

# GENDER & INTERNATIONAL RELATIONS

UNIVERSITY OF FLORIDA – FALL 2022

<u>CLASS INFORMATION</u>	<u>INSTRUCTOR INFORMATION</u>
<b>Course Number:</b> INR 4085 <b>Days:</b> Monday, Wednesday, & Friday <b>Time:</b> 9:35-10:25am <b>Location:</b> <a href="#">Matherly Hall (MAT)</a> #0016	<b>Professor:</b> Dr. Lindsey A. Goldberg (she/her/hers) <b>Email Address:</b> <a href="mailto:lindsey.goldberg@ufl.edu">lindsey.goldberg@ufl.edu</a> <b>Office Hours:</b> Wednesday, 2-5pm, or by appointment <b>Office Location:</b> <a href="#">Anderson Hall (AND)</a> #311

## COURSE DESCRIPTION

This course explores theoretical and empirical approaches to analyzing the role of gender in international relations. While the field of IR has a long history of minimizing the role of gender in global politics, this course centers gender as an analytic framework and as an organizing principle that shapes international relations. In this course, we will begin by examining the theoretical foundations of feminist IR as they relate to some of the central tenets of ‘mainstream’ IR (e.g., power, security, and militarism). We will then expand to examining how understandings of global conflict and political violence shift when studied through a feminist lens, how these processes shape understandings of gender, and the political implications of those understandings. We will also explore the role of gender in related political issues such as peace processes, human rights, international political economy, and more. Students will primarily be evaluated on their ability to critically reflect on the concepts and questions explored throughout this course. The main objective of this course is to enhance students’ understanding of feminist approaches and gender-based research in the field of international relations.

<u>GUIDING QUESTIONS</u>	<u>COURSE GOALS</u>
<ul style="list-style-type: none"><li>• <i>What does it mean to take a feminist approach to studying international relations?</i></li><li>• <i>How does gender shape global political processes, both at the micro- and macro-level?</i></li><li>• <i>What are the differences across the field of international relations in theoretical and empirical approaches to analyzing gender?</i></li><li>• <i>What are the implications of gender-based research in international relations, both for global politics and for us as individuals?</i></li></ul>	<ul style="list-style-type: none"><li>• To explore the theoretical foundations of feminist international relations research</li><li>• To critically examine global political processes through a gender-analytic lens</li><li>• To analyze and evaluate gender-based research in the field of IR</li><li>• To enhance skills in critical-thinking, analytical dialogue, and writing</li></ul>

## OFFICE HOURS: PURPOSE & PROCEDURES

Office hours are an opportunity for you to have my undivided attention to discuss anything pertaining to this class. You do not need to be struggling in the course to benefit from attending office hours. For example, if you want to talk more about something we ran out of time to discuss in class or if you'd like additional feedback on an assignment, I encourage you to take advantage of my office hours. If you are struggling in this course, communicating with me about those struggles is **necessary** for making improvements. Office hours are typically a better time and place for those conversations than before/after class or via email. You do not need to schedule an appointment with me to attend my office hours; but if you would like to set a specific time to meet with me, you may request to do so. Otherwise, I will meet with students in the order that they arrive.

## ASSIGNED READINGS

*The books we will use in this course are listed below. They are all available in the Library West course reserves section (follow the Course Reserves link on our course Canvas site to see which books are available in electronic reserves and which are available as hard copies). You are **not** required to purchase or rent these books, but you are expected to complete all assigned readings. Articles and other texts will also be assigned throughout the semester. All of the assigned readings are available in PDF format on our course Canvas site.*

- Brooke Ackerly, Maria Stern, and Jacqui True, eds. 2006. *Feminist Methodologies for International Relations*. Cambridge, UK: Cambridge University Press.
- Juanita Elias and Adrienne Roberts, eds. 2018. *Handbook on the International Political Economy of Gender*. Cheltenham, UK: Edward Elgar Publishing.
- Cynthia Enloe. 2004. *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley, CA: University of California Press.
- Cynthia Enloe. 2014. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley, CA: University of California Press.
- Caron E. Gentry and Laura Sjoberg. 2015. *Beyond Mothers, Monsters, Whores: Thinking about Women's Violence in Global Politics*. London, UK: Zed Books.
- Swati Parashar, J. Ann Tickner, and Jacqui True, eds. 2018. *Revisiting Gendered States: Feminist Imaginings of the State in International Relations*. Oxford, UK: Oxford University Press.
- Laura Shepherd, ed. 2014. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. New York, NY: Routledge.
- Laura Sjoberg, ed. 2009. *Gender and International Security: Feminist Perspectives*. London, UK: Routledge.
- Laura, Sjoberg. 2016. *Women as Wartime Rapists: Beyond Sensation and Stereotyping*. New York, NY: New York University Press.
- Laura Sjoberg and J. Ann Tickner, eds. 2011. *Feminism and International Relations: Conversations about the Past, Present, and Future*. London, UK: Routledge.
- Jacqui True. 2012. *The Political Economy of Violence Against Women*. Oxford, UK: Oxford University Press.
- Lauren Wilcox. 2015. *Bodies of Violence: Theorizing Embodied Subjects in International Relations*. Oxford, UK: Oxford University Press.

## COURSE ASSIGNMENTS

### **Attendance (5% of total grade)**

Students are expected to arrive on time for class every day. An unexcused absence will automatically result in zero (0) points for attendance and participation that day. You will receive a grade on your attendance for each half of the semester, and it will be calculated as follows:

$$[\text{Total \# of classes attended}] / [\text{Total \# of classes held}] = \text{Attendance Grade}$$

Students are allowed two (2) unexcused absences for any reason without penalty. For an absence to be excused, you must discuss your absence with me **in advance** and receive my confirmation that I will excuse you from class. Notifying me that you will be absent from class does not automatically guarantee that your absence is excused. It is therefore in your best interest to communicate with me about needing to miss class as soon as you know that you might be absent. If possible, providing relevant documentation supporting your need to miss class (e.g., a doctor's note) significantly increases the probability that I will excuse your absence; however, documentation is not always necessary. To read more about UF's attendance policies and what circumstances qualify students for an excused absence, visit <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

### **Participation (15% of total grade)**

In addition to attending class, students are expected to complete the assigned readings and be prepared to participate in class discussions or activities based on those readings. Students will receive a grade on their class participation for each half of the semester based on the evaluation criteria described below. You may also ask for additional feedback on your in-class participation at any point in the semester.

- No Credit (0%): *The student does not participate in class at all.*
- Low Credit (50-70%): *The student rarely offers comments and questions in class and makes little or no connections to the assigned readings.*
- Moderate Credit (70-90%): *The student regularly offers comments and questions in class but with little or no connection to the assigned readings.*
- Full Credit (100%): *The student regularly participates in class discussions and activities while demonstrating completion, comprehension, and analysis of the assigned readings.*

While this class is intended to be a free space for students to share their honest thoughts and questions, I will not tolerate discriminatory, hateful, or antagonistic dialogue. It is okay to disagree with me or a classmate, and I encourage students to embrace opportunities to exchange perspectives. However, those exchanges must be conducted with respect for different backgrounds, identities, and beliefs and remain relevant to the content of this course. Failure to communicate respectfully in this class will, at minimum, result in receiving zero (0) points for participation.

### **Reading Responses (20% of total grade)**

Students are expected to write five (5) reading response papers throughout the semester. I have marked on the course schedule which weeks of the semester students may choose from to write their reading responses. In any of those weeks that a student chooses to write a reading response, the assignment is due **by 11:59pm on Friday**. Reading responses should be 2-4 pages in length (double-spaced, 12-point font, 1-inch margins).

In these papers, students must dedicate no more than one (1) paragraph to **summarizing** the assigned readings from that week and then use the rest of the paper to **analyze** the readings. Students do not need to follow formal academic writing standards when completing this assignment (NOTE: quotation marks and citations are **always** required when copying direct lines from the assigned readings). First-person pronouns, casual language, and

incomplete sentences are all acceptable. Likewise, students are encouraged to share their opinions and personal experiences while drawing connections between course content and the world around them. Reading responses will be evaluated based on how deeply the student engages with the assigned readings through their analysis. Students should avoid focusing too much on summarizing or straying too far off-topic from the assigned readings. Again, discriminatory, hateful, or antagonistic commentary will not be tolerated in any context of this course. A student's failure to present personal thoughts and opinions in a respectful manner will, at minimum, result in receiving zero (0) points for their reading response paper.

Below are some prompting questions you may want to consider as you write your reading responses (NOTE: You do not need to answer *all* of these questions in your reading responses; these are just offered as guidance):

- Do you take issue with any part of the authors' arguments? If so, why?
- Do you find the authors' arguments convincing? If so, why?
- Do you agree with the conclusions the authors reach? Why or why not?
- Do these readings connect (or disconnect) in an interesting way with/from the readings from a previous week of the course?
- Do these readings 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?
- Do these readings challenge arguments and understandings you have come across in other courses you've taken? If so, how?
- What assumptions are the authors' making in their research/analysis, and how do those assumptions affect their overall arguments?
- Are you satisfied by the approach the authors took for conducting this research/analysis? Why or why not?

### **Quizzes (20% of total grade)**

Quizzes may be given at the beginning of class to test whether students have carefully completed the assigned readings and understand the authors' main arguments, evidence, and conclusions. Students can only make up quizzes from classes they missed if their absence was excused. Quizzes will be graded as pass or fail, and one failed quiz will be dropped from your final grade at the end of the semester.

Because quizzes will be taken online through our course Canvas site, **students should plan to bring a laptop or tablet with them to class.** If this poses a significant challenge for you, please discuss alternative options with me by the end of Week 2.

### **Final Essay (40% of total grade)**

Students are expected to write a final essay for this class that is due **by 11:59pm on Monday, December 12.** There will **not** be a final exam given for this class; this essay will be the final assignment. The final essay must be 10-12 pages in length (double-spaced, 12-point font, 1-inch margins). Students are expected to follow formal academic writing standards, cite their references, and include a bibliography at the end of their essay (NOTE: your bibliography will **not** apply to the total page count of your essay). Students may use whatever citation style they prefer, but the formatting should remain consistent throughout the entire essay and bibliography. The purpose of this assignment is to encourage students to reflect on and apply the material covered throughout the semester while developing and supporting arguments related to gender and international relations. The prompt for the final essay is provided below:

*Why does gender matter in global politics? What is lost by ignoring gender dynamics, and what is gained by centering gender in international relations research? These questions guide this course and prompt this final essay. For this assignment, you must select a topic related to international relations and reflect on how gender shapes the study of that topic and why that matters. Your topic can be one of the themes covered in this course (e.g., foreign policy, political violence, human rights, international political economy) or you may select an international relations topic that is not specifically covered in this course (e.g., civil wars, international organizations, cybersecurity and technology). Your essay should answer the following questions: 1) In what ways does gender shape the study of your topic? 2) Why is it important to recognize the ways gender shapes your topic? In answering these questions, you should reference academic literature related to the topic of your choice and feminist approaches to studying international relations. You may cite any of the readings assigned throughout the semester, along with any other relevant academic sources. While you are expected to cite evidence to support your arguments, the majority of your essay should be your original thoughts written in your own words.*

One-fifth (1/5) of the student’s grade on their final essay will be determined by their participation in the **Final Essay Workshop scheduled for Monday, November 28**. Students are expected to come to class on the day of this workshop prepared with a completed rough draft of their essay. You will be tasked with reading one another’s drafts and providing substantive feedback intended to help with the process of revising these essays before your final drafts are due. At this workshop, I will provide a form for you to use as a tool for structuring and sharing your feedback on your classmates’ essays. Participation in the Final Essay Workshop will be graded pass or fail – meaning that students who fail to adequately participate in the workshop will, at most, earn a grade of 80% (B-) on their final essay.

### **GRADING**

At the end of the semester, you will receive one of the letter grades listed below based on the total percentage points you earn throughout the course. For more information about UF’s grading policies, please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

<b>Letter Grade</b>	<b>Percentage</b>
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
E	Less than 60%

## PRELIMINARY COURSE SCHEDULE

The assigned readings and due dates on this schedule are subject to change throughout the semester. Students will be given as much advance notice as possible if this information does need to change. It is the student's responsibility to keep themselves apprised of any course changes by regularly attending class, checking their emails / Canvas notifications, and communicating with the professor.

### **Week 1: Introduction to the Course**

#### **Assigned Readings**

##### **August 24:**

Course Syllabus

##### **August 26:**

Charli Carpenter. 2022. [For Women, Afghanistan Is a Cautionary Tale for Rights Advocacy](#).

Hilary Matfess. 2022. [Ukrainian Women at War Are Going Viral for All the Wrong Reasons](#).

Julia Zulver. 2022. [Colombia Needs a Leader Who'll Implement the Peace Accord. For Women, it's a Matter of Life and Death](#).

Check out this interactive website from *UN Women*: [How COVID-19 Impacts Women and Girls](#).

### **Week 2: 'Mainstream' IR**

#### **Assigned Readings**

##### **August 29:**

Watch: [What's America's Purpose?](#) *The National Interest* (2020).

John G. Ikenberry. 2011. "The Future of the Liberal World Order: Internationalism After America."

##### **August 31:**

Stephen Walt. 2014. [How to Get a B.A. in International Relations in 5 Minutes](#).

Laura Sjoberg. 2014. ['Mansplaining' International Relations?: What Walt Misses](#).

##### **September 2:**

J. Ann Tickner. 1999. "Why Women Can't Run the World: International Politics According to Francis Fukuyama."

### **Week 3: Theoretical Foundations of Feminist IR**

#### **Assigned Readings**

##### **September 5:**

**NO CLASS (Labor Day)**

##### **September 7:**

Laura Sjoberg and J. Ann Tickner, eds. 2011. *Feminism and International Relations: Conversations about the Past, Present, and Future*. **Chapter 1**

Laura Shepherd, ed. 2014. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. **Chapter 3**

**September 9:**

Cynthia Enloe. 2014. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. **Chapter 1**

**Week 4: Theoretical Foundations of Feminist IR (continued)**

(NOTE: Office hours moved to Monday, 2-5pm this week)

**Assigned Readings**

**September 12:**

Cynthia Enloe. 2004. *The Curious Feminist: Searching for Women in a New Age of Empire*. **Introduction and Chapters 1 & 2**

**September 14:**

**NO CLASS (Dr. Goldberg out of town for a conference)**

**September 16:**

**NO CLASS (Dr. Goldberg out of town for a conference)**

**Week 5: Feminist IR, Engaging from the Margins**

Assigned Readings	Other Assignments
<p><b><u>September 19:</u></b>            J. Ann Tickner. 1997. "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists."            Marianne H. Marchand. 1998. "Different Communities / Different Realities / Different Encounters: A Reply to J. Ann Tickner."  <b><u>September 21:</u></b>            Robert Keohane. 1989. "International Relations Theory: Contributions of a Feminist Standpoint."            Cynthia Weber. 1994. "Good Girls, Little Girls, and Bad Girls: Male Paranoia in Robert Keohane's Critique of Feminist International Relations."  <b><u>September 23:</u></b>            Sungju Park-Kang. 2011. "Utmost Listening: Feminist IR as a Foreign Language."</p>	<p><b><u>READING RESPONSE:</u></b>            If you choose this week to submit a reading response, it is due by 11:59pm on Friday, September 23.</p>

**Week 6: Conducting Feminist IR Research**

Assigned Readings	Other Assignments
<p><b><u>September 26:</u></b>            Laura Shepherd, ed. 2014. <i>Gender Matters in Global Politics: A Feminist</i></p>	<p><b><u>READING RESPONSE:</u></b>            If you choose this week to</p>

<p><i>Introduction to International Relations. Chapter 2</i></p> <p><b><u>September 28:</u></b></p> <p>Brooke Ackerly, Maria Stern, and Jacqui True, eds. 2006. <i>Feminist Methodologies for International Relations. Chapters 6 &amp; 7</i></p> <p><b><u>September 30:</u></b></p> <p>Brooke Ackerly, Maria Stern, and Jacqui True, eds. 2006. <i>Feminist Methodologies for International Relations. Chapter 8</i></p> <p>Roxani Krystalli and Philipp Schulz. 2022. "Taking Love and Care Seriously: An Emergent Research Agenda for Remaking Worlds in the Wake of Violence."</p>	<p>submit a reading response, it is due by 11:59pm on Friday, September 30.</p>
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**Week 7: Gendering the State and Security**

Assigned Readings	Other Assignments
<p><b><u>October 3:</u></b></p> <p>Swati Parashar, J. Ann Tickner, and Jacqui True, eds. 2018. <i>Revisiting Gendered States: Feminist Imaginings of the State in International Relations. Chapter 1</i></p> <p><b><u>October 5:</u></b></p> <p>Laura Sjoberg, ed. 2009. <i>Gender and International Security: Feminist Perspectives. Chapter 3</i></p> <p><b><u>October 7:</u></b></p> <p>Cynthia Enloe. 2014. <i>Bananas, Beaches and Bases: Making Feminist Sense of International Politics. Chapter 4</i></p>	<p><b><u>READING RESPONSE:</u></b></p> <p>If you choose this week to submit a reading response, it is due by 11:59pm on Friday, October 7.</p>

**Week 8: Gendered Language and Foreign Policy**

Assigned Readings	Other Assignments
<p><b><u>October 10:</u></b></p> <p>Iris Marion Young. 2003. "The Logic of Masculinist Protection: Reflections on the Current Security State."</p> <p><b><u>October 12:</u></b></p> <p>J. Ann Tickner. 2002. "Feminist Perspectives on 9/11."</p> <p>Layla Saleh. 2015. "(Muslim) Woman in Need of Empowerment: US Foreign Policy Discourses in the Arab Spring."</p> <p>Azadeh Moaveni and Chitra Nagarajan. 2022. <a href="#">Another Deeply Gendered War is Being Waged in Ukraine.</a></p> <p><b><u>October 14:</u></b></p> <p>Laura Sjoberg, ed. 2009. <i>Gender and International Security: Feminist Perspectives. Chapter 12</i></p>	<p><b><u>READING RESPONSE:</u></b></p> <p>If you choose this week to submit a reading response, it is due by 11:59pm on Friday, October 14.</p>



**Week 9: Militarized Masculinities and Feminizing the Military**

Assigned Readings	Other Assignments
<p><b><u>October 17:</u></b>            Laura Shepherd. ed. 2014. <i>Gender Matters in Global Politics: A Feminist Introduction to International Relations</i>. <b>Chapter 10</b></p> <p><b><u>October 19:</u></b>            Nicole Wegner. 2021. “Helpful Heroes and the Political Utility of Militarized Masculinities.”            David Duriesmith. 2014. “Is Manhood a Causal Factor in the Shifting Nature of War?”</p> <p><b><u>October 21:</u></b>            Claire Duncanson and Rachel Woodward. 2016. “Regendering the Military: Theorizing Women’s Military Participation.”</p>	<p><b><u>READING RESPONSE:</u></b>            If you choose this week to submit a reading response, it is due by 11:59pm on Friday, October 21.</p>

**Week 10: Women’s Violence in Global Politics**

Assigned Readings	Other Assignments
<p><b><u>October 24:</u></b>            Caron E. Gentry and Laura Sjoberg. 2015. <i>Beyond Mothers, Monsters, Whores: Thinking about Women’s Violence in Global Politics</i>. <b>Chapter 1</b></p> <p><b><u>October 26:</u></b>            Caron E. Gentry and Laura Sjoberg. 2015. <i>Beyond Mothers, Monsters, Whores: Thinking about Women’s Violence in Global Politics</i>. <b>Chapter 2</b></p> <p><b><u>October 28:</u></b>            Laura Sjoberg. 2016. <i>Women as Wartime Rapists: Beyond Sensation and Stereotyping</i>. <b>Introduction</b></p>	<p><b><u>READING RESPONSE:</u></b>            If you choose this week to submit a reading response, it is due by 11:59pm on Friday, October 28.</p>

**Week 11: Women’s Violence in Global Politics (continued)**

(NOTE: Office hours moved to Monday, 2-5pm this week)

Assigned Readings
<p><b><u>October 31:</u></b>            Linda Åhäll. 2012. “The Writing of Heroines: Motherhood and Female Agency in Political Violence.”            Jessica Auchter. 2012. “Gendering Terror: Discourses of Terrorism and Writing Woman-as-Agent.”</p> <p><b><u>November 2:</u></b>  <b>NO CLASS (Dr. Goldberg out of town for a conference)</b></p> <p><b><u>November 4:</u></b></p>

NO CLASS (Dr. Goldberg out of town for a conference)

## Week 12: Violence Against Women in Global Politics

### Assigned Readings

#### November 7:

Jacqui True. 2015. "Winning the Battle but Losing the War on Violence: A Feminist Perspective on the Declining Global Violence Thesis."

Juliana Restrepo Sanín. 2022. "Violence Against Women in Politics as an Unintended Consequence of Democratization."

#### November 9:

Julia Zulver. 2021. "The Endurance of Women's Mobilization During 'Patriarchal Backlash': A Case from Colombia's Reconfiguring Armed Conflict."

Julia Zulver, Tara Cookson, and Lorena Fuentes. 2021. "COVID-19 and Gender-Based Violence: Reflections from a 'Data for Development' Project on the Colombia-Venezuela Border."

#### November 11:

NO CLASS (Veterans Day)

## Week 13: Gender, Human Rights, and the Body

### Assigned Readings

#### November 14:

Lauren Wilcox. 2015. *Bodies of Violence: Theorizing Embodied Subjects in International Relations*. **Chapter 1**

#### November 16:

Laura Shepherd, ed. 2014. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. **Chapters 7 & 13**

#### November 18:

Lenore Manderson. 2007. "Local Rites and Body Politics: Tensions between Cultural Diversity and Human Rights."

### Other Assignments

#### READING RESPONSE:

If you choose this week to submit a reading response, it is due by 11:59pm on Friday, November 18.

## Week 14: Gender, Human Rights, and the Body (continued)

(NOTE: Office hours moved to Monday, 2-5pm this week)

### Assigned Readings

#### November 21:

Laura Shepherd, ed. 2014. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. **Chapter 20**

Julie Mertus. 2004. "Shouting from the Bottom of the Well: The Impact of International Trials for Wartime

Rape on Women's Agency."

**November 23:**

**NO CLASS (Thanksgiving)**

**November 25:**

**NO CLASS (Thanksgiving)**

**Week 15: Gender and International Political Economy**

Assigned Readings	Other Assignments
<p><b><u>November 28:</u></b> FINAL ESSAY WORKSHOP</p> <p><b><u>November 30:</u></b> Laura Shepherd, ed. 2014. <i>Gender Matters in Global Politics: A Feminist Introduction to International Relations</i>. <b>Chapter 15</b></p> <p>Jacqui True. 2012. <i>The Political Economy of Violence Against Women</i>. <b>Chapter 4</b></p> <p><b><u>December 2:</u></b> Jacqui True. 2012. <i>The Political Economy of Violence Against Women</i>. <b>Chapter 3</b></p> <p>Juanita Elias and Adrienne Roberts, eds. 2018. <i>Handbook on the International Political Economy of Gender</i>. <b>Chapter 14</b></p>	<p><b><u>FINAL ESSAY WORKSHOP:</u></b></p> <p>Be prepared to bring a completed rough draft of your essay to class on Monday, November 28.</p>

**Week 16: Feminist IR or Feminism Beyond IR?**

Assigned Readings	Other Assignments
<p><b><u>December 5:</u></b> Marysia Zalewski. 2007. "Do We Understand Each Other Yet? Troubling Feminist Encounters With(in) International Relations." David Duriesmith. 2020. "Friends Don't Let Friends Cite the Malestream: A Case for Strategic Silence in Feminist International Relations."</p> <p><b><u>December 7:</u></b> Christine Sylvester. 2004. "Woe or Whoa! International Relations Where It's Not Supposed to Be." Laura Sjoberg and J. Ann Tickner, eds. 2011. <i>Feminism and International Relations: Conversations about the Past, Present, and Future</i>. <b>Chapter 10</b></p> <p><b><u>December 9:</u></b> <b>NO CLASS (University-Scheduled Reading Day)</b></p>	<p><b><u>READING RESPONSE:</u></b></p> <p>If you choose this week to submit a reading response, it is due by 11:59pm on Friday, December 9.</p>

## Week 17: Finals Week

(NOTE: There is no final exam for this class)

Assignments
<b>December 12:</b> <b>FINAL ESSAY DUE BY 11:59pm</b>

## COURSE POLICIES

### Academic Honesty

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, are held to the Honor Pledge: “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.’” It is your responsibility to avoid plagiarism, cheating, and dishonesty. Follow the link below to review UF’s policy on academic integrity:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

In this course, papers and other assignments should be your own work. Any material drawn from other sources must be properly cited. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

### Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Visit <https://disability.ufl.edu/get-started/> to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

### Communicating with the Professor

The best way to communicate with me is via email ([lindsey.goldberg@ufl.edu](mailto:lindsey.goldberg@ufl.edu)). If you send me an email, please allow 48 hours for me to respond before following up with me about your original message. I will often respond much faster than this. However, because I avoid checking my work emails in the evenings and on weekends, if you email me during those times, I may not see your message and respond to you right away. That being said, if you send me an email and do not get a response within a few days, please **do** follow up with me, as it’s possible that I have not received or read your message.

Given my 48-hour communication policy, it is your responsibility to practice good time management and begin your assignments in a timeframe that allows you to reach out to me with any questions you may encounter along the way. For example, if an assignment is due by 11:59pm on Friday, you wait to begin the assignment until 5pm on Friday, and you email me a question about it a couple of hours later, I cannot guarantee that I will read your email and answer your question before the assignment is due. Nonetheless, you would be held accountable to the original assignment due date/time.

## Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Late Work & Due Date Extensions

The late submission of an assignment will result in a ten percent (10%) reduction in points per day it is late, unless alternative arrangements have been made with the instructor **prior to the assignment due date**. Due date extensions will be determined on a case-by-case basis and require the student to initiate communication with the instructor about the need for an extension with as much advance notice as possible.

## Recording

I will not be recording our class sessions. Regular attendance is expected; when you are absent, you are encouraged to reach out to a classmate to get their supplementary notes from the day of class you missed. For guidance on in-class recording, please visit <http://aa.ufl.edu/policies/in-class-recording/>. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University of Florida, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

## Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives will be well-served by this course, that students’ learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, a strength, and a benefit for all. It is my intent to present materials and

activities that are respectful of diverse genders, sexual orientations, dis/abilities, ages, socioeconomic statuses, ethnicities, races, cultures, perspectives, and other background characteristics. Your suggestions about how to improve the value of diversity in this class are encouraged and appreciated. Additionally, if I have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

## COVID-19

*In response to the ongoing COVID-19 pandemic, please follow these instructions to maintain your learning environment, to enhance the safety of our classroom interactions, and to protect the health of ourselves, our neighbors, and our loved ones.*

- If you are not vaccinated, **get vaccinated**. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose/booster on campus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations-2/vaccine-availability/>
- If you sick, **stay home and self-quarantine**. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. Department of Health at UF (formerly UF Health Screen, Test & Protect) offers guidance when you are sick, have been exposed to someone who has tested positive, or have tested positive yourself.
- If you are withheld from campus by the Department of Health through the questionnaire on <https://one.uf.edu/>, your absence from class will be excused.
- Continue to regularly visit <https://coronavirus.ufhealth.org/> and <https://coronavirus.ufl.edu/>.

## CAMPUS RESOURCES

### **Health, Wellness, and Safety**

- [\*Aid-a-Gator\*](#): Visit for information about how to receive funding for unanticipated travel, additional technology requirements, or other needs related to an emergency situation.
- [\*Center for Inclusion & Multicultural Engagement\*](#): This organization advocates for an inclusive campus for all students across identities and offers a wide range of services, educational opportunities, learning, support, outreach, and activities to students.
- [\*Counseling and Wellness Center\*](#): If you are feeling depressed or otherwise concerned about your mental health, please reach out to UF's Counseling and Wellness Center (CWC). Visit for information on crisis services as well as non-crisis services. You can also call (352) 392-1575 for more information.
- [\*GatorWell Health Promotion Services\*](#): Visit for prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success. You can also call (352) 273-4450.
- [\*Hitchcock Field & Fork Pantry\*](#): This organization provides free non-perishable food items, toiletries, and fresh produce for UF students (and others) in need. There is also an online order form.
- [\*Student Health Care Center\*](#): Visit for 24/7 information to help you find the care you need. You can also call (352) 392-1161.
- [\*UF Health Shands Emergency Room / Trauma Center\*](#): Visit for more information about various medical resources. For immediate medical care, call (352) 733-0111, or go to the emergency room located at

1515 SW Archer Road, Gainesville, FL 32608.

- [\*U Matter, We Care\*](#): Visit for information about making healthcare appointments, reporting incidents of bias, substance abuse recovery and support, sexual violence response, mental health and academic support, support for students experiencing homelessness, and more. Please call (352) 392-1575 or email [umatter@ufl.edu](mailto:umatter@ufl.edu) to report a concern, and a team member will reach out to the student in distress.
- [\*University Police Department\*](#): Visit for information on victim services and how to submit tips to the police. Call (352) 392-1111, or call 9-1-1 for emergencies.

## **Academic Support**

- [\*Career Connection Center\*](#): Visit for career assistance and counseling services. Located in Reitz Union (Suite 1300), or call (352) 392-1601.
- [\*CLAS Academic Resources\*](#): Visit for more information about general studying skills and tutoring. Located in Broward Hall, or call (352) 392-2010. To make an appointment, call (352) 392-6420.
- [\*E-learning Technical Support\*](#): Visit for computing assistance. You can also contact the Help Desk by calling (352) 392-4357 or emailing [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [\*Library Support\*](#): Visit for more information about various ways to receive assistance with respect to using the libraries or finding academic resources.
- [\*Student Complaints, On-Campus\*](#): Visit for updated information and procedures for on-campus students.
- [\*Student Complaints, Online\*](#): Visit for updated information and procedures for online students.
- [\*Writing Studio\*](#): Visit for help with brainstorming, formatting, and writing papers. Located at 2215 Turlington Hall, or call (352) 846-1138.

## **ACKNOWLEDGEMENT OF INDIGENOUS LAND & SOVEREIGNTY**

*The University of Florida is located on the homelands of the Muscogee (Este Mvskokvlke), Timucua, Seminole (simanó-li) peoples, and many more Nations who traded and migrated through these lands and waters that we now call Gainesville. The main campus sits on the original lands of the Potano people, a Timucua-speaking society that was victimized by colonial disease and violence. Their legacy includes advocating for the natural world, farming practices that heal the earth, and connecting to indigenous plants and wildlife through deep respect and conservation. Native peoples are not a relic of the past but continue to thrive in the State of Florida and elsewhere. As an academic institution, it is our responsibility to acknowledge the sovereignty and the traditional territories of these tribal nations, the violence that was used to remove them, and the histories of dispossession that have allowed for the growth of this institution since 1853. Consistent with the university's commitment to diversity, equity and inclusion, understanding the historical and current experiences of Native Nations will help inform the work that we do and foster a more just educational environment.*