Instructor: Dr. Laura Sjoberg  
Email: sjoberg@ufl.edu  
Office: 203 Anderson  
Office Hours: T R 8-9 and by appointment  
Class Time: T 5-6 R 6  
Class Location: T: Tur 2305; R: Tur 2306  
Phone: 352.575.8603 (do NOT call after midnight)

COURSE DESCRIPTION  
Around the world, despite women’s progress, there continues to be a relatively rigid gender division of labor, between paid and unpaid work, according to economic sector, and along hierarchies. Though women do participate in the political process in most states, they are underrepresented in governments and their decision-making. Around the world, men dominate international security apparatuses and the making and fighting of wars. The global gender order makes possible the global political order. This course explores feminist work on that gendered global political order, methodologically and substantively, with focuses on political economy, security, foreign policy, and international organizations.

KNOWLEDGE OBJECTIVES  
In this course, students gain an awareness of the following themes:  
1) the situations of women around the world;  
2) the ways in which gender affects social and political status;  
3) gendered themes in the practice of both micro- and macro- politics;  
4) the evolving study of gender in international politics;  
5) the political implications of scholarship; and  
6) links between gender, feminism, and “service” or “activist” learning.

GRADING  
The grade will be divided into three parts:  
1) Attendance and Contribution (25%)  
2) Book Review and Presentation (30%)  
3) Final Paper (45%)

The Grade Scale is: 94-100: A; 90-93: A-; 87-89: B+; 83-86: B; 80-82: B-; 77-79: C+; 73-76: C; 70-72: C-; 67-69: D+; 63-67: D; 60-62: D-

The University of Florida assigns the following grade points:  
A: 4.0, A-: 3.67, B+: 3.33, B: 3, B-: 2.67, C+: 2.33, C: 2.0; C-: 1.67, D+: 1.33, D: 1, D-:.67, E: 0, WF: 0, I: 0; NG: 0.
ATTENDANCE AND CONTRIBUTION
You are expected to attend all class meetings. Please note that a portion of your final grade relies on your participation and attendance. By “contribution,” I do not mean being the person who is most willing to talk in front of the class. Contribution grades are based on the quality of participation – students who offer engaging and critical perspectives on course readings. Attendance will be checked, and preparedness will be expected. If for some reason you will be unprepared for class on a given day, be sure to email me beforehand. If you would like to contribute to our class discussions but prefer not to speak in front of your classmates, feel free to contribute by discussing the readings via email to the Professor, at sjoberg@ufl.edu. The professor may share your thoughts with the class without identifying you in the following class meeting. Readings are assigned on a weekly basis. Most weeks, the professor will use the Tuesday class period to introduce the readings and their major features/issues/questions. You are therefore expected to have the readings done BY TUESDAY of the week they are assigned. The Thursday class session will be spent in discussion, where we explore those features/issues/questions. This distribution is subject to change on weeks when we have only one class, or if the material requires.

BOOK REVIEW
The supplemental reading list includes a number of books. Each student will email me his or her preference for a book to review in the first two weeks of class. Books will be assigned on a first-come, first-serve basis. Therefore, it would be a good idea for you to send more than one choice, in order of preference. The student will read the book and write a 1,000 word review due the Thursday of the week that the book is assigned for. If there is no class that Thursday, you will present on Tuesday OF THAT WEEK. The student will also take two minutes during that class to tell the class about the book, and distribute their review to the class. Note: THE STUDENT WILL TAKE TWO MINUTES. NOT TEN. The book review will talk about the book in relation to the other readings for the class (“the literature”), discuss its theoretical approach, explain its empirical evidence, and then discuss its structural (quality of scholarship) and substantive (quality of argument) strengths and weaknesses. The presentation will explain the “value added” of the book to our class readings in helping us understand the subject matter. YOU ARE RESPONSIBLE FOR BUYING OR OTHERWISE ACQUIRING THE BOOK YOU WILL REVIEW.

FINAL PAPER
Students will write a final paper of twelve to fifteen pages (NOTE: “twelve to fifteen pages” means 1) Times New Roman Double Spaced 12 point or the equivalent 2) 1” margins 3) WILL be down-graded for either being too short OR being too long) due MAY 1 at NOON (either in my office or via email), REFERENCING THE READINGS on their choice of one of four topics:

1) One of the major criticisms of feminist thinking about international relations is a looming question – okay, all this stuff I read is cool, but if I was a policymaker, what would I do? How would these insights shape and change the policies that governments make and the ways that governments interact with each other. You are charged to “fix”
that “problem:” take a current (international) event or (state foreign) policy position, and explain how that would be managed and/or thought of differently if the policymakers recognized gender as a constitutive feature of global politics.

2) Do you think “gender matters” in global politics? To what degree do you think it matters? Do some readings not go far enough into exploring the ways gender matters? Or do these readings make too big a deal out of gender and IR? Your answer to these questions matters, but your grade on this essay depends on the evidence that you provide for your position derived from the readings.

3) Find a human rights report, newspaper story, or other media or policy document about women in global politics. What do the readings in this class tell us about that story? What different understandings of that story do the readings suggest are possible? What more (or less) could be said than is said in the story that you have chosen? How does sex matter in the story? Gender? Sexuality?

4) If you have taken INR 2001, INR 3603, or some other course that includes a fair amount of International Relations (IR) theory content, how does the work that we read in this class relate? Did you read any gender work in your IR theory class? What could the gender work that we have read teach you about the IR theory work that you have learned about previously? Particularly, choose one or more paradigmatic approaches to IR (e.g., realism, liberalism, constructivism, etc.) and relate the readings in this class to critiquing and/or reformulating that work (or relate that work to critiquing and/or reformulating the work that you have read in this course).

**Honor System**

All students are expected to follow the Honor Code at the University of Florida. “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” Any student found violating the Honor Code will be reported. Honor code violations include but are not limited to academic dishonesty, making a false or misleading statement for the purpose of procuring an academic advantage, prohibited collaboration, prohibited use of materials or resources, plagiarism, the use of false information, sabotage, bribery, unauthorized recording, and purchase of a paper. If you’re not sure whether it’s cheating, it probably is, but feel free to come to my office hours and ask.

**Late Assignments**

In 23 years of school, the most late I was on an assignment was 15 minutes. I expect assignments to be on time. An assignment that is turned in late will receive a deduction of a letter grade per day STARTING THE MINUTE AFTER IT IS DUE until it is turned in. An assignment that is more than three days late without an excuse from the Dean or the student’s medical professional will receive a failing grade. I am not in the habit of giving incompletes. If you have a dean’s excuse for missing an assignment’s due date or a scheduled exam, we will find a mutually amenable time to schedule the makeup.
DISABILITIES
Any student requiring adaptations or accommodations because of any kind of disability (learning disability, attention deficit disorder, psychological, and physical, etc.) should contact the Disability Resource Center for information about their rights and responsibilities. I would also appreciate it if students requiring accommodation came to talk to me at my office hours as soon as possible, so that we can take appropriate steps to implement those accommodations and maximize the student’s learning. No accommodations will be applied retroactively, so let me know before an assignment or test that we will need to plan to deal with your disability.

COUNSELING
The Counseling Center is located in P301 Peabody Hall. It is open Monday-Friday, 8:00AM-5:00PM. To schedule an appointment, stop by the Counseling Center, or call 352.392.1575. On evenings and weekends, services are available through the Alachua County Crisis Center by calling 352.264.6789. Students may also call the clinician on-call at Student Mental Health at 352.392.1171.

CLASS DISRUPTIONS
Cellular telephones will be on silent during the class period. Not vibrate, silent. Should your telephone ring during class, I will answer it. If you text during class, your phone will get to spend some quality time with me. Laptop computers are permitted in class for note-taking purposes only. If you are caught doing something other than class-related work on your laptop during class, you will not be allowed to have it open in class anymore. Professional and courteous demeanor is expected, both towards me as the professor and towards your fellow students.

REQUIRED READINGS
Articles listed in the syllabus are available for download and printing on elearning.

Students are responsible for owning or borrowing the book that they will be reviewing for the course in accordance with the book review assignment above.

Students are also responsible for owning or borrowing (paperback and Kindle editions are acceptable):


**Course Plan**

**January 8**  
Introduction to the Course  
Syllabus Distribution  
Brief Discussion on the Meaning of Gender

**January 10**  
There will be no class today because the professor must be in Washington, DC for a meeting of the National Science Foundation. In lieu of class, please read one of the substantive chapters of Cynthia Enloe’s *Nimo’s War, Emma’s War* (posted on ELEARNING), and write a one-page reaction (single-spaced) situating it in how you think about the war in Iraq. There are no wrong answers – just choose one, read, and react. Turn in your reaction via email.

**January 15, 17 Global Gender Issues**


**January 22, 24: Gender and Conflict: An Introduction**


**Available Books for Review January 24:**

9) Three Movies that Count as 1 Book: G.I. Jane, Tank Girl, and Saving Jessica Lynch

**January 29, 31: Gender, War, and Militarism**


Maya Eichler, “Russian Veterans of the Chechen wars: A Feminist Analysis of Militarized Masculinities,” and Cynthia Enloe, “When Feminists Explore Masculinities in IR,” Chapter 6 from Tickner and Sjoberg


**Available Books for Review January 31:**


**February 5, 7: Gender, Violence, and Security**

Laura Shepherd, *Gender, Violence, and Security*, chs. 1-3, 7; pp.1-78; 160-174

**Available Books for Review February 7:**


February 12, 14: Women's Violence in Global Politics

February 12 Readings:


Laura Sjoberg and Caron Gentry, “Reduced to Bad Sex: Narratives of Violent Women from the Bible to the War on Terror,” *International Relations* 22 (2008): 5-23.


Available Books for Review February 12:
3) Laura Sjoberg and Caron Gentry, eds. *Women, Gender, and Terrorism* Athens, GA: University of Georgia (2011)

February 14: Watch Outtakes of Documentaries on Women’s Violence in Class

**February 19, 21, 26, 28: Issues in Gender and Security in Theory and Practice**

Readings for February 19:


Eric Blanchard, “The Technoscience Question in Feminist International Relations: Unmanning the U. S. War on Terror” and Sandra Harding, “Gender, Technoscience, and Militarism,” Chapter 7 in Tickner and Sjoberg


Available Books for Review February 19:


February 21, 26:

**There will be no physical class on the February 21 or 26.** Either individually or in groups of no more than 3, use class time on Thursday to find an issue of gender and security on campus or in your communities. You can find evidence of gender insecurity, a place where gender security could be provided more usefully, or you can raise awareness of a gender insecurity issues. Find some way (pictures, videos, interviews, drawing, painting) to visually represent the security issue that you have
found. Be prepared to show your work product in class on Thursday, the 28th, and to present a maximum-2-minute explanation of how you got from the readings in the course to the issue that you documented.

March 3, 5: Spring Break

March 12, 14: Gendering Political Economy

Enloe, The Curious Feminist, chs. 3 and 4, pp.43-68.


Available Books for Review March 14


March 19, 21: The Global Political Economy of Sex


Available Books for Review March 21


**March 26, 28: Women’s Rights, Human Rights, and International Norms**


**Books for Review March 28:**
4) Peter Beckman and Francine D’Amico, *Women, Gender, and World Politics* (New York: Bergin and Garvey, 1994)
April 2, 4: A Mighty Heart


I will not be in class because I will be attending the Annual Meeting of the International Studies Association, where I play a role in the governance structure. Though I am not present, class will be held, and a movie will be shown. You will be seeing the movie “A Mighty Heart.” In lieu of participation this day, you will be given a few questions for thought about the movie, particularly its claims concerning and implications about Gender and International Relations. You may turn in brief answers to these questions on Tuesday, April 9 for participation credit.

April 9, 11: Studying Gender and IR


Available Books for Review April 11:

April 16, 18: Situating Feminisms in IR


Available Books for Review April 18:

April 23: Seeing Gender in/of IR

Tickner and Sjoberg, “Conclusion: Looking Forward for Feminist International Relations,” Chapter 10 in Tickner and Sjoberg