

Carleton University  
Winter 2008  
Department of Political Science

**PSCI 4605B**  
**Gender and International Relations**  
Seminar: Wednesdays 14:35-17:25  
Location: Loeb Building C665

Instructor: Isabelle Masson  
Office: A800 Loeb Building  
Office Hours: by appointment Mondays & Wednesdays between 13:00-14:00  
Email: imasson@connect.carleton.ca

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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; 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. Each seminar will begin with a short student presentation. 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 and debating the arguments presented by the authors in the required readings.

**READINGS:**

There is no required textbook for the course. All course materials are available either on Reserve in the Library, or are available through the library's on-line journal subscriptions.

**EVALUATION:**

The final grade in the course will be determined on the following basis:

Attendance and Participation: 20%  
Seminar Presentation: 20%  
Short Reading Reviews (3 @ 10% each): 30%  
Research paper: 30% (due in class on April 2<sup>nd</sup>)

**Attendance and Participation (20%):**

Students are expected to attend and actively participate in the weekly seminars. The course requires approximately 100 pages of reading per week. Students are expected to have completed the required reading before the seminar. 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. Evaluation will be based on attendance (5%), and the quantity (7.5%) and quality (7.5%) of your intervention in class.

**Seminar Presentation (20%):**

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. It should identify one key question addressed in the required readings and engage critically with the arguments presented by the authors. A printed copy of the presentation, which should take the form of a 1700-2000 words essay, must be submitted to the instructor on the day of the presentation.

**Short Reading Reviews (30%):**

Each student will be expected to write 3 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 3 seminars (i.e. either week 2, 3 or 4). For the second review, students may select from any two of the required readings for one of the following 3 seminars (i.e. either week 5, 6 or 8). The third review must pertain to any two of the required readings for one of the following 4 seminars (i.e. 9, 10, 11 or 12). 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.

**Research Paper (30%):**

Each student will be expected to write a longer research paper (14-16 pages, double-spaced) on a topic directly related to the course. 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. This assignment will be graded based on the quality of your research and analysis, coherence and originality of your argument, clarity of writing, and organization of paper. The research paper is due in class on April 2nd.

**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.

### **COURSE OUTLINE AND ASSIGNED READINGS:**

**Week 1 (Jan. 9): Introduction to the course, discussion of the evaluations and assignment of presentations**

**Week 2 (Jan. 16): Feminist International Relations**

Spike V. Peterson (2004) 'Feminist Theories Within, Invisible to, and Beyond IR' *Brown Journal of World Affairs* 10:2 pp. 35-46 (11) (**e-journal**).

J. Ann Tickner (2006) 'On the Frontlines or Sidelines of Knowledge and Power? Feminist Practices of Responsible Scholarship' *International Studies Review* 8:3 pp. 383-395 (12p.) (**e-journal**).

Steve Smith (2004) 'Singing our World into Existence: International Relations Theory and September 11' Presidential Address to the International Studies Association, February 27, 2003, Portland (Oregon) *International Studies Quarterly* 48:3 pp.499-515(16p.) (**e-journal**).

Cynthia Enloe (2004) 'Margins, Silences, and Bottom Rungs: How to Overcome the Underestimation of Power in the Study of International Relations' in *The Curious Feminist: Searching for Women in a New Age of Empire* Berkeley: University of California Press pp. 19-42 (23) (**on reserve, also reproduced in International Theory: Positivism and Beyond**, edited by Steve Smith, Ken Booth and Marysia Zalewski, 1996, pp. 186-202 Cambridge University Press, pp. **on reserve**).

Jacqui True (**2001 2nd edition rather than the 3<sup>rd</sup>**) 'Feminism' in *Theories of International Relations* edited by Scott Burchill and Andrew Linklater New York: Palgrave Macmillan pp.231-276 (45) (**on reserve**).

**Week 3 (Jan. 23): Feminist analyses of scientific knowledge and power**

Chandra T. Mohanty (1991) 'Under Western Eyes: Feminist Scholarship and Colonial Discourses' in *Third World Women and the Politics of Feminism* edited by C.H. Mohanty, A. Russo and L. Torres Bloomington and Indianapolis: Indiana University Press pp. 51-80 (29) **(on reserve, also available online through the e-journal *Feminist Review*, Autumn 1988, n. 30, pp. 61-88.**

Patricia Hill Collins (1999) 'Moving Beyond Gender: Intersectionality and Scientific Knowledge' in *Revisioning Gender* edited by Judith Lorber, Beth Hess and Myra Marx Ferree Thousand Oaks, CA: Sage pp. 261-284 (23) **(on reserve).**

Joan Acker (1999) 'Rewriting Class, Race and Gender: Problems in Feminist Rethinking' in *idem* pp. 44-69 (25) **(on reserve).**

Susan Archer Mann and Douglas J. Huffman (2005) 'The Decentering of Second wave feminism and the Rise of the Third Wave' *Science and Society* 69:1 pp. 56-87 (35) **(e-journal).**

#### **Week 4 (Jan. 30): The gendered global political economy**

Georgina Waylen (2006) 'You Still Don't Understand: Why Troubled Engagements Continue between Feminists and (Critical) IPE' *Review of International Studies* 32 pp. 145-164 (19) **(e-journal).**

Isabelle Bakker and Stephen Gill (ed.) (2003) *Power, Production and Social Reproduction* New York: Palgrave Macmillan, read chap. 2 (23p.) and chap. 4 (16p.) **(on reserve).**

Marilyn Power (2004) 'Social Provisioning as a Starting Point for Feminist Economics' *Feminist Economics* 10:3 pp.3-19 (16p.) **(e-journal).**

Jan Jindy Pettman (1996) 'Women and Gender in the International Political Economy' in *Worlding Women: A Feminist International Politics* Routledge pp. 157-184 (27) **(on reserve).**

Special in-class viewing: "Who's Counting: Marilyn Waring on Sex, Lies and Global Economics" 60 min.

#### **Week 5 (Feb. 6): Women, Gender and development**

Naila Kabeer (1994) 'Treating Cancer with a Bandaid? The Theoretical Underpinnings of WID' and 'Connecting, Extending, Reversing: Development from a Gender Perspective' in *Reversed Realities: Gender Hierarchies in Development Thought* London: Verso pp. 11-39; 69-94 (53) **(on reserve).**

Diane Elson (1995) 'Male Bias in Macroeconomics: The Case of Structural Adjustment' in *Male Bias in the Development Process* edited by D. Elson Manchester: Manchester University Press pp.164-190 (26) **(on reserve).**

Lourdes Benería (2003) 'On Development, Gender and Economics' in *Gender, Development and Globalization: Economics as if All People Mattered* New York & London: Routledge pp. 1- 29 (29) **(on reserve).**

Katharine N. Rankin (2001) 'Governing Development: Neoliberalism, Microcredit, and Rational Economic Woman' *Economy and Society* 30:1 pp.18-37 (19p.) (e-journal).

**Week 6 (Feb. 13): Migrant women workers and the globalization of social reproduction**

Kristen Hill Maher (2004) 'Globalized Social Reproduction: Women Migrants and the Citizenship Gap' in *People Out of Place* edited by Alison Brysk and Gershon Shafir New York: Routledge pp. 131-152 (21) (on reserve).

Daiva K. Stasiulis and Abigail B. Bakan (2005) 'Underdevelopment, Structural Adjustment and Gendered Migration from the West Indies and the Philippines' in *Negotiating Citizenship: Migrant women in Canada and the Global System* Toronto: University of Toronto Press pp. 40-62 (22) (on reserve).

Cynthia Enloe (2000) "Just Like one of the Family": Domestic Servants in World Politics' in *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics* Berkeley, Los Angeles & London: University of California Press pp. 177-194 (17) (on reserve & as an e-book).

Patricia Pessar and Sarah J. Mahler (2003) 'Transnational Migration: Bringing Gender in' *International Migration Review* 37: 3 pp. 812-846 (34p) (e-journal).

**Week 7 (Feb. 20): Reading week, no class.**

**Week 8 (Feb. 27): Gender, militarism and feminist perspectives on war and peace**

Cynthia Enloe (2000) 'The Prostitute, the Colonel and the Nationalist' in *Maneuvers: The International Politics of Militarizing Women's Lives* Berkeley: University of California Press pp. 49-107 (58) (hardcopy on reserve & as an e-book).

Carol Cohn (1987) 'Sex and Death in the Rational World of Defense Intellectuals' *Signs: Journal of Woman in Culture and Society* 12: 4 pp. 687-718 (31p.) (e-journal).

Krista Hunt (2002) 'The Strategic Co-optation of Women's Rights discourse in the "War on Terrorism"' *International Feminist Journal of Politics* 4:1 pp. 116-121 (5) (e-journal).

Cynthia Enloe (2004) 'Demilitarization—or More of the Same? Feminist Questions to Ask in the Postwar Movement' in *The Curious Feminist: Searching for Women in a New Age of Empire* Berkeley: University of California Press pp.217-232 (15) (on reserve).

**Week 9 (Mar. 5): Sexual violence and war**

Inger Skjelsbaek (2001) 'Sexual Violence and War: Mapping out a Complex Relationship' *European Journal of International Relations* 7: 2 pp.211-237 (26) (e-journal).

Liz Kelly (2000) 'Wars Against Women: Sexual Violence, Sexual Politics, and the Militarised State' in *States of Conflict: Gender, Violence, and Resistance* edited by Susie Jacobs, Ruth Jacobson and Jen Marchbank New York: Zed Books pp. 45-65 (20) (on reserve).

Cynthia Enloe (2000) 'When Soldiers Rape' in *Maneuvers: The International Politics of Militarizing Women's Lives* Berkeley: University of California Press pp. 108-152 (44) **(hardcopy on reserve & as an e-book)**.

Katrina Lee Koo (2002) 'Confronting a Disciplinary Blindness: Women, War and Rape in the International Politics of Security' *Australian Journal of Political Science* 37:3 pp. 525-536 (11) **(e-journal)**.

### **Week 10 (Mar. 12): Prostitution and trafficking in women**

Deborah Stienstra (1996) 'Madonna/Whore, Pimp/Protector: International Law and Organization Related to Prostitution' *Studies in Political Economy* 51 pp.183-217 (34) **(on reserve)**.

Barbara Sullivan (2003) 'Trafficking in Women: Feminism and New International Law' *International Feminist Journal of Politics* 5:1 pp. 67-91 (24) **(e-journal)**.

Kathy Miriam (2005) 'Stopping the Traffic in Women: Power, Agency and Abolition in Feminist Debates over Sex-Trafficking' *Journal of Social Philosophy* 36: 1 pp.1-17 (17) **(e-journal)**.

Kinhide Mushakoji (2003) 'Social Reproduction of Exclusion: Exploitative Migration and Human Insecurity' in *Power, Production and Social Reproduction* edited by Isabella Bakker and Stephen Gill New York: Palgrave Macmillan pp. 146-162 (16) **(on reserve)**.

Denise Brennan (2002) 'Selling Sex for Visas: Sex Tourism as a Stepping-stone to International Migration' *Global Women: Nannies, Maids and Sex Workers in the New Economy* edited by Barbara Ehrenreich and Arlie Russell Hoschild New York: Metropolitan Books pp.154-168 (14) **(on reserve)**.

### **Week 11 (Mar. 19): Humanitarian interventions and peacekeeping**

Sandra Whitworth (2004) 'Narratives of peacekeeping, past and present' and 'When the UN responds: A Critique of Gender Mainstreaming' in *Men, Militarism, and UN Peacekeeping: A Gendered Analysis* Boulder, CO: Lynne Rienner pp. 23-52 (29p.) and pp. 119-149 (30p.) **(on reserve)**.

Sherene Razack (2000) 'From the "Clean Snows of Petawawa": The violence of Canadian Peacekeepers in Somalia' *Cultural Anthropology: Journal of the Society for Cultural Anthropology* 15:1 pp. 127-163 (36p.) **(e-journal)**.

### **Week 12 (Mar. 26): Solidarity, resistance and transformation**

Chandra T. Mohanty (2004) "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles' in *Feminism without Borders: Decolonizing Theory, Practicing Solidarity* Durham & London: Duke University Press pp. 221-251 (30) **(on reserve, also available online through the e-journal Signs: Journal of Women in Culture and Society** 28: 2, 2003, pp. 499-535).

Catherine Eschle and Bice Maiguashca (2007) 'Rethinking Globalised Resistance: Feminist Activism and Critical Theorising in International Relations' *British Journal of Politics and International Relations*, 9: 2, pp. 284-301 (17p.) **(e-journal)**.

Naila Kabeer (2004) 'Globalization, Labor Standards and Women's Rights: Dilemmas of Collective (In)Action in an Interdependent World' *Feminist Economics* 10:1 pp. 3-25 (22) (**e-journal**).

Grace Chang (2004) 'From the Third World to the "Third World Within": Asian Women Workers Fighting Globalization' in *Labor versus Empire: Race, Gender, and Migration* edited by Gilbert G. Gonzalez, Raul Fernandez et al. Routledge: London and New York pp. 217-234 (17) (**on reserve**)

**Week 13 (April 2): Conclusion of the course, final research papers are due, everyone will be invited to share their research findings**

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### **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 deadline for submitting completed forms to the PMC for formally scheduled exam accommodations: **March 14<sup>th</sup>, 2008** for April examinations.

**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](http://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: <http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

**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> for instructions on how to set up your account.