

GENDER IN INTERNATIONAL RELATIONS
PSCI 497-GDRS 400
Spring 2019

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Office Hours: T-R 11 am – 1 pm
W 12 pm – 1 pm
and by appointment

COURSE DESCRIPTION

How does gender shape international relations? How do ideas about masculinity and femininity affect foreign policy, nationalism, war and peace? What do feminist perspectives contribute to the study of IR?

In tackling these questions, this course aims to introduce students to gender analysis of global politics, and feminist approaches to IR. The course starts with exploring different aspects of feminist IR theory and an examination of approaches to thinking about how gender matters in IR. The course then continues with the investigation of Feminist and gender-aware perspectives on key issues in international politics. The course focuses in particular on security, violence, war and the pursuit of peace, but will also consider other intertwined issues and case studies including women in the Middle East, LGBTQ advocacy and women's labor in world economy.

STUDENT LEARNING OUTCOMES

- **Critical Thinking:** Students will become familiar with feminist theories and concepts and develop critical and analytical skills in discussing gender issues in international relations.
- **Social Responsibility:** Students will demonstrate an awareness of gender differences in a given society or culture.
- **Personal Responsibility:** Students will form their own research agendas in Feminist International Relations and will practice academic honesty in their writing assignments.
- **Communication:** Students will enhance their oral skills and communicate in a manner appropriate to audience and occasion, with evident message and organizational structure.
- **Empathy skills:** Students will develop empathy skills and be encouraged to see the world from multiple perspectives.

REQUIRED TEXTS

Cynthia Enloe. 2014. Bananas, Beaches and Bases: Making Feminist Sense of International Politics. 2nd Edition. ISBN: 978-0520279995. University of California Press.
All other required readings are accessible through MyLeo Online.

FORMAT OF THE COURSE

The class will be a mix of lectures, discussions and debates. An outline of the reading schedule is provided in this syllabus. Students are required to come to class prepared to discuss the assigned materials. The course is designed as a seminar where all participants will share responsibility for the success of each individual session.

COURSE REQUIREMENTS

Attendance & Participation: Attendance is vital to your success in class. Acceptable excuses for missing class include documented health and family emergencies. Participation points are earned through your contribution to class discussions and debates.

Presentation & Facilitation of Discussion: In teams of two, students will prepare an oral presentation that introduces and critically analyzes the key discussions/arguments in readings assigned for each session. Each team will present twice. Each presentation will be followed by a discussion to be facilitated by the presenters. Presenters should prepare minimum 3 questions to stimulate discussion of the readings and the themes they raise.

Presentations must include:

- A *brief* introduction to the readings that are the focus of the presentation;
- A *focused analysis* of the readings and the arguments they raise;
- Questions to stimulate class discussion following the conclusion of your presentation.

Quizzes: Over the course of the term, there will be seven pop quizzes on the required readings. The purpose of the pop quizzes is to encourage careful completion of the required readings, and identification and retention of the key points of each reading. The pop quizzes will take place at the start of class. Ten (10) minutes will be allotted for the completion of each quiz. Electronic equipment, notes and readings may not be used while the quizzes are being completed. The quizzes will consist of straightforward questions that students who have carefully completed the readings should be able to answer without difficulty. Final grades for the quizzes will be determined on the basis of each student's five (5) best scores. Students who miss a quiz will receive a grade of zero for that quiz. Make-up quizzes will not be offered.

Short Papers: Students are required to complete two short papers based on the course readings. Short paper topics and due dates can be found on the course schedule. Short papers are expected to be 750-1000 words in length. A detailed guidelines and grading rubric for this assignment will be posted on MyLeo.

Debates: We will have 2 in-class debates about certain topics/questions on gender and international relations. Students will form debate teams and each team will be assigned a pro or con position on the designated debate topic. The topics will be specified by the professor and announced to the class ahead of time.

Final Research Paper: Students are required to write one substantial research paper on a topic of their choice. This essay must make use of sources beyond the course reading list and must be properly documented. 5 marks out of the total available 30 marks for the essay is reserved for the essay proposal, which should include a suggested title, a research question(s), one paragraph of topic explanation, and a preliminary annotated bibliography.

Final research essays are expected to be 7-10 pages in length. A detailed grading rubric and guidelines for this assignment will be posted on MyLeo. The deadline for proposals is **March 10, 11.55 pm, on MyLeo**. Final paper presentations will take place during the last two weeks of classes. Final papers are due **May 9, 11.55 pm, on MyLeo**.

Format Requirements: All assignments must be double-spaced, typed and written with Times New Roman, 12-point font. Sources for each assignment must include books, academic articles and news pieces. All sources must be cited properly and listed in a bibliography or in footnotes/endnotes format. Regarding citations, you may use any academically accepted format.

GRADING

Course Requirements	Weight
Attendance & Participation	10%
Presentation/Discussion Facilitation	10% (each)
Short Papers	10% (each)
Debates	10% (each)
Final Research Project	30%
Total	100%

GRADE SCALE

90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 =F

MAKE-UP POLICY

Late submission of assignments is allowed only under special circumstances such as medical or family emergencies. However, you must request them prior to the deadline and present documentary proof. Post-deadline late submission requests will not be granted under any circumstances. If you submit any of your assignments late without an excuse, I will cut off 5 points for each day after the deadline.

USE OF TECHNOLOGY DURING CLASS

Unless we assign a day to use technology as part of the learning process, use of cell phones, computers or any other electronic devices in the classroom is strictly prohibited.

CIVILITY AND RESPECT

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. I expect everyone to be respectful of each other's perspectives and opinions during class discussions. Any behavior that disrupts the class or impedes other student's ability to fully engage with the course will not be tolerated.

ACADEMIC INTEGRITY

Each student is required to be responsible for purposefully pursuing and honestly submitting research and work that is original and is the sole work of the individual. Plagiarism is a serious offense and will not be tolerated. Plagiarism occurs when a student purposefully or unintentionally takes information directly from a source without proper citation. If you are unclear about the ethics of an academic action, please consult me during my office hours.

NON-DISCRIMINATION STATEMENT

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free of discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

DISABILITY STATEMENT

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services Texas A&M University-Commerce Gee Library Room 132 Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148 StudentDisabilityServices@tamuc.edu

Texas Senate Bill-11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02R1, license holders may not carry a concealed handgun in restricted locations. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE SCHEDULE

Week 1

1/15 Introduction to the course/Overview of the syllabus

1/17 What is gender and why does it matter for IR?

- Cynthia Enloe (2014) “Gender makes the World Go Round: Where are the Women?” in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics, Second Edition*, Berkeley: University of California Press.
- Laura Shepherd (2010) “Sex or Gender? Bodies in World Politics and Why Gender Matters,” in Laura Shepherd (ed.) *Gender Matters in Global Politics: A Feminist Introduction to International Relations*, London: Routledge.

Week 2

1/22 Feminist Theory: An Introduction

- Cynthia Enloe (2004) “Introduction: Being Curious about our Lack of Feminist Curiosity,” in *The Curious Feminist: Searching for Women in a New Age of Empire*, Berkeley: University of California Press.
- V. Spike Peterson (2004) “Feminist Theories Within, Invisible to and Beyond International Relations,” *Brown Journal of World Affairs*, 10(2).

1/24 Conversations Between Feminist and “Mainstream” IR

- J.A. Tickner (1997) “You Just Don’t Understand: Troubled Engagements Between Feminists and IR Theorists,” *International Studies Quarterly* 41(4).
- Robert Keohane (1998) “Beyond Dichotomy: Conversations between International Relations and Feminist Theory,” *International Studies Quarterly* 42(1).

Week 3

1/29 Masculinity and States

- Jonathan D. Wadley (2010) “Gendering the State: Performativity and Protection in International Security” in Lisa Sjoberg (ed.) *Gender and International Security: Feminist Perspectives*, New York: Routledge.
- J. Ann Tickner (1988) “Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulations,” *Millennium-Journal of International Studies*, 17(3).

1/31 Masculinity and States (Continued)

- Jennifer Maruska (2010) “When are States Hypermasculine?” in Lisa Sjoberg (ed.) *Gender and International Security: Feminist Perspectives*, New York: Routledge.
- Heidi Hudson (2009) “Peace Building Through a Gender Lens and the Challenges of Implementation in Rwanda and Côte d’Ivoire,” in Lisa Sjoberg (ed.) *Gender and International Security: Feminist Perspectives*, New York: Routledge.

Week 4

2/5 Gender, War and Militarism

- Cynthia Enloe (2004) “All the Men are in the Militias, All the Women are Victims,” in *The Curious Feminist: Searching for Women in a New Age of Empire*, Berkeley: University of California Press.
- Cynthia Cockburn (2010) “Gender Relations as Causal in Militarism and War,” *International Feminist Journal of Politics*, 12(2).

2/7 Gender, War and Militarism (continued)

- Cynthia Enloe (2014) “Base Women” in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics, Second Edition*, Berkeley: University of California Press.

February 10, 11.55 pm: First Short Paper is due: “Why Does Gender Matter in International Relations?”

Week 5

2/12 Sexual and Gender-based Violence: Civil Wars

- Dara Kay Cohen (2013) “Explaining Rape during Civil War: Cross-National Evidence (1980-2009),” *American Political Science Review* 107(3).
- Maria Eriksson Baaz and Maria Stern (2009) “Why Do Soldiers Rape? Masculinity, Violence and Sexuality in the Armed Forces in the Congo (DRC),” *International Studies Quarterly* 53(2).

2/14 Sexual and Gender-based Violence: Peacekeeping Operations

- Charli Carpenter (2006) “Recognizing Gender-Based Violence Against Civilian Men and Boys in Conflict Situations,” *Security Dialogue* 37(1).
- Claire Duncanson (2009) “Forces for Good? Narratives of Military Masculinity in Peacekeeping Operations,” *International Feminist Journal of Politics* 11(1).

Week 6

2/19 Gender, Nations and Nationalism

- Cynthia Enloe (2014) “Nationalism and Masculinity: The Nationalist Story Is Not Over - and It Is Not a Simple Story” in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics, Second Edition*, Berkeley: University of California Press.

2/21 Gender, Nations and Nationalism: Female Suicide Bombers

- Joane Nagel (1998) “Masculinity and Nationalism: Gender and Sexuality in the Making of Nations,” *Ethnic and Racial Studies*, 21(2).
- Mia Bloom (2007) “Female Suicide Bombers: A Global Trend,” *Daedalus* 136(1).
- Nino Kemoklidze (2009) “Victimization of Female Suicide Bombers: The Case of Chechnya” *Caucasian Review of International Affairs*, 3(2).

Week 7

2/26 Post-Colonial Feminist Discourses

- Chandra Talpade Mohanty (1984) “Under Western Eyes: Feminist Scholarship and Colonial Discourses,” *Boundary 2*, 12(3).
- Lecture: Understanding Rojava: Western Representations of Kurdish Women Fighting ISIS

2/28 Debate 1

Week 8

3/5 Who Fights? Female Fighters of Kurdistan

- Jenna Krajeski (2013) “Kurdistan’s Female Fighters,” *The Atlantic*, <https://www.theatlantic.com/international/archive/2013/01/kurdistans-female-fighters/272677/>
- Ofra Bengio (2016) “Game Changers: Kurdish Women in Peace and War,” *The Middle East Journal*, 70(1).

3/7 Kurdish Female Fighters in Western Media

- Bahar Simsek and Joost Jongerden (2018) “Gender Revolution in Rojava: The Voices beyond Tabloid Geopolitics,” *Geopolitics*.
- Pinar Tank (2016) “Kurdish Women: Liberation Through the Barrel of a Gun,” *NewMe 2015-2016, Policy Brief 9 June*, University of Oslo.

March 10, 11.55 pm: Research paper Proposals are due.

Week 9

3/12 Women and the Arab Spring: Egypt & Libya

- Andrea Khalil (2014) “Gender Paradoxes of the Arab Spring,” *The Journal of North African Studies*, 19(2).
- Sherine Hafez (2014) “The Revolution Shall Not Pass Through Women’s Bodies: Egypt, Uprising and Gender Politics,” *The Journal of North African Studies*, 19(2).
- Zahra Langhi (2014) “Gender and State-Building in Libya: Towards a Politics of Inclusion,” *The Journal of North African Studies*, 19(2).

3/14 Women and the Arab Spring: Tunisia

- Andrea Khalil (2014) “Tunisia’s Women: Partners in Revolution,” *The Journal of North African Studies*, 19(2).
- Mounira M. Charrad and Amina Zarrugh (2014) “Equal or Complementary: Women in the New Tunisian Constitution after the Arab Spring,” *The Journal of North African Studies*, 19(2).

Week 10 Spring Break – No Class

March 24, 11.55 pm: Second Short Paper is due: “How do the experiences of non-Western women challenge Western Feminism?”

Week 11

3/26 Gender and the Conduct of Foreign Policy

- Cynthia Enloe (2014) “Diplomatic and Undiplomatic Wives” in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics, Second Edition*, Berkeley: University of California Press.

3/28 Gender and the Conduct of Foreign Policy (Continued)

- Anne-Marie Slaughter (2012) “Why Women Still Can’t Have It All,” *The Atlantic*, <https://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>
- Cynthia Enloe (2004) “Masculinity as a Foreign Policy Issue,” in *The Curious Feminist: Searching for Women in a New Age of Empire*, Berkeley: University of California Press.

Week 12

4/2 Women’s Labor in World Economy: Tourism

- Cynthia Enloe (2014) “Lady Travelers, Beauty Queens, Stewardesses, and Chamber Maids: The International Gendered Politics of Tourism” in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics, Second Edition*, Berkeley: University of California Press.

4/4 Women’s Labor in World Economy: Domestic Servants

- Cynthia Enloe (2014) “Scrubbing the Globalized Tub: Domestic Servants in World Politics” in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics, Second Edition*, Berkeley: University of California Press.

Week 13

4/9 Guest Lecturer: Dr. Julia Meszaros, “International Dating”

4/11 Debate 2

Week 14

4/16 Movements for LGBTQ Rights

- Ryan Richard Thoreson (2009) “Queering Human Rights: The Yogyakarta Principles and the Norm That Dare Not Speak Its Name,” *Journal of Human Rights* 8(4).
- Alice Underwood (2011) “The Politics of Pride: The LGBT Movement and Post-Soviet Democracy,” *Harvard International Review* 33(1).

4/18 Conclusion: The Personal Is International; The International Is Personal

- Cynthia Enloe (2014) “Conclusion: The Personal Is International; The International Is Personal” in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics, Second Edition*, Berkeley: University of California Press.

Week 15

4/23 Final Research Project Presentations

4/25 Final Research Project Presentations

Week 16

4/30 Final Research Project Presentations

5/2 Final Research Project Presentations

Final Research Projects due May 9, 11.55 pm