

**PSCI 4605A**  
**Gender and International Relations**  
Wednesdays, 2:35-5:25; Loeb A602  
(Check location on Carleton Central)

**Instructor:** Dr. Fiona Robinson (she/her)  
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**Office:** Loeb C663  
**Office hours:** Wednesdays 1:30-2:30 (in person) and  
Mondays 12:00-1:00 (on Zoom), or by appointment. Please use link below:  
<https://carleton.ca.zoom.us/my/prof.robinson?pwd=U0lSZnNVMUJ3ZkllM3cxNEVXTWNkZz09>

**Course Description:** This course interrogates the way in which world politics (IR) is structured by the gender hierarchy, as it intersects with other hierarchies and power relations, including those related to race, class, ethnicity, nationality, colonialism. The gender hierarchy is manifest through the privileging masculinity over femininity, creating and reinforcing the divisions between public and private (family/home) spheres, reason and emotion, men and women. This course seeks to reveal and disturb these (often hidden) hierarchies through the application of gender analysis and feminist theories to a range of concepts and issues in International Relations. Topics to be considered will include: theoretical and methodological concerns of feminism and gender in disciplinary International Relations (IR); the gendered implications of key concepts such as ‘the state’; the role of masculinities; feminist scholarship in key areas of IR such as security, militarism and war, foreign policy, IPE and development; as well as related areas of critical feminist scholarship such as global health and migrant care work.

**Learning Outcomes:** Upon completion of this course, students should have:

- A solid understanding of how gender hierarchies structure world politics, and how gender intersects with other identities such as race and ethnicity to create interlocking systems of oppression.
- A well-informed knowledge of feminist perspectives on key aspects of international relations, including security, global political economy, development and foreign policy.
- An ability to research and write in a clear and lucid manner on the gendered implications of a range of issues related to contemporary global politics.

**Course Materials:** All readings are available on the **Ares** electronic reserve system, accessible through Brightspace and the Library website.

**Assessment:** Your final grade will be determined on the following basis:

<b>Attendance and Participation</b> (including weekly <b>Quotes and Questions</b> contributions)	<b>30%</b>
<b>Review Paper (Oct. 4)</b>	<b>25%</b>
<b>Research Essay Problem and Question (Oct. 18)</b>	<b>3%</b>
<b>Research Essay: Detailed Outline (Nov. 8)</b>	<b>10%</b>
<b>Participation in Essay Workshop (Nov. 15)</b>	<b>2%</b>
<b>Research Essay: Final Paper: (Dec. 6)</b>	<b><u>30%</u></b>
<b>TOTAL</b>	<b>100%</b>

### **Explanation of Assessment:**

#### **Attendance and Participation:**

Attendance at weekly seminars is required. Your participation grade will be based on your attendance at these meetings throughout the term, as well as the quality and quantity of your participation in discussions. Students are expected to have completed the required reading, or as much as possible, before the seminar and to arrive prepared to discuss that week's material. If you have to miss a seminar for a legitimate reason, please inform me as soon as possible (preferably before the seminar). All students are required to show basic courtesy and respect for the instructor and the other students by listening attentively during the seminar.

The seminar will be structured around **QUOTES and QUESTIONS**. Each week, students will choose a meaningful quotation (at least two sentences but no more than a single paragraph) from one of the readings that addresses a key idea, and which they find interesting, thought-provoking or which they feel is contentious or problematic. They should also prepare a question **RELATED TO THE QUOTATION** (i.e., a question that arises from the quotation). The aim is to choose quotes and questions that will generate meaningful class discussion. Quotes and questions should be posted on the class Google Doc and read aloud and posted on the class Google Doc during for breakout group and full class discussion. Students should be prepared not simply to read their quote and question, but to share their thoughts on it and explain why they are significant or important. Performance on weekly quotes and questions will form an important part of your participation grade.

#### **Marking Criteria:**

- Regular attendance in seminars
- Carefully chosen quotation and thoughtful question are prepared and shared each week.
- Regular and informed contributions to full-class and small group discussions
- Demonstrated knowledge of readings
- Active/engaged listening to others and respectful engagement with others' comments.

- Thoughtful, informed, and detailed response to one seminar presentation.

### **Review Paper (due October 4th)**

Students will choose ONE of the following articles/chapters on which to write a review paper. This is NOT a research paper, but you are encouraged to use sources beyond the text under review (including class readings!) to support your points. Reviews should be 1200-1300 words, double-spaced, 12-point font (Times New Roman). Please include citations (Chicago author-date) and a Bibliography (Chicago).

Please choose ONE of the following to review:

- **Enloe, Cynthia, *Margins, Silences, and Bottom Rungs: How to Overcome the Underestimation of Power in the Study of International Relations* in Steve Smith, Ken Booth and Marysia Zalewski, eds., *International Theory: Positivism and Beyond*. Cambridge: Cambridge University Press.**
- **Hagen, J. J. (2016). *Queering women, peace and security*. *International Affairs*, 92(2), 313-332.**
- **Prügl, E. (2015). *Neoliberalising feminism*. *New Political Economy*, 20(4), 614-631.**

The review paper should do the following:

1. Provide a brief and succinct summary of the main argument and key points in the article (no more than one page).
2. Identify and assess the key themes and ideas and explaining why they are important/innovative/influential for feminist IR/gender and IR.
3. Consider the article in the light of the discipline of IR more generally? How does the article challenge dominant ways of thinking about IR/global politics? Discuss any limitations/silences in the article, if any.

### **Research Essay (Problem and Question) (due October 18<sup>th</sup> at 11:59pm)**

Part of our class on October 11<sup>th</sup> will be devoted to an essay brainstorming session. For this, simply bring your initial ideas – your interests, thoughts, early plans, etc. for your research essay. Students will brainstorm possible topics in small groups for the second half of the class.

The following week (October 18<sup>th</sup>) you are required to submit a statement of the PROBLEM animating your research, and the research QUESTION that emerges from it. (We will discuss the expectations for this in class).

### **Research Essay (Detailed Outline) (due November 8<sup>th</sup> at 11:59pm):**

Students are required to submit a detailed outline for their final essay. The outline should be 3-4 pages including the annotated bibliography. It should include the following elements.

- a) **Research question:** a strong research question that problematizes, challenges, questions, or fills a gap in existing theoretical or policy-research on gender and IR.
- b) **Working argument/thesis statement:** your tentative response to this question. The thesis statement must give an indication of the substance of your argument.
- c) **Theoretical framework/methodology:** this is the HOW part of your essay. How will you approach this question? What theoretical lens/approach will you use? (e.g. intersectional feminism; queer theory; post/decolonial feminism; feminist IPE)
- d) **Key Points:** Outline the parts/sections of your essay.
- e) **Annotated Bibliography:** Provide a preliminary bibliography of at least 4 academic sources (books or journal articles). The Carleton University Library has a helpful guide and video for writing an annotated bibliography. <https://library.carleton.ca/help/writing-annotated-bibliography>)

#### **Essay Workshop (November 15th):**

All students will present their essay outlines during class on **November 15<sup>th</sup>**. This will be done in small groups during regular class times (no readings are assigned that week). I will be moving from room to room listening to the presentations and feedback. If you attend this session, present your outline, and participate in giving feedback, you will receive the 5 marks allocated for this assignment.

When considering their peers' outlines, students should consider the following:

1. Does the working title give a good indication of the content of the essay? Is it clear and thought-provoking?
2. Has the student used the research question as set out by the instructor?
3. Does the thesis statement respond effectively and clearly to the research question? Is it convincing?
4. Has the student provided a good structure for the essay with the main points?
5. Are the sources used relevant to the topic? Are they from appropriate scholarly journals/books?

If you attend the workshop, present your essay outline and participate in discussion within your group, you will receive 2 marks. If you miss the workshop due to illness, your final essay will be worth 32%.

#### **Research Essay (due December 6 at 11:59pm):**

Students will be required to write one substantial research essay of 13-15 pages, double-spaced, 12-point font) on a topic of their choice. The essay must address a topic related to gender and International Relations. It must include a clearly articulated theoretical approach that informs the analysis. The essay will involve substantial research of the

scholarly work related to the topic and must be properly documented using a recognized author-date referencing style (APA, Chicago author-date, etc.).

The essay will be marked according to the following criteria:

- Strength and Clarity of Research Question and Thesis Statement
- Quality of the Analysis
- Organization, Structure, Writing Style
- Relevant sources in Bibliography and used effectively in your analysis, and correct, complete and consistent use of a recognized author-date referencing style

**Late Policy:** Assignments can be submitted without penalty up to 24 hours after the due date. If you predict that your assignment will be late (you have been sick or your ability to work has been disrupted in some way) please approach me about this as soon as possible (either before or as soon after the deadline as possible). If I don't hear from you and don't receive your assignment, there will be a penalty of 1% of your final grade in the course per day. Assignments will not be accepted more than 7 days after the due **date in the absence of documented extenuating circumstances.**

**Readings:** All readings are available through the Carleton University Library's ARES online reserve system. This can be accessed through the Brightspace course site, or through the Library website.

### **Weekly Topics and Readings**

#### **Week 1 Sept 6**

##### **Introduction**

Shepherd, Laura J. (2022) 'Chapter 6: (Why) Gender Matters in Global Politics', in Laura J. Shepherd and Caitlin Hamilton, eds., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. London: Routledge.

#### **Week 2 September 13**

##### **Women, Feminism, Gender, Sexuality, Power: Theorizing IR**

Youngs, G. (2004). Feminist International Relations: a contradiction in terms? Or: why women and gender are essential to understanding the world 'we' live in. *International affairs*, 80(1), 75-87.

Wilcox, L. (2014). Queer Theory and the "Proper Objects" of International Relations. *International Studies Review*, 16(4), 612–615.

Hutchings, K., & Owens, P. (2021). Women Thinkers and the Canon of International Thought: Recovery, Rejection, and Reconstitution. *American Political Science Review*, 115(2), 347-359.

#### **Week 3 September 20**

### **Gender, Race, Coloniality**

Achilleos-Sarll, Columba (2022). "Race and Coloniality" (Chapter 25), in Laura Shepherd and Caitlin Hamilton, eds., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. London: Routledge.

Akbari-Dibavar, A. (2018). Gender, race, and international relations. In *Race, Gender, and Culture in International Relations* (pp. 58-79). Routledge.

Simpson, A. (2016). The state is a man: Theresa Spence, Loretta Saunders and the gender of settler sovereignty. *Theory & Event*, 19(4).

### **Week 4 September 27**

#### **Global Health and Sexual and Reproductive Health and Rights (SRHR)**

Davies, Sara (2022) 'Chapter 16: Global Health' in Laura Shepherd and Caitlin Hamilton, eds., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. London: Routledge.

Tanyag, M. (2018). Depleting fragile bodies: the political economy of sexual and reproductive health in crisis situations. *Review of International Studies*, 44(4), 654-671

Lane, S., Ayeb-Karlsson, S., & Shahvisi, A. (2021). Impacts of the Global Gag Rule on sexual and reproductive health and rights in the Global South: A scoping review. *Global Public Health*, 16(12), 1804-1819.

### **Week 5 October 4 (Review Paper due today)**

#### **UN Resolution 1325 and Beyond: Women, Peace and Security**

Laura J. Shepherd (2011) Sex, Security and Superhero(in)es: From 1325 to 1820 and Beyond, *International Feminist Journal of Politics*, 13:4, 504-521

Pratt, N. (2013). Reconceptualizing gender, reinscribing racial–sexual boundaries in international security: the case of UN Security Council Resolution 1325 on “Women, Peace and Security”. *International Studies Quarterly*, 57(4), 772-783.

Haastrup, T., & Hagen, J. J. (2021). Racial hierarchies of knowledge production in the Women, Peace and Security agenda. *Critical Studies on Security*, 1-4.

### **Week 6 October 11 (Essay Brainstorming Session; just bring your ideas!)**

#### **GPE, Trade and Global Finance**

Hoskyns, C., & Rai, S. M. (2007). Recasting the global political economy: Counting women's unpaid work. *New political economy*, 12(3), 297-317.

Prügl, E. (2012). "If Lehman Brothers had been Lehman Sisters...": Gender and myth in the aftermath of the financial crisis. *International Political Sociology*, 6(1), 21-35.

Hannah, E., Roberts, A., & Trommer, S. (2021). Gender in global trade: Transforming or reproducing trade orthodoxy? *Review of International Political Economy*, 1-25.

**Week 7 October 18 (Research Essay; Problem and Question due today)**

**Migration and Care Work**

Lucy Hall, 'Migration and Displacement' in Laura Shepherd and Caitlin Hamilton, eds., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. London: Routledge.

Christina Gabriel, 'Care Work' in Laura Shepherd and Caitlin Hamilton, eds., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. London: Routledge.

Bastia, T., & Piper, N. (2019). Women migrants in the global economy: A global overview (and regional perspectives). *Gender & Development*, 27(1), 15-30.

**\*\*\*Reading Week – NO CLASS October 25th**

**Week 8 November 1**

**Conflict-Related Sexual Violence**

Baaz, M. E., & Stern, M. (2009). Why do soldiers rape? Masculinity, violence, and sexuality in the armed forces in the Congo (DRC). *International studies quarterly*, 53(2), 495-518.

Philipp Schulz, Helen Touquet (2020) Queering explanatory frameworks for wartime sexual violence against men, *International Affairs*, 96(5): 1169–1187.

Houge, A. B., & Lohne, K. (2017). End impunity! Reducing conflict-related sexual violence to a problem of law. *Law & Society Review*, 51(4), 755-789.

**Week 9 November 8 (Research Essay Detailed Outline due today)**

**Gender, Military Participation, Peacebuilding**

Duncanson, C., & Woodward, R. (2016). Regendering the military: Theorizing women's military participation. *Security Dialogue*, 47(1), 3-21.

MacKenzie, M. (2009). Securitization and desecuritization: Female soldiers and the reconstruction of women in post-conflict Sierra Leone. *Security Studies*, 18(2), 241-261.

Adeogun, T. J., & Muthuki, J. M. (2018). Feminist perspectives on peacebuilding: The case of women's organisations in South Sudan. *Agenda*, 32(2), 83-92.

**Week 10 November 15**

**Essay Workshop; No readings**

**Week 11 November 22**

**Feminist Foreign Policy**

Rosén Sundström, M., & Elgström, O. (2020). Praise or critique? Sweden's feminist foreign policy in the eyes of its fellow EU members. *European Politics and Society*, 21(4), 418-433.

Achilleos-Sarll, C. (2018). Reconceptualising foreign policy as gendered, sexualised and racialised: Towards a postcolonial feminist foreign policy (analysis). *Journal of International Women's Studies*, 19(1), 34-49.

Aylward, E., & Brown, S. (2020). Sexual orientation and gender identity in Canada's "feminist" international assistance. *International Journal*, 75(3), 313-328.

### **Week 12 November 29**

#### **Gender, Development and Global Environmental Politics**

Calkin, S. (2015). Post-Feminist Spectatorship and the Girl Effect: "Go ahead, really imagine her". *Third World Quarterly*, 36(4), 654-669.

Meinzen-Dick, R., Kovarik, C., & Quisumbing, A. R. (2014). Gender and sustainability. *Annual Review of Environment and Resources*, 39, 29-55.

Ginette Azcona & Antra Bhatt (2020) Inequality, gender, and sustainable development: measuring feminist progress, *Gender & Development*, 28:2, 337-355.

### **Week 13 December 6**

No class; students work on final essays (open Zoom Office hour session 2:30-3:30)

## **Appendix**

### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**



- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

***Pregnancy accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

***Religious accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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.

### **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

### **Carleton Political Science Society**

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

### **Official Course Outline**

The course outline posted to the Political Science website is the official course outline.