

PSCI 4605 A
Gender and International Relations
Tuesdays 2:35 p.m. – 5:25 p.m.
Check Location on Carleton Central

Instructor: Dr. Eric Van Rythoven

Office Hours: By Zoom appointment on Tuesdays between 10:00am – 12:00pm

Email: ericvanrythoven@cmail.carleton.ca

Contact Policy: Email is the best way to contact me. I will normally reply within 24-48 hours, weekends excluded. Please include the course code in the subject line of the email. For longer questions I recommend scheduling a Zoom appointment. All email must be through an official Carleton university email account.

1. Course Overview

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 of 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 images and aesthetics as well as emotion and affect.

2. Aims and Objectives

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.

3. Course Format

We will meet in person.

4. Required Texts

All required readings will be posted on Brightspace.

5. Statement on Generative AI

The use of generative AI for any assignment for this course—with the exception of Grammarly—is expressly forbidden and will be treated as an academic integrity issue.

I also highly recommend students do not use generative AI to create class notes, study guides, practice questions, summarize readings, outline assignments, or for any other academic exercise in this course. I recommend this for two reasons. First, large language models like ChatGPT are notoriously inaccurate. Some people call these errors ‘hallucinations’ but this reflects a misunderstanding of how these models work. ChatGPT is not designed to tell you what is accurate. It can only tell you what is the statistically likely next word in a string of text based on the data it was trained on.

Second, you are taking this course to develop your own skills and knowledge. Having ChatGPT read an article for you is not going to make you a better reader, expand your vocabulary, or make you more informed about the world. You would not pay to go to the gym and then have someone else exercise for you. You should not pay to take a class and then have an AI do assignments for you.

I reserve the right to ask students to submit evidence of their own research and/or call-in students for an oral defense of any submitted assignment to test their familiarity with the arguments and sources that they have presented.

6. Evaluation at a Glance

<u>Item</u>	<u>Value</u>	<u>Timeline</u>
Participation	25%	Weekly, starting on September 10 th
Social Reading	20%	Alternating weekly with Group Red starting on September 17 th and Group Blue starting on September 24 th
Short Commentary	15%	Before we discuss the readings in class
Research Paper	40%	Detailed Outline (10%) on November 5 th

		Paper Workshop (5%) on November 26 th Final Paper (25%) on December 3 rd
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All written assignments must provide a full list of sources used and avoid plagiarism or other violations of academic integrity. The preferred citation style is the Chicago author-date style which uses author-date citations in the text and a bibliography at the end (see <https://library.osu.edu/find/resources/citation-examples/chicago-author-date/>). In this style, footnotes or endnotes are used only for explanatory digressions or notes of clarification. All papers submitted should be formatted with the 12-point font and page numbers.

7.Evaluation in Detail

Participation (20%)

As a 4th year seminar this class relies on the active participation of students. A significant portion of our time will be focused discussing academic arguments, probing their strengths and weaknesses, and debating how well they explain real-world issues. For this reason, participation counts for a large portion of your grade and attendance at weekly seminars is mandatory. Your participation grade will be based on your attendance throughout the term, as well as the quality and quantity of your participation in discussions.

Students are expected to have completed the required reading before the seminar and to arrive prepared to discuss the week's material. As part of your preparation, it is highly recommended that you take notes on the readings, flag important ideas, and draft questions.

Every student will be given one 'pass' for the semester where they can miss class with no penalty to their grade and no questions asked. Email the instructor to let them know you are using your pass.

Weekly Social Reading (20%)

Students will cover a portion of the class reading for each week through the social annotation platform Perusall. In an assigned group students will asynchronously read, highlight, raise questions, post comments, and interact with each other in a conversation anchored to a class reading. Other students in your group, as well as the Instructor, will be able to see your annotations and respond directly to them. You can use annotations to:

- Highlight key definitions, concepts, arguments, and types of evidence
- Flag passages you find interesting or relevant to international politics or contemporary events more broadly
- Raise questions about material you do not understand

- Offer criticism of an author's argument (e.g. evidence, logic, conclusiveness)
- Signal connections to other readings and material we have covered in class
- Respond to other students' comments (e.g. signaling points of agreement or disagreement)

The goal of social reading is to approach challenging academic texts in a cooperative manner, rather than have students read them in isolation.

At the beginning of the semester students will be assigned to 'Group Red' or 'Group Blue'. Students will be graded on an alternating weekly basis with students in Group Red starting on September 17th and students in Group Blue starting on September 24th. **You are not required to do annotations during your group's 'off week'**. You can see the social reading schedule, grading rubric, and instructions for logging into Perusall on the Brightspace course page. We will cover how to sign-up and how to use Perusall in our first class.

Due dates: Your annotations to a reading must be completed before we discuss that reading in class.

Commentary Paper (20%)

You will write a short commentary paper (1000 words) in response to one set of the weekly readings. When citing, refer to the author of the article and page number in parenthesis and I will assume that it corresponds to the reading in the syllabus.

Commentaries may address any component of the weekly readings that piques your interest. Treat the commentaries as editorial reflections on the material at hand. Your commentary may focus in-depth on one particular reading, or discuss themes that carry across multiple readings for that week. This may include specific objections to the literature, broad commentaries, issues you would like to explore, et cetera. Though the direction is up to you, the compositions should avoid trivial concerns or summarizing the readings. Your paper should begin with an introduction where you make the central point or focus of the commentary clear to the reader. Commentaries will be graded on the basis of substance and style. I want to see interesting and substantive insights into the content, and clear writing.

Due dates: Your commentary paper must be submitted before we discuss the weekly readings.

Research Paper (40%)

You will write a research paper on a topic of your choice. The essay may cover any issue relating to gender and international or global politics. This is your opportunity to explore an issue that interests you. Topics may flow from classroom conversations, your commentary paper, or discussions of the social reading. Students may also select

a topic that is not covered on the syllabus, provided it relates to the course's theme, broadly construed. **I strongly recommend consulting with me first.**

Research papers will be graded in three parts.

Detailed Outline (10%)

Students will submit a detailed 3–4-page outline by **November 5th**. It should include the following elements.

1. Research question: a strong research question that problematizes, challenges, questions, or fills a gap in existing theoretical or policy-research on gender and IR.
2. Working argument/thesis statement: your tentative response to this question. The thesis statement must give an indication of the substance of your argument.
3. 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)
4. Key Points: Outline the parts/sections of your essay.
5. 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 (5%)

Students will present their updated outlines during class on **November 26th**. This will be done in small groups during regular class time (no readings are assigned that week). I will be moving from group to group 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?

Research Essay (25%)

Students will be required to write one substantial research essay of 13-15 pages, doubled-spaced, 12-point font) on a topic of their choice. The essay is due on **December 3rd**. 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 Paper Policy: Papers are deducted 3% for each day they are late (e.g. an 80% grade becomes 77% for 1 day late).

8. Schedule and Assigned Readings

Class 1 – September 10th | 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.

Class 2 – September 17th | 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.

Class 3 – September 24th | 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).

Class 4 – October 1st | 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.

Class 5 – October 8th | UN Resolution 1325 and Beyond: Women, Peace and Security

Essay Brain-Storming Session

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.

Class 6 – October 15th | Gender, Sexuality, and Aesthetics

Johnson, H. L. (2011). Click to donate: Visual images, constructing victims and imagining the female refugee. *Third World Quarterly*, 32(6), 1015-1037.

Jester, N., & Walters, R. (2024). Gender Washing War: arms manufacturers and the hijacking of #InternationalWomensDay. *International Political Sociology*, 18(3), olae021.

Cooper-Cunningham, D. (2022). Security, sexuality, and the Gay Clown Putin meme: Queer theory and international responses to Russian political homophobia. *Security Dialogue*, 53(4), 302-323.

No Class – October 22nd | No Class (Reading Week)

Class 7 – October 29th | 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.

Class 8 – November 5th | Emotions and Affect

Detailed Essay Outline Due

Adler-Nissen, R., Andersen, K. E., & Hansen, L. (2020). Images, emotions, and international politics: The death of Alan Kurdi. *Review of International Studies*, 46(1), 75-95.

Beattie, A. R., Eroukhanoff, C., & Head, N. (2019). Introduction: Interrogating the 'everyday' politics of emotions in international relations. *Journal of International Political Theory*, 15(2), 136-147.

Agius, C. (2023). Weak, immoral, naïve: Gendered representations of neutrality and the emotional politics of peace and security. *Cooperation and Conflict*, 00108367231198786.

Class 9 – November 12th | 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.

Class 10 – November 19th | 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

Robinson, F. (2021). Feminist foreign policy as ethical foreign policy? A care ethics perspective. *Journal of International Political Theory*, 17(1), 20-37.

Class 11 – November 26th | Essay Workshop

No readings, come prepared to discuss your research essay.

Class 12 – December 3rd | Reactionary Politics, Feminist Reactions

Research Essay Due

Corredor, E. S. (2019). Unpacking “gender ideology” and the global right’s antigender counter-movement. *Signs: Journal of Women in Culture and Society*, 44(3), 613-638.

Cupać, J., & Ebetürk, I. (2022). Competitive mimicry: The socialization of antifeminist NGOs into the United Nations. *Global Constitutionalism*, 11(3), 379-400.

Kurylo, B. (2022). Counter-populist performances of (in) security: Feminist resistance in the face of right-wing populism in Poland. *Review of International Studies*, 48(2), 262-281.

8. 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

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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

Academic consideration for medical or other extenuating circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

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 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](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (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.

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).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

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:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
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 the 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.
