

# **INR 4085: Gender and International Relations**

## **Fall 2019**

Instructor: Taylor R McDonald

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Office Hours: Anderson Hall Room 321 - Mondays and Wednesdays 5:05 - 6:05pm 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 human rights, international political economy, advanced technology, queer theory 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

Kathleen Staudt. *Violence and Activism at the Border: Gender, Fear and Everyday Life in Ciudad Juarez* (Austin: University of Texas Press, 2008). ISBN: 9780292718241

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

### **Recommended Texts**

Brooke Ackerly, Maria Stern, and Jacqui True, eds. *Feminist Methodologies for International Relations* (Cambridge: Cambridge University Press, 2006)

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)

Lauren Wilcox. *Bodies of Violence: Theorizing Embodied Subjects in International Relations* (Oxford University Press, 2015)

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 (35%)**: 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 7 separate blog entries 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 midnight on **Sept 6th**. The next 3 blog entries will be in response to any 3 sections appearing on the

syllabus between Week 4 and Week 8 and will be due by midnight on **October 11th**. The next 2 blog entries will be in response to any 2 sections appearing on the syllabus between Week 9 and Week 14 and will be due by midnight on **November 22nd**. The final blog entry will be in response to the reading material covered in the last week of class under the section *Conclusion* and will be due by midnight on **December 4th**. Each individual blog post will be worth 5% totaling 35% for all 7 blog posts. Blogs should be created at either [wix.com](http://wix.com) or [blogger.com](http://blogger.com) and the link to your blog must be sent to the professor's email by **Sept 6th**, 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 and those submitted after the corresponding due date will receive a zero. 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 reading 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) Pop Quizzes (10%):** There will be multiple 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 and are mainly to test that students are following along with the weekly readings. Pop quizzes are worth 10% of your final grade.

**(3) Final essay (40%):** Students will write a final essay 10-14 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 **October 25th**. 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 **December 9th** by 11:59pm, submitted on Canvas.

**(4) Attendance (5%):** Students are expected to be attending class regularly and completing readings before class sessions. Attendance accounts for 5% of the final grade. Students are allowed to miss up to 2 classes (unexcused absences). For each additional unexcused absence students will lose 20 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>

**(5) 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.

Course Requirements	%	Due Date	Submit
First blog post (addressing material from <i>Engaging from the Margins</i> section)	5	September 6th by 11:59pm	On personal blog site
Three blog posts (each addressing one separate section between Week 4 and 8)	15	October 11th by 11:59pm	On personal blog site
Two blog posts (each addressing one separate section between Week 9 and 14)	10	Nov 22nd by 11:59pm	On personal blog site
One blog post (addressing material from <i>Conclusion</i> section)	5	Dec 4th by 11:59pm	On personal blog site
Final Essay	40	December 9th by 11:59pm	On Canvas
Pop Quizzes	10	Unannounced	In class
Participation	10		
Attendance	5		
Total	100		

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>

### **Students with Disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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 a 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	
Aug 21	Introduction and course syllabus overview
Aug 23	<b><i>Mainstream IR</i></b> <ul style="list-style-type: none"> <li>• "What is America's Purpose?," <i>National Interest</i> 139 (2015): 18-45 (Canvas)</li> <li>• John Ikenberry, "The Future of the Liberal World Order: Internationalism After America," <i>Foreign Affairs</i> 90.3 (2011) (Canvas)</li> </ul>
Week 2	
Aug 26	<b><i>Theoretical Foundations</i></b> <ul style="list-style-type: none"> <li>• Sjoberg and Tickner, <i>Feminism and International Relations: Introduction: International Relations through feminist lenses</i></li> <li>• Shepherd, <i>Gender Matters in Global Politics: Chapter 1</i></li> </ul>
Aug 28	<ul style="list-style-type: none"> <li>• Enloe, <i>The Curious Feminist: Introduction, Chapter 1 and 2</i> (Canvas)</li> </ul>
Aug 30	<ul style="list-style-type: none"> <li>• Enloe, <i>Bananas, Beaches and Bases: Chapter 1</i> (Canvas)</li> <li>• Shepherd, <i>Gender Matters in Global Politics: Chapter 3</i></li> </ul>
Week 3	
Sept 2	No Class - Labor Day
Sept 4	<b><i>Engaging from the Margins: Feminisms and IR</i></b> <ul style="list-style-type: none"> <li>• Ann Tickner, "You Just Don't Understand: Troubled Engagements Between Feminists and IR," <i>International Studies Quarterly</i> 41 (1997): 611-632 (Canvas)</li> <li>• Marianne Marchand, "Different Communities / Different Realities / Different Encounters: A Reply to J. Ann Tickner," <i>International Studies Quarterly</i> 42 (1998): 199-204 (Canvas)</li> </ul>

Sept 6	<ul style="list-style-type: none"> <li>• Robert Keohane, “International Relations Theory: Contributions of a Feminist Standpoint,” <i>Millennium</i> 18 (1989): 245-53 (Canvas)</li> <li>• 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)</li> </ul>	First blog post due by 11:59pm
Week 4		
Sept 9	<p><b><i>Feminist Ontologies, Epistemologies, and Methodologies</i></b></p> <ul style="list-style-type: none"> <li>• Shepherd, Gender Matters in Global Politics: Chapter 2</li> <li>• 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)</li> </ul>	
Sept 11	<ul style="list-style-type: none"> <li>• Ackerly, Stern and True, Feminist Methodologies for International Relations: Chapter 6 and 7 (Canvas)</li> </ul>	
Sept 13	<ul style="list-style-type: none"> <li>• Ackerly, Stern and True, Feminist Methodologies for International Relations: Chapter 8 and 9 (Canvas)</li> </ul>	
Week 5		
Sept 16	<p><b><i>Gendering the State and Security</i></b></p> <ul style="list-style-type: none"> <li>• Laura Sjoberg, “Introduction to Security Studies: Feminist Contributions,” <i>Perspectives</i> 3 (2002): 184-214 (Canvas)</li> <li>• Peterson, Gendered States: Chapter 1 (Canvas)</li> </ul>	
Sept 18	<ul style="list-style-type: none"> <li>• Enloe, Bananas, Beaches, and Bases: Chapter 4 (Canvas)</li> <li>• Iris Marion Young, “The Logic of Masculinist Protection: Reflections on the Current Security State,” (2003) (Canvas)</li> </ul>	
Sept 20	<p><b><i>Militarized Masculinities and Feminization of the Military</i></b></p> <ul style="list-style-type: none"> <li>• Laura Sjoberg, Gendering Global Conflict: Chapter 1 (Canvas)</li> <li>• Laura Sjoberg, Gender and International Security: Chapter 12 (Canvas)</li> <li>• Sandra Whitworth, “Militarized masculinity and Post-Traumatic Stress Disorder” in Rethinking the Man Question: Sex, Gender and Violence in International Relations (2008) (Canvas)</li> </ul>	
Week 6		
Sept 23	<ul style="list-style-type: none"> <li>• Martin Van Creveld, “The Great Illusion: Women in the Military,” <i>Millennium</i> 29.2 (2000) (Canvas)</li> <li>• Elshtain “Shooting at the Wrong Target: A Response to Van Creveld,” <i>Millennium</i> 29.2 (2000) (Canvas)</li> <li>• Coker, “Humanizing Warfare or Why Van Creveld May be Missing the Big Picture,” <i>Millennium</i> 29.2 (2000) (Canvas)</li> </ul>	
Sept 25	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Sjoberg and Tickner, Feminism and International Relations: Chapter 6</li> </ul>	

Sept 27	<ul style="list-style-type: none"> <li>• Claire Duncanson, “Forces for Good? Narratives of Military Masculinity in Peacekeeping Operations,” <i>International Feminist Journal of Politics</i> 11.1 (2009) (Canvas)</li> <li>• 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)</li> </ul>	
<b>Week 7</b>		
Sept 30	<b><i>Women’s Violence in Global Politics</i></b> <ul style="list-style-type: none"> <li>• Laura Sjoberg, <i>Women as Wartime Rapists: Introduction, Chapter 1-2</i> (Canvas)</li> </ul>	
Oct 2	<ul style="list-style-type: none"> <li>• Laura Sjoberg and Caron Gentry, <i>Mothers, Monsters, Whores: Chapters 1-3</i> (Canvas)</li> </ul>	
Oct 4	<b>No Class - Homecoming</b>	
<b>Week 8</b>		
Oct 7	<ul style="list-style-type: none"> <li>• Mia Bloom, “Female suicide bombers: a global trend,” <i>Daedalus</i> (2007) (Canvas)</li> <li>• Watch the documentary “Women of the FARC” <i>before class</i> on Canvas</li> </ul>	
Oct 9	<b><i>Gendered Language and Foreign Policy</i></b> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Lene Hansen, “The Little Mermaid’s Silent Security Dilemma,” <i>Millennium</i> 29.2. (2000): 295-306 (Canvas)</li> </ul>	
Oct 11	<ul style="list-style-type: none"> <li>• Carol Cohn, “Sex and Death in the World of Rational Defense Intellectuals,” <i>Signs: Journal of Women and Culture</i> 12 (1987) (Canvas)</li> <li>• Ann Tickner, “Feminist Perspectives on 9/11,” <i>International Studies Perspectives</i> 3 (2002): 333-350 (Canvas)</li> </ul>	Three blog posts due by 11:59pm
<b>Week 9</b>		
Oct 14	<b><i>Gender and IPE</i></b> Shepherd, <i>Gender Matters in Global Politics: Chapters 15-17</i>	
Oct 16	Christine Chin, <i>Cosmopolitan Sex Workers: Women and Migration in a Global City</i> (2013): <b>Chapters 1-3</b>	
Oct 18	Christine Chin, <i>Cosmopolitan Sex Workers: Women and Migration in a Global City</i> (2013): <b>Chapters 4-6</b>	
<b>Week 10</b>		
Oct 21	<b><i>Women’s Rights, Human Rights, and The Body</i></b> <ul style="list-style-type: none"> <li>• Shepherd, <i>Gender Matters in Global Politics: Chapters 6, 7 and 14</i></li> </ul>	
Oct 23	<ul style="list-style-type: none"> <li>• Lauren Wilcox, <i>Bodies of Violence</i> (2015) : <b>Chapters 1 and 6</b> (Canvas)</li> </ul>	
Oct 25	<b>Discussion of Final Essay Assignment</b>	<b>Final essay questions revealed</b>



Week 11		
Oct 28	<p><b>Queer Theory: Is IR Queer?</b></p> <ul style="list-style-type: none"> <li>• Cynthia Weber, “Why is there no Queer International Theory?,” <i>European Journal of International Relations</i> 21.1 (2015) (Canvas)</li> <li>• Weber, Queer International Relations: <b>Chapter 1</b> (Canvas)</li> </ul>	
Oct 30	<ul style="list-style-type: none"> <li>• Weber, Queer International Relations: <b>Chapter 2</b> (Canvas)</li> <li>• 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 (Canvas)</li> </ul>	
Nov 1	<ul style="list-style-type: none"> <li>• Weber, Queer International Relations: <b>Chapter 4</b> (Canvas)</li> </ul>	
Week 12		
Nov 4	<p><b>Gender and Political Legitimacy in Russia</b></p> <ul style="list-style-type: none"> <li>• Valerie Sperling, Sex, Politics, and Putin: <b>Chapters 1-3</b></li> </ul>	
Nov 6	<ul style="list-style-type: none"> <li>• Valerie Sperling, Sex, Politics, and Putin: <b>Chapters 5, 6 and conclusion</b></li> </ul>	
Nov 8	<p><b>Gender-Based Violence at the US-Mexico Border</b></p> <ul style="list-style-type: none"> <li>• Kathleen Staudt, Violence and Activism at the Border: <b>Chapters 1-2</b></li> </ul>	
Week 13		
Nov 11	No Class - Veteran’s Day	
Nov 13	No Class - Instructor presenting at the Association for Canadian Studies in the United States (ACSUS) conference in Montreal	
Nov 15	No Class - Instructor presenting at the Association for Canadian Studies in the United States (ACSUS) conference in Montreal	
Week 14		
Nov 18	<ul style="list-style-type: none"> <li>• Kathleen Staudt, Violence and Activism at the Border: <b>Chapter 3-6</b></li> </ul>	
Nov 20	<p><b>Gender, Technology, and the future of War</b></p> <ul style="list-style-type: none"> <li>• Sjoberg and Tickner, Feminism and International Relations: <b>Chapter 7</b></li> <li>• Peter Singer, “Robots at War: The New Battlefield,” <i>The Wilson Quarterly</i>, 33.1.(2009) (Canvas)</li> </ul>	
Nov 22	<ul style="list-style-type: none"> <li>• Lauren Wilcox, Bodies of Violence: <b>Chapter 5</b> (Canvas)</li> <li>• Shepherd, Gender Matters in Global Politics: <b>Chapter 13</b></li> </ul>	Two blog posts due by 11:59pm
Week 15		

Nov 25	<p><b><i>Conducting Gender-Based Research: Reflections from the Field</i></b></p> <p>Guest Lecturer <b>Alexandria Wilson McDonald</b> (PhD Candidate in the Political Science Department at UF) will be lecturing on her experiences conducting 12 months of fieldwork in Eastern Europe for her dissertation on human trafficking and violence against women in the region. Students should come prepared to ask questions related to conducting feminist or gender-based research on the ground</p> <ul style="list-style-type: none"> <li>• Watch Wilson-McDonald's introductory lecture video "<b>Feminism from West to East</b>" <i>before class</i> available on Canvas</li> </ul>	
Nov 27	<b>No Class - Thanksgiving</b>	
Nov 29	<b>No Class - Thanksgiving</b>	
<b>Week 16</b>		
Dec 2	<p><b><i>Conclusion: Feminist IR or Feminism Beyond IR?</i></b></p> <ul style="list-style-type: none"> <li>• Marysia Zalewski, "Do We Understand Each Other Yet? Troubling Feminist Encounters With(in) International Relations," <i>BJPIR</i> 9, 302-312 (2007) (Canvas)</li> <li>• 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)</li> </ul>	
Dec 4	<ul style="list-style-type: none"> <li>• Sjoberg and Tickner, <b>Feminism and International Relations: Conclusion</b></li> <li>• Shepherd, <b>Gender Matters in Global Politics: Conclusion</b></li> </ul>	One blog post due by 11:59pm
Dec 9		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.*