

Political Science 6933/Women's Studies 6935
Feminist Theory/International Relations
Spring 2013

Instructor: Dr. Laura Sjoberg
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Office: 203 Anderson
Office Hours: T R 8-9 and by appointment
Class Time: T 11-E2
Class Location: Political Science Conference Room
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COURSE DESCRIPTION

Despite the importance of gender in global politics, gender is still not fully integrated in the academic study of international politics. Feminist approaches are offering new views of a field previously defined as devoid of gender politics. Early IR feminists challenged the discipline to think about how its theories might be reformulated and how its understandings of global politics might be improved if gender were included as a category of analysis and if women's experiences were part of its subject matter. IR feminists critically reexamined some of the key concepts in the field - concepts such as sovereignty, the state, and security. They began to ask new questions - such as whether it makes a difference that most foreign policy leaders, military personnel and heads of international corporations are men and why women remain relatively disempowered in matters of foreign and military policy. IR feminists have also sought to make women visible as subjects in international politics and the global economy. They draw attention to women's invisibility and gender subordination in the theory and practice of international politics.

GRADING

The grade will be divided into three parts:

- 1) Attendance and Contribution (35%)
- 2) Reading Review and Class Leadership (20%)
- 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.

READING REVIEW AND CLASS LEADERSHIP

Each student will review on week's worth of reading and lead an hour's discussion in the class. Each student will email me their preference for a week during the first week of class. **Weeks 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 write a 1,000 word review due the week that the book is assigned for. The student will also lead discussion (using whatever means they would like, including but not limited to handouts or questions) for the first hour of class. The review will talk about the readings in relation to the other readings for the class and/or in the field broadly conceived ("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.

FINAL PAPER

You will write a seminar paper of no less than 6000 words and no more than 9000 words that emerges from the intersection of our readings and conversations and your research interests. It should be a part of and/or arise from a continuing project (like a research agenda or dissertation project) and/or other coursework you have done. It should focus primarily on the theoretical underpinnings or implications of your topic. It should focus on *doing feminist theory with a global perspective*, but may concentrate on specific disciplinary methods, approaches, or sets of materials within that general goal. Although you may **use as many of the course readings as you would like** and you **should use many of the course readings**, you may also bring in related material, other feminist theory, and primary sources. Think of this as a formal draft of a future conference paper, theoretical article, or chapter of your dissertation. The topic is due January 29, then the paper is due May 1. I am willing to read drafts at any point along the way.

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 its 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, 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.

REQUIRED READINGS

Articles listed in the syllabus are available for download and printing on elearning. Books that need to be acquired are:

Brooke Ackerly, *Political Theory and Feminist Social Criticism* (Cambridge: Cambridge University Press, 2000), ISBN 978-0521659840.

M. Jacqui Alexander and Chandra Mohanty, Eds. *Feminist Genealogies, Colonial Legacies, Democratic Futures* (New York: Routledge Press, 1996), ISBN 0415912121.

Judith Butler, *Frames of War: When is Life Grievable?* (London: Verso, 2009), ISBN 978-1844676262.

Cynthia Enloe, *Nimo's War, Emma's War: Making Feminist Sense of the Iraq War* (Berkeley: University of California Press, 2010), ISBN 978-0520260788.

Chandra Mohanty, *Feminism without Borders: Decolonizing Theory, Practicing Solidarity* (Durham: Duke University Press, 2003), ISBN 978-0822330219.

V. Spike Peterson, ed. *Gendered States: Feminist (Re)Visions of International Relations Theory* (Boulder, CO: Lynne Rienner, 1992), ISBN 978-1555873288.

Jasbir Puar, *Terrorist Assemblages: Homonationalism in Queer Times* (Durham: Duke University Press, 2007), ISBN: 978-0822341147.

J. Ann Tickner, *Gender and International Relations* (New York: Columbia University Press, 1992), ISBN: 978-0231075398.

COURSE PLAN

Necessary Preliminary Reading: J. Ann Tickner, *Gender and International Relations* (New York: Columbia University Press, 1992). Read this before starting the class if you have not already.

January 8

Introduction to the Course
Syllabus Distribution

Section 1: (Feminist) Theorizing (Gender and) Global Politics: Contemporary Selections

January 15

Judith Butler, *Frames of War: When is Life Grievable?* (London: Verso, 2009)

January 22

Cynthia Enloe, *Nimo's War, Emma's War: Making Feminist Sense of the Iraq War* (Berkeley: University of California Press, 2010).

January 29

Chandra Mohanty, *Feminism without Borders: Decolonizing Theory, Practicing Solidarity* (Durham: Duke University Press, 2003)

February 5

Lauren Wilcox, *Practices of Violence: Theorizing Embodied Subjects in International Relations* (under review, unpublished book manuscript, 2012, on ELEARNING).

February 12

Jasbir Puar, *Terrorist Assemblages: Homonationalism in Queer Times* (Durham: Duke University Press, 2007)

Section 2: Feminist (International) Theorizing: Where 'We' Came From

February 19: Early Feminist Theorizing/the Global

John Stuart Mill, *On the Subjection of Women* (selection, on ELEARNING)

Mary Wollstonecraft, *A Vindication of the Rights of Women* (selection, on ELEARNING)

Naomi Wolf, *The Beauty Myth* (selection, on ELEARNING)

Betty Friedan, *The Feminine Mystique* (selection, on ELEARNING)

February 26: (class will need to be rescheduled): More Feminist Theorizing/the Global

Martha Nussbaum, "The Future of Feminist Liberalism" (on ELEARNING)

Catherine MacKinnon, *Towards a Feminist Theory of the State* (selection, on ELEARNING)

Shulamith Firestone, *The Dialectic of Sex* (selection, on ELEARNING)

March 5: Spring Break, no Class

March 12: Gender/IR

Laura Sjoberg and J. Ann Tickner, "Introduction: International Relations through Feminist Lenses," in *Feminism and International Relations: Conversations about the Past, Present, and Future*, ed. J. Ann Tickner and Laura Sjoberg, London: Routledge (2011), p.1-21.

V. Spike Peterson, ed. *Gendered States: Feminist (Re)Visions of International Relations Theory* (Boulder, CO: Lynne Rienner, 1992)

March 19: Gender/IR (Uncomfortably) in the Discipline of IR

Anne Sisson Runyan, "The 'State' of Nature: A Garden Unfit for Women and Other Living Things," in V. Spike Peterson, ed. *Gendered States: Feminist (Re)Visions of International Relations Theory* Boulder, CO: Lynne Rienner, 1992: 123-140 (on ELEARNING)

Christine Sylvester, "Woe or Whoa! International Relations Where It's Not Supposed to Be," *10 Brown Journal of World Affairs* 57 (2003-2004) (on ELEARNING)

Laura Sjoberg, "Introduction to *Security Studies: Feminist Contributions*," *Security Studies* 18(2) (2009): 184-214 (on ELEARNING)

Sarah Brown, "Feminism, International Theory, and International Relations of Gender Inequality," *Millennium: Journal of International Studies* 17 (1988): 461-475 (on ELEARNING)

Robert Keohane, "International Relations Theory: Contributions of a Feminist Standpoint," *Millennium: Journal of International Studies* 18 (1989): 245-53 (on ELEARNING).

J. Ann Tickner, "You Just Don't Understand: Troubled Engagements Between Feminists and IR," *International Studies Quarterly* 41 (1997): 611-632 (on ELEARNING).

Cynthia Weber, "Good Girls, Little Girls, and Bad Girls: Male Paranoia in Robert Keohane's Critique of Feminist International Relations," *Millennium: Journal of International Studies* 23 (1994): 337-349 (on ELEARNING)

Jill Steans, "Engaging from the Margins: Feminist Encounters with the 'Mainstream' of International Relations," *British Journal of Politics and International Relations* 5 (2003): 428-454 (on ELEARNING)

Marysia Zalewski, "Do We Understand Each Other Yet? Troubling Encounters With(in) Feminist International Relations," *British Journal of Politics and International Relations* 9 (2007): 302-312 (on ELEARNING)

Section 3: Doing Feminist Theory/Global Perspectives

March 26: doing feminist theory

Brooke Ackerly, *Political Theory and Feminist Social Criticism* (Cambridge University Press, 2000)

bell hooks, "Feminist Theory: A Radical Agenda," *Talking Back* (Boston: South End Press, 1989)

Maria C Lugones and Elizabeth V. Spellman, "Have We Got a Theory for You! Feminist Theory, Cultural Imperialism and the Demand for 'The Woman's Voice'," *Women's Studies International Forum* 6(6), 1983

April 2: (class must be rescheduled) ...global perspectives

M. Jacqui Alexander and Chandra Mohanty, Eds. *Feminist Genealogies, Colonial Legacies, Democratic Futures*. New York: Routledge Press, 1996.

April 9: ...IR perspectives

J. Ann Tickner, "What is Your Research Program? Some Feminist Answers to International Relations Methodological Questions," *International Studies Quarterly* 49 (2005): 1-21 (on ELEARNING).

Christine Sylvester, "Empathetic Cooperation: A Feminist Method for IR," *Millennium: Journal of International Studies* 23 (1994): 315-334 (on ELEARNING).

Brooke Ackerly and Jacqui True, "Reflexivity in Practice: Power and Ethics in Feminist Research on International Relations," *International Studies Review* 10 (2008): 693-707 (on ELEARNING).

Politics and Gender Forum: "Are Women Transforming International Relations?" Volume 4, Issue 1 (2008), p.121-180 (on ELEARNING)

4. Conclusion:

April 16: Implications/Re-Theorizations

Carol Cohn, "Sex and Death in the World of Rational Defense Intellectuals," *Signs: Journal of Women in Culture and Society* 12 (1987) (on ELEARNING)

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.

April 23: Applying Theory to Practice

Choose 1 of the following forthcoming manuscripts (on ELEARNING):

Laura Sjoberg, *Gendering Global Conflict: Towards a Feminist Theory of War*

Cynthia Weber, *Queering International Relations*

Angela McCracken, *The Political Economy of Beauty: Gender, Youth, and the Intimate Public Sphere*

Christine Chin, *Cosmopolitan Sex Workers: Women and Migration in a Global City*

Louise Chappell, *Gender Justice and the International Criminal Court*