PSCI 4605 A
Gender in International Relations
Seminar: Tuesdays 8:35 - 11:25 a.m.
Location: A204 Loeb Building

Instructor: Isabelle Masson
Office: A800 Loeb Building
Office Hours: Tuesdays 12:00-14:00
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COURSE DESCRIPTION:
The course is intended to provide a critical examination of international relations and global politics using feminist perspectives and gender as an analytical lens. The objective of the course is to familiarize students with current theoretical frameworks and contemporary debates on women, gender, and contemporary global transformations. It examines how gender relations are constitutive of international relations and global politics through four strains of literature: feminist critiques of the discipline of IR and, more broadly, the (re)production of scientific knowledge and power relations; feminist interventions in the field of International Political Economy (IPE) and perspectives on capitalism, globalisation and neo-liberalism; feminists approaches to war, militarism, peace and security; and feminists insights into international development strategies and politics of resistance and transformation.

The course aims to foster critical thinking through an examination of various forms of knowledge (traditional, critical, feminist, etc.), power relations (oppression, exploitation, etc.), social and political agency (local, national, transnational, global, etc.), as well as through analyses of the most significant processes (militarization, globalization, etc.) and structures (capitalism, patriarchy, neo-colonialism, etc.) of contemporary global politics. Students should gain insights into how gender relations are not only personal, but political and global.

FORMAT:
This class is structured as a weekly three-hour seminar. I have included a number of questions in the course outline to facilitate and guide discussions and debates. Students are expected to consider these questions in their preparation for the seminar and reading of the course material. Each seminar will begin with a short student presentation of an argument that is a clear answer to one of these discussion questions. The remainder of the class will proceed as a seminar in which students are expected to participate actively. This entails at basis: engaging with the thoughts and ideas put forth in your colleagues’ presentation, sharing your own views in the discussion of the questions, debating the arguments presented by the authors in the required readings.
EVALUATION:
The final grade in the course will be determined on the following basis:
Attendance and Participation: 20%
Seminar Presentation: 30%
Short Reading Reviews (2 @ 10% each): 20%
Essay: 30% (due November 28, 2006)

Attendance and Participation (20%):
Students are expected to attend and actively participate in the weekly seminars. The course requires an average of about 100 pages of reading per week. Students are expected to have completed the required reading before the seminar and to arrive prepared to critically discuss the questions included in the course outline. Attendance alone does not ensure a passing grade. You are expected to contribute thoughtfully to the discussions on a regular basis. Your contributions should demonstrate a knowledge and understanding of the readings.

Seminar Presentation (30%):
Each student will be expected to make one 15 minutes presentation. The presentation should not simply summarise the readings but should be an analytical argument that is a clear answer to one of the discussion questions included in the course outline. A printed copy of the presentation, which should take the form of a 1700-2000 words essay, should be submitted to the instructor on the day of the presentation. The presentation and essay should be constructed around a thesis statement (hypothesis) and should clearly address the required readings. Students presenting on the same week, should choose different questions.

Short Reading Reviews (20%):
Each student will be expected to write 2 short 1000-1200 words reading reviews during the term. For the first review, students may select from any two of the required readings for one of the first 6 seminars. For the second review, students may select from any two of the required readings for one of the last 5 seminars. The review should briefly summarise the arguments of the two authors and critically assess the analytical strengths and weaknesses of both pieces. The short reviews will be due in the class in which those readings are being discussed. Reviews must be submitted at the beginning of the seminar; no reviews will be accepted after the seminar.

Final Essay (30%):
Each student will be expected to write a final 5000 word essay (including references and bibliography). Students will select their essay question from any of the questions included in this syllabus, but may not write on the question chosen for their seminar presentation. The paper must have a concise thesis statement, which should be supported by a clear and logical argumentation. The paper must demonstrate a research effort that reaches beyond the sources listed for the course. It should include at least 8 scholarly sources, 4 of which should be articles published in refereed journals. The final essay is due in class on November 28.
**Written Assignments:**
Although content is the primary basis upon which papers will be graded, effective style and correct grammar and spelling are also very important. Papers should be typed and formatted with 1-inch margins, double-spacing, page numbers and a standard 12-point font. Papers must include a word count of the text on the title page.

Students are required to provide appropriate credit when using other authors' material and must employ a recognized citation style (APA, Chicago, MLA, etc.). All papers must use footnotes or endnotes as appropriate whenever referring to an author's idea, citing empirical facts or drawing on research from published sources. Any direct quotations from a source should be clearly indicated in quotation marks. As a general rule, however, direct quotations should be kept to a minimum and should not exceed fifty words from any one source. A complete bibliography of sources consulted should be included at the end of the paper.

Plagiarism and other academic offences are unacceptable and all students should be aware of the University’s policy regarding such matters.

**N.B.:** All course requirements must be completed in order to receive a passing grade. The Undergraduate calendar states “[t]o obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations.” If you fail to complete the required assignments and examinations, you will be given a failing grade.

**Submitting Assignments:** You will be expected to hand assignments in on time. Late papers will be penalized one grade point per day (e.g., A- will be lowered to B+). If you are unable to submit an assignment directly to me, please use the departmental drop box located outside the political science office (Loeb B640). (N.B.: The drop box is emptied every weekday at 4 p.m. and all items collected at that time are date-stamped with that day’s date.) Make sure that the course number and my name are clearly written on the first page.

It is not acceptable to submit the same assignment in two or more courses.

Extensions will be granted only for illness (with a doctor’s certificate) or for a family emergency.

The final essay will be returned by mail if the student provides a self-addressed, stamped envelope; all other assignments will be returned in person in class or during office hours.

**Readings:**
There is no required textbook for the course.

Readings that have not been put on reserve at MacOdrum Library, as well as those which are not available through electronic journals, have been photocopied and placed in the Political Science Resource Room (Loed Building C666). The Resource Room is open from 8:30 a.m. to 4:15 p.m., from Monday to Friday. The readings placed on reserve or available through e-journals have NOT been photocopied. Each reading is identified accordingly.
COURSE OUTLINE AND ASSIGNED READINGS:

Week 1 - September 12 – Introduction

Week 2 - September 19- Feminists International Relations

Discussion questions: What are the differences between studying women as an empirical category and apprehending gender as an analytical lens? In what sense is gender a relational concept? What is the distinction between sex and gender? Is gender just another synonym for women in International Relations? How does gender mediate our knowledge of international relations? How is the personal also international, and global? Do gender-blind analyses underestimate exactly what it takes to reproduce power relations in IR? What are the limits of ‘adding women’ to mainstream approaches? (96pp.)

Required readings:


Supplementary:

Week 3 - September 26 - Feminist analyses of scientific knowledge and power

Discussion questions: What makes feminist research feminist? What is meant by feminist intersectional gender analysis? What are the main fault lines between the second and third waves of feminism? Where does the critique of the notion of women as a homogeneous category lead feminism? Are issues of race and class relevant to gendered analyses? How are colonial hierarchies reproduced in scientific knowledge and praxis? What is the relationship between theory and practice, science and politics, knowledge and power? (100pp.)

Required readings:


Week 4 - October 3 - The gendered political economy of globalization/neoliberalism

Discussion questions: How is globalization a gendered process? Does ‘adding women’ to existing paradigms leave the most significant problems of received political economy intact? What are the gender biases of classical economics most targeted by feminists? How are epistemological differences key to understanding the state of the debate regarding gendered political economy? How can a consideration of questions related to social reproduction make the workings of globalization more transparent? Why are most critical IPE still not engaging with any of the gendered political economy debates and research? (96pp.)

Required readings:


Supplementary:


Week 5 - October 10 - The new international division of labor and the subordination of women

**Discussion questions:** How does sex/gender shape the division of labor between men and women? How does it affect the way different types of work are valued? How is the subordination of women linked to the sexual division of labour? How are processes of capital accumulation dependent on the systematic exploitation of women? What are the connections between the rise of capitalism and the intensification *housewifization*? What is new about the new international division of labour? How is it racialized? Can a ‘social clause’ to enforce global labor standards through international trade agreements serves the interests of women export workers in poor countries? (97pp.)

**Required readings:**


**Supplementary:**


Week 6 - October 17 - Migrant women workers and the globalization of social reproduction

**Discussion questions:** In what ways is the ‘feminization of labour migration’ a key component of the new international division of labour? What does the notion of *globalized social reproduction* entail? What are the roots of the crisis in social reproduction? What are the links between the global debt crisis and international migration of Third World women? How is the feminization of labour migration mediated by processes of racialization? In what ways are these transformations posing new challenges to feminist struggles and politics? What have been the (personal, political and theoretical) implications of female migrants’ work being largely located in the private domain? (95 pp.)
**Required readings:**


**Supplementary:**

**Week 7 - October 24 - Gender, militarism and feminist perspectives on war and peace**

*Last seminar to submit the first reading review.

**Discussion questions:** How are gender roles marshalled and deployed in support of militarism and war? How do state militaries and male-dominated resistance movements rely on women to conduct their operations and sustain their legitimacy? How are sexuality and militarism intertwined? What strategies are employed by the military for administering women’s sexual labor? How are ‘war talks’ gendered? To what effects? How do feminists invite us to rethink militarization, war and peace? (103pp.)

**Required readings:**


Supplementary:


**Week 8 - October 31 - Sexual violence and war**

**Discussion questions:** How can we explain the systematic recurrence of sexual violence in military conflicts? To what extent are women’s bodies a site, both metaphorically and literally, for inter-and intra-state battles? Why and how have rape and sexualised violence perpetrated against women during war been minimised, silenced and hidden in (academic and political) renderings of these events? What are the different theoretical approaches to war-time sexual violence? Does the use of sexual violence entail political effects that are different from the use of other forms of violence? What are the connections between militarized masculinities and sexual violence? (101pp.)

**Required readings:**


**Supplementary:**


**Week 9 - November 7 - Prostitution and trafficking in women**

**Discussion questions:** What are the feminist debates on prostitution and trafficking? What are the main fault-lines between pro-sex-work positions and the abolitionist views? What are the strengths and weaknesses of the UN Trafficking Protocol of 2000? Is this debate indeed imbued with neo-colonial or orientalist constructs of the ‘third-world prostitute”? Which of these positions presents the most interesting conceptualisation of agency and power? (91 pp.)
Required readings:


Supplementary:

Week 10 - November 14 - Humanitarian interventions and peacekeeping

Discussion questions: How are peacekeeping missions gendered? Why have recent efforts within the UN to address gender issues in peacekeeping operations failed? How are colonial stereotypes reproduced in humanitarian discourses? To what effects? In what ways do feminization and racialization work hand-in-hand? How can we shed light on the ‘everydayness of peacekeeping violence’? Can it be understood, as Razack argues, as forms of colonial violence? (92 pp.)

Required readings:


Discussion questions: How do ‘women in development’ (WID) and ‘gender and development’ (GAD) approaches to development differ? Which is more consistent with women’s empowerment? What is implied by ‘empowerment’? What are the strengths and weaknesses of the Third Millennium Development Goal (MDG) on gender equality and women’s empowerment? What are the ramifications of male bias in the development process? (90 pp.)

Required readings:


Supplementary:

Week 12 - November 28 - Solidarity, resistance and transformation

*Final essay due in class.
**Last seminar to submit second reading review.

Discussion questions: What are the most significant sites of feminist struggles in the current social and historical context? Are they local, national, global, transnational, etc.? Do they relate to human rights issues, economic inequalities and exploitation, social identities, violence against women, citizenship rights, etc.? What does ‘solidarity’ entails from a feminist perspective? Where has feminist activism been most effective in the last decade? (102 pp.)

Required readings:


Supplementary:


Academic Accommodations

For Students with Disabilities: Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first in-class test or CUTV midterm exam. This will allow for sufficient time to process your request. Please note the following deadlines for submitting completed forms to the PMC for formally scheduled exam accommodations: November 6th, 2006 for fall and fall/winter term courses, and March 9th, 2007 for winter term courses.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The Undergraduate Calendar defines plagiarism as: “to use and pass off as one’s own idea or product, work of another without expressly giving credit to another.” The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another’s work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's
own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: www.carleton.ca/polisci/undergrad/styleguide.pdf

**Oral Examination**: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work**: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Approval of final grades**: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Course Requirements**: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure – No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

**Connect Email Accounts**: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See [http://connect.carleton.ca](http://connect.carleton.ca) for instructions on how to set up your account.