

Carleton University
Winter 2021
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 4605 B

Gender and International Relations

(This course will be delivered in a blended format)
Thursdays 9:30-11:30 (synchronous session via Zoom)

Professor: Fiona Robinson
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Office hours (via Zoom): Thursdays 11:30-12:30 (or by appointment)

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 emerging areas of critical feminist scholarship such as motherhood and maternity in IR.

Learning 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.

Format: This course will have a synchronous and an asynchronous component. The class will meet as a group for 2 hours each week, from 9:30-11:00am.

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

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

Attendance and Participation	10%
Weekly Reading Reflections	20%
Seminar Presentation	10%
Report on Covid-19: Gendered Effects (due Feb 4)	10%
Essay Proposal (due Feb 25)	10%
Essay Proposal Workshop (March 11)	5%
Research Essay (due April 8)	30%
'Two Things I Learned' (April 8)	5%
TOTAL	100%

Explanation of Assessment:

1. Attendance and Participation (weekly; 1.5 hours)

Attendance at weekly Zoom 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 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. (* if you are taking this class from a location other than Ottawa that is in a different time zone that makes it difficult for you to attend synchronous Zoom sessions, please let me know as soon as possible).

Marking Criteria:

- Regular attendance at synchronous sessions
- Regular and informed contributions to full-class and group discussions
- Demonstrated knowledge of readings
- Active/engaged listening to others and respectful engagement with others' comments

2. Weekly Reading Reflections (weekly; 300-400 words; submitted in 'Forums')

Students are required to submit weekly reading reflections on the course readings. The aim of this assignment is to encourage **regular reading, demonstrate basic comprehension and to encourage critical reflection on the arguments therein.**

Reflections should address **at least two** of the weekly required readings from **Weeks 2-7 and Weeks 9-11 inclusive (9 weeks)**. Reflections should refer to specific points in the articles (quotations can be useful here) and raise at least two questions/points of contention/areas for debate. Reflections are due by 11:59 pm each Wednesday (the end of the day before our class).

To post, go to the 'Reading Response Posts' forum. Title your new discussion topic as follows: 'You first and last name, Week 2 comments'. Add your post to the 'Message' section. Do not attach files.

Commentaries will be graded on the basis of:

- **substance** (demonstrated knowledge and understanding of the arguments in the readings, understanding of the questions posed and ability to respond to those questions; use of critical thinking skills)
- **style** (clarity of writing).

3. Seminar Presentations

During Weeks 2-7,10,11 (8 classes) a group of 3-4 students will lead off the seminar by presenting the key themes as discussed in the weekly readings. Each student will be responsible for one reading. One or two students will introduce the key themes of the week's topic (5 minutes), then each student will present their assigned reading (5 minutes per reading). At the end, one or two students will conclude the presentation, summing up the key issues and debates, and posing three discussion questions (5 minutes). The entire group presentation should take approximately **30 minutes**.

Individual reading presentations should NOT summarize the readings. They should:

- 1) Present a short, succinct statement of the main argument.
- 2) Locate the reading within broad debates in the article's area (ie feminist security studies, gender and development).
- 3) Offer a brief, informed review of the article's contribution to its area and to gender and IR/feminist IR theory more broadly.
- 4) Raise one or two clear, specific questions for class discussion.

Students may wish to prepare slides each to facilitate the presentation (no more than 6 slides for the entire presentation).

Marking Criteria:

- Demonstrated understanding of the reading(s) and how they relate to wider themes in the course.
- Preparation and effort put into the presentation.
- Ability to communicate the presentation clearly and effectively in a manner that keeps the class engaged and keeps to the prescribed time limits.

4. Report on Gender and Covid-19 Pandemic: International Perspectives

'The year 2020, marking the twenty-fifth anniversary of the Beijing Platform for Action, was intended to be ground-breaking for gender equality. Instead, with the spread of the COVID-19 pandemic even the limited gains made in the past decades are at risk of being rolled back. The pandemic is deepening pre-existing inequalities, exposing vulnerabilities in social, political and economic systems which are in turn amplifying the impacts of the pandemic' (United Nations, 2020).

All students will write a short report on the gendered impacts of the Covid-19 pandemic. This report should focus on these impacts from an international/transnational perspective (ie not just Canada!) You may wish to focus on a particular region – e.g. Asia-Pacific, sub-Saharan Africa, South Asia, etc. Alternatively, you could do a comparative report on two countries or regions. Students should choose to focus on one or more of the following themes (as outlined in this [UN Policy Brief](#))

- **Economic Impacts:** compounded job insecurities, poverty
- **Health Impacts:** including reallocation of resources towards Covid-19 away from sexual and reproductive health services
- **Unpaid Care Work:** increased burden on women with closing of schools and child care
- **Gender-Based Violence:** exacerbated by stress, lockdown, economic insecurity and lack of access to support services.

Reports should be between 5 and 6 pages, double-spaced, 12-point font (Times New Roman). Please include citations (Chicago author-date) and a Bibliography (Chicago). Because you will be writing about the current situation, you are not restricted to academic articles and books (although there are some out there!). You may consult newspapers and other reputable news outlets as well as reports and documents from governments, international organizations and civil society groups.

5. Essay Proposal (due February 25th)

Students are required to submit a proposal for their final essay before Reading Week. The proposal 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 empirical research on gender/feminism and International Relations. Students may explore a purely theoretical topic, or they may address an empirical issue/case study (the latter must still have a theoretical framework guiding the analysis).
- 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? (eg. 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.

6. Essay Proposal Workshop (March 11): All students will present their essay proposals during class on March 11th. This will be done in Breakout Rooms 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 student have a robust, carefully crafted research question? Does the research question lend itself to analysis, rather than just description?
2. Does the working argument respond effectively and clearly to the research question? Is it convincing?
3. Has the student set out a clear theoretical and/or methodological framework through which to approach the research?
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?

7. Research Essay (due April 8)

Students will be required to write one substantial research essay of 15-17 pages, doubled-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 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 Chicago author-date referencing style.

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 Chicago author-date referencing style

Other Information

- All assignments are due by 11:59pm 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.

Weekly Topics and Readings

Week 1 January 14

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 21

Beyond Western Feminism and the Gender Binary

Chowdhry, G., & Nair, S. (2003). Introduction: Power in a postcolonial world: Race, gender, and class in international relations. In *Power, postcolonialism and international relations: Reading race, gender and class* (pp. 1-32). Taylor and Francis.

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

Paula Drumond, Elizabeth Mesok, Marysia Zalewski (2020) Sexual violence in the wrong(ed) bodies: moving beyond the gender binary in International Relations, *International Affairs*, Volume 96, Issue 5, Pages 1145–1149,

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

Week 3 January 28

Militarism

Enloe, C. (2016). *Globalization and militarism: Feminists make the link*. Rowman & Littlefield. Chapter 2, "Feminist Curiosity" and Globalized Militarism.

Wibben, A. T. (2018). Why we need to study (US) militarism: A critical feminist lens. *Security Dialogue*, 49(1-2), 136-148.

Basham, V. M. (2016). Gender and militaries: the importance of military masculinities for the conduct of state sanctioned violence. In *Handbook on Gender and War*. Edward Elgar Publishing.

Henry, M. (2017). Problematizing military masculinity, intersectionality and male vulnerability in feminist critical military studies. *Critical Military Studies*, 3(2), 182-199.

Week 4 February 4 (Covid Report due today)

Gender, War and Peace

Cockburn, C. (2010). Gender relations as causal in militarization and war: A feminist standpoint. *International Feminist Journal of Politics*, 12(2), 139-157.

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

Vaaitinen, T., Donahoe, A., Kunz, R., Bára Ómarsdóttir, S., & Roohi, S. (2019). Care as everyday peacebuilding. *Peacebuilding*, 7(2), 194-209.

<https://theglobalobservatory.org/2020/10/interview-dr-toni-haastруп/>

Week 5 February 11 Interrogating WPS National Action Plans

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.

Lee-Koo, K., & Trojanowska, B. K. (2017). Does the United Nations' Women, Peace and Security agenda speak with, for or to women in the Asia Pacific? The development of National Action Plans in the Asia Pacific. *Critical Studies on Security*, 5(3), 287-301.

Paula Drumond & Tamyá Rebelo (2020) Global pathways or local spins? National Action Plans in South America, *International Feminist Journal of Politics*, 22:4, 462-484

Madsen, D. H., & Hudson, H. (2020). Temporality and the discursive dynamics of the Rwandan National Action Plans on Women, Peace and Security from 2009 and 2018. *International Feminist Journal of Politics*, 22(4), 550-571.

** (Check out this useful website)

<https://www.wpsnaps.org>

***** February 18th – Reading Week – NO CLASS**

Week 6 February 25 (essay proposals due today) 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.

Parisi, L. (2020). Canada's New Feminist International Assistance Policy: Business as Usual?. *Foreign Policy Analysis*, 16(2), 163-180.

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

Haastrup, T. (2020). Gendering South Africa's Foreign Policy: Toward a Feminist Approach? *Foreign Policy Analysis*, 16(2), 199-216.

Week 7 March 4

Neoliberalism and Care

Prugl, Elisabeth. 2014. "Neoliberalising Feminism". *New Political Economy* 20(4): 614-631

Calkin, S. (2015). "Tapping" women for post-crisis capitalism: Evidence from the 2012 World development report. *International Feminist Journal of Politics*, 17(4), 611-629.

Catherine Hoskyns & Shirin M. Rai (2007) Recasting the Global Political Economy: Counting Women's Unpaid Work, *New Political Economy*, 12:3, 297-317, DOI: [10.1080/13563460701485268](https://doi.org/10.1080/13563460701485268)

Minh T. N. Nguyen, Roberta Zavoretti & Joan Tronto (2017) Beyond the Global Care Chain: Boundaries, Institutions and Ethics of Care, *Ethics and Social Welfare*, 11:3, 199-212.

Week 8 March 11

Essay Outline Presentations (No Readings)

Week 9 March 18

Feminist GPE of the Everyday (guest speaker Dr. Stephanie Redden)

Enloe, Cynthia (2004) *The Curious Feminist Searching for Women in the New Age of Empire*. Berkeley: University of California Press. Chapter Two ("Margins, Silences, and Bottom Rungs: How to Overcome the Underestimation of Power in the Study of International Relations" pp. 19-42

Juanita Elias & Adrienne Roberts (2016) 'Feminist Global Political Economies of the Everyday: From Bananas to Bingo', *Globalizations*, 13:6, 787-800.

Redden, S. M. (2016). 'What's on the line?: Exploring the significance of gendered everyday resistance within the transnational call center workplace'. *Globalizations*, 13(6), 846-860.

<http://i-peel.org> (Read tiles on the everyday political economy of Abortion, Care, Clothing and Housework, Street Harassment)

(Short animated video overview of Enloe's work (will be shown in class, no need to view ahead): <https://www.youtube.com/watch?v=oL88IQnSdSs>)

Week 10 March 25

Gender, Global Finance and Global Economic Governance

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.

Griffin, P. (2019). The everyday practices of global finance: gender and regulatory politics of ‘diversity’. *International Affairs*, 95(6), 1215-1233.

Gelata, Esayas Bekele. 2014. “Microfinance and the Politics of Empowerment: A Critical Cultural Perspective” *Journal of Asian and African Studies* 49(4): 413-425.

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

Week 11 April 1

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.

Anwar Mhajne and Crystal Whetsone (2020) ‘State Feminism and Political Agency of Women in the Global South’ 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 (Research Essays due today)

April 8

No Readings. Together, we will watch and discuss parts of this video of a panel on Canada’s Feminist Foreign Policy (featuring Prof. Robinson and Prof. Laura Macdonald). <https://www.youtube.com/watch?v=2uDXH2ymEAk>

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor’s note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

Academic Accommodations

Pregnancy

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

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.

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

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.

More information on the University’s Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>

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