

Carleton University
Winter 2020
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 4605 B
Gender and International Relations
Mondays 2:35-5:25
(Confirm location on Carleton Central)

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Office Hours: Mon 1:00-2:20
Thurs 1:00-2:20
Phone: 613-520-2600 ext 3120

Course Description: This course interrogates the way in which world politics (IR) is structured by the gender hierarchy. This 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 hierarchy also maps onto/intersects with relations of colonialism/neocolonialism, as well as other hierarchies of power and privilege related to race, ethnicity, and geo-political location. 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 emerging areas of critical feminist scholarship such as motherhood and maternity in IR.

Learning Objectives: Students taking this course should come away with a better understanding of how gender hierarchies structure world politics. This will include an informed knowledge of key concepts in feminist theory and gender studies in the context of International Relations. Students will gain scholarly skills such as close reading, critique, discourse and narrative analysis; they will deepen and strengthen skills in oral communication and presentation, research, and essay writing. Finally, there will be a strong experiential learning component to this course; students will work in groups to research and prepare a policy brief on an issue related to feminist foreign policy.

Format: The class is structured as a weekly three-hour seminar. The instructor will begin each session by introducing key themes and ideas associated with each topic. Following this, assigned students will present their reading reflections. The remainder of the class will operate as a seminar, in which all students are expected to participate actively. Starting in Week 4, approximately one hour per class will be devoted to group work on policy briefs.

Course Materials: All readings are available on the Ares electronic reserve system in the Macodrum Library.

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

Attendance and Participation	20%
Weekly Reading Reflections	15%
Presentation of Reading	10%
Essay Proposal (due Feb 10)	5%
Research Essay (due April 6)	30%
Group Policy Brief (due March 23)	15%
Policy Brief Group Presentation	<u>5%</u>
TOTAL	100%

Explanation of Assessment:

Attendance and Participation: Attendance at weekly seminars is mandatory. 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 before the seminar and to arrive prepared to discuss that week's material. To earn a grade of 15 or higher out of 20, you must have perfect or near perfect attendance, and have made regular, informed contributions to the discussion. 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.

Weekly Reading Reflections: Students are required to submit weekly reading reflections on the course readings. The aim of this assignment is to encourage regular reading, and to **demonstrate basic comprehension and an ability to think critically on the part of the student**. Reflections should consist of **at least** two paragraphs – one on each of **at least two** of the weekly required readings from Week 2 to Week 11 inclusive (10 weeks). Reflections should demonstrate an understanding of the main idea of the reading (a full summary is NOT required!) and raise at least 3 questions/points of contention/areas for debate. These should be written and saved in Word and uploaded through the CU learn portal by 2pm on the day of the class each week. Reflections will be read by the instructor but no feedback or weekly grade will be assigned. A final grade out of 15 will be assigned at the end of the term.

Teaching a Reading to the Class: Each student will be required to 'teach' at least one reading to the class. Students will have 10-15 minutes to summarize the central argument and main ideas of the reading, as well as offering their own thoughts/analysis on the importance/relevance of the reading. Students will be assigned to specific readings during the first class.

Research Essay (due April 6): Students will be required to write one substantial research essay (3750-4000 words, doubled-spaced, 12-point font) on a topic of their choice related to gender and international relations. This essay must address a topic related to gender and International Relations. It must include a clearly articulated theoretical framework that informs the analysis. The essay will involve substantial research of the scholarly work related to the topic, and must be properly documented using APA referencing format. 5 marks out of the total available 35 marks for the essay is reserved for the **Essay Proposal (due February 10th) which should include a title, a research question(s), a working argument, a theoretical/conceptual/methodological framework/approach, and a preliminary annotated bibliography (5 scholarly sources minimum).**

*** Please note: students may write their research essays on a topic related to their policy brief. However, note that these are two very different things: while the policy brief is a plain-language, theory-light summary of information that can assist and inform policy-makers, the essay should be a theoretically and methodologically-sophisticated analysis that makes use of theory and concepts related to gender and feminism, and which engages in academic analysis of a topic or issue related to the field of gender and IR.

Group Project: Policy Brief

Working in groups, students will be required to write a policy brief on a *specific* topic related to **feminist foreign policy**. Your target audience are policy-makers at GAC. A policy brief presents a concise summary of information that can help readers understand, and likely make decisions about, government policies. Policy briefs give summaries of relevant research, suggest possible policy options, or go even further and argue for particular courses of action. The brief should be 1250-1500 words (not including references) and should include a full bibliography. Time will be allotted for group work during the class. The first step is to choose a specific topic from within the following broad areas:

Gender, Peace and Security

Gender and Trade

Gender and Development

Women's Global Health/Reproductive Rights

Resources to Assist in the Preparation of Policy Brief

<https://www.unwomen.org/en/digital-library/publications/2015/12/un-women-policy-brief-series>

<https://www.idrc.ca/sites/default/files/idrcpolicybrieftoolkit.pdf>

<https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf>

<https://www.wiisglobal.org/wp-content/uploads/2019/03/13th-WIIS-Policy-Brief-FINAL-3-5-19-v3-1.pdf>

<https://opendocs.ids.ac.uk/opendocs/ds2/stream/?#/documents/3719904/page/>

Timeline for Policy Brief Project

January 20th: Groups formed

February 3rd: Topics shared and approved

March 2nd: Research Complete

March 16th: Full Draft Complete

March 23rd: Written Policy Briefs due

March 30th and April 6: Policy Brief Group Presentations

Presentation of Policy Research and Brief

During the final class of the term, each group will present their policy briefs. This will include sharing a hard copy of the brief with all members of the class and presenting the key points of the brief (as if presenting it to policymakers). The presentation should be between 12-15 minutes long. All members of the group should make some part of the oral presentation. Power point slides are recommended but not required.

Other Information

- All assignments are due by 11pm on the due date and are to be submitted through the designated portal on CULearn. Please submit Word documents. If you cannot submit an assignment by the due date, or you have to miss a seminar, please email me IN ADVANCE (wherever possible) to provide an explanation. Absences or late assignments without explanation will result in a grade penalty. Late assignments will receive a penalty of one-third of a letter grade/one grade point per day (including weekends).

Weekly Topics and Readings:

Week 1

January 6

Introduction

Laura J. Shepherd, 'Sex or Gender? Bodies in World Politics and Why Gender Matters' in Laura J. Shepherd, ed., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. London: Routledge, 2010.

Week 2

January 13

Feminist Theory and Gender in Disciplinary IR

Brooke Ackerly and Jacqui True (2008) 'An Intersectional Analysis of International Relations: Recasting the Discipline', *Politics and Gender*, 4(1), 2008: 156-173.

Anna M. Agathangelou and Heather M. Turcotte, 'Postcolonial Theories and Challenges to 'First World-ism' in Laura J. Shepherd, ed., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. London: Routledge, 2010.

Weerawardhana, Chamindra (2018) 'Profoundly Decolonizing? Reflections on a Transfeminist Perspective of International Relations', *Meridian: feminism, race, transnationalism*. 16(1): 184-213.

Week 3
January 20th
Gendered States

Swati Parashar, J. Ann Tickner and Jacqui True, eds., *Revisiting Gendered States: Feminist Imaginings of the State in IR*. Oxford: Oxford University Press. 'Introduction' (by Swati Parashar, J. Ann Tickner and Jacqui True) and 'Chapter 3: Bringing Back Gendered States' (by Jacqui True).

Simpson, A. (2016) 'The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty'. *Theory & Event* 19(4)

Week 4 (special guest: Professor Jane L. Parpart)
January 27th
The 'Man Question': Masculinities in IR

Marysia Zalewski and Jane L. Parpart (2008) 'Introduction: Rethinking the Man Question' in Jane L. Parpart and Marysia Zalewski, eds., *Rethinking the Man Question: Sex, Gender and Violence in International Relations*. London: Zed Books.

Hutchings, K. (2008). 'Cognitive Shortcuts' in Jane L. Parpart and Marysia Zalewski, eds., *Rethinking the Man Question: Sex, Gender and Violence in International Relations*. London: Zed Books.

Connell, R. (2016). Masculinities in global perspective: Hegemony, contestation, and changing structures of power. *Theory and Society*, 45(4), 303-318.

Week 5
February 3
Feminist Foreign Policy

Rebecca Tiessen and Emma Swan, (2018) 'Canada's Feminist Foreign Policy Promises: An Ambitious Agenda for Gender Equality, Human Rights, Peace and Security in Norman Hillmer and Philippe Lagassé, eds., *Justin Trudeau and Canadian Foreign Policy*. London: Palgrave.

Aggestam, K., Bergman Rosamond, A., & Kronsell, A. (2019) 'Theorising feminist foreign policy'. *International Relations*, 33(1), 23-39.

Mason, C. L. (2019). 'Buzzwords and fuzzwords: flattening intersectionality in Canadian aid'. *Canadian Foreign Policy Journal*, 25(2), 203-219.

Additional Reading:

Government of Canada (2017). Canada's Feminist International Assistance Policy
https://www.international.gc.ca/world-monde/assets/pdfs/iap2-eng.pdf?_ga=2.217526672.707695001.1575679922-1585196530.1575679922

Clement, R. and Thompson, L. (2019). 'Toward a Feminist Foreign Policy in the United States.' Washington, DC: International Center for Research on Women.

<https://centreforfeministforeignpolicy.org>

<https://www.theguardian.com/commentisfree/2017/aug/07/canada-international-aid-feminist-women-afghanistan>

Week 6 Gender, Peace and Security (special guest: Dr. Margaret Jenkins) February 10 (essay proposals due today)

Shepherd, L. J. (2016). Making war safe for women? National Action Plans and the militarisation of the Women, Peace and Security agenda. *International Political Science Review*, 37(3), 324–335.

Alchin, A., Gouws, A., & Heineken, L. (2018). Making a difference in peacekeeping operations: Voices of South African women peacekeepers. *African Security Review*, 27(1), 1-19.

Wibben, A. T. R. (2011). *Feminist Security Studies: A Narrative Approach*. New York: Routledge. Chapter 5: Feminist Security Narratives.

Additional Reading:

Check out this great website!:

<https://www.wpsnaps.org>

Mohbuba Choudhury and Louise Arimatsu 'Reclaiming the WPS Agenda: it's time to talk about the elephant in the room' <https://blogs.lse.ac.uk/wps/2019/09/27/reclaiming-the-wps-agenda-its-time-to-talk-about-the-elephant-in-the-room/>

Maria Tanyag (2019) 'How Feminist Research Will Help Solve the Climate Crisis'. LSE blogs. <https://blogs.lse.ac.uk/wps/2019/09/17/how-feminist-research-will-help-solve-the-climate-crisis/>

***** February 17th – Family Day/Reading Week – NO CLASS**

Week 7

February 24th

Feminist IPE and Gendered Global Governance

Elias, J., & Rai, S. (2019). Feminist everyday political economy: Space, time, and violence. *Review of International Studies*, 45(2), 201-220.

Griffin, P. (2018). Gender, IPE and poststructuralism: problematizing the material/discursive divide. In *Handbook on the International Political Economy of Gender*. Edward Elgar Publishing.

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.

Additional Reading:

<http://i-peel.org> (Take a look at at least three tiles on Abortion, Care, Clothing and Housework, Street Harassment)

Week 8 (guest: Lindsay Robinson, PhD Student, Department of Political Science)

March 2

Critical Perspectives on Gender and Development

Chant, S., & Sweetman, C. (2012) ‘Fixing women or fixing the world? ‘Smart economics’, efficiency approaches, and gender equality in development. *Gender & Development*, 20(3), 517-529.

Hickel, J. (2014). The ‘girl effect’: Liberalism, empowerment and the contradictions of development. *Third World Quarterly*, 35(8), 1355-1373.

Corinne L. Mason (2015) “Crippling” the World Bank, *International Feminist Journal of Politics*, 17:3, 435-453

Additional Reading:

<https://www.nytimes.com/2019/09/11/opinion/why-are-poor-women-poor.html>

Week 9

March 9

Gender-based Violence, Militarism and War

Cynthia Enloe (1988) *Does Khaki become You? The Militarisation of Women's Lives*. London: Pandora, 1988. ch. 8, 'Feminism and Militarism'.

Cynthia Cockburn (2010) 'Gender Relations as Causal in Militarism and War', *International Feminist Journal of Politics*, 12:2 June 2010, 139 – 157.

Basham, V. M. (2018). Liberal militarism as insecurity, desire and ambivalence: Gender, race and the everyday geopolitics of war. *Security Dialogue*, 49(1–2), 32–43.

<https://www.theguardian.com/world/2019/dec/06/chilean-anti-rape-anthem-becomes-international-feminist-phenomenon>

Week 10

March 16

Women's Representation in Global Politics

Bashevkin S. (2018) The Taking of Foggy Bottom? Representation in US Diplomacy. In: Aggestam K., Towns A. (eds) *Gendering Diplomacy and International Negotiation*. Studies in Diplomacy and International Relations. Palgrave Macmillan,

Mona Lena Krook and Diana Z. O'Brien (2012) 'All the President's Men? The Appointment of Female Cabinet Ministers Worldwide', *The Journal of Politics*, 74(3): 840-855

Liu, S. J. S. (2019) 'Cracking Gender Stereotypes? Challenges Women Political Leaders Face'. *Political Insight*, 10(1), 12-15.

Additional Reading:

<https://www.nytimes.com/2019/03/30/opinion/women-leadership-jacinda-ardern.html>

Week 11 (Policy Briefs due today)

March 23

Motherhood in World Politics

Fiona Robinson (2020) 'Foreword' in Lucy B. Hall, Anna L. Weissman, and Laura J. Shepherd, eds., *Troubling Motherhood: Maternity in Global Politics*. Oxford: Oxford University Press.

Anna L. Weissman and Lucy B. Hall (2020) 'The Global Politics of Maternity', in *Troubling Motherhood: Maternity in Global Politics*. Oxford: Oxford University Press.

Anna L. Weissman (2020) 'Ideal Citizens and Family Values: The Politics of Reproductive Fitness' in *Troubling Motherhood: Maternity in Global Politics*. Oxford: Oxford University Press.

Robinson, F. (2014) Discourses of motherhood and women's health: Maternal Thinking as feminist politics. *Journal of International Political Theory*, 10(1), 94-108.

Week 12

March 30

Policy Brief Research Presentations

Week 13 (Research Essays due today)

April 6

Policy Brief Presentations

Academic Accommodations

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 obligation

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, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

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, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is 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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform 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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation,

including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

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.

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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

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