

**FEMINIST AND INTERNATIONAL RELATIONS THEORIES**  
PS 461/WS 461 / Fall 2006 / Time: Mo and We 3:30 - 4:45 pm / Psych Bldg 209  
**Professor V. Spike Peterson**  
Soc Sci 318B; 621-7600; Email: spikep@u.arizona.edu

**Course Objective:**

The primary objective of this course is to familiarize students with feminist perspectives on, and feminist contributions to, theories of International Relations (IR) and Global Political Economy (GPE [also called International Political Economy = IPE]), with a particular emphasis on how gender shapes, and is shaped by, processes of globalization.

**Course Overview:**

In this course we will explore the implications for international relations theory of 'taking gender seriously.' (Gender is understood here as a hierarchical, binary opposition of masculinity and femininity that operates through power relations and reproduces structural inequalities.) This involves engaging theoretical debates as well as examining empirical issues.

I note here that this is an *upper-division* undergraduate course. I therefore expect students not only to be well prepared (as in lower level courses) but also to show initiative in class participation and in taking up the challenge of *critical, intellectual inquiry* (as is appropriate for advanced students). I will conduct the course more as a seminar than a lecture, with the expectation of active *participation* by all members. There are many complex issues to be acknowledged and as much as possible addressed, and I hope that discussions are lively! The study of these topics is inherently interesting because our daily lives are profoundly shaped by these dynamics.

*This course is a joint responsibility.* I have taken a great deal of time with selecting materials and preparing lectures, and I look forward to working with you throughout the semester. I am committed to making this a thought-provoking, stimulating and enjoyable course. But the success of the course depends on you students, and especially, your willingness to engage the materials and ask hard questions about the world(s) we live in. I encourage you to take the course seriously and learn about some of the most current issues in theories/theorizing, and the power relations of knowledge, gender, and international politics.

Somehow (bureaucratic enigma), the prerequisites for this course are confusingly represented in various sources. Bottom line is that an advanced undergrad course in 'feminist and IR theory' presupposes and requires background in feminist studies and IR (in some sources the course has two listed prerequisites: WS 100 and POL 120 or 250 - but these course numbers have shifted over time). In addition, familiarity with 'theory' is a definite advantage. If you have *\*no\** understanding/background in gender/feminist/women's studies and/or IR theory you should rethink your place in this course; if you remain you must **plan on extra work** required to address the course topics adequately. I intend to teach the course as it is named. Please contact me sooner rather than later if you need suggestions for background reading.

**Course Requirements/Evaluation:**

**Class Participation:** Students are *expected* to attend all class sessions and to participate in class discussions on the basis of an engaged and *critical* reading of each session's assignments *prior* to class. Because this is an upper-division course, lectures will not focus on 'explaining' the readings to you; I will expect you to have done the readings, to bring any questions you have to class; and to be prepared to *discuss* the readings from the perspectives of analytically engaged, informed students. Lecture material will 1) focus on background and context, providing a framework for understanding and locating the particular readings, and 2) will emphasize the development of ideas and debates, suggesting where/how the readings are located in regard to theoretical developments and their implications. Because these materials are quite challenging, attendance and participation is imperative to avoid 'getting lost' or confused and to enable a collective learning process.

**Grade components:** 1) Three essay exams (including the final). Some of these may take the form of papers that respond to one or two essay questions. 2) "Response pieces": For *every class meeting* you are required to write one page (no more than 250 words) responding to the reading assigned for that day. These should state briefly and clearly: a) the thesis of the reading -- what is the main argument being made; b) the implications of this argument -- what assumptions and perspectives underlie the argument; what are the consequences of seeing things in this way; what are the normative and political implications of the argument; what are the implications for theorizing; and b) your criticisms, questions, and concerns about this argument

and its implications. For class discussion, you should also think about how or what you view differently as a consequence of reading the assignment and how the assignment relates to course objectives and topics. These RPs will be collected and will be graded frequently but not every time. However, you must write one every time. 3) Unannounced 'pop quizzes' -- I will use these more often if it appears students are not doing the readings! 4) Depending on class size and composition, students may be assigned to lead discussion of reading materials, and/or engage in group projects. To ensure being informed of all assignments, if you miss a class it is *your* responsibility to contact another student to find out if you also missed an assigned response piece announced during that session. Evaluation of response pieces, classroom participation and attendance will constitute a significant portion of your course grade.

### **Required Reading Materials:**

Two books are required purchases and are available at the campus bookstore:

Hawkesworth, Mary E. 2006. *Globalization & Feminist Activism*. Lanham, CO: Rowman & Littlefield.  
Peterson, V. Spike. 2003. *A Critical Rewriting of Global Political Economy: Integrating Reproductive, Productive and Virtual Economies*. London: Routledge.

All other readings are to be accessed through our course POLIS homepage:

[https://www.polis.arizona.edu/courseHomesite.do?course=POL\\_461-001&semester=fall06](https://www.polis.arizona.edu/courseHomesite.do?course=POL_461-001&semester=fall06)

by using the password [ ] to view E-reserves. Check our homepage frequently b/c announcements will be posted there and all E-reserves are accessed through this site.

## **INTRODUCING GENDER AND WORLD POLITICS**

**Aug 21:** Introduction to course and paperwork. No assignment.

**Aug 23:** [You must do both readings but can select one to focus on in your RP]

- Enloe, Cynthia. 1990. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley: University of California Press. Pp. 1-18.

- Tickner, J. Ann. 2001. *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. New York: Columbia University Press. Pp. 9-35.

**Aug 28:** Peterson, V. Spike and Anne Sisson Runyan. 1999. *Global Gender Issues*. Chapters 1, 2

**Aug 30:** Peterson, V. Spike. 1992. Transgressing Boundaries: Theories of Knowledge, Gender, and International Relations. *Millennium* 21, 2: 183-206.

### **Sep 4: Labor Day (no class)**

**Sep 6:** Hawkesworth. Pp. 1-28.

**Sep 11:** Hawkesworth. Pp. 29-66.

**Sep 13:** Hawkesworth. Pp. 67-87.

**Sep 18:** Hawkesworth. Pp. 87-110.

**Sep 20:** Hawkesworth. Pp. 111-146.

**Sep 25:** Hawkesowrth. Pp. 147-171.

### **Sep 27: EXAM/PAPER**

**Oct 2:** Rupert, Mark and M. Scott Solomon. 2006. *Globalization and International Political Economy: The Politics of Alternative Futures*. Lanham: Rowman & Littlefield. Pp. 5-23.

**Oct 4:** Rupert, Mark and M. Scott Solomon. 2006. *Globalization and International Political Economy: The Politics of Alternative Futures*. Lanham: Rowman & Littlefield. Pp. 25-53.

**Oct 9:** Barnett, Michael. 2005. Social constructivism. In *The Globalization of World Politics*, ed. John Baylis and Steve Smith. Oxford: Oxford University Press. 3<sup>rd</sup> Ed. Pp. 251-270.

**Oct 11:** Smith, Steve and Patricia Owens. 2005. Alternative approaches to international theory. In *The Globalization of World Politics*, ed. John Baylis and Steve Smith. Oxford: Oxford University Press. 3<sup>rd</sup> Ed. Pp. 271-293.

**Oct 16:** Nagar, Richa, Victoria Lawson, Linda McDowell and Susan Hanson. 2002. Locating Globalization: Feminist (Re)readings of the Subjects and Spaces of Globalization. *Economic Geography* 78, 3 (July): 257-284.

**Oct 18:** Steans, Jill. 2006. *Gender and International Relations*. Malden, MA: Polity Press. 2<sup>nd</sup> Ed. Pp. 20-32.

**Oct 23:** Chowdhry, Geeta and Sheila Nair. 2002. Introduction. In *Power, Postcolonialism and International Relations: Reading Race, Gender and Class*, ed. G. Chowdhry and S. Nair. New York: Routledge. Pp. 1-32.

**Oct 25:** Hewitson, Gillian J. 1999. *Feminist Economics: Interrogating the Masculinity of Rational Economic Man*. Cheltenham: Edward Elgar. Chap 1 (pp. 3-36).

**Oct 30:** Barker, Drucilla K. 2005. Beyond Women and Economics: Rereading "Women's Work." *Signs* 30, 4 (Summer): 2173-2189.

**Nov 1:** Peterson, V. Spike. 2003. *A Critical Rewriting of Global Political Economy*. Chaps 1 (pp. 1-20).

**Nov 6:** Peterson. Pp. 21-43.

**Nov 8: EXAM/PAPER**

**Nov 13:** Peterson 2003. Pp. 44-77.

**Nov 15:** Elson, Diane. 1999. Labor markets as gendered institutions: equality, efficiency and empowerment issues. *World Development* 27, 3: 611-627.

**Nov 20:** Peterson 2003. Pp. 78-112.

**Nov 22:** Hughes, Donna M. 2000. The 'Natasha' Trade: The Transnational Shadow Market of Trafficking in Women. *Journal of International Affairs* 53, 2: 625-652.

**Nov 27:** Peterson 2003. Pp. 113-131.

**Nov 29:** Peterson 2003. Pp. 132-146.

**Dec 4:** Peterson 2003. Pp. 147-173.

**Dec 6:** Review and reflections time!

**Dec 13: FINAL EXAM/PAPER**, Wednesday, 2-4 PM