

INR 4085: Gender and International Relations
University of Florida
Spring 2020

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Anderson Hall 321

Office Hours: Anderson Hall 321 - Mondays and Wednesdays 2:00-3:00pm and by appointment

Course Description

This course surveys theoretical and empirical issues related to the study of gender in international relations. While the field of International Relations has traditionally been dominated by theories and epistemologies that minimize or completely ignore the role of gender in world politics, this course starts from the position that an understanding of the global political order is only possible through an understanding of the global gender order. We will begin to examine the relationship between these orders by exploring feminist and gender-based research related to core themes of power, security, and militarism and expand to other intertwining issues including international political economy, advanced technology, queer and postcolonial theories and more. Students will be evaluated primarily on their ability to think critically about the major concepts, debates, and questions explored during the course. This critical focus will also be extended to analyzing select course readings based on the author's methodological approach to enhance student's understanding regarding the conduct of feminist and gender-based research in theory and practice.

Knowledge Objectives

In this course students gain awareness of the following themes:

- (1) the evolving study of gender in the field of International Relations
- (2) gendered themes in the practice of both micro and macro-politics
- (3) the ways in which gender affects social and political status
- (4) the diversity of approaches to conducting gender-based research
- (5) the extent to which students are implicated in the very politics they study

Required Texts

*all required and recommended texts will be used in this class, though the required texts will be utilized considerably more than the recommended texts. All are available in the Library West course reserve section (2-hour-library-use-only) and the respective chapters of the recommended texts are available on our Canvas site.

Laura J. Shepherd, ed. *Gender Matters in Global Politics: A Feminist Introduction to International Relations* (New York: Routledge, 2010). ISBN: 978041543875

Laura Sjoberg and J. Ann Tickner, eds. *Feminism and International Relations: Conversations about the Past, Present, and Future* (London: Routledge, 2011). ISBN: 9780415584609

Christine Chin. *Cosmopolitan Sex Worker: Women and Migration in a Global City* (New York: Oxford University Press, 2013) ISBN: 9780190249267

Sheila Jeffreys. *The Industrial Vagina: The Political Economy of the Global Sex Trade* (New York: Routledge, 2009) ISBN: 9780415412339

Valerie Sperling. *Sex, Politics, and Putin: Political Legitimacy in Russia* (New York: Oxford University Press, 2015). ISBN: 9780199324354

Recommended Texts

Brooke Ackerly and Jacqui True. *Doing Feminist Research in Political and Social Science* (Red Globe Press, 2010).

Caroline Cottet and Manuela Lavinias Picq. *Sexuality and Translation in World Politics* (Bristol, England: E-International Relations Publishing, 2019)

Cynthia Enloe. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics* (Berkeley: University of California Press, 2000)

Cynthia Enloe. *The Curious Feminist: Searching for Women in a New Age of Empire* (University of California Press, 2004)

Cynthia Weber. *Queer International Relations: Sovereignty, Sexuality, and the Will to Knowledge* (Oxford University Press, 2016)

Laura Sjoberg. *Gender and International Security: Feminist Perspectives* (Routledge, 2010)

Laura Sjoberg. *Women as Wartime Rapists: Beyond Sensation and Stereotyping* (NYU Press, 2016)

Laura Sjoberg and Caron Gentry. *Mothers, Monsters, Whores: Women's Violence in Global Politics* (London: Zed Books, 2007)

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

Course Requirements

Grades will be based on:

- (1) **Blog posts (20%)**: Students often state that the stringent structure of research papers and rigid essay questions do not allow them to thoroughly express their own opinions and feelings about weekly topics and readings. This assignment allows for that expression. Students will create their own blog and will be responsible for creating a total of 4 separate blog entries (and one extended blog

entry - see below) throughout the semester with students choosing which sections to blog about, with some guidelines. The first blog entry will be in response to the reading material covered under the section “Engaging from the Margins” (Week 3) and will be due by 11:59pm on **January 24th**. Blog post 2 will be in response to any 1 section appearing on the syllabus between Week 4 and Week 7 and will be due by 11:59pm on **February 21st**. The last two blog posts will be in response to any 2 sections appearing on the syllabus between Week 10 and Week 15 and will be due by 11:59pm on **April 15th**. Each individual blog post will be worth 5% totaling 20% for all 4 blog posts. Blogs should be created at either wix.com or blogger.com and the link to your blog must be sent to the professor’s email by **January 24th**, when the first blog entry is due. Students are responsible for ensuring that their entries are published and accessible to the professor. After each due date, the professor will visit each student’s blog site and grade the entries. Missing entries will receive a zero and late entries are subject to the late penalties listed below. The following guidelines pertain to blog entries:

- each blog entry **must** be a minimum of 700 words (there is no maximum)
- each blog entry **must** address substantively at least 2 readings from the selected section (identify the reading(s) in your posts and provide page numbers if using quotes)
- blogs are primarily for students to demonstrate thoughtful engagement with weekly readings and critically reflect on the relevance of the author’s argument in relation to one’s own life, world politics, and the other readings covered in the course
- blogs are **NOT** meant to simply convey that students have completed the readings but rather that they have engaged with the author’s arguments
- as a blog, you are able to write in a less formal manner than a traditional research essay - personal pronouns are acceptable, as are opinions, so long as you ground your statements in evidence from the readings or other academic sources
- entries should **NOT** allocate significant space to summarizing the readings - you can safely assume that your reader is already familiar with the readings discussed
- entries should use the majority of the space to share your own ideas and thoughts on the readings - not discussions and lectures presented in class
- blogs can express strongly held views about the variety of topics covered in our course but must avoid repeating arguments and counter-arguments discussed in previous blog entries. In other words, well-written blogs will demonstrate a willingness to explore new arguments, an openness to unfamiliar ideas, and an ability to assess readings from a common ground, even in disagreement.
- your grade will be based only on what you write, the aesthetics of your blog site will not be graded
- these blogs are only for the professor to review so creating a pseudonym is recommended
- **Ideas to consider incorporating into blog entries:**
 - Do you take issue with any part of the author’s argument? Why?
 - Do you agree with the conclusion the author reaches? Why or why not?
 - Does this particular reading connect (or disconnect) in an interesting way with/ from a previous week’s reading?

- Does this particular reading connect (or disconnect) in an interesting way with/ from contemporary world politics?
- Do you have an experience that somehow engages with the readings in an interesting way?
- Does the reading challenge arguments and understandings you have come across in other courses at UF? How?
- Are you convinced of the author's argument? Do you find their argument troubling?
- What ontological, epistemological, and methodological approaches does the author utilize?
- What assumptions is the author making and how do they impact the overall argument?
- Is there an issue with theory and practice?
- Could the author's argument have been improved? How? Why?

(2) Power blog post (blog #3) (10%): Cynthia Enloe writes that “So many power structures - inside households, within institutions, in societies, in international affairs - are dependent on our continuing lack of curiosity. “Natural,” “tradition,” “always”: each has served as a cultural pillar to prop up familial, community, national, and international power structures, imbuing them with legitimacy, with timelessness, with inevitability.” (The Curious Feminist, 3). Reread Enloe's opening chapters of *Bananas, Beaches, and Bases* and *The Curious Feminist* where she discusses feminist curiosity and the investigation of power through a gender-focused lens. Write a blog post of at least **1200 words** responding to the following prompt: ***analyze an aspect of your own life using a gender lens to investigate where power is present and how it functions.*** Aspects of your life you may analyze can include (but are not limited to): interactions and discussions you have with friends and family, news stories and coverage you see and read about, and observations on campus or around Gainesville. This blog entry encourages students to be creative in their personal investigations. This blog entry must incorporate at least **two separate readings** (other than Enloe's two texts mentioned above) from any sections of the syllabus to analyze the aspect of your life and the presence of power you have chosen. This extended blog post is due on your blog website by 11:59pm on **March 11th**.

This blog entry must address the following questions:

- What does Enloe's quote mean when applied to your chosen aspect of life?
- Where in your life did you locate the presence of power? Describe the location or scenario
- What form did the power take? Describe it
- Which two readings from the syllabus assist in analyzing this power? How?
- Do the chosen texts help illuminate the presence of power? In what way? How do they help one to understand the situation you have described?
- How did you know power was operating there? Was it what was being said? How people acted? What was being ignored? Something else?
- How did the presence of power influence what you saw, what you heard, how you and / or others acted, etc?

- Was there a normalizing element? What happens / would happen when a norm was broken?
- What happens / would happen when this power is resisted?

(3) Pop Quizzes (15%): There will be 5 pop-quizzes during the semester based on the assigned readings for the particular class session they are handed out in. Quizzes will feature 3-5 multiple choice questions to be completed in 6 minutes and are mainly to test that students are following along with the weekly readings. Pop quizzes are worth 3% each totaling 15% of your final grade.

(4) Final essay (35%): Students will write a final essay 8-10 pages in length (times new roman 12 point font, double spaced, 1” margins, and bibliography which does not count against page count) in response to **one of two questions** that the professor will provide. These questions will be revealed in class and posted to Canvas on **March 23rd**. Essay questions will challenge students to reflect on and apply material covered in the course in order to critically analyze contemporary elements of world politics through a gender lens. Essays will be due by 11:59pm on **April 25th** submitted on Canvas.

(5) Attendance (10%): Students are expected to be attending class regularly and completing readings before class sessions. Attendance accounts for 10% of the final grade. Students are allowed to miss up to 2 classes (unexcused absences). For each additional unexcused absence students will lose 10 points out of their 100 attendance points. Please note that if you miss 30% of classes (12) you will not be allowed to complete the final essay and will receive a failing grade for the course. Requirements for class attendance, make-up assignments and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

(6) Participation (10%): A significant portion of this class is based on discussion of the readings by students during class sessions. Therefore, it is imperative that students come to class prepared to actively participate. The professor will learn all students’ names and will encourage an interactive atmosphere in class. Participation points will be given according to the following criteria:

Regular participation: 8-10 points / Sporadic participation: 5-7 points / Poor or No participation: 0-4 points. If you struggle with public speaking, please notify the professor during office hours at the beginning of the semester.

Grading Scale											
94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	-59
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

For current regulations and/or grading policies at the University of Florida please see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Requirements	%	Due Date	Submit
Blog post #1 (addressing material from <i>Engaging from the Margins</i> section)	5	Jan 24th by 11:59pm	On personal blog site
Blog post #2 (addressing one section between Week 4 and 7)	5	February 21st by 11:59pm	On personal blog site
Power blog post (post #3) (see instructions above)	10	Mar 11th by 11:59pm	On personal blog site
Blog post #4 and #5 (each addressing one separate section between Week 10 and Week 15)	10	April 15th by 11:59pm	On personal blog site
Final Essay	35	April 25th by 11:59pm	On Canvas
Pop Quizzes	15	Unannounced	In class
Participation	10		
Attendance	10		
Total	100		

Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Attendance, Make Up, and Grading Policy

Attendance and make-up policies/requirements for this class are consistent with university policies, available at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Deadline extensions will be given only in cases that conform with university policies. Otherwise, 10 points will be deducted for each day that an assignment is submitted late. Also, keep in mind that if you miss a class on a day when one of the pop-quizzes is given and do not have an excuse conforming with the University's policy, you will not be given a make-up quiz. Official documentation must be provided for excused absences.

Academic Honesty

All students' work submitted in this class will be checked through plagiarism software. There is zero tolerance for plagiarism or any forms of academic misconduct. All UF students are required to abide by the University's Academic Honesty Guidelines. For more information, please see <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

Course Schedule		
Week 1		
Jan 6	Introduction and course syllabus overview	
Jan 8	<p>Mainstream IR?</p> <ul style="list-style-type: none"> • “What is America’s Purpose?,” <i>National Interest</i> 139 (2015): 18-45 (Canvas) • John Ikenberry, “The Future of the Liberal World Order: Internationalism After America,” <i>Foreign Affairs</i> 90.3 (2011) (Canvas) 	
Jan 10	<p>Theoretical Foundations</p> <ul style="list-style-type: none"> • Sjoberg and Tickner, Feminism and International Relations: Introduction: International Relations through feminist lenses (Canvas) • Shepherd, Gender Matters in Global Politics: Chapter 1 	
Week 2		
Jan 13	Blog assignment discussion	
Jan 15	<ul style="list-style-type: none"> • Enloe, The Curious Feminist: Introduction, Chapter 1 and 2 (Canvas) 	
Jan 17	<ul style="list-style-type: none"> • Enloe, Bananas, Beaches and Bases: Chapter 1 (Canvas) • Shepherd, Gender Matters in Global Politics: Chapter 3 	
Week 3		
Jan 20	No Class - MLK Day	
Jan 22	<p>Engaging from the Margins: Feminisms and IR</p> <ul style="list-style-type: none"> • Ann Tickner, “You Just Don’t Understand: Troubled Engagements Between Feminists and IR,” <i>International Studies Quarterly</i> 41 (1997): 611-632 (Canvas) • Marianne Marchand, “Different Communities / Different Realities / Different Encounters: A Reply to J. Ann Tickner” <i>International Studies Quarterly</i> 42 (1998): 199-204 (Canvas) 	
Jan 24	<ul style="list-style-type: none"> • Robert Keohane, “International Relations Theory: Contributions of a Feminist Standpoint,” <i>Millennium</i> 18 (1989): 245-53 (Canvas) • Cynthia Weber, “Good Girls, Little Girls, and Bad Girls: Male Paranoia in Robert Keohane’s Critique of Feminist International Relations” <i>Millennium</i> 23.2 (1994): 337-349 (Canvas) 	Blog post 1 due by 11:59pm
Week 4		
Jan 27	<p>Feminist Ontologies, Epistemologies, and Methodologies</p> <ul style="list-style-type: none"> • Shepherd, Gender Matters in Global Politics: Chapter 2 • Ann Tickner “What is Your Research Program? Some Feminist Answers to International Relations Methodological Questions” <i>International Studies Quarterly</i> 49.1 (2005): 1-21 (Canvas) 	
Jan 29	<ul style="list-style-type: none"> • Ackerly and True, Doing Feminist Research in Political and Social Science: Chapter 2 (Canvas) 	
Jan 31	<ul style="list-style-type: none"> • Ackerly and True, Doing Feminist Research in Political and Social Science: Chapter 11 (Canvas) 	

Week 5	
Feb 3	<p><i>Gendering the State and Security</i></p> <ul style="list-style-type: none"> • Laura Sjoberg, “Introduction to Security Studies: Feminist Contributions,” <i>Perspectives</i> 3 (2002): 184-214 (Canvas) • Peterson, <i>Gendered States: Chapter 1</i> (Canvas)
Feb 5	<ul style="list-style-type: none"> • Enloe, <i>Bananas, Beaches, and Bases: Chapter 4</i> (Canvas) • Iris Marion Young, “The Logic of Masculinist Protection: Reflections on the Current Security State,” (2003) (Canvas)
Feb 7	<p><i>Militarized Masculinities in War-making and Peace-keeping</i></p> <ul style="list-style-type: none"> • Sjoberg, <i>Gendering Global Conflict: Chapter 1</i> (Canvas) • Sjoberg, <i>Gender and International Security: Chapter 12</i> (Canvas)
Week 6	
Feb 10	<ul style="list-style-type: none"> • Sandra Whitworth, “Militarized Masculinity and Post-Traumatic Stress Disorder” in <i>Rethinking the Man Question: Sex, Gender and Violence in International Relations</i> (2008) (Canvas)
Feb 12	<ul style="list-style-type: none"> • Maria Eriksson Baaz, “Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in Congo (DRC)”, <i>International Studies Quarterly</i> 53.2. (2009) (Canvas) • Sjoberg and Tickner, <i>Feminism and International Relations: Chapter 6</i>
Feb 14	<ul style="list-style-type: none"> • Claire Duncanson, “Forces for Good? Narratives of Military Masculinity in Peacekeeping Operations”, <i>International Feminist Journal of Politics</i> 11.1. (Canvas) • Sandra Whitworth, “Militarized Masculinities and the Politics of Peacekeeping” in <i>Critical Security Studies in World Politics</i>. Colorado: Lynne Rienner Publishers (2005): 89-106 (Canvas)
Week 7	
Feb 17	<p><i>Women’s Violence in World Politics</i></p> <ul style="list-style-type: none"> • Laura Sjoberg, <i>Women as Wartime Rapists: Introduction, Chapter 1-2</i> (Canvas)
Feb 19	<ul style="list-style-type: none"> • Laura Sjoberg and Caron Gentry, <i>Mothers, Monsters, Whores: Chapters 1-3</i> (Canvas)
Feb 21	<ul style="list-style-type: none"> • Mia Bloom, “Female Suicide Bombers: A Global Trend,” <i>Daedalus</i> (2007) (Canvas) • Watch “Women of the FARQ” documentary in class
	Blog post 2 due by 11:59pm
Week 8	
Feb 24	<p><i>Gendered Language and Foreign Policy</i></p> <ul style="list-style-type: none"> • Lene Hansen, “The Little Mermaid’s Silent Security Dilemma” <i>Millennium</i> 29.2. (2000): 295-306 (Canvas) • Siobhan Byrne, “Framing Post-9/11 Security: A Feminist Analysis of the Securitization of the Canadian State and the Experiences of Canadian Muslim Communities” (2008) (Canvas)
Feb 26	<ul style="list-style-type: none"> • Carol Cohn, “Sex and Death in the World of Rational Defense Intellectuals” <i>Signs: Journal of Women and Culture</i> 12 (1987) (Canvas)
Feb 28	Mid-semester Review

Week 9		
Mar 2		
Mar 4	No class - Spring break	
Mar 6		
Week 10		
Mar 9	<p><i>Gender and IPE: Agency over Structure?</i></p> <ul style="list-style-type: none"> Christine Chin, <i>Cosmopolitan Sex Workers: Women and Migration in a Global City</i> (2013): Chapters 1-3 	
Mar 11	<ul style="list-style-type: none"> Christine Chin, <i>Cosmopolitan Sex Workers: Women and Migration in a Global City</i> (2013): Chapters 4-6 	Power blog post due by 11:59pm
Mar 13	<ul style="list-style-type: none"> Watch the documentary “Sold in America: The Workers” in class Come to class prepared to discuss your power blog post 	
Week 11		
Mar 16	<p><i>Gender and IPE: Structure over Agency?</i></p> <ul style="list-style-type: none"> Sheila Jeffreys, <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i> (2009): Introduction, Chapter 1 and 2 	
Mar 18	<ul style="list-style-type: none"> Sheila Jeffreys, <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i> (2009): Chapter 3, 5 and 6 	
Mar 20	<ul style="list-style-type: none"> Sheila Jeffreys, <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i> (2009): Chapter 7-9 	
Week 12		
Mar 23	Final essay questions revealed and discussed	
Mar 25	<p><i>Queer Theory: Is IR Queer?</i></p> <ul style="list-style-type: none"> Weber, <i>Queer International Relations: Chapter 1</i> Melanie Richter-Montpetit, “Everything You Always Wanted to Know about Sex (in IR) But were Afraid to Ask: The ‘Queer Turn’ in International Relations” <i>Millennium</i> 46.2 (2018): 220-240 	
Mar 27	<ul style="list-style-type: none"> Weber, <i>Queer International Relations: Chapter 2</i> Cynthia Weber, “Why is there no Queer International Theory?” <i>European Journal of International Relations</i> 21.1 (2015) (Canvas) 	
Week 13		
Mar 30	<ul style="list-style-type: none"> Jasbir K. Puar and Amit S. Rai, “Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots”, <i>Social Text</i> 72.20.3 (2002) (Canvas) 	
Apr 1	<p><i>Postcolonial Theory: Race, Gender and Sexuality Beyond “the West”</i></p> <ul style="list-style-type: none"> Geeta Chowdhry and L.H.M. Ling, “Race(ing) Feminist IR: A Critical Overview of Postcolonial Feminism”, <i>The International Studies Encyclopedia</i>, 2010 (Canvas) Kevin Dunn, “Interrogating white male privilege” in <i>Rethinking the Man Question: Sex, Gender and Violence in International Relations</i> (2008) (Canvas) 	
Apr 3	<ul style="list-style-type: none"> Picq and Cottet, <i>Sexuality and Translation in World Politics: Introduction and Chapter 3</i> (Canvas) 	

Week 14		
Apr 6	<ul style="list-style-type: none"> • Picq and Cottet, Sexuality and Translation in World Politics: Chapter 4 and 9 (Canvas) 	
Apr 8	<p><i>Gender and Political Legitimacy in Russia</i></p> <ul style="list-style-type: none"> • Valerie Sperling, Sex, Politics, and Putin: Chapter 1-3 	
Apr 10	<ul style="list-style-type: none"> • Valerie Sperling, Sex, Politics, and Putin: Chapter 5,6 and conclusion 	
Week 15		
Apr 13	<p><i>The Technowar: Gender Beyond Humans?</i></p> <ul style="list-style-type: none"> • Sjoberg and Tickner, Feminism and International Relations: Chapter 7 • Peter Singer, “Robots at War: The New Battlefield”, <i>The Wilson Quarterly</i>, 33.1. (2009) (Canvas) 	
Apr 15	<ul style="list-style-type: none"> • Watch “Deadly Detachments” documentary on former US drone pilots in class • Shepherd, Gender Matters in Global Politics: Chapter 13 	Blog posts 4 and 5 due by 11:59pm
Apr 17	<p><i>Reflections from the Field: Conducting Gender-Based Research</i></p> <ul style="list-style-type: none"> • Guest Lecturer Alexandria Wilson McDonald (PhD Candidate in Political Science at UF) will be lecturing on her experiences conducting 12 months of fieldwork in Eastern Europe for her dissertation on violence against women in the region. Students should come prepared to ask questions related to conducting feminist or gender-based research on the ground • Ackerly and True, Doing Feminist Research in Political and Social Science: Chapter 6 (Canvas) 	
Week 16		
Apr 20	<p><i>Conclusion: Feminist IR or Feminism Beyond IR?</i></p> <ul style="list-style-type: none"> • Marysia Zalewski, “Do We Understand Each Other Yet? Troubling Feminist Encounters With(in) International Relations,” <i>BJPIR</i> 9, 302-312 (2007) (Canvas) • Christine Sylvester, “Woe or Whoa - International Relations Where It’s Not Supposed to Be,” <i>The Brown Journal of World Affairs</i> 10 (2004) (Canvas) 	
Apr 22	<ul style="list-style-type: none"> • Sjoberg and Tickner, Feminism and International Relations: Conclusion • Shepherd, Gender Matters in Global Politics: Conclusion 	
Apr 25	Final essay due by 11:59pm on Canvas	

This Syllabus is subject to amendment during the semester. Any changes considered as necessary by the instructor might be made without prior notification. However, the changes will be announced via e-mail. If any changes are made, the syllabus will be updated and shared with the students via e-mail.