

PSCI 4605
Gender and International Relations
Synchronous; on Zoom
Mondays, 8:35-11:25 (*class will begin at 9am)

Instructor: Dr. Fiona Robinson
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Office hours: (via Zoom -- link on Brightspace)
Mondays 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 the politics of motherhood 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.

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:

Attendance and Participation

25%

Seminar Presentation	10%
Review Paper (Jan 31)	20%
Essay Proposal (due Feb 21)	10%
Essay Proposal Workshop (March 14)	5%
Research Essay (due April 12)	30%
TOTAL	100%

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.

In addition to regular participation, I will choose two students each week to serve as discussants for the presentations. No extra preparation is required for this task. Students should read the readings as normal, listen closely to the presentations, and offer a thoughtful response (2-3 minutes). Taking notes while the presenters are speaking is strongly recommended. There will be no separate mark for this; rather, it will be folded into your participation grade.

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

Seminar Presentations:

During Weeks 2-7 and 9-13 (10 classes) 2 students will present the key themes as discussed in the weekly readings. Each student will be responsible for one reading. One student will introduce the key themes of the week's topic (5 minutes), then each student will present ONE of the assigned readings (5 minutes per reading). Finally, the other student 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 15 minutes.**

Individual reading presentations should NOT provide a long, descriptive summary. They should:

- 1) Present a short, succinct statement of the main argument.
- 2) Locate the reading within broad debates in the topic/theme for the week (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.

Students may wish to prepare one or two slides each to facilitate the 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.

Review Paper (due January 31)

Students will choose ONE of the following classic texts in feminist IR 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 4-5 pages, 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. 'Chapter 1: Gender Makes the World go Round: Where are the Women?' in *Bananas, Beaches and Bases: Making Feminist Sense of International Relations*. 2nd edition. University of California Press.**
- **Agathangelou, A. M., & Ling, L. H. (2004). Power, borders, security, wealth: Lessons of violence and desire from September 11. *International Studies Quarterly*, 48(3), 517-538.**
- **Hagen, J. J. (2016). Queering women, peace and security. *International Affairs*, 92(2), 313-332.**

The critical review 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.

Essay Proposal (due February 21st):

Students are required to submit a proposal for their final essay. 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 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 Proposal Workshop (March 14th):

All students will present their essay proposals during class on **March 14th**. 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 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 (due April 11th):

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 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

• All assignments are due by 11:59pm on the due date and are to be submitted through the designated portal on Brightspace. 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. If no prior arrangement is made, late assignments will be penalized 2% per day.

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 January 10

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 17

Gender and Power: Theorizing IR

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

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.

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

Week 3 January 24

Gendered States

True, J. M. (2018). Bringing back gendered states: Feminist second image theorizing of international states. In *Revisiting gendered states: Feminist imaginings of the state in international relations* (pp. 33-48). Oxford University Press.

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

Week 4 January 31 (Review Paper due) Violence and War

Sylvester, C. (2013). *War as experience: Contributions from international relations and feminist analysis*. Routledge. Chapter 2: 'Feminists take on War'.

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

Week 5 February 7 Militarism and Security

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

Massey, R. (2021). Reforming masculinity: the politics of gender, race, militarism, and security sector reform in the Democratic Republic of Congo. *International Feminist Journal of Politics*, 1-22.

Week 6 February 14 (Essay Proposal due) Feminist perspectives on Peacebuilding

Confortini, C. C. (2011). Doing Feminist Peace: Feminist Critical Methodology, Decolonization and the Women's International League of Peace and Freedom (WILPF), 1945–75. *International Feminist Journal of Politics*, 13(3), 349-370.

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

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.

***** February 21 – Reading Week – NO CLASS**

Week 7 February 28

Interrogating the Women, Peace and Security Agenda

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.

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

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

Recommended for this topic:

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

<https://www.wpsnaps.org>

Week 8 March 7

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.

Aggestam, K., & Rosamond, A. B. (2019). Feminist foreign policy 3.0: Advancing ethics and gender equality in global politics. *SAIS Review of International Affairs*, 39(1), 37-48.

Recommended:

Lyric Thompson, Spogmay Ahmed and Tanya Khokha, Defining Feminist Foreign Policy: A 2021 Update

<https://www.icrw.org/wp-content/uploads/2021/09/Defining-Feminist-Foreign-Policy-2021-Update.pdf>

Week 9 March 14: Essay Proposal Workshop; No readings

Week 10 March 21

Canada's Feminist International Assistance Policy

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.

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

Week 11 March 28

Gender and IPE

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 12 April 4

Essay Writing Day and Check-in

- No readings and no formal seminar today. Students will sign up for a brief check-in on the progress of their essays.

Week 13 April 11 (Research Essays due today)

The Global Politics of Maternity and Motherhood

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.

Katerina Krulisova (2020) 'A Mother's Violence in Global Politics: An Interrogation of Violent Femininity and Motherhood Narratives', in Lucy B. Hall, Anna L. Weissman, and Laura J. Shepherd, eds., *Troubling Motherhood: Maternity in Global Politics*. Oxford: Oxford University Press.

Åhäll, L. (2012). Motherhood, myth and gendered agency in political violence. *International Feminist Journal of Politics*, 14(1), 103-120.

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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 information, please visit carleton.ca/pmc.

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 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. <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.

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.

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 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, 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.

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/>.

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. During the COVID-19 pandemic, 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 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.