classes, to ask questions and give comments and feedbacks. For practical classes, the dominant teaching method will include analysis of the caselaw of CEDAW, ICC, CJEU, ECtHR, which will complement theoretical presentations.

Students will prepare and present research papers and participate in open discussions on certain key topics. Brief research assignments (short presentations) will be used as well, in order to complement the subjects of lectures, papers or debates. Teachers will also use case studies focusing on complex legal issues, thus providing students with an opportunity to apply sources of law to facts of hypothetical cases.

<b>Number of classes of active lectures:</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>	Points	<b>Final exam</b>	Points
Activities during lectures and practical work	30	Written exam	50
Seminar paper		Oral exam	20

The written exam will be in a form of a seminar paper. Oral exam will be in a form of a presentation in the class (30 minutes presentation and 15 minutes to respond to questions and comments).

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>
<b>Course title:</b> <i>Feminist Judgements</i>
<b>Teacher/Teachers:</b> Prof. Dr. Ivana Krstić, Prof. Dr. Tanasije Marinković, Prof. Dr. Maja Lukić Radović
<b>Course status:</b> mandatory
<b>Number of ECTS:</b> 8 ECTS
<b>Requirements:</b> /
<p><b>Aim of the course:</b></p> <p>The aim of this course is to teach students on how to implement feminist perspective in the analysis of court decisions. One of the objectives of the course is to explore critical accounts of the law. Students will focus on two particular facets: the role of judgments in the course, and the issue of where feminist judging sits within this. Students will seek to identify the gender of the judges involved, and the distinctions (if any) between judgements.</p> <p>However, the most relevant part of the course is to put 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. The cases chosen are significant decisions coming from different jurisdictions: U. S. jurisdiction, EU member states, judgments of the Court of Justice of the EU (CJEU), judgments of the European Court of Human Rights (ECtHR), as well as views of the Committee on the Elimination of all Forms of Discrimination against Women (CEDAW) and other UN treaty bodies. Judgments will come from a broad range of substantive areas. Each case will be accompanied by a commentary, prepared by students, on facts of the case, legal issues, reasoning of the court and how the feminist judgment deals with it differently.</p> <p>Finally, students will be equipped to discuss cases from the national jurisdiction from the feminist perspective and to provide critique on the approach taken by domestic courts.</p>
<p><b>Course outcome:</b></p> <p>After the completion of the course students should:</p> <ul style="list-style-type: none"> <li>- understand the importance of legal writing and legal reasoning.</li> <li>- acknowledge if greater representation of women in courts guarantees the implementation of gender perspective in legal judgments.</li> <li>- understand how gender perspective and analytical method change the interpretation of facts of the case and lead to a significant difference in a decision.</li> <li>- be able to write a legal decision implementing gender perspective.</li> <li>- identify potential roles within judiciary introducing feminist perspective in writing legal judgments, or in writing any other legal or policy document.</li> </ul>
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li>1. Introduction - what is legal reasoning and legal writing, gender bias in court decisions</li> <li>2. Mainstreaming applied to court decisions; Feminist movement and strategic litigation; Rewriting court decisions: Feminist judgements projects around the world</li> <li>3. Feminist judgements in different context: Civil Law and Common Law systems - Particularities of international and transnational decision making</li> <li>4. Feminist jurisprudence of the CEDAW: main issues and standards</li> <li>5. Feminist jurisprudence of the ECtHR: main issues and standards</li> <li>6. Feminist jurisprudence of the CJEU: main issues and standards</li> <li>7. Analyses of opinions in the area of family law</li> <li>8. Analyses of opinions in the area of reproductive rights</li> </ol>

9. Analyses of opinions in the area of employment and social security law
10. Analyses of opinions in the area of private law
11. Analyses of opinions in the area of criminal law
12. Analyses of opinions in the area of public law
13. Analyses of opinions in the area of tort law
14. Analyses of opinions in the area of tax law
15. Rewriting decision - exercise for the final exam

**Literature:****Required reading:**

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

**Additional reading:**

1. A.C. McGinley, N. B. Porter, *Feminist Judgments: Rewritten Employment Discrimination Opinions*, Cambridge University Press, 2020.
2. B. J. Crawford, A. C. Infanti, *Feminist judgments: Rewritten Tax Opinions*, Cambridge University Press, Cambridge 2017.
3. E. Rackley, *Women, Judging and the Judiciary: From difference to diversity*, Routledge, New York 2013.
4. E. Brems (ed.), *Diversity and European Human Rights — Rewriting Judgments of the ECHR*, Cambridge University Press, Cambridge 2015.
5. *Gender Equality and Women's Empowerment: Constitutional Jurisprudence*, UN Women, New York 2017.
6. J. S. Kenney, *Gender and Justice: Why Women in the Judiciary Really Matter*, Routledge, New York, 2013.
7. J. Conaghan, *Gender, Law and Jurisprudence*, in R. Auchmuty (ed.) *Great Debates in Gender and Law*, Palgrave Macmillan 2018.
8. L. Berger, M. Stanchi, B. J. Crawford *et al*, *Teaching with Feminist Judgments: A Global Conversation*, Pace Law Faculty Publications, Pace University, Winter 2020.
9. L. Berger, M. K. Stanchi, B. J. Crawford, „Learning from Feminist Judgments: Lessons in Language and Advocacy”, *Texas Law Review*, Vol. 98, 2019.
10. K. Mutcherson, *Feminist judgements: Reproductive Justice Rewritten*, Cambridge University Press, Cambridge 2020.
11. K. M. Stanchi, L. Berger, B. J. Crawford, *Feminist judgments: Rewritten Opinions of the United States Supreme Court*, Cambridge University Press, Cambridge 2016.
12. M. Chamallas, L. M. Finley (eds.), *Feminist judgments: Rewritten Tort Opinions*, Cambridge University Press, Cambridge 2020.
13. R. Rebouchè, *Feminist Judgments: Family Law Opinions Rewritten*, Cambridge University Press, Cambridge 2020.
14. R. West, C. G. Bowman, *Research Handbook on Feminist Jurisprudence*, Edward Elgar Publishing, 2018.
15. R. West, „Jurisprudence and Gender”, *The University of Chicago Law Review*, Vol. 55, No. 1, 1988.

16. U. Schultz, G. Shaw, *Gender and Judging*, Hart Publishing, 2013.

**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:</b>	<b>Theoretical classes: 45</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 (Students will receive a hypothetical judgment and will need to rewrite it, bearing in mind gender perspective.)	50	Written exam	50
Seminar paper		Oral exam	

### **OPTIONAL COURSES**

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>
<b>Course title:</b> <i>Gender Issues in Comparative Legal History</i>
<b>Teacher/Teachers:</b> Prof. Dr Dragica Vujadinović, Prof. Dr Vojislav Stanimirović, Doc. Dr Nina Kršljanin, Una Divac, MA
<b>Course status:</b> optional
<b>Number of ECTS:</b> 3 ECTS
<b>Requirements:</b> /
<b>Aim of the course:</b> The students should gain knowledge regarding main gender issues in comparative legal history, e.g. the evolution of gender roles and relations, the genesis and variations of patriarchy through pre-modern history and the dialectic between patriarchy and emancipatory tendencies in the Modern Age. Students will also gain knowledge about the history of the women's struggle for their human rights and gender equality before the law (in the eyes of the legislator as well as in legal practice), as well as about the current state of gender equality in various cultures and legal systems.
This aim shall be realized through an interactive research attempts towards acknowledging the



gender relations, and particularly the legal position of women, throughout legal history, in the key legal systems or groups of systems („legal families”) of Antiquity, the Middle Ages and Modernity, but also through analysing in a synthetic manner (across different legal systems and periods) a number of key gender issues that have occurred in one form or another in the majority of legal systems.

**Course outcome:** Upon finishing the course, the students should have a basic understanding of the key gender issues throughout comparative legal history. They should be able to perceive the historical background of the current status of gender relations in the main legal systems of the world (both the achieved improvement and those issues where there is more left to be gained), and to understand/envisage the most appropriate solutions (historically and culturally speaking) to issues still open in the 21st century.

**Course content:**

1. Gender roles and relations and the legal position of women in the Antiquity.
2. Gender roles and relations and the legal position of women in the Middle Ages.
3. Changes in the Modern era; new perceptions of gender roles in modern legal systems; socio-economic factors of impact towards the emancipatory tendencies in Modernity.
4. History and achievements of the suffragette and feminist movements, the process of emancipation, education of women and the fight for equal rights; women's entry into the legal profession.
5. Role of religions in reproducing the patriarchal matrix in law; gender roles and relations as viewed through a religious lens; (in)compatibility of traditional religious values and gender equality?
6. Gender relations in contemporary legal history: recent achievements, remaining problems, new challenges.

While the main focus of the course will be on the European, Anglo-Saxon and Near Eastern legal systems, with the more 'exotic' systems like those of the Far East (China, Japan, India), African or South American mentioned only briefly, they will also be taken into consideration – as optional topics of essays, seminar papers, workshops, additional optional courses etc.

**Literature:**

*Note:* this list contains secondary sources (i.e. scholarly literature) dealing with the subject of the course; teachers may also provide books or excerpts containing primary sources (historical legal documents) for the purposes of illustration, case studies, research papers etc. An extended and regularly updated list of sources relevant for the subject (including those in languages other than English) can be found on the LAWGEM webpage. Students are not obliged to use it, but are encouraged to consult it when writing papers, conducting research, etc.

**Required reading:**

1. M. Stol, *Women in the Ancient Near East*, Walter de Gruyter inc., Boston/Berlin 2016, OR J. Evans Grubs, *Women and the Law in the Roman Empire*, Routledge, London/New York 2002, OR E. Meier Tetlow, *Women, Crime and Punishment in Ancient Law and Society*, vol. I - II, Continuum, New York 2005 (according to the student's preferences).
2. J. Bennett, R. Karras (eds.) *The Oxford Handbook of Women and Gender in Medieval Europe*, Oxford University Press 2013.
3. S. L. Kimble, M. Röwekamp (eds.), *New Perspectives on European Women's Legal History*, Routledge 2017.
4. K. Cowman, N. J. Koefoed, Å. Karlsson Sjögren (eds.), *Gender in Urban Europe: Sites of Political Activity and Citizenship, 1750-1900*, Routledge 2018.
5. M. J. Mossman, *The First Women Lawyers – A Comparative Study of Gender, Law and the Legal Professions*, Hart Publishing 2006.

**Additional reading:**

1. D. M. Schaps, *Economic rights of women in ancient Greece*, Edinburgh University Press, 1979.
2. S. Treggiari, *Roman Marriage: Iusti Coniuges from the Time of Cicero to the Time of Ulpian*, Clarendon Press 1991.
3. C. Graves-Brown, *Dancing for Hathor: Women in Ancient Egypt*, Continuum 2010.
4. I. Peled, *Law and Gender in the Ancient Near East and the Hebrew Bible*, London, Routledge, 2019.
5. A. E. Laiou (ed.), *Consent and Coercion to Sex and Marriage in Ancient and Medieval Societies*, Dumbarton Oaks 1993.
6. J. A. Brundage, *Law, Sex, and Christian Society in Medieval Europe*, The University of Chicago Press, 1987.
7. C. Ekholst, *A Punishment for Each Criminal: Gender and Crime in Swedish Medieval Law*, Brill 2014.
8. N. J. Menuge (ed.), *Medieval Women and the Law*, Boydell 2003.
9. M. Murray, *The Law of the Father?: Patriarchy in the transition from feudalism to capitalism*, Routledge 1995.
10. S. M. St. Pierre, *The struggle to serve: The ordination of women in the Roman Catholic Church*, McFarland & Co, 2011.
11. M. Migliorino Miller, *The authority of women in the Catholic Church*, Emmaus road, 2015
12. J. G. Sperling and Sh. Kelly Wray (eds.), *Across the Religious Divide: Women, Property, and Law in the Wider Mediterranean (ca. 1300-1800)*, Routledge 2009.
13. M. Arnot and C. Osborne (eds.), *Gender and Crime in Modern Europe (Women's and Gender History)*, UCL Press 1999.
14. G. Walker, *Crime, gender, and social order in early modern England*, Cambridge University Press 2003.
15. E. Kingston-Mann, *Women, Land Rights and Rural Development: How Much Land Does a Woman Need?*, Routledge 2018.
16. J. Spence, S. J. Aiston and M. M. Meikle (eds.), *Women, education, and agency, 1600-2000*, Routledge 2010.
17. S. Meder and C.E. Mecke (eds.), *Family Law in Early Women's Rights Debates*, Cologne 2013.
18. M. Bosworth, J. Flavin (eds.), *Race, Gender, and Punishment: From Colonialism to the War on Terror*, Rutgers University Press, 2007.
19. Failinger, Marie A., Elizabeth R. Schiltz and Susan J. Stabile (eds.), *Feminism, Law, and Religion*, Ashgate 2013.
20. T. A. Thomas and T. J. Boisseau (eds.), *Feminist Legal History: Essays on Women and Law*, NYU Press 2011.

**Instruction methods:**

The teaching methods consist of lectures and practical classes. The students are expected to be active and to interact with the teacher and other students during both lectures and practical classes, to ask questions and comment on the work at hand. A comparative approach will be used. An interactive pedagogic approach will be axiomatic. Content will be comprehensive and multidimensional, and as attractive as possible for both domestic and foreign students. Every student is expected to write a paper related to any of the course subjects during the teaching semester. This will present an opportunity for students to express their interest in particular topics by presenting their research papers and participating in open discussions about them with the other students. Brief research assignments (short presentations) and debates on particular topics will be used as well, in order to complement the subjects of lectures. A casestudy method will also be employed, both in the form of analyses of actual relevant historical cases, and of solving example (fictional) cases presented by the

teachers, in order to gain a better understanding of the law in practice.			
<b>Number of classes of active lectures:</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	Written exam	
Seminar paper	20	Oral exam	40

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>
<b>Course title:</b> <i>Private Law and Gender Equality</i>
<b>Teacher/Teachers:</b> Prof. Dr. Katarina Dolović Bojić, Prof. Dr. Nenad Tešić, Doc. Dr. Milena Dorđević, Doc. Dr. Snežana Dabić Nikićević, Doc. Dr. Branka Babović Vuksanović
<b>Course status:</b> Optional
<b>Number of ECTS:</b> 3 ECTS
<b>Requirements:</b> /
<b>Aim of the course:</b> The course is designed to provide an evaluation of key private law areas from the gender perspective and monitor the development of gender-sensitive private law. The course shall encompass current regulation as well as a comparative overview of the legal institutes which are designed to fight against gender-based discrimination in private law. The aim of this shall be creation of a framework for understanding the possible future development of the key gender-sensitive areas of private law: property law, contract law, as well as civil procedure and private international law.
<b>Course outcome:</b> Upon finishing the course, the students should be able to identify gender-sensitive issues in private law and legal institutes which are used for development of gender-sensitive private law as well as preventing discrimination in private law.
<b>Course content:</b> <ul style="list-style-type: none"> <li>- Gender equality and proprietary relations (legal capacity, equality in acquisition of: residential units, agricultural land and company shares).</li> <li>- Gender equality and contracts (capacity to contract, party autonomy, equality of parties, subject- matter of contract, form and formation, validity and enforceability of contract based on examples of loan and insurance agreements and life care agreements, contractual remedies, impossibility to perform, new tendencies in gender sensitive contract law (sex contract).</li> <li>- Gender equality and conflict of laws (property law relations, contracts, tort law, new tendencies in gender sensitive conflict of laws).</li> <li>- Gender equality and civil procedure (general principles, (international) litigation, collective redress, enforcement proceedings, alternative dispute resolution).</li> <li>- Other areas of gender sensitive private law (tort law).</li> </ul>
<b>Literature:</b> <b>Required reading:</b> <ol style="list-style-type: none"> <li>1. H. Kötz, <i>European Contract Law</i>, OUP Oxford, 2017.</li> <li>2. P. Chowdhury (ed.), <i>Understanding Women's Land Rights: Gender Discrimination in Ownership</i>, Sage Publications Inc, 2017.</li> <li>3. L. Martínez Velencoso, S. Bailey, &amp; A. Pradi (Eds.), <i>Transfer of Immovables in European Private Law (The Common Core of European Private Law, p. I)</i>, Cambridge, 2017.</li> <li>4. B. Anderson, A. Task, <i>Class Action Playbook</i>, Lexis Nexis, 2018.</li> <li>5. C. Menkel-Meadow, <i>Women's Ways of Knowing Law: Feminist Legal Epistemology, Pedagogy and Jurisprudence</i>, in N.R. Goldberger, J.M. Tarule, B.M. Clinchy &amp; M.F. Belenky (eds.) <i>Knowledge, Difference and Power: Essays Inspired by Women's Ways of Knowing</i>, New York, Basic Books, 1996.</li> <li>6. M. Chamallas, <i>Introduction to Feminist Legal Theory</i>, 3rd ed., Aspen Law and Business, New York, 2013.</li> <li>7. K. T. Bartlett, <i>Feminist Legal Methods</i>, 103 Harvard Law Review, 1990, 829.</li> <li>8. M. Fineman, &amp; E. Zinsstag (eds.), <i>Feminist Perspectives on Transitional Justice</i>, Intersentia, Antwerp, 2013.</li> </ol>

**Additional reading:**

1. E. Mišćenić, *Autonomy and Antidiscrimination in Private Law* in: C. Jessel-Holst et al. (ed.), *Civil Law Forum for South East Europe - Collection of studies and analyses*, 2013, p. 28, 3rd Regional Conference of the Civil Law Forum for South East Europe, 2013.
2. S. Cummings, *Gender Perspectives on Property and Inheritance: A Global Sourcebook*, 2001.
3. P. Chowdhury (ed.), *Gender Discrimination in Land Ownership*, Sage Publications Inc 2009.
4. *International Human Rights Law and Gender Equality and Non-Discrimination Legislation Requirements and Good Practices*, ICJ Briefing paper, April, 2014.
5. L. Ruggeri, I. Kunda, S. Winkler (eds.), *Family Property and Succession in EU Member States: National Reports on the Collected Data*, Sveučilište u Rijeci, Pravni fakultet/University of Rijeka, Faculty of Law, Rijeka, Croatia, 2019.
6. Directorate-General for Justice and Consumers, *Gender equality law in Europe, How are EU rules transposed into national law in 2016?* prepared by Alexandra Timmer and Linda Senden (Utrecht University) for the European network of legal experts in gender equality and non-discrimination December 2016 Based on information current on 1 April 2016.
7. M. M. Mahoney, *The Equitable Distribution of Marital Debts*, Legal Studies Research Paper Series, Working Paper No. 2011-15, May 2011.
8. S. C. Yeazell, J. C. Schwartz, *Civil procedure*, 10th edition, Aspen, 2018.
9. C. Nordholtz, M. Mekat, *Musterfeststellungsklage*, Nomos, Baden Baden, 2019.
10. S. Hennette-Vauchez; M. Pichard; D. Roman Genre et droit, *Ressources pédagogiques*, 1e édition, Daloz, 2016.
11. *Women, Business and the Law*, International Bank for Reconstruction and Development, The World Bank, 2018
12. O. Antić, *Serbia&Montenegro: Family Law and Inheritance Law (Law Of Succession)*, *International Encyclopedia of Laws* (ed. R. Blanpain), Kluwer Law International, Alphen aan den Rijn, 2006, pp. 294.
13. A. Weinland, *Die neue Musterfeststellungsklage*, C.H. Beck, München, 2019.
14. *Cross country comparison of regional mechanisms for delivery of free legal assistance*, World Bank Multi Donor Trust Fond for Justice Sector Support, 2014.
15. V. Vodinelić, S. Gajin, M. Živković, I. Spasić, J. Pak, V. Živković – A.Knežević, *Property law amendments in Serbia* (opportunities for a Reform in Serbia under Consideration of the Regional Developments in South-East-Europe), „GTZ”, Beograd, 2004, pp. 208.
16. L. Bender, *A Lawyer's Primer on Feminist Theory and Tort*, (1988) 38 *Journal of Legal Education* 3.
17. C. Dalton, *An Essay in the Deconstruction of Contract Doctrine*, (1984) 94 *Yale Law Journal* 997.
18. M. Jo Frug, *Re-reading Contracts: A Feminist Analysis of Contracts Casebooks*, (1985) 34 *American University Law Review* 1065.
19. M. Jo Frug, *Rescuing Impossibility Doctrine: A Post-Modern Feminist Analysis of Contract Law* (1992) 140 *U Penn. Law Review* 1029.
20. C. Menkel-Meadow, *Women in Dispute Resolution: Parties, Lawyers and Dispute Resolvers – What Difference Does 'Gender Difference' Make?* (2012) *Dispute Resolution Magazine* (ABA April 2012).

**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. Lecturers will adopt studentoriented teaching methods (case study, moot court, „snowballing”, etc.). Lectures will be based on comparative analysis and

analysis of case-law of ECHR, European and national courts.			
<b>Number of classes of active lectures:</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	Written exam	
Seminar paper	20	Oral exam	40

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>
<b>Course Title:</b> <i>Public Law and Gender Equality</i>
<b>Teacher/Teachers:</b> Prof. Dr Marko Davinić, Prof. Dr. Tanasije Marinković
<b>Course status:</b> optional
<b>Number of ECTS:</b> 3 ECTS
<b>Requirements:</b> /
<b>Aims of the course:</b> This course is designed to create a framework for understanding the gender perspective of fundamental Constitutional Law and Administrative law institutions and their re-evaluation based on the gender equality principle. Students will be stimulated to critical thinking and cooperative learning to better conceive the need, challenges, and obstacles for the effective implementation of the gender equality principle in public law, mainly in the context of Constitutional and Administrative Law. Particular emphasis will be on the representation of women in all levels of government, and the question of gender mainstreaming in public policies. Public Law and Gender Equality is a positive law course, but a historical and comparative perspective will also be taken into account where appropriate.
<b>Course outcome:</b> Upon finishing the course, the students should have a general overview of the concept, principles, and aims of gender-sensitive Constitutional and Administrative law. Furthermore, they should be able to analyze key gender issues throughout these two fields of law in their political, social, and economic context.
<b>Course content:</b> <ol style="list-style-type: none"> <li>1. Constitutional law, administrative law, and gender equality           <ol style="list-style-type: none"> <li>a. Formal vs. substantive equality</li> <li>b. Departure from the strictly individualistic concept of human rights and embracement of the elements of group rights values</li> <li>c. Expansion of the public sphere at the expense of the traditional understanding of autonomy as well as family and marital relations</li> <li>d. Public law (constitutional and administrative law) progressively becomes sensitive to gender equality</li> </ol> </li> <li>2. Influence of gender-equality norms from international and EU law on national public law           <ol style="list-style-type: none"> <li>a. Importance of international and European law for the development of the gender equality</li> <li>b. International law (CEDAW, ICCPR, ICESCR)</li> <li>c. Council of Europe law (ECHR, Istanbul Convention)</li> <li>d. European Union law (Charter of Fundamental Rights, Gender equality directives)</li> <li>e. Incorporation of the international and European gender equality law in the national public law</li> <li>f. Forms of incorporation: constitutional, legislative, judicial and/or administrative</li> </ol> </li> </ol>

- g. Status of the international and European law: supra/infra constitutional and/or supra/infra legislative
- h. Effect of the international and European law: direct and/or indirect
- 3. Public law and gender-based violence (the public-law aspects)
  - a. Redefinition of the public – private divide
  - b. The concept of gender-based violence
  - c. Public law responses to gender-based violence
  - d. Comprehensive and integrated policies
  - e. Prevention
  - f. Protection and support
  - g. Investigation and Prosecution
- 4. Representation of women in all levels of government
  - a. Formal equality: the right to be treated like man
  - b. Substantial equality: women's group rights
  - c. The concept and importance of empowering women
  - d. Representation of women in the central and local government
  - e. Representation of women in political and judicial branches of power Representation of women in international institutions
- 5. Representation of woman in political life (election and political parties)
  - a. Arduous path towards recognition of female suffrage
  - b. Granting women effective political rights: gender quotas
  - c. Resistance to gender quotas
    - i. Political battles
    - ii. Judicial battles
  - d. Formal and substantive gender equality within the political parties
- 5. Public law aspects of Antidiscrimination Law: Enforcement of Antidiscrimination Law by Public Law Mechanisms
  - a. Notion of prejudices, customs, traditions and other practices based on the idea of the inferiority of women or on stereotyped roles for women and men.
  - b. Public law mechanisms fight against discriminatory social and cultural values and patterns of behavior:
    - i. Awareness raising
    - ii. Education
    - iii. Training of professionals
    - iv. Preventive intervention and treatment programs
    - v. Participation of the private sector and media

**Literature:**

**Required reading:**

1. Angela J. Hattery, Earl Smith, *Gender, Power, and Violence: Responding to Sexual and Intimate Partner Violence in Society Today*, Rowman & Littlefield Publishers, 2019.
2. Kim Rubenstein, Katharine G. Young (eds.), *The Public Law of Gender: From the Local to the Global*, Cambridge University Press, 2018.
3. Mona Lena Krook, Pär Zetterberg (eds.), *Gender Quotas and Women's Representation: New Directions in Research*, Routledge, 2015.
4. Susan H. Williams (ed.), *Constituting Equality: Gender Equality and Comparative Constitutional Law*, Cambridge University Press, 2009.
5. Vera Lomazzi, Isabella Crespi, *Gender Mainstreaming and Gender Equality in Europe: Policies, Culture and Public Opinion*, Policy Press, 2019.

**Additional reading:**

1. Anne Coles, Leslie Gray, Janet Momsen (eds.), *The Routledge Handbook of Gender and Development*, Routledge, 2015.
2. Barbara Pini, Paula McDonald (eds.), *Women and Representation in Local Government: International Case Studies*, Routledge, 2011.
3. Emanuela Lombardo, Maxime Forest (eds.), *The Europeanization of Gender Equality Policies: A Discursive-Sociological Approach*, Palgrave Macmillan, 2012.
4. Frank C. Thames, Margaret S. Williams, *Contagious Representation: Women's Political Representation in Democracies around the World*, NYU Press, 2015.
5. Ishtiaq Jamil, Salahuddin M. Aminuzzaman, Syeda Lasna Kabir, M. Mahfuzul Haque (eds.), *Gender Mainstreaming in Politics, Administration and Development in South Asia*, Palgrave Macmillan, 2020.
6. Johanna Kantola, *Gender and the European Union*, Red Globe Press, 2010.
7. Joni Lovenduski, *State Feminism and Political Representation*, Cambridge University Press, 2006.
8. Judith Squires, *The New Politics of Gender Equality*, Red Globe Press, 2007.
9. Karen Celis, Sarah Childs (eds.), *Gender, Conservatism and Political Representation*, ECPR Press, 2014.
10. Kirstine Adams, Andrew Byrnes (eds.), *Gender Equality and the Judiciary: Using International Human Rights Standards to Promote the Human Rights of Women and the Girl-child at the National Level*, Commonwealth Secretariat, 2000.
11. Lori Cox Han, Caroline Heldman, *Women, Power, and Politics: The Fight for Gender Equality in the United States*, Oxford University Press, 2017.
12. Petra Ahrens, *Actors, Institutions, and the Making of EU Gender Equality Programs*, Palgrave Macmillan, 2018.
13. Petra Ahrens, Katja Chmielewski, Sabine Lang, Birgit Sauer, *Gender Equality in Politics: Implementing Party Quotas in Germany and Austria*, Springer, 2020.
14. R. Amy Elman, *Sexual Equality in an Integrated Europe: Virtual Equality*, Palgrave Macmillan, 2008.
15. Ragnhild L. Muriaas, Vibeke Wang, Rainbow Murray (eds.), *Gendered Electoral Financing: Money, Power and Representation in Comparative Perspective*, Routledge, 2019.
16. Richard Matland, Kathleen Montgomery (eds.), *Women's Access to Political Power in PostCommunist Europe*, Oxford University Press, 2003.
17. Season Hoard, *Gender Expertise in Public Policy: Towards a Theory of Policy Success*, Palgrave Macmillan, 2015.
18. Shirin M. Rai (ed.), *Mainstreaming Gender, Democratizing the State, Institutional Mechanisms for the Advancement of Women?*, Manchester University Press, 2003.
19. Sophie Jacquot, *Transformations in EU Gender Equality: From emergence to dismantling*, Palgrave Macmillan, 2015.
20. Tracy L. Osborn, *How Women Represent Women: Political Parties, Gender, and Representation in the State Legislatures*, Oxford University Press, 2012.

**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. All students' activities will be taken into account for the final passing of the exam. Furthermore, the teaching method includes analysis of case-law of CJEU, ECtHR, and national courts and case studies focusing on complex legal issues, thus providing students with an opportunity to apply sources of law to facts of hypothetical cases.

<b>Number of classes of active lectures:</b>	<b>Theoretical classes: 30</b>	<b>Practical classes: 15</b>
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<b>Evaluation of knowledge (maximum number of points: 100)</b>
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<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Activities during lectures and practical work	40	Written exam	40
Seminar paper	20	Oral exam	

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>
<b>Course title:</b> <i>Gender Economics</i>
<b>Teacher/Teacherss:</b> Doc. Dr. Nikola Ilić, Ass. Ana Odorović
<b>Course status:</b> optional
<b>Number of ECTS:</b> 3 ECTS
<b>Requirements:</b> /
<p><b>Aim of the course:</b></p> <p>This course engages with key areas in Feminist Economics. It provides a critical overview of economic theories, methods and economic policy - debates from a gender and feminist perspective. It explores different forms of feminist economic transformations.</p> <p>Students will develop knowledge about Gender Economics, including learning how to: critically analyse economics and economies; economic theory and economic life from a feminist and gender perspective.</p> <p>The course consists of six main themes. It starts with a conceptual introduction to feminist theory, gender and gender equality from an economic perspective, then it engages with gender economics and management, both conceptually and empirically.</p>
<p><b>Course outcome:</b></p> <p>At the end of the course, the students are expected to understand the main economic concepts and analyze economic indicators from a gender perspective. They are also required to understand and analyze cross-societal and historical differences, labor market outcomes, management and entrepreneurship from gender lenses.</p>
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li><b>1) Introduction to Economics and Gender</b> <ol style="list-style-type: none"> <li>1.1. Gender and feminist theory from economic lenses</li> <li>1.2. Gender and history of economic thinking</li> <li>1.3. Gender and macroeconomics</li> </ol> </li> <li><b>2) Cross-societal and historical comparisons</b> <ol style="list-style-type: none"> <li>2.1. Industrialized societies</li> <li>2.2. Socialist Societies</li> <li>2.3. Non-industrialized societies</li> <li>2.4. Economic factors behind historical trends</li> </ol> </li> <li><b>3) Indicators of Gender From the Economic Perspective</b> <ol style="list-style-type: none"> <li>3.1. Gender parity, gender equality, an gender mainstreaming</li> <li>3.2. Other economic indicators of gender</li> <li>3.3. Analysis of economic gender indicators in the European Union</li> </ol> </li> <li><b>4) Gender in the Labor Market</b> <ol style="list-style-type: none"> <li>4.1. Introduction to the labor market from a gender perspective.</li> <li>4.2. Labor force participation: analysis of trends</li> <li>4.3. Labor force participation: consequences for family structure and the household</li> <li>4.4. The earnings puzzle: gender segregation, human capital, compensating differentials and discrimination</li> <li>4.5. Gender gap in economic sectors</li> </ol> </li> <li><b>5) Gender and Management</b> <ol style="list-style-type: none"> <li>5.1. Gender and Governance: remuneration and in-board representation</li> <li>5.2. Gender and leadership</li> <li>5.3. Gender and Corporate Social Responsibility</li> <li>5.4. Gender and Public Management and Administration</li> </ol> </li> <li><b>6) Gender, Innovation, and Entrepreneurship</b> <ol style="list-style-type: none"> <li>6.1. General concepts from an economic angle</li> <li>6.2. The gender patenting gap</li> </ol> </li> </ol>

- 6.3. Sustainable Development Goals (SDG) and Gender.
- 6.4. Gender and Technology as a SDG.
- 6.5. Women entrepreneurship

**Literature:****Required Reading:**

1. J. P. Jacobsen, *The economics of gender*, Blackwell, Cambridge, MA 1994
2. T. Iversen & F. Rosenbluth, *Women, work, and politics: The political economy of gender inequality*, Yale University Press, 2010

**Additional Reading:**

1. P. Lundborg, 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.
2. I. Metz, Advancing the careers of women with children. *Career Development International*, 2015.
3. D. Witkowska, Gender disparities in the labor market in the EU, *International Advances in Economic Research*, 2013, 19 (4), 331-354. doi:10.1007/s11294-013-9431-2
4. R. K. Goel & J. W. Saunoris, Unemployment and international shadow economy: Gender differences, *Applied Economics*, 2017, 49 (58), 5828-5840. doi:10.1080/00036846.2017.1343452
5. M. Burda, D. S. Hamermesh & P. Weil, Total work and gender: Facts and possible explanations. *Journal of Population Economics*, 2013, 26 (1), 239-261. doi:10.1007/s00148-012-0408-x
6. F. Lissoni, F. Montobbio & L. Zirulia, Inventorship and authorship as attribution rights: An enquiry into the economics of scientific credit, *Journal of Economic Behavior and Organization*, 2013, 95, 49-69. <https://doi.org/10.1016/j.jebo.2013.08.016>
7. L. 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. doi:10.1177/0899764012455951
8. P. E. Stephan & A. El-Ganainy, The entrepreneurial puzzle: Explaining the gender gap. *Journal of Technology Transfer*, 2007, 32 (5), 475-487. <https://doi.org/10.1007/s10961007-9033-3>
9. U. Busolt & K. Kugele, The gender innovation and research productivity gap in Europe. *International Journal of Innovation and Sustainable Development*, 2009, 4 (2-3), 109122. <https://doi.org/10.1504/IJISD.2009.028066>
10. R. Brauneis & D. Oliar, An empirical study of the race, ethnicity, gender, and age of copyright registrants. *George Washington Law Review*, 2018, 86 (1), 46-98.
11. I. De Melo-Martín, Patenting and the Gender Gap: Should Women Be Encouraged to Patent More? *Science and Engineering Ethics*, 2019, 19 (2), 491-504. <https://doi.org/10.1007/s11948-011-9344-5>
12. R. Frietsch, I. Haller, M. Funken-Vrohlings & H. Grupp, Gender-specific patterns in patenting and publishing. *Research Policy*, 2009, 38 (4), 590-599.
13. J. Hunt, J. P. Garant, H. Herman & Munroe, D. J. Why are women underrepresented amongst patentees? *Research Policy*, 2013, 42 (4), 831-843. <https://doi.org/10.1016/j.respol.2012.11.004>
14. K. B. Whittington & L. Smith-Doerr, Women inventors in context: Disparities in patenting across academia and industry, *Gender and Society*, 2008, 22 (2), 194-218. <https://doi.org/10.1177/0891243207313928>

**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. Learning approach will be insofar based on collaborative, inquiry-based, student-centred approach to teaching.

<b>Number of classes of active lectures:</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	Written or oral exam	40
Seminar paper	20		

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>
<b>Course title:</b> <i>Gender Equality and Business Law</i>
<b>Teacher/Teachers:</b> Prof. Dr. Vuk Radović, Prof. Dr. Tatjana Jevremović Petrović, Prof. Dr. Mirjana Radović, Prof. Dr. Jelena Lepetić
<b>Course status:</b> optional
<b>Number of ECTS:</b> 3 ECTS
<b>Requirements:</b> /
<p><b>Aim of the course:</b> The aim of the course is to provide students with in-depth understanding of gender perspective in Business Law including the gender sensitive language in this framework. Particularly, nondiscrimination and four freedoms are going to be discussed from gender perspective as well as different forms of woman participation in business with special emphasis on the role of women in decision making. Furthermore, compliance of business law and white-collar crime shall be analyzed from a gender role dimension. Finally, the main features of selected national legal frameworks shall be provided to students.</p>
<p><b>Course outcome:</b> Upon completing this course students shall have enhanced knowledge of the gender perspective in Business Law and practice. This knowledge shall enable them to give expert opinions and promote changes if needed, as well as to undertake further practical and theoretical research in this field.</p>
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li>1. Law and Languages in Business Law from a Gender Perspective</li> <li>2. Fostering of Women Involvement in the Internal Market</li> <li>3. Role of Women in Business Law Decision Making, in particular:             <ol style="list-style-type: none"> <li>3.1. Arbitration and Business Law Disputes</li> <li>3.2. Board of Directors: Composition and Remuneration</li> </ol> </li> <li>4. Involvement of Women from the Business Law Perspective, in particular:             <ol style="list-style-type: none"> <li>4.1. Investment Law</li> <li>4.2. Banking and Insurance Law</li> <li>4.3. Regulatory Framework for Female Entrepreneurship                 <ol style="list-style-type: none"> <li>4.3.1. General Issues and Problems Related to Women Entrepreneurship</li> <li>4.3.2. Different Business Forms from a Gender Perspective</li> <li>4.3.3. Financing</li> <li>4.3.4. Networking</li> </ol> </li> </ol> </li> </ol>

5. White collar crime from a gender perspective
6. National perspectives on Gender Equality in Business Law

**Literature:****Required reading:**

1. S. L. Fielden, M. J. Davidson eds. *International Handbook of Woman and Small Business Entrepreneurship*, Cheltenham and Northampton, 2005.
2. C. Seierstad, P. Gabaldon, H. Mensi-Klarbach eds. *Gender Diversity in the Boardroom, Volume 1: The Use of Different Quota Regulations*, 2017.
3. C. Seierstad, P. Gabaldon, H. Mensi-Klarbach eds., *Gender Diversity in the Boardroom, Volume 2: Multiple Approaches Beyond Quotas*, 2017.
4. C. G. Brush, A. de Bruin, E. J. Gatewood, C. Henry eds., *Women Entrepreneurs and the Global Environment for Growth: A Research Perspective*, Edward Elgar, Cheltenham and Northampton, 2010.
5. M. A. Galvin, „Gender and White-Collar Crime – Theoretical Issues”, *Criminal Justice Studies – A Critical Journal of Crime, Law and Society*, Volume 33, Issue 1, 2020.
6. G. Van Harten, „The (Lack of) Women Arbitrators in Investment Treaty Arbitration”, *FDI Perspectives*, February 2012 ([https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2005336](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2005336))
7. L. Greenwood, C. M. Baker, „Getting a Better Balance on International Arbitration Tribunals”, *Arbitration International*, Volume 28, Issue 4, 2012.
8. A. Egan, „Women in banking: a study in inequality”, *Industrial Relations Journal*, 1982 (<https://doi.org/10.1111/j.1468-2338.1982.tb00411.x>)
9. R Avraham, KD Logue, D Schwarcz, „Understanding Insurance Antidiscrimination Law”, *Southern California Law Review*, Volume 87, 2013-2014.
10. L. J. Montour, „Connecting the Spheres of Trade and Gender: Creating a Gender Conscious World Trade Organization“, *Suffolk University Law Review*, Volume 47, Issue 2, 2014.

**Additional reading:**

1. B. G Davis, „Diversity in International Arbitration”, *Dispute Resolution Magazine* Volume 20, 2013-2014.
2. J. Smythe, R. Saunders, *Female Entrepreneurs: The Secrets of Their Success*, Routledge 2020.
3. R. Papdima, „Recent Developments regarding Gender Balance on EU Corporate Boards”, *European Company Law*, Volume 12, Issue 5, 2015.
4. C. Neha, „Women Entrepreneurship: Banking Industry“, *International Journal of Marketing, Financial Services and Management Research*, 2013.
5. Y. Thiery, C. Van Schoubroeck, „Fairness and equality in insurance classification”, *The Geneva Papers on Risk and Insurance - Issues and Practice*, Volume 31, 2006.
6. M. McAdam, *Female Entrepreneurship*, Routledge, 2012.
7. M. Minniti, „Gender Issues in Entrepreneurship”, *Foundations and Trends in Entrepreneurship*, Volume 5, Issue 7-8, 2009.
8. M. Handalić, „The Position of Female Entrepreneurs in the European Union and Transition Countries”, *Journal of Women's Entrepreneurship and Education*, Issue, 1-2, 2009.
9. H. Keren, „Women in the Shark Tank: Entrepreneurship and Feminism in a Neoliberal Age“, *Columbia Journal of Gender and Law*, Volume 34, 2016.
10. M. Syzdlo, „Constitutional Values Underlying Gender Equality on the Boards of Companies: How Should the EU Put These Values into Practice”, *International and Comparative Law Quarterly*, Volume 63, Issue 1, 2014.

11. J. Mulder, „(Re) Conceptualising a Social Market Economy for the EU Internal Market”, *Utrecht Law Review*, Volume 15, Issue 2, 2019.
12. F. Lee, „Show Me the Money: Using the Business Case Rationale to Justify Gender Targets in the EU”, *Fordham International Law Journal*, Volume 36, Issue 5, 2013.
13. N. O'Connor, „The Impact of Positive Action on Private Law Freedoms - Proposed EU Directive on Gender Balance in the Boardroom”, *Trinity College Law Review*, Vol. 18, 2015.
14. C. Z. Wagner, „Gender Mainstreaming in International Trade: Catalyst for Economic Development and Political Stability”, *Studies in Transnational Legal Policy*, Volume 37, 2006.
15. K. Pieters, „More Efforts Needed to Improve Gender Equality in Corporate Governance in the EU”, *European Business Organization Law Review*, Volume 13, 2012.
16. M. Leszczynska, „Mandatory Quotas for Women on Boards of Directors in the European Union: Harmful to or Good for Company Performance?”, *European Business Organization Law Review*, Volume 19, 2018.
17. S. Vasiljevic, A.-M. Sunko, „EU Law and Gender-Balanced Boards: Making Equality Effective”, *Croatian Yearbook of European Law and Policy*, Volume 13, 2017.

**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.

Interactive lectures: presentation given by the lecturer and student participation in the form of discussions, asking questions, prepared short presentations (students may be required to prepare for the lectures in advance); individual consultations outside classes in person or via e-mail.

<b>Number of classes of active lectures:</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>	Points	<b>Final exam</b>	Points
Activities during lectures and practical work	40	Written exam	40
Seminar paper	20	Oral exam	

**Study program:** Master Academic Studies – *Law and Gender*

**Course title:** *Gender Equitable Taxation*

**Teacher/Teachers:** Prof. Dr. Svetislav V. Kostić, ass. Lidija Živković

**Course status:** optional

**Number of ECTS:** 3 ECTS

**Requirements:** /

**Aim of the course:**

The course is designed to develop a framework for understanding the gender perspective of key tax law institutions and re-evaluation thereof on the basis of gender equality principle. Students will be stimulated to critical thinking in order to better understand the need, challenges of and obstacles for the effective implementation of gender equality principle in the field of tax law. This aim shall be realized by analysing the gender perspective of different forms of taxation (personal

income tax, property and wealth taxes, consumption taxes, corporate income tax), as well as closely related concepts such as tax evasion and avoidance, and identifying gender biases they encompass.

**Course outcome:**

Upon the completion of the course, the students will have a general overview of the concept, principles and aims of gender equitable taxation. They will be able to understand taxation and revenue collection as tools that could and should be utilized in achieving a higher level of protection of women's rights. Students will be able to use gender equality principle as a basis for re-evaluating the applicable sources of tax law and generally accepted taxation concepts and theories.

**Course content:**

1. Introduction: How is taxation relevant for gender equality?
  - 1.1. Basic tax law concepts and related issues
  - 1.2. Evolution of modern tax systems from a gender perspective
  - 1.3. Sources of public international law relevant for taxation from a gender perspective
  - 1.4. Fiscal policy, welfare state and gender perspective as a precondition for a fairer tax system
2. The effects of tax structure on gender equity: Recognizing gender biases
  - 2.1. Gender issues in personal income taxation
  - 2.2. Gender issues in property and wealth taxation
  - 2.3. Gender issues in corporate income taxation
  - 2.4. Gender issues in the taxation of consumption
3. Public expenditures side: Gender responsive budgeting

**Literature:****Required reading:**

1. C. Grown, „What Gender Equality Advocates Should Know About Taxation”, *AWID Discussion Paper*, Association for Women's Rights in Development, Toronto 2005.
2. I. Valodia, „Gender, poverty and taxation: An overview of a multi-country study of gender and taxation”, *Agenda: Empowering Women for Gender Equity*, No. 81, Gender & Poverty Reduction, 2009.
3. K. A. Lahey, „International Transactions, Taxation, and Women: The Critical Role of Gender Analysis” *U.B.C. Law Review*, Vol. 42, No. 2, 2010.
4. J. Birchall and M. Fontana, „The gender dimensions of expenditure and revenue policy and systems”, *Bridge Development Gender*, Institute of Development Studies, 2015.
5. K. A. Lahey, „Gender, Taxation and Equality in Developing Countries: Issues and Policy Recommendations”, *Discussion Paper*, UN Women, April 2018.

**Additional reading:**

1. K. Barnett, C. Grown, „Gender Impacts of Government Revenue Collection: The Case of Taxation”, *Commonwealth Economic Paper Series*, Commonwealth Secretariat, 2004.
2. Imraan Valodia, Terence Smith and Debbie Budlender, „Has Gender-Based Tax Reform Been Good for All South African Women?” *Agenda: Empowering Women for Gender Equity*, No. 47, 2001.
3. K. A. Lahey, „Uncovering Women in Taxation: The Gender Impact of Detaxation, Tax Expenditures, and Joint Tax/Benefit Units” *Osgoode Hall Law Journal*, Vol. 52, No. 2, 2015.
4. J. Stotsky, „Gender Bias in Tax Systems” *Tax Notes International*, June 9, 1997.
5. J. Stotsky, „Gender Budgeting: Fiscal Context and Current Outcomes”, *International Monetary Fund Working Paper*, July 2016.

6. J. Stotsky, Sakina Shibuya, Lisa Kolovich, and Suhaib Kebhaj, „Trends in Gender Equality and Women's Advancement” *International Monetary Fund Working Paper*, February 2016.
7. D. Elson, „Monitoring Government Budgets for Compliance with CEDAW,” Unpublished Report, UNIFEM, New York 2005.
8. H. Hodgson and K. Sadiq, „Gender equality and a rights-based approach to tax reform” in *Tax, Social Policy and Gender: Rethinking equality and efficiency* (ed. Miranda Stewart), ANU Press 2017.
9. J. Weiss-Wolf, „U.S. Policymaking to Address Menstruation: Advancing an Equity Agenda”, *William & Mary Journal of Race, Gender, and Social Justice*, Vol. 25, No. 3, Spring 2019.
10. Shannon Weeks McCormack, „Postpartum Taxation and the Squeezed-out Mom”, *Georgetown Law Journal*, Vol. 105, No. 5, 2017.
11. N. E. Shurtz, „Gender Equity and Tax Policy: The Theory of Taxing Men”, *Southern California Review of Law and Women's Studies*, Vol. 6, No. 2, Spring 1997.
12. N. C. Staudt, „Taxation and Gendered Citizenship”, *Southern California Review of Law and Women's Studies*, Vol. 6, No. 2, Spring 1997.
13. P. Apps, „Tax Reform, Ideology and Gender”, *Sydney Law Review* Vol. 21, No. 3, 1999.

**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. The teaching method includes analysis of the relevant case-law and case studies focusing on complex legal issues thus providing students with an opportunity to apply sources of law to facts of hypothetical cases. Also, comparative approach will be conducted enabling students to identify similarities between their national tax law system and other families of tax law systems around the world. Classes will be organized in a way that leaves enough time for student discussions, which are to be encouraged and moderated by the lecturer.

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

Pre-exam obligations	Points	Final exam	Points
Activities during lectures	5	Written exam	30
Activities during practical work	15	Oral exam	
Tests/assignments	30		
Seminar paper	20		

**Study program:** Master Academic Studies – *Law and Gender*

**Course title:** *Gender Competent Family Law*

**Teacher/Teachers:** Prof. Dr. Uroš Novaković, Assist. Ivana Barać

**Course status:** optional

**Number of ECTS:** 3 ECTS

**Requirements:** /



**Aim of the course:**

To study the impact of gender perspective in the evolution of Family Law and family judicial procedures. The course begins with an overview of the normative evolution towards formal equality and continues with the reforms that aim at reaching substantive equality in Family Law. In particular, the course focuses on the evolution of the concept of family from a model traditionally grounded on the primacy of the husband or father, to a gender-equality-based model. Starting from that, the course focuses on the impact of gender on the regulation of different-sex and same-sex marriages, cohabitation, parental responsibility, filiation, divorce, separation, domestic violence, property issues (division of propriety, alimony, spousal maintenance), adoption and foster care.

The course includes issues related to procedural law, taking into account that several Family Law reforms have affected civil procedure (marriage processes, filiation, capacity of persons, noncontentious proceedings). For this reason, a comprehensive study of Family Law is required, addressing both branches (the substantive and the procedural) from a gender perspective.

**Course outcome:** The course will improve the knowledge of gender issues in Family Law, by offering to the students a broader and more detailed perspective on the related contemporary problems. On that note, the course would also give the students a chance to get involved in the „hot” topics of every day’s society.

The tasks of the course will be accomplished by allowing students to acquire specific knowledge based on the comparative analysis of topics of the following: a) family from a gender perspective, b) marriage, divorce and their aspects from a gender perspective, c) 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:**

1. C. Pateman, *The Sexual Contract*, Polity Press, 1988.
2. M. Afkhami, Y. Ertürk, A. Elizabeth Mayer eds. *Feminist Advocacy, Family Law and Violence against Women: International Perspectives*, Routledge, 2019.
3. M. D. C. Garzón and F. Fuentes Rodríguez, *Mujer, violencia y derecho*, Servicio de Publicaciones de la Universidad de Cádiz, Cádiz, 2006.

4. R. Hunter, S. Cowan eds. *Choice and Consent: Feminist Engagements with Law and Subjectivity*, Routledge, 2007.
5. J. Wallbank, S. Choudhry and J. Herring, *Rights, Gender and Family Law*, Routledge, 2010.
6. G. Lerner, *The Creation of Patriarchy*, Oxford University Press, 1986.
7. J. A. Baer, *Our Lives Before the Law, Construing a Feminist Jurisprudence*, Princeton University Press, 1999.
8. K. M. Baber and K. R. Allen, *Women & Families, Feminist Reconstruction*, The Guilford Press, 1992.
9. M. Barètt, M. McIntosh, *The Anti-social Family*, Thetford Press, 1982.
10. H. Barnet, *Introduction to Feminist Jurisprudence*, Cavendish Publishing Ltd, London, 1998.
11. F. E. Olsen ed., *Feminist Legal Theory*, New York University Press, New York, 1995.
12. A. Oakley, „Feminism, Motherhood and Medicine – Who Cares?“ in: J. Mitchell, A. Oakley eds., *What is feminism?*, Basil Blackwell, Oxford, 1987.
13. N. Rogers, „The impact of family support on the success of women business owners“ in: S.L. Fielden, M.J. Davidson eds., *International Handbook of Women and Small Business Entrepreneurship*, Edward Elgar Publishing Limited, Northampton, 2005.
14. 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.
15. R. Gartner, B. McCarthy eds., *The Oxford Handbook of Gender, Sex, and Crime*, Oxford University Press, New York 2014.
16. M. Vandervondelen, „Childbirth in Iron Age Cyprus: A Case Study“ in: D. Bolger, N. Serwint eds., *Engendering Aphrodite, Women and Society in Ancient Cyprus*, American School of Oriental Research, Boston, 2002.
17. S. J. Correll, S. Benard, I. Palk, „Getting a job? Is There a Motherhood Penalty“ in *American Journal of Sociology*, Volume 112, Number 5, The University of Chicago, 2007.
18. E. Zacharenko, „Reproductive rights as a social justice issue in the EU“ in: Estzer Kováts ed. *The Future of the European Union, Feminist Perspectives from East-Central Europe*, Friedrich-Ebert-Stiftung Budapest, 2017.
19. Maria Ágren ed., *Making a Living, Making a Difference, Gender and Work in Early Modern European Society*, Oxford University Press, 2017.
20. S. L. Kimble, M. Röwekamp eds., *New Perspectives on European Women's Legal History*, Routledge Research in Gender and History, 2016.

**Further Reading:**

1. S. Meder, Christoph-Eric Mecke eds., *Family Law in Early Women's Rights Debates: Western Europe and the United States in the Nineteenth and Early Twentieth Centuries*, Cologne: Böhlau, 2013.
2. Stephan Meder, Christoph-Eric Mecke eds., *Reformforderungen zum Familienrecht international*, Böhlau, 2015.
3. U. Gerhard, *Debating Women's Equality: Toward a Feminist Theory of Law: A European Perspective*, New Brunswick: Rutgers University Press, 2001.
4. G. Warnke, *After Identity, Rethinking Race, Sex, and Gender*, Cambridge University Press, New York 2007.
5. S. Song, *Justice, Gender and the Politics of Multiculturalism*, Cambridge University Press, New York 2007.

6. S. M. Okin, „Philosopher Queens and Private Wives: Plato on Women and the Family” in: M. L. Shanley, C. Pateman eds., *Feminist Interpretations and Political Theory*, The Pennsylvania State University Press, 1991.
7. K. Brooks, A. Gunnarson, L. Philipps, M. Wersig eds., *Challenging Gender Inequality in Tax Policy Making, Comparative Perspectives*, Hart Publishing, Oregon 2011.
8. M. Verloo ed., *Multiple Meanings of Gender Equality, A Critical Frame Analysis of Gender Policies in Europe*, Central European University Press, Hungary 2007.
9. A. Dworkin, *Right-wing Women, The Politics of Domesticated Females*, The Women’s Press, London 1983.
10. H. Scott, Sweden’s „Right to be Human”, *Sex-Role Equality: The Goal and the Reality*, Allison & Busby Ltd, London 1982.
11. V. Randall, *Women and Politics, An International Perspective*, Second Edition, Macmillan Education, 1987.
12. L. Abrams, „Crime against marriage? Wife-beating, the law and divorce in nineteenth-century Hamburg” in: M. L. Arnot, C. Osborne eds., *Gender and Crime in Modern Europe*, UCL Press, 1999.
13. R. D. Bhatnagar, R. Dube, R. Dube, *Female Infanticide in India, A Feminist Cultural History*, State University of New York Press, 2005.
14. R. L. Fregoso, C. Bejarano eds., *Terrorizing Women, Feminicide in the Américas*, Duke University Press, Durham and London, 2010.
15. D. E. Chunn, S. B. Boyd, H. Lessard eds., *Reaction and Resistance, Feminism, Law, and Social Change*, Law and Society Series, 2007.
16. C. L. Bacchi, *Women, Policy and Politics, The Construction of Policy Problems*, SAGE Publications, London 1999.
17. M. A. Failinger, E. R. Schiltz, S.J. Stabile eds., *Feminism, Law, and Religion*, Ashgate Publishing Ltd, 2013.
18. J. A. Brundage, *Law, Sex, and Christian Society in Medieval Europe*, The University of Chicago Press Ltd., London, 1987.
19. H. J. Marsman, *Women in Ugarit & Israel, Their Social & Religious Position in the Context of the Ancient Near East*, Koninklijke Brill, Leiden 2003.
20. J. G. Sperling, S.K. Wray eds., *Across the Religious Divide, Women, Property and Law in the Wider Mediterranean (ca. 1300 - 1800)*, Routledge, New York 2010.
21. M. Murray, *The Law of the Father? Patriarchy in the transition from feudalism to capitalism*, Routledge, London 2005.
22. C. Leduc, „Marriage in Ancient Greece” in: P. Schmitt Pantel ed., *A History of Women in the West, From Ancient Goddesses to Christian Saints*, The Belknap Press of Harvard University Press, London 1992.
23. S. B. Pomeroy, „Women’s identity and the family in the classical polis” in: R. Hawley, B. Levick eds., *Women in Antiquity, new assessments*, Taylor & Francis e-Library, 2004.
24. S. F. Wemple, *Women in Frankish Society, Marriage and the Cloister, 500 to 900*, University of Pennsylvania Press, Philadelphia 1981.
25. J. E. Tucker, *Women, Family and Gender in Islamic Law*, Cambridge University Press, New York 2008.
26. M. Lansky, J. Ghosh, D. Meda, U. Rani eds., *Women, Gender and Work, Volume 2, Social Choices and Inequalities*, International Labour Office – Geneva 2017.
27. M. Stewart, *Tax, Social Policy and Gender, Rethinking Equality and Efficiency*, Australian National University Press, 2017.
28. G. Pascall, *Social Policy, A New Feminist Analysis*, Routledge, 1997.
29. J. Grimshaw, *Feminist Philosophers, Women’s Perspectives on Philosophical Traditions*, Wheatsheaf Books, 1986.

30. M.A.Fineman ed., *Transcending the Boundaries of Law, Generations of Feminism and Legal Theory*, Routledge, New York 2011.
31. M. Davies, V.E.Munro eds., *The Ashgate Research Companion to Feminist Legal Theory*, Ashgate Publishing Company 2013.

**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.

**Number of classes of active lectures:**      **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	Oral or written exam	40
Seminar paper	20		

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>
<b>Course title:</b> <i>Gender Competent Criminal Law</i>
<b>Teacher/Teachers:</b> Doc. Dr. Ivana Marković
<b>Course status:</b> optional
<b>Number of ECTS:</b> 3 ECTS
<b>Requirements:</b> /
<p><b>Aim of the course:</b></p> <p>The starting point will be the relation between Criminal Law and Gender, taking into consideration provisions made by the Council of Europe Convention on preventing and combating violence against women and domestic violence (also known as the <i>Istanbul Convention</i>) from 2011. It contains basic provisions on Criminal Law and gender, penalties and the perpetrator, being essential for Gender Competent Criminal Law, both for providing a new basis, as well as enhancing development regarding respective offences.</p> <p>The foundation of the study will be twofold. On the one side, we will analyze singular models of implementation of the gender perspective in Criminal Law. The aim of this part will be to answer the question on why we need to take the gender perspective into account in Criminal Law. At the same time, and this will be our second baseline, the traditional division into a General Part and a Special Part of Criminal Law will be the structure of our course.</p>
<p><b>Course outcome:</b></p> <p>The course is designed to give a general and critical overview of the specific manifestations and considerations of gender within the traditional Criminal Law. Legal sources from various countries and cultural backgrounds, as well as relevant case law are examined. Particular emphasis is put on justification and sentencing in General Part, as well as on the most gender related crimes from the Special Part. The students will be able to dogmatically analyze current and future legal solutions in an area of law, which so far has been overlooked by Gender Studies and also overlooked by traditional teaching of Criminal Law, but which entails the most severe legal consequences.</p>
<p><b>Course content:</b></p> <p><b>1. General Part of Gender Competent Criminal Law:</b></p> <p>1.1. Typicity: Identification of legally protected rights</p> <p>1.2. Unlawfulness: Justifications</p> <p>a) self-defense b) provocation c) excess</p> <p>1.3. Guilt:</p> <p>a) mental disorder b) <i>actiones liberae in causa</i> c) mistake of law</p> <p>1.4. Sentencing:</p> <p>a) Punishments entailing imprisonment b) Probation c) Restraining to approach and communicate with the injured party</p> <p><b>2. Special Part of Gender Competent Criminal Law:</b></p>

2.1. Criminal offences under the *Istanbul Convention* and their implementation in the respective national law:

- a) psychological violence
- b) stalking
- c) physical violence
- d) sexual violence, including rape
- e) forced marriage
- f) female genital mutilation
- g) forced abortion and forced sterilization
- h) sexual harassment

2.2. Gender-related hate crimes

### **Literature:**

#### **Required reading:**

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.
2. D. Britton, *The Gender of Crime*, Rowman & Littlefield, 2018.
3. K. Fitz-Gibbon, *Homicide Law Reform, Gender and the Provocation Defence*, Palgrave Macmillan, 2014.
4. J. Hodge, *Gendered Hate. Exploring Gender in Hate Crime Law*, Northeastern University Press, Boston, 2011.
5. R. Hunter and Sh. Cowan, *Choice and Consent – Feminist engagements with law and subjectivity*, Routledge-Cavendish, 2007.
6. 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.
7. D. Nicolson and L. Bibbings, *Feminist Perspectives on Criminal Law*, Cavendish, 2000.
8. D. Russell and R. Harmes, *Femicide in Global Perspective*, Teachers College, 2001.
9. E.R. Pohlreich, Erol Rudolf, „Ehrenmorde“ im Wandel des Strafrechts: Eine vergleichende Untersuchung unter Berücksichtigung des römischen, französischen, türkischen und deutschen Strafrechts, Duncker & Humblot, Berlin, 2009.
10. D. Nadj, *International Criminal Law and Sexual Violence against Women: the Interpretation of Gender in the Contemporary International Criminal Trial*, Taylor & Francis Ltd, 2018.

#### **Additional reading:**

1. A. Gasztold, *Feminist Perspectives on Terrorism*, Springer, 2020.
2. B. Maletzky, *Sexual abuse and the sexual offender, Common Man or Monster?*, Karnac, 2016.
3. A. Gill, C. Strange and K. Roberts, „Honour” *Killing and Violence*, Palgrave Macmillan, 2014.
4. U. A. Musa, *Gender Justice in Islamic Law – homicide and bodily injuries*, Hart 2018.
5. U. Andresson, M. Edgren and et al., *Rape Narratives in Motion*, Palgrave Macmillan, 2019.
6. S. Baer, *Rechtswissenschaft. In: Braun, Christina Von and Stephan, Inge (Hg.), Gender Studies: Eine Einführung*, Stuttgart, 2000.
7. R. Weitzer, The Social Construction of Sex Trafficking: Ideology and Institutionalization of a Moral Crusade. In: *Politics & Society*. 35. Jg., 2007.

8. K. Varol, *Ehre – Ehrenmord – Blutrache: Eine dogmatische Untersuchung zum deutschen und türkischen Strafrecht*, Verlag Dr. Kovač, 2016.
9. J. Burmeister, *Die schuldangemessene Bewertung von Ehrenmorden im deutschen Strafrecht: Differenzierte Schuldmerkmale auf Tatbestandsebene bei sonstigen niedrigen Beweggründen*, Peter Lang, 2011.
10. I. Loughan, *Manifest Madness: Mental Incapacity in Criminal Law*, Oxford University Press, 2012.
11. L. Knafla, (ed.), *Crime, Gender, and Sexuality in Criminal Prosecutions*, Greenwood, 2002.
12. N. Prasad, (ed.), *Geschlechtsspezifische Gewalt in Zeiten der Digitalisierung: Formen und Interventionsstrategien*, transcript Verlag, 2021.
13. R. Grey, *Prosecuting Sexual and Gender-based Crimes at the International Criminal Court: Practice, Progress and Potential*, Cambridge University Press, 2019.
14. M. Plaxton, *Implied consent and sexual assault: intimate relationships, autonomy, and voice*, McGill-Queen's University Press, 2015.
15. J. Deigh and D. Dolinko, *The Oxford Handbook of Philosophy of Criminal Law*, Oxford University Press, 2011.
16. M. Acale Sánchez, Penal and Custodial Control of Female Criminality in Spain from a Gender Perspective. *Social Sciences*, vol. 8, No. 2, 2019.

**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. The learning method will be insofar based on a collaborative, studentcentred approach to teaching. The teaching method includes normative analysis of the provisions, relevant case-law and case studies focusing on complex legal issues; thus providing students with an opportunity to apply sources of law to facts of hypothetical cases. Also, comparative approach will be conducted.

The interactive lectures will include introductory presentations by the lecturer, discussions in seminar classes, writing assignments etc. Students are required to write seminar papers on a given topic, especially on those issues which are not in the focus of the lectures itself and prepare their oral presentations with 15 minutes duration.

Students are required to prepare for the lectures and to participate in the discussion. Their efforts as well as results of this engagement will be taken into account for the final grade.

<b>Number of classes of active lectures:</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>	Points	<b>Final exam</b>	Points
Activities during lectures and practical work	40	Oral or written exam	40
Seminar paper	20		

**Study program:** Master Academic Studies – *Law and Gender*

**Course title:** *Gender Competent Criminology*

**Teacher/Teachers:** Prof. Dr. Natalija Lukić

**Course status:** optional

**Number of ECTS:** 3 ECTS

## Requirements: /

**Aim of the course:** The main aim of this course is to deep analyze gender as a critical point (sometimes 'the' critical point) from a Criminological point of view in order to be able to make difference between who is taking part in the perpetration of the crime and who is not, and also the response given by judicial institutions. The framework for this analysis has to be the evolution of the inclusion of gender perspective in Criminology: moving from a monolithic reality to an intersectional approach (including gender, race, condition, ethnicity and sexuality), focusing on gender differences and postmodern theories (which include, for instance, discourse analysis, queer theories and reflections on sexed body).

Special emphasis will be placed on gender differences in commission of certain criminal offences and on the question whether men and women have different ways to get to crime (including violent crime and the potential link between early victimization and criminality risk and further victimizations). Furthermore, attention will be also paid to gender differences in respect to criminal victimization. The aim of the course is to analyze in details the way criminal courts percieve gender role in crime commission, the factors related to penal sanctions imposition (legal vs. extra-legal) and possible differences in imposing penal sanctions for the same crimes.

### Course outcome:

Students achieve the capacity to make gender sensitive criminological analysis, which could highlight the gender role dimension in criminality as well as in victimization. Furthermore, they will research the way these criminal behaviors are considered by judicial institutions. These skills will qualify them not just to make preventive proposals with an inclusive perspective (capable of addressing and erasing any kind of gender differences found) but also to promote changes in the gender-blind approach of the current criminal policies (security management, crime visibility, development and enforcement of criminal law, punishments, etc.)

### Course content:

1. Introduction
  - 1.1. Female crime explanation in criminological positivism
  - 1.2. Gender-oriented theories vs. classical or gender neutral theories
  - 1.3. Contribution of feminist methodologies in understanding issues about women and crime
2. Gender and Victimization
  - 2.1. Gender differences in the extent and trends of victimization (European perspective)
  - 2.2. Types of victimization
    - 2.2.1. : Gender differences in respect to individual crimes
    - 2.2.2. Gender differences in respect to organizational crimes
3. Gender and Crime
  - 3.1. Gender differences in the extent and trends of crime (European perspective)
  - 3.2. The intersection of Victimization and Offending
  - 3.3. Types of crimes
    - 3.3.1. Gender differences in respect to indivudual crimes
    - 3.3.2. Gender differences in respect to organizational crimes
4. Gender and Penal Sanctions
  - 4.1. Gender differences in penal policy (European perspective)
    - 4.1.1. Gender and penal policy for individual crimes
    - 4.1.2. Gender and penal policy for organizational crimes

### Literature:

#### Required reading:



1. María Acale Sánchez. Penal and Custodial Control of Female Criminality in Spain from a Gender Perspective. *Social Sciences*, 2019, 19, 8 – 52.
2. Turanovic, J.J., Reisig, M.D. & Pratt, T.C. Risky Lifestyles, Low Self-control, and Violent Victimization Across Gendered Pathways to Crime. *Journal of Quantitative Criminology*, 31, 2015, 183–206.
3. Janet P. Stamatel, Explaining variations in female homicide victimization rates across Europe, *European Journal of Criminology*, vol.11 (5), 2014, 578-600.
4. Laurie A. Gould and Laura E. Agnich. Exploring the Relationship Between Gender Violence and State Failure: A Cross-National Comparison. *Violence Against Women* 22, 2016, 1343-1370.
5. Danielle Romain and Tina L. Freiburger, Chivalry Revisited: Gender, Race/Ethnicity, and Offense Type on Domestic Violence Charge Reduction. *Feminist Criminology*, 2015, 1-32.
6. Shalva Weil, Making femicide visible. *Current Sociologie*, 64, 2016.
7. Valeria Pizzini-Gambeta, Organized Crime: The Gender Constraints of Illegal Markets, in: Rosemary Gartner, Bill McCarthy (eds.), *Gender, Sex and Crime*, Oxford, 2014, 448-467.
8. Mary Dodge, Women: White-Collar Offending and Victimization, *Oxford Handbooks Online*, 2016.
9. Judith A. Warner, *Women and Crime, A Reference Handbook*, Oxford, 2012. (Chapter 2 and 3).
10. Theresa Hilliard, Presha E. Neidermeyer, The gendering of fraud: an international investigation, *Journal of Financial Crime*, vol.25, n.3, 2018, 811-837.

**Additional reading:**

1. Vikki Bell. *Interrogating Incest: Feminism, Foucault, and the Law*. Routledge, 1993.
2. Paul Bonny, Sigi Goode and David Lacey, Revisiting employee fraud: gender, investigation outcomes and offender motivation, *Journal of Financial Crime*, Vol. 22 n. 4, 2015, 447-467.
3. Mary Bosworth and Jeanne Flavin. *Race, Gender, and Punishment*. Rutgers University Press, 2007.
4. Carmen Vives-Cases et al, Expert Opinions on Improving Femicide Data Collection across Europe: A Concept Mapping Study, *Plos one*, 11/2, 2016, 1-14.
5. Susan Edwards. *Women on trial*. Manchester University Press, 1984.
6. Christine Ekholst. *A Punishment for Each Criminal. Gender and Crime in Swedish Medieval Law*. Koninklijke Brill, 1975.
7. Tina L. Freiburger, Catherine D. Marcum, Women in the Criminal Justice System, Tracking the Journey of Females and Crime, Boca Raton 2016.
8. Peter Gottschalk, Gender and White-Collar Crime: only four percent female criminals, *Journal of Money Laundering Control*, Vol. 15, n.3, 2012, 362-373.
9. Frances Heidensohn. *Women and Crime*. MacMillan, 1985.
10. Frances Heidensohn. *Sexual Politics and Social Control*. Open University Press, 2000.
11. Catharine A. MacKinnon. *Are Women Human? And other international Dialogues*. The Belknap Press of Harvard University Press, 2006.
12. Terrie Moffitt et al, Sex Differences in Antisocial Behaviour, Conduct Disorder, Delinquency, and Violence in the Dunedin Longitudinal Study, 2004, Cambridge.
13. Allison Morris. *Women, Crime and Criminal Justice*. Basil Blackwell, 1987.
14. Elanie Rodermond, Candace Kruttschnitt, Anna-Marie Slotboom, Catrien CJH Bijleveld, Female desistance: A Review of the literature, *European Journal of Criminology*, vol.13, n.1, 2016.
15. Brenda L. Russel (ed.), *Perceptions of Female Offenders*, Springer, New York, 2013.
16. Rossella Selmini, Suzy McElrath, Violent female victimization trends across Europe, Canada, and the United States. *Crime and Justice*, 43(1), 2014, 367-419.

17. Carol Smart. *Women, Crime and Criminology: A Feminist Critique*. Law Book Co of Australasia, 1978.
18. Carol Smart. *Law, Crime and Sexuality: Essays in Feminism*. SAGE, 1995.
19. Belén Sanz-Barbero, Consuelo Corradi, Laura Otero-García, Alba Ayala and Carmen Vives-Cases. The effect of macrosocial policies on violence against women: a multilevel study in 28 European countries. *International Journal of Public Health*, 2018, 63, 901 – 911.
20. Darrell Steffensmeier, Hua Zhong, Jeff Ackerman, Jennifer Schwartz, Suzanne Agha, Gender Gap Trends for Violent Crimes, 1980 to 2003: A UCR-NCVS Comparison. *Feminist Criminology*, 1(1), 2006, 72–98.
21. Shannon Drysdale Walsh and Cecilia Menjívar, Impunity and multisided violence in the lives of Latin American women: El Salvador in comparative perspective. *Current Sociology*, 64, 2016.
22. Tammy C. Whitlock. *Crime, Gender and Consumer Culture in Nineteenth-Century England*. Routledge, 2005.

**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.

Interactive lectures which encompass introductory presentation by the lecturer and student participation. The students are required to prepare for the lectures and participate in the discussion; students are required to prepare oral presentations with 15 minutes duration on a given topic; contact and individual consultations.

<b>Number of classes of active lectures:</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>	Points	<b>Final exam</b>	Points
Activities during lectures and practical work	40	Oral or written exam	40
Seminar paper	20		

**Study program:** Master Academic Studies – *Law and Gender*

**Course title:** *Gender Perspective of Labour Law*

**Teacher/Teachers:** Prof. Dr. Ljubinka Kovačević

**Course status:** optional

**Number of ECTS:** 3 ECTS

**Requirements:** /

**Aim of the course:**

This course is designed to create a framework for understanding gender perspectives on key Labour law institutions and their re-evaluation on the basis of gender equality principle. Students will be stimulated to critical thinking and cooperative learning in order to better conceive the need, challenges and obstacles for effective implementation of gender equality principle in the world of work. This aim shall be realized through analyzing the gender perspective on labour law protection of job seekers, risk of gender-based discrimination regarding rights, obligations, duties and responsibilities deriving from employment relationship, labour law protection of workers with family duties, and promotion of gender equality in employment and occupation.

**Course result:**

Upon finishing the course, the students should have a general overview of the concept, principles and aims of gender sensitive Labour law. Also, they should be able to analyze key gender issues throughout this branch of law in its political, social and economic context. Moreover, students will be able to use the gender equality principle as a basis for re-evaluating applicable sources of law and legal concepts and theories, as well as existing legal problems regarding the status of women and persons with family duties in the world of work.

**Course content:**

- 1) Access to employment and equal treatment of job seekers**
    - 1.1. Job advertisement and job requirements
    - 1.2. Gender-based discrimination during the hiring process
    - 1.3. Public incentives for the recruitment and maintenance of women in employment
    - 1.4. Gender quotas and other positive action measures
  - 2) Equal treatment of men and women at work**
    - 2.1. Working conditions and promotion
    - 2.2. The principle of equal pay of men and women and gender pay gap
    - 2.3. Gender equality, flexible employment contracts and flexible working conditions
    - 2.4. Gender-based discrimination regarding termination of employment
  - 3) Labour law measures to encourage improvements in the occupational safety and health**
    - 3.1. Maternity protection
    - 3.2. Protection of workers who have recently given birth
    - 3.3. Protection of workers who are breastfeeding
    - 3.4. Occupational risk assessment and prevention
  - 4) Protection of workers on work-life balance for parents and caregivers**
    - 4.1. Reconciliation issues
    - 4.2. Discrimination based on family issues
    - 4.3. Paternity and other family-related leave
  - 5) Gender-based harassment, sexual harassment and other forms of gender-based violence at work**
  - 6) Gender perspective in collective labour law**
    - 6.1. Gender balanced policy in workers' representatives, and in management and decision-making body in trade unions
    - 6.2. Collective bargaining agreement with gender perspective: Gender action plans
- Gender perspective in social dialogue

**Literature:**

**Required reading:**

1. *ABC of Women Workers' Rights and Gender Equality*, International Labour Office, 2000.
2. S. Bisom-Rapp, M. Sargeant, *Lifetime Disadvantage, Discrimination, and the Gendered Workforce*, Cambridge University Press, 2016.
3. P. Foubert, S. Burri, A. Numhauser-Henning, *The Gender Pay Gap in Europe from a Legal Perspective*, European Commission, 2010.
4. M. Lansky *et al.* (eds), *Women, Gender and Work*, International Labour Office, 2017.
5. J. Pillinger, N. Wintour, *Collective Bargaining and Gender Equality*, Agenda Publishing, 2019.

**Additional reading:**

1. *A Quantum Leap for Gender Equality: For a Better Future of Work for All*, International Labour Office, 2019.

2. A. Teich Adams, K. Teich Winston, *Mothers at Work: Public Policies in the United States, Sweden, and China*, Longman, 1980.
3. E. Boris, D. Hoehtker, S. Zimmermann (eds), *Women's ILO: Transnational Networks, Global Labour Standards and Gender Equity - 1919 to Present*, International Labour Office, 2019.
4. L. Briskin, *Equity Bargaining/Bargaining Equity*, Centre for Research on Work and Society, York University, 2006.
5. L. Briskin, A. Muller, *Promoting Gender Equality through Social Dialogue: Global Trends and Persistent Obstacles*, International Labour Office, 2011.
6. A. Forrest, „Hidden in the Past: How Labour Relations Policy and Law Perpetuate Women's Economic Inequality“, *Canadian Woman Studies*, Vol. 23, No. 3/2004, 64-71.
7. *Gender and Career Development*, European Foundation for the Improvement of Living and Working Conditions, 2007.
8. *Gender Equality and Decent Work: Good Practices at the Workplace*, International Labour Office, 2005.
9. *Gender Equality Around the World. Articles from World of Work Magazine 1999-2006*, International Labour Office, 2007.
10. T. Gill, L. Whitty, *Women's Rights in the Workplace*, Penguin Books Ltd, 1983.
11. *International Labour Review Special Issue: Women's Labour Force Participation: Gendered Patterns and Trends* (vol. 153, No. 2/2014)
12. *International Labour Review Special Issue: Gender, Jobs and Pay* (vol. 154, No. 4/2015)
13. E. L. Jeanes, D. Knights, P. Yancey Martin (eds), *Handbook of Gender, Work and Organization* (eds), Wiley, 2011.
14. A. McCann, *Sexual Harassment at Work: National and International Responses*, International Labour Office, 2005.
15. M. Oelz, Sh. Olney, M. Tomei, *Equal Pay: An Introductory Guide*, International Labour Office, 2013.

Other literature (including that in other languages known by the students) can be recommended to students for the purposes of exploring concrete issues, writing papers etc.

#### **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.

Also, the teaching method includes theoretical and practical classes, with the analysis of the jurisprudence of UN, ILO and CoE treaties/conventions-based supervisory bodies, case-law of CJEU, ECtHR and national courts, and case studies focusing on complex legal issues thus providing students with an opportunity to apply sources of law to facts of hypothetical cases. Also, comparative approach will be conducted.

<b>Number of classes of active lectures:</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>	Points	<b>Final exam</b>	Points
Activities during lectures and practical work	40	Oral or written exam	40
Seminar paper	20		

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>
<b>Course title:</b> <i>Gender Perspective of Social Security Law</i>
<b>Teacher/Teachers:</b> Prof. Dr. Ljubinka Kovačević
<b>Course status:</b> optional
<b>Number of ECTS:</b> 3 ECTS
<b>Requirements:</b> /
<p><b>Aim of the course:</b></p> <p>This course is designed to create a framework for understanding gender perspective on key Social Security Law institutions and their re-evaluation on the basis of gender equality principle. Students will be stimulated to critical thinking and cooperative learning in order to better conceive the need, challenges and obstacles for effective implementation of gender equality principle in the field of protection against social risks. This aim shall be realized through analyzing the gender perspective in statutory social security schemes and its branches dedicated to protection in the event of sickness, accidents at work and occupational diseases, maternity and paternity, unemployment, old-age, invalidity and death of <i>breadwinner</i> of the family. Also, the course will be oriented towards gender perspective in social assistance, as well as towards gender dimensions of poverty.</p>
<p><b>Course outcome:</b></p> <p>Upon finishing the course, the students should have a general overview of the concept, principles and aims of gender sensitive Social security law. Also, they should be able to analyze key gender issues throughout this branch of law in its political, social and economic context. Moreover, students will be able to use the gender equality principle as a basis for re-evaluating applicable sources of law and legal concepts and theories, as well as existing legal problems regarding the status of women and persons with family duties in the field of social insurance and social protection.</p>
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li><b>1) The scope of the statutory social security schemes</b> <ol style="list-style-type: none"> <li>1.1. The right to social security – a gendered consideration</li> <li>1.2. Conditions of access to the statutory social security schemes</li> <li>1.3. The obligation to contribute and the calculation of contributions</li> </ol> </li> <li><b>2) Gender perspective in health insurance</b> <ol style="list-style-type: none"> <li>2.1. The protection in the event of sickness (health care and sickness benefits)</li> <li>2.2. The protection in the event of accidents at work and occupational diseases</li> </ol> </li> <li><b>3) Gender perspective in the protection of maternity, paternity and family</b> <ol style="list-style-type: none"> <li>3.1. Maternity benefits</li> <li>3.2. Paternity benefits</li> <li>3.3. Family benefits</li> </ol> </li> <li><b>4) Gender gaps in the pension system</b> <ol style="list-style-type: none"> <li>4.1. Pension system: old-age, invalidity and survivors pensions</li> <li>4.2. Access to pension system benefits (public and supplementary - occupational and personal - pension schemes)</li> <li>4.3. Differences in pension income between women and men</li> <li>4.4. Measures to reduce the gender pension gap</li> </ol> </li> <li><b>5) Gender perspective in the protection in the event of unemployment</b></li> <li><b>6) Gender perspective in social assistance</b> <ol style="list-style-type: none"> <li>6.1. Gender inequalities and access to social protection</li> <li>6.2. Social assistance programmes – a gendered consideration</li> <li>6.3. Gender dimensions of poverty</li> </ol> </li> </ol>

**Literature:**

**Required reading:**

1. B. Goldblatt, *Developing the Right to Social Security – A Gender Perspective*, Routledge, 2016.
2. B. Goldblatt, L. Lamarche (eds.), *Women's Rights to Social Security and Social Protection*, Hart Publishing, 2014.
3. J. Sohrab, *Sexing the Benefit: Women, Social Security, and Financial Independence in EC Sex Equality Law*, Dartmouth Publishing, 1996.
4. L. Tessier *et al.*, *Social Protection Floors and Gender Equality*, International Labour Office, Geneva, 2013.
5. W. van Eeckhoutte (ed.), *International Encyclopaedia of Laws: Social Security*, Kluwer Law International, The Hague (regularly updated).

**Additional reading:**

1. Ph. Auvergnon (dir.), *Genre et droit social*, Presses universitaires de Bordeaux, 2008.
2. Ph. Auvergnon, Maryse Badel (dir.), *Relations individuelles de travail et fait familial. Approches nationales et comparées autour de la Méditerranée*, Presses Universitaires de Bordeaux, 2016.
3. L. Luckhaus, „Equal Treatment, Social Protection and Income Security for Women“, *International Labour Review*, No. 2/2000.
4. A. Neville, *Human Rights and Social Policy*, Edward Elgar Publishing, 2010.
5. G. Pascall, *Social Policy: A New Feminist Analysis*, Routledge, 1996.
6. V. Paskalia, *Free Movement, Social Security and Gender in the EU*, Hart Publishing, 2007.
7. A. Reidel (ed), *Social Security as a Human Right*, Springer, 2007.
8. B. Wilson, *Women and the Welfare State*, Routledge, 1991.

Other literature (including that in other languages known by the students) can be recommended to students for the purposes of exploring concrete issues, writing papers etc.

**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 based on collaborative, inquiry-based, student-centered approach to teaching. Also, the teaching method includes theoretical and practical classes, with the analysis of the jurisprudence of UN, ILO and CoE treaties/conventions-based supervisory bodies, case-law of CJEU, ECtHR and national courts, and case studies focusing on complex legal issues thus providing students with an opportunity to apply sources of law to facts of hypothetical cases. Also, comparative approach will be conducted.

<b>Number of classes of active lectures:</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>	Points	<b>Final exam</b>	Points
Activities during lectures and practical work	40	Oral or written exam	40
Seminar paper	20		

**Study program: Master Academic Studies – Law and Gender**

<b>Course title:</b> <i>Sociology of Law and Gender Equality</i>
<b>Teacher/Teachers:</b> Prof. Dr. Danilo Vuković, Ass. Valerija Dabetić
<b>Course status:</b> optional
<b>Number of ECTS:</b> 3 ECTS
<b>Requirements:</b> /
<p><b>Aim of the course:</b> This course provides <b>theoretical feminist perspectives on gender and law</b>. Specifically, it pursues to: 1) Analyse gender perspectives concerning contemporary legal and social matters; 2) Identify the historical and socio-cultural context of developing key gender concepts in women's/feminist movements and feminist theories and provide fundamental knowledge in this field; 3) Particularly examine current gender challenges in the society at large and in various legal professions.</p>
<p><b>Course outcome:</b> After successfully completing this course, the student will be able to describe historic and sociocultural developments of key concepts of gender issue in law and society. The student can also account for theoretical feminist perspectives of law and gender and society. The student is able to identify and define contemporary gender inequalities in law and society. Additionally, the student is capable of deconstructing and analysing structural inequalities between men and women, in society at large as well as within the legal profession (judges, public prosecutors, court staff, judicial officers, lawyers, notaries). The student manages to critically examine the interaction of gender, society and legislation. The student is able to assess gender obstacles and develop alternative solutions to contemporary gender challenges.</p>
<p><b>Course content:</b> <b>Part I. Theoretical approaches to Gender and law. Feminist perspectives.</b> 1. Society and law: social reproduction and construction of the difference, gender and intersectionality, hegemonic masculinity, power legitimacy, inequality regimes, social control and deviance. <b>Part II. Analysing Structural Inequalities between men and women.</b> 1. Family and private life: public and private dichotomy, structural inequalities, structural violence against women – socio-legal perspective. 2. Gender insensitive education: differential socialization and educational systems. 3. Labour market: good practices in addressing gender inequalities, pay gap, family care welfare regimes, job segregation, domestic workers and informal care. 4. Symbolic representation of gender: symbolic violence against women, mass media and images, promotion of sexual harassment, rape culture and pornography. 5. Gender inequalities in public sphere: politics, political institutions, parties and governments - socio-legal perspective. 6. Global chains of gender inequalities: impacts of globalization, patriarchal legacies vs. global emancipation trends - sociology of law perspective.</p>
<p><b>Literature:</b> <b>Required reading:</b> 1. J. Acker, „Inequality Regimes Gender, Class, and Race in Organizations”, <i>Gender and Society</i>, Volume 20(4), pp. 441–464, 2006b. 2. L. Chappell, S. L. Weldon and A. M. Tripp, „Moving to a Comparative Politics of Gender?”, <i>Politics and Gender</i>, Volume 2(2), pp. 221–263, 2006.</p>

3. L. Chappell, „New, old, and nested institutions and gender justice outcomes: A view from the international criminal court”, *Politics and Gender*, Volume 10(4), pp. 572– 594, 2014.
4. L. Chappell and G. Waylen, „Gender and the hidden life of institutions”, *Public Administration*, Volume 91(3), pp. 599–615, 2013.
5. R. W. Connell and R. Pearse, *Gender: In World Perspective*, Polity Press, 2014.
6. R. W. Connell and J. W. Messerschmidt, „Hegemonic Masculinity: Rethinking the Concept”, *Gender and Society*, Volume 19(6), pp. 829–859, 2005.
7. K. Crenshaw, „Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color”, *Stanford Law Review*, Volume 43(6), p. 1241-1299, 1991.
8. D. Grimshaw and J. Rubery, „The motherhood pay gap: a review of the issues, theory and international evidence”. *ILO Working Papers*, 2015.
9. D. Grimshaw, H. Figueiredo, Women’s changing job structure in Europe: patterns of job concentration, low pay and welfare state employment, in: E. Macias-Fernandez and J. Hurley (Eds.), *Transformations of the Employment Structure in the EU and US*, Routledge, 1995-2007.
10. J. Hagan and F. Kay, *Gender in Practise - A Study of Lawyers Life*, Oxford University Press, 1995.
11. B. Kraus, „Gender and symbolic violence: Female oppression in the light of Pierre Bourdieu’s theory of social practice”, in: C. Calhoun, E. LiPuma and M. Postone (Eds.), *Bourdieu: critical perspectives*, Polity Press, 1993.
12. J. Rubery, M. Smith and C. Fagan, „National Working-Time Regimes and Equal Opportunities”, *Feminist Economics*, Volume 4(1), pp. 71–101, 1998.
13. T. Wright, „Women’s Experience of Workplace Interactions in Male-Dominated Work: The Intersections of Gender, Sexuality and Occupational Group”, *Gender, Work & Organization*, Volume 23(3), pp. 348–362, 2016.

**Additional reading:**

1. Alfama, „Género, poder y Administraciones públicas: Sobre la (im)posibilidad del cambio hacia una mayor igualdad. Una revisión de la literatura”, *Revista Española de Ciencia Política*, Volume 39(im), pp. 263–287, 2015.
2. N. Bonaccorsi and M. Carrario „Participación de las mujeres en el mundo sindical: Un cambio cultural en el nuevo siglo”, *La Aljaba* (Luján), Volume 16, pp. 125-140, 2012.
3. T. Bridges and C. J. Pascoe, „Hybrid masculinities: New directions in the sociology of men and masculinities”, *Sociology Compass*, Volume 8(3), pp. 246-258, 2014.
4. R. Gill, „Empowerment/sexism: Figuring female sexual agency in contemporary advertising”, *Feminism & psychology*, Volume 18(1), pp. 35-60, 2008.
5. S. Iqbal, A. Islam, R. Ramalho and A. Sakhonchik, „Unequal before the Law: Measuring Legal Gender Disparities across the World”, *Women’s Studies International Forum*, Volume 71, 2018.
6. J. Jones et al. *Gender, sexualities and law*, Taylor and Francis, 2011.
7. G. Kirton, „The influences on women joining and participating in unions”, *Industrial Relations Journal*, Volume 36(5), pp. 386–401, 2005.
8. F. Mackay, „Thick” conceptions of substantive representation: women, gender and political institutions, *Journal of representative democracy*, Volume 44(2), pp 125-139, 2008.
9. J. W. Messerschmidt and M. A. Messner, „Hegemonic, nonhegemonic, and „new” masculinities” In: J. W. Messerschmidt, P. Y. Martin, M. A. Messner and R. Connell (Eds.), *Gender reckonings: New social theory and research*, NYU Press, 2018.



10. A. McRobbie, „Notes on „What Not To Wear” and post-feminist symbolic violence”. *Sociological review*, Volume 52(2), pp. 99-109, 2004.
11. V. Puig-Barrachina et al. „How to Resist Austerity: the Case of the Gender Budgeting Strategy in Andalusia”, *Gender, Work and Organization*, Volume 24 (1), pp. 34–55, 2017.
12. J. A. Rinehart and J. Lorber „Gender Inequality: Feminist Theories and Politics”, *Teaching Sociology*, Volume 30 (1), p. 128, 2002.
13. D. Sainsbury, „Women”s political representation in Sweden: Discursive politics and institutional presence”, *Scandinavian Political Studies*, Volume 27(1), pp.65-87, 2004.
14. L. Scheller, „How important is the liaison between professional work and family work? The case of women bus drivers”, *A Journal of Prevention, Assessment & Rehabilitation*, Volume 40, pp. 5–15, 2011.
15. T. Verge and R. Pastor, „Women”s political firsts and symbolic representation”, *Journal of Women, Politics & Policy*, Volume 39(1), pp. 26–50, 2018.
16. T. Wright, „Women”s Experience of Workplace Interactions in Male-Dominated Work: The Intersections of Gender, Sexuality and Occupational Group”, *Gender, Work & Organization*, Volume 23(3), pp. 348–362, 2016.
17. C. A. Yates, „Understanding caring, organizing women: how framing a problem shapes union strategy”, *European Review of Labour and Research*, Volume 16 (3), pp. 399– 410, 2010.

**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.

Interactive work with students will be based on oral presentations, discussion seminar classes, writing and defending seminar papers, doing explorative empirical research regarding some of the course topics etc. Students’ effort as well as results of this engagement will be taken into account for the final grade. We will empower students to write and publish articles on gender equality using comparative method.

<b>Number of classes of active lectures:</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>	Points	<b>Final exam</b>	Points
Activities during lectures and practical work	20	Written exam	
Seminar paper	30	Oral exam	50

**Study program:** Master Academic Studies – *Law and Gender*

**Course title:** *Public Policies on Gender Equality*

**Teacher/Teachers:** Prof. Dr. Tatjana Jovanić, Prof. Dr. Danilo Vuković, Prof. Dr. Branko Radulović, Prof. Dr. Mirjana Drenovak Ivanović

**Course status:** optional

**Number of ECTS:** 3 ECTS

**Requirements:** /

**Aim of the course:** This course provides a framework for understanding gender perspective in public policy as a government course of action to reach specific objectives and explain the

importance of gender mainstreaming in policymaking. The course will aim to:

1. Introduce students to legislation and regulation based on equal opportunities and gender equality policies.
2. Stimulate a re-envisioning of gender politics in public policymaking by applying a new approach to understanding them.
3. Apply a gender intersectional approach in the analysis of public policies.
4. Propose a new method and language for studying and advancing change in policymaking in diverse contexts.
5. Apply gender impact assessment as a tool to achieve gender mainstreaming into public policy issues.

More specifically, it aims at presenting specific features of the gender mainstreaming 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. It will also demonstrate the results of gender mainstreamed policies and their counterexamples in the same fields of public policies.

**Course outcome:**

Upon completing the course, the students will have 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. They will also 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. Students will also gain knowledge in 1) public policies legislation and strategic regulation in an international and domestic framework; 2) all fields of relevant public policies and their reconsideration through the lens of gender issues; 3) multisectional and intersectional implications of all relevant public policies on gender equality 4) comparative overview of gender equality policies in all countries related to the LAWGEM project; 5) 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 tool – EIGE index of gender equality, GEAR Tool, CPIA Gender-Equality Index, UNDP Gender Inequality Index, Gender Impact Assessment.
3. Assess specific gender-sensitive social policies (legal framework and public policies): education, labor market, and poverty and unemployment policies, employment rights, social protection, access to services, gender-based violence, social security of elderly, residential institutions for elderly, poverty, social assistance, child allowance.
4. Family support policies - informal marriages, and rights to property and pensions, LGBT rights, traditional family support policies.
5. Assess gender-sensitive education and science policy - higher education and scientific research: women in academia, gender equality index in a subdomain of power (e.g., participation in bodies that decide on the funding of scientific research and similar topics), acknowledging the importance and relevance of gender studies as scientific topics.
6. Assess other gender-sensitive policies, such as the environmental and climate change policy.
7. Assess the 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:**

1. 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>.
2. C. Bacchi, *Women, Policy, and Politics: The Construction of Policy Problems*, 1999, London; Thousand Oaks, Calif: Sage.
3. J. Campbell, M. Gillespie, *Feminist Economics and Public Public Policy*, Routledge 2016.
4. A. Krizsán, *Mobilizing for Policy Change Women's Movements in Central and Eastern European Domestic Violence Policy Struggles*, 2015, <https://cps.ceu.edu/publications/books/mobilizing-for-policy-change>.
5. F. Lombardo, P. Meier and M. Verloo, eds. *The Discursive Politics of Gender Equality: Stretching, Bending and Policy-Making*, Routledge 2009, 1<sup>st</sup> ed.
6. E. Lombardo, P. Meier, and M. Verloo, 'Policymaking and Gender', 2012 <https://doi.org/10.5278/freia.70824168>.
7. A. Mazur, *Theorizing Feminist Policy*, Oxford University Press, Oxford, New York 2002
8. J. Squires, *The New Politics of Gender Equality*, Palgrave, Hampshire, New York 2007
9. S. Seguino, *Engendering Feminist Economics, Macroeconomic Theory and Policy*, 2019
10. M. Verloo, ed. *Multiple Meanings of Gender Equality: A Critical Frame Analysis of Gender Policies in Europe*, CEU Press, English ed. CPS Books. Budapest, New York 2007
11. M. Verloo, *Another Velvet Revolution. Gender Mainstreaming and the Politics of Implementation*. IWM Working Paper No. 5. Vienna 2001, [http://uaf.edu.pk/faculties/social\\_sci/courses/gender\\_and\\_development/06.pdf](http://uaf.edu.pk/faculties/social_sci/courses/gender_and_development/06.pdf).
12. J. M. van der Vleuten, *The Price of Gender Equality: Members States and Governance in the European Union*. Gender in a Global/Local World, Aldershot, England; Burlington, 2007
13. S. Walby, *Globalization and Inequalities: Complexity and Contested Modernities*. SAGE Publications Ltd. 2009.

**Additional reading:**

1. R. Crompton, *The Reconfiguration of Work and Family Life in Contemporary Societies*, Cambridge University Press 2009.
2. S. D. Friedman, *Work and family--allies or enemies? what happens when business professionals confront life choices*, Oxford University Press, Oxford, New York 2000.
3. A. Hattery, Women, work, and family balancing and weaving, *Thousand Oaks*, SAGE, Calif. London c2001.
4. M. Malden, *The changing realities of work and family: a multidisciplinary approach*, Wiley-Blackwell, Oxford 2008
5. P. R. Moock, The Efficiency of Women as Farm Managers: Kenya. *American Journal of Agricultural Economics*, 1976. 58 (5):83 -35.
6. M. Pittand Sh. Khandker, „Houselhold and Intrahousehold Impacts of the Grameen Bank and Similar Targeted Credited Programs in Bangladesh. Word Bank. *Education and Social Policy Department*. Washington. D.C. 1995.
7. A. Psacharopoulos, Returns to Investment in Education: A Global Up-date, *World Development*. 1994, 2 (9):1325-43.
8. K. Saito and D. Spurling, Developing Agricultural Extension for Women Farmers, *World Bank Discussion Paper 156*. Washington, D.C. 1992

9. S. Kalanidhi. and L. Raney, Social Gains from Female Education: A cross National Study. *World Bank Discussion*, Paper 194, Washington. D.C. 1993
10. L. Summers, Investing in all the people: Educating women in development countries people, *World Bank EDI Seminar* - Paper 45, Washington. D.C. 1994.
11. Z. Tzannatos, Growth. Adjustment and the Labour Market: Effects on Women Workers. Wold Bank. *Poverty and Social Policy Department*. Washington. D.C. 1995.
12. A. Mavisakalyan, Y. Tarverdi, Gender and climate change: Do female parliamentarians make difference?, *European Journal of Political Economy*, 2019 Jan 1; 56: 151-64.
13. D. R, Böhm G, H. R. Pfister, K. Steentjes, N. Pidgeon, Consequence evaluations and moral concerns about climate change: insights from nationally representative surveys across four European countries, *Journal of Risk Research*, 2019, May 4;22 (5): 610-26.

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

Pre-exam obligations	Points	Final exam	Points
Activities during lectures and practical work	40	Written exam (seminar paper)	60
Seminar paper			

**Study program:** Master Academic Studies – *Law and Gender*
**Course title:** *Gender Equality Legal Clinic*
**Teacher/Teachers:** Prof. Dr. Ivana Krstić, prof. Dr. Bojana Čučković, Ass. Marija Vlajković

**Course status:** mandatory

**Number of ECTS:** 3 ECTS

**Requirements:** /

**Aim of the course:**

The course aims to offer the students necessary training and resources to put their theoretical knowledge gained during the program into practice. Thus, the course aims to engage students with the actual work of real cases under the supervision of law and gender professors at the clinic. This course is designed for students with and without law background. The focus of the course is on gender-based violent crimes such as hate crime, stalking and intimate partner violence, although other types of gender-based crimes can also be part of the legal clinic. Thus, the work of actual training involves providing any kind of advice including legal services to the victims. The course emphasises a kind of engagement that is imbued with intersectional feminist ideas and that advocates for promotion of gender equality for the victims of violence. Therefore, the specific objectives of the course are: 1) to increase students' gender consciousness and knowledge of intersectional perspective in handling cases, 2) to enhance students' abilities to critically analyse structural inequalities and propose constructive changes to the legal and justice system, 3) to develop students'

capacities to work with national and international bodies and further cooperate with civil society in their advocacy for gender justice.

**Course outcome:**

At the end of the course students will acquire: 1) In-depth *knowledge* on the importance of gender and intersectional gender analysis through looking at policies and practices at national, European, and international levels. 2) 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. 3) Required ability on *cooperation* with other organizations; NGOs and GOs and practitioners at regional, national, and international levels to advocate for achieving gender justice.

**Course content:**

The course consists of two parts: the first part is theory oriented, and the second part of the course is practical.

**PART 1**

This part of the course is constructed around two themes. Each theme is covered by lectures and seminars, where presentations and discussions on the topics will be discussed.

**THEME 1: GENDER IN POLICIES AND PRACTICES**

1. Introduction.
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, polices and conventions as well as the legal bodies.

**THEME 2: GENDER-BASED CRIMES:****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.

**Stalking**

1. The concept of stalking: Perceptions and misperceptions.
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 lectures and 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 equality: The use of sources and mechanisms for legal and social protection against of the victims of gender-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:**

*Note:* this list contains secondary sources (i.e. scholarly literature) dealing with the subject of the course; teachers may also provide books or excerpts containing primary sources (historical legal documents) for the purposes of illustration, case studies, research papers etc.

An extended and regularly updated list of sources relevant for the subject (including those in languages other than English) can be found on the LAWGEM webpage. Students are not obliged to use it, but are encouraged to consult it when writing papers, conducting research, etc.

### **Required reading:**

1. De Waele, H., & Van der Vleuten, A. (2010). Judicial Activism in the European Court of Justice-The Case of LGBT Rights. *Mich. St. U. Coll. LJ Int'l L.*, 19, 639.
2. Fitzpatrick, J. (2012). The use of international human rights norms to combat violence against women. In *Human Rights of Women* (pp. 532-572). University of Pennsylvania Press.
3. 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.
4. George, J., & Stith, S. M. (2014). An updated feminist view of intimate partner violence. *Family Process*, 53(2), 179-193.
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### **Additional reading:**

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#### **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.

**Number of classes of active lectures:**

**Other classes:** 6 a week  
(90 in semester)

#### **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	Written exam	30
Seminar paper		Oral exam	40

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>		
<b>Course title:</b> <i>Study and research work and preparation of Master's Thesis</i>		
<b>Teacher/Teachers:</b> all teachers included in the study program.		
<b>Course status:</b> mandatory		
<b>Number of ECTS:</b> 10 ECTS		
<b>Requirements:</b> passed exams in all courses foreseen by the study program.		
<b>Aim of the course:</b> Introduction to the rules and phases in the process of drafting of the final Master's Thesis in a practical and applicable way. It encompasses issues regarding choice of topic, setting of the hypotheses and research goals, problem defining, the manner of collection and use of literature, quotation rules, setting of the structure of the Thesis. After this course, it is expected that student is capable to write and defend final Master's Thesis.		
<b>Course outcome:</b> Acceptance and application of knowledge regarding rules and standards in writing of the academic final Thesis and enabling students to independently make the research project and defend final Thesis.		
<b>Course content:</b> <i>Theoretical part:</i> A view on methods which will be used during research relying on knowledge and skills acquired through lectures and exam in course Methodology and Practical Skills. <i>Practical part:</i> Choosing the topic and problem; work in library and instructions for use of electronic services to access online editions of journals; organization of the work on literature.		
<b>Literature:</b> Literature foreseen for the course Methodology and Practical Skills.		
<b>Instruction methods:</b> Scientific research work; consultations with chosen professor (supervisor).		
<b>Number of classes of active lectures:</b>	<b>Other classes:</b> Study research work: 8 classes a week; 120 classes in semester	

<b>Study program:</b> Master Academic Studies – <i>Law and Gender</i>		
<b>Course title:</b> <i>Drafting and defense of Master's Thesis</i>		
<b>Teacher/Teachers:</b> all teachers included in the study program.		
<b>Course status:</b> mandatory		
<b>Number of ECTS:</b> 5 ECTS		
<b>Requirements:</b> passed exams in all courses foreseen by the study program and completed study and research work and preparation of Master's Thesis.		
<b>Aim of the course:</b> The aim is to discuss the chosen topic in analytical and critical way and to defend final Master's Thesis before committee for evaluation and defense.		
<b>Course outcome:</b> Completed research on defined problem; acquiring of the use of methodological instruments and analytical apparatus; competent approach to problem research; gained capability for independent theoretical research and profounded scientific analysis.		
<b>Course content:</b> Final Thesis is independent students' research work, during which previously obtained		



knowledge in core courses, methodology and skills is being applied also in accordance with the results of conducted study research work and preparations for drafting of the final Thesis. Final Thesis encompasses introductory part, theoretical and methodological part, analysis of the topic, research, results, conclusions and the list of used literature.

<b>Number of classes of active lectures:</b>	<b>Other classes:</b> 4 classes a week; 60 classes in semester	
<b>Instruction methods:</b> 3Final Thesis is being drafted through theoretical and empirical research including consultations with chosen professor (supervisor).		
<b>Evaluation of knowledge (maximum number of points: 100):</b> defended / not defended		

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