

Professor Sandra Whitworth
Seminar Meeting Time:
Tuesdays 8.30 to 11.30 am, 318 CC
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POLITICAL SCIENCE 4245.30/5245.30
WOMEN'S STUDIES 4802.30/6118.30
GENDER AND INTERNATIONAL RELATIONS
Winter 2012

Overview

This course explores both the theoretical and empirical issues raised by the introduction of a consideration of 'gender' in traditional analyses of international relations (IR). In the first half of the course we examine some of the theoretical concerns raised by feminists and feminist IR scholars and the resistance to this work from within the mainstream of the discipline. We also explore readings on gender and war, international political economy and human rights and trafficking. In the final half of the course we will spend a week each on two books that explore issues that arise in the course, one non-fiction book that addresses some of these issues directly and the second a work of speculative fiction that addresses these issues indirectly. We are as interested in this section of the course in thinking through not only what is being 'said' in these works but whether alternative ways of 'saying' help us to think differently and make connections that we might not otherwise make. We end the course with two classes of student presentations on their papers, which will offer their own exploration of alternative ways of presenting/thinking about gender and global politics.

Required Texts

The required texts for all students are:

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

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

Sheri S. Tepper, *The Gate to Women's Country*, (New York: Bantam Books, 1988).

Please note: Students who have not taken POLS 3450.03/ WMST 3516.30, 'Women and Politics' or an equivalent course in Social Science or Women's Studies should read: Rosemarie Putnam Tong, *Feminist Thought: A More Comprehensive Introduction*, Third Edition, (Boulder: Westview Press, 2008), available on reserve.

Students who would like to read an introductory overview of some of the concerns raised within 'gender and international relations' should read V. Spike Peterson and Anne Sisson Runyan, *Global Gender Issues in the New Millennium*, (Boulder: Westview Press, 2009), third edition which is available on reserve.

Assignments:

News Review	10%	Due: January 10
Mini Papers, 15% each x 3	45%	Due: Jan 24, Feb 7, Feb 28
Final Paper:	25%	Due: April 10
Participation:	20%	

The News Review will be a one-page examination of the news coverage on a single page of a major Canadian newspaper (such as the *Globe and Mail*, *National Post*, *Toronto Star*, *Ottawa Citizen*, etc.) during the first week of January. You choose the newspaper and the page, the main criteria is that there should be at least one (or more) stories that focus on issues or events that fall within 'international relations'. Do a 'gender analysis' of the page, explore the following question: How does gender appear in these news stories? Your response has to fit on one page, but it can be single spaced and/or point form. This paper is due in class January 10.

The Mini Papers will be explorations of a concept or term found in the readings. The concepts and their due dates are listed below. They must be handed in during class on the day they are due, they will not be accepted via email.

These papers cannot exceed three pages in length (double spaced/12 point font). In these papers you need to briefly define the concept or term and 'make the case' for why the concept is significant (or not) to the study of Gender and International Relations. These are intended as persuasive think-pieces, they should be clearly written and engage in an accessible way with the significance of the concept. Questions you may consider in these mini-papers are: Does the concept make us think differently about Gender and IR? Does it reveal something about processes or policies that we may not have previously thought about? Is the concept problematic or limited? Is it politically useful but analytically vague? You decide how to organize your discussion of the concept. In terms of citations: material quoted or paraphrased from the assigned readings can be indicated with the author's surname and page number in parentheses. There is no need to use material from outside the course, but if you absolutely insist on doing so (note tone of displeasure), then continue to use parenthetical references but provide a separate sheet with bibliographic information for all sources, including the course readings.

Concepts and Due Dates:

bodies	January 24
gendered war stories	February 7
national identity	February 28

Really important point(s): Students may re-write any of the three Mini Papers in order to improve upon their grade, the only condition is that the original assignment was handed in on time. 'On time' means paper hard copy, in class, not via email. Late papers will be accepted up to the next class meeting after the due date with no other penalty except to forego the opportunity for a rewrite. Beyond the next class, late mini-papers will not be accepted. Re-writes will be accepted at any point during the term, subject to Office of the Registrar and FGS restrictions re. final grade submissions, details of which will be announced later in the term. When submitting re-writes students must append the original graded paper. If you decide to submit a re-write, please note that while cosmetic changes are appreciated (typos, spelling, grammar), in order for the grade to be raised in an upward direction, the re-write must also address any substantive comments provided in the evaluation of the paper.

Final Paper: will be a seven to ten page paper and is linked to the final presentation during the final two weeks of the course. Students must find an 'expression' of some kind that engages with a topic in Gender and IR. What is an 'expression'? It could be an article (from outside of the assigned readings) but it could also be a song, a painting, a piece of poetry, a novel, a youtube video, a commercial or a piece of advertising. It could be something you have found or something you create yourself. It could be anything. Your paper will describe the expression that you are using and will explore the ways in which it touches on issues that have been raised in this course. Ideally you are looking for something that matters to you, that has moved you to think about these issues, and in effect you are 'making the case' for why that expression has, or could, expand our understanding of Gender and IR. The paper must still be analytical, so it cannot just be a glowing review of your favourite song or youtube video, you must link your analysis to readings found in the course. Students must inform the course director of what their 'expression'

will be at their meeting with her during the week of March 6th the paper itself is due April 10.

Participation: This is an honours/graduate seminar and active participation is required. Students are expected to participate regularly based on a careful reading of the assigned readings, to facilitate one session during the first half of the course, to meet with Professor Whitworth during the week of March 6th to discuss their final papers, and to present the 'expressions' they are focusing on in their final papers during the final week of the course.

While classes will start with a very brief lecture by the course director to situate the discussion, most of the class period will be run in a seminar format, and as such students are expected to attend all class sessions (to arrive on time) and to participate in class discussions on the basis of a critical reading of each session's assignments. You should consider the following questions when reading each assigned piece of writing: What is the main argument of the reading? What underlying assumptions are being made? Can you identify the theoretical position of the author? Is the argument convincing? What are the political implications of the arguments? How do we judge between them? In the discussion of the Enloe and Tepper books, students should also be thinking about whether alternative forms of writing are more or less effective in generating interest or critique around Gender and IR issues. It will be useful to come to class with notes on your responses to these questions to ensure there is engaged discussion throughout the class time.

Students must sign up for one of the first six classes and serve as 'facilitators' for the discussion that day. If the course is full, this will mean five students per session, beginning immediately with the second class of term. UNDER NO CIRCUMSTANCES IS THE FACILITATION TO CONSIST OF A PREPARED STATEMENT READ OUT IN CLASS. Be creative, your job here is to stimulate discussion, not to lecture. You could select five important themes and/or issues from the readings for group discussion. Place these on the blackboard if you want. Consider the themes we have been discussing throughout the course and make connections. You could set the issues up in terms of a debate. You could hand out quotes from the readings and have students identify their source and significance. Facilitators should assume that students have come to class prepared to discuss the readings critically, it is not their job to convey what is in the readings; rather, it is their job to get students to discuss the readings.

During the week of March 6th, students will sign up to meet with Professor Whitworth individually to review their paper plans. Please note that this will give students extra time to read the book assigned for the week following.

In the final two classes (March 20 and 27) students will also present the 'expressions' they are focusing on in their papers. The presentation schedule will be set after March 6th, students must either describe or share their expression (bring in an mp3, youtube link, etc.). You have ten minutes to convey why this matters. Make us care.

The course Web Page is available at www.yorku.ca/sandraw. The information here is fairly minimal, but you will find an electronic version of the course outline and live links to some relevant internet resources.

Important Note on Academic Honesty: York University takes academic honesty very seriously, and unfortunately a growing number of plagiarism cases are being discovered in our courses every year, including upper level courses such as this. If you have not already done so, please take the Academic Integrity Tutorial here: http://www.yorku.ca/tutorial/academic_integrity/ Among other things, please note that submitting essays or any written work in this course which have previously, or are currently, being submitted to other courses is a violation of academic honesty.

Topics and Readings

Jan 3

No Required Readings:

Introduction to the Course - What's at Stake in Feminism and IR?

Form and Content of Course Outlined; Brief discussion to situate the emergence of 'Gender and IR' as a field of study. Readings below may be useful for background but are not required (they can be accessed via the York University Library eResources links using your Passport York access).

J. Ann Tickner, "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists," *International Studies Quarterly*, 41(4), 1997, pp. 611-632

<http://journals2.scholarsportal.info.ezproxy.library.yorku.ca/tmp/12775975370481938044.pdf>

Robert O. Keohane, "Beyond Dichotomy: Conversations Between International Relations and Feminist Theory," *International Studies Quarterly*, 42(1), 1998, pp. 193-198.

<http://journals2.scholarsportal.info.ezproxy.library.yorku.ca/tmp/17165289809944371352.pdf>

Marianne Marchand, "Different Communities/Different Realities/Different Encounters: A Reply to J. Ann Tickner," *International Studies Quarterly*, 42(1), 1998, pp.199-204.

<http://journals2.scholarsportal.info.ezproxy.library.yorku.ca/tmp/5257221873930789003.pdf>

Jan 10

Required:

Theoretical Approaches to Gender and IR

Read all of the Chapters in Section One of *Gender Matters*.

Note:

News Review Due

Note:

Jan 16 is the last day to enrol without the instructor's permission

Jan 17

Required:

Gender and War

Read chapters by Cockburn, Hunt, Pankhurst and Puechguirbal in Section Three of *Gender Matters*.

Jan 24

Required:

Gender, Globalization and Development

Read all of the chapters in Section Four of *Gender Matters*.

Note:

First Mini Paper Due on bodies

Note:

Jan 30 is the last day to enrol with the instructor's permission.

Jan 31**Identities, Orders and Borders**

Required:

Read all of the chapters in Section Five of *Gender Matters*.**Feb 7****Ethics, Rights and Trafficking**

Required:

Read all of the chapters in Section Two of *Gender Matters*.

Note:

*Second Mini Paper due on gendered war stories.***Feb 14****Culture and Communication**Read all of the chapters in Section Six of *Gender Matters*.**Feb 21****No Class, Reading Week****Feb 28****Nimo's War, Emma's War**

Required:

Cynthia Enloe, *Nimo's War, Emma's War: Making Feminist Sense of the Iraq War*.

Note:

*Third Mini Paper due on national identity.***March 6****Meetings with Professor Whitworth**

Students will meet individually with Professor Whitworth to discuss their presentation and papers, not all of the students can be accommodated during the class time so a sign up sheet will be available for times during this week to make sure everyone comes in to discuss their choice of 'expression'.

Note:**March 9 is the last day to drop the course without academic penalty****March 13****The Gate to Women's Country**

Required:

Sheri S. Tepper, *The Gate to Women's Country*.**March 20/27****Student Paper/Expressions Presentations**

Note:

Final Paper Due April 10, hard copies must be delivered to 741 York Research Tower- we will discuss the time that day toward end of course.