

POL/GWS 461 - Fall 2017

FEMINIST AND INTERNATIONAL RELATIONS THEORIES

Honors and non-Honors sections Monday and Wednesday 3:30-4:45 in SocSci 411

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With courtesy appointments in the Department of Gender and Women's Studies,
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Log in to our D2L coursepage for important materials and updates Professor of International

“Theory is never ‘accurate’ or ‘wrong’; it is only more or less illuminating, more or less provocative, more or less of an incitement to thought, imagination, desire, possibilities for renewal” - W. Brown

“There is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not at the same time constitute [power] relations” - M. Foucault

Course Description

This course will 1) explore what it means to theorize and how power operates in knowledge production processes; 2) survey contemporary theories of International Relations and how they shape practices of world politics; 3) examine how theories of IR *matter* for understanding and responding to structural inequalities of gender, sexuality, race/ethnicity, class and nationality; and 4) familiarize students with feminist perspectives on, and feminist contributions to, theories of International Relations (IR) and Global Political Economy (GPE). Gender is understood here *not* as a synonym for ‘woman’ but as a hierarchical coding of masculinity and femininity that pervades social relations and institutional practices, with systemic (though not deterministic) effects on inequalities. Gender meanings and practices permeate our lives, and a closer look at these processes is more illuminating than many anticipate, with relevance and implications for *who* we are, how we *think*, and how we *act* – as individuals, groups, communities and nation-states.

Course Objectives

The primary objectives of this course are to familiarize students with the politics (power relations) of theorizing; how we ‘do’ theory and with what effects; how gender and International Relations are historically constructed and currently shape our lives; and how feminist perspectives challenge and advance theories of International Relations (IR). Readings and discussion will pay particular attention to Global Political Economy (GPE) [also called International Political Economy (IPE)] as a key feature of world politics today.

Course expectations and evaluation

Somehow (bureaucratic enigma), the **prerequisites** for this course are confusingly represented in various sources, so they have been **waived** for this semester. Bottom line is that an advanced undergrad course in 'feminist and IR theories' presupposes and requires some background in gender studies and IR. In addition, familiarity with 'theory' is a definite advantage. If you have *no* understanding of or background in gender/feminist/women's studies and/or IR theory you should think about what this means for your learning process and classroom experience. I intend to teach the course as it is described, with relevant expectations. Please contact me sooner rather than later if you need to discuss your participation and/or suggestions for background reading (some of which are already available on our D2L site).

I note here that this is an upper-division *400-level* 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, and will expect *all students to participate* - this is also part of your course grade! 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.

This course is a joint responsibility. I have taken a great deal of time with selecting materials and preparing notes, 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 will **expect you** to have done the readings before class; to bring questions you have to class; and to be prepared to *discuss* the readings from the perspectives of analytically engaged, informed students. 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.

Grade components: Your course grade will be a combination of: 1) Essays: three written essay exams or take-home papers (including the final) [60%]. 2) 'Response pieces' [RPs]: short essays on the reading(s) assigned for each class session (one response for each and every assigned reading, other than 'background notes'). RPs must conform to instructions posted on D2L and be submitted to D2L dropbox *prior* to our class meeting. They provide study notes for exams/papers and will inform our class discussions; for the latter 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 [30%]. 3) Attendance, preparation, participation – '*learning is not a spectator sport*' – and presentations/group projects (depending on class size and composition, students may be assigned to lead discussion of reading materials, and/or engage in group projects) [10%]. *Absences* pre-approved by the UA Dean of Students (or Dean's designee) will be honored. Excused absences (illness with a doctor's note, documented family emergency, religious observance, Dean's approval) will not be counted against you and opportunities for making-up missed assignments will be available. Unexcused absences *will* have a negative effect on your course grade. See D2L site for comprehensive grading scheme and calculations.

Honors Credit. Course grade for Honors students will reflect my higher expectations of their work on the RPs [30%] and additional questions/expectations to be included when completing the three essay exams/papers [60%].

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice. If you are not in class, for whatever reason, it is *your* responsibility to find out what you missed, including any new assignments. Any new or revised information will be posted on our D2L webpage, so make sure that you are able to access this site and do so frequently. If you have any questions, concerns or suggestions regarding the course, please share them with me *sooner rather than later!*

NOTE:: Laptops, iPads/Pods, cell phones, and other electronic devices may NOT be used in the classroom. All electronic devices must be switched off for the duration of class (not just silenced). They are distracting to others and they disrupt the free interchange of ideas and class discussion. Moreover, the latest research shows that laptop note taking can be "detrimental to learning" (See Mueller and Oppenheimer, 'The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,' *Psychological Science* 25 (6), June 2014:1159-1168). If you have medical reasons for bringing a laptop into class, please discuss with me to make arrangements [adapted from Professor Roxanne Euben's online syllabus 2015].

Once you have chosen to remain enrolled in this class, I will assume that you are aware of and have **accepted** these 'ground rules' for the course.

University of Arizona policies

U of Arizona rules regarding the syllabus require that I include the following:

The UA's policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/2015-16/policies/classatten.htm>. The UA policy regarding absences on and accommodation of religious holidays is available at: <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Plagiarism: all work submitted must be the student's own. The University Libraries have some excellent tips for avoiding plagiarism available at: <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

Threatening behavior by students is not permitted at any time; you are responsible for being familiar with the University's policies in this regard: <http://policy.web.arizona.edu/~policy/threaten.shtml>

Students with special needs who are registered with the S.A.L.T. Center (<http://www.salt.arizona.edu/>) or the Disability Resource Center (<http://drc.arizona.edu/>) must submit appropriate documentation to the instructor if they are requesting special accommodations. Please let me know how I can be helpful.

UA Non-discrimination and Anti-harassment policy:

<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

UA Academic policies and procedures are available at: <http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records: <http://www.registrar.arizona.edu/ferpa/default.htm>

Required texts and reading assignments

Peterson, V. Spike and Anne Sisson Runyan. 2010. *Global Gender Issues*. 3rd Ed. Westview Press. This is the only required text and we will read almost all of it. It is available in the UA Bookstore and as a used book online. *Just make sure you secure the correct (3rd) edition: publication date 2010 (which is NOT the most recent edition).*

All additional reading assignments are posted on D2L as pdf files or websites.

I have marked with ** those readings of particular importance and indicated why.

Course Outline and Schedule of Topics/Assignments

You are expected to have read the assignments prior to, and be ready to discuss them, on the dates as they appear below. *Best read in the order indicated.*

I. Theorizing, old and new

Aug 21: Introductions and getting started. No reading assignment, but we will begin discussion on key topics.

Aug 23: Who and what are taken seriously?

Enloe, Cynthia. 2013. Who is taken seriously? In *Seriously!* University of California Press. Pp. 1-18.

Geertz, Clifford. 1973. Thick description. In *The Interpretation of Cultures*. **Pp. 3-16 only.** This famous social anthropologist urges us to think thickly; do read closely!

Aug 28: Introduction to 'Gender and International Relations' (IR)

Steans, Jill. 2013. Chaps 1 and 2 in her *Gender & International Relations*, 3rd ed. Cambridge: Polity Press. Pp. 7-45 and notes. **This is an especially clear and a useful reading for those less familiar with course topics. Make sure you understand it and it will serve you well throughout the course.

Aug 30: Rethinking thinking/theorizing/assumptions

Pin-Fat, Veronique. 2014. How do we begin to think about the world? In *Global Politics*, ed. Edkins and Zehfuss. Pp. 20-38. **Important essay for rethinking how we think and what we take for granted, including life-death issues.

Sep 4: No Class. Labor Day Holiday.

Sep 6: Rethinking, new thinking, making sense

Zalewski, Marysia. 2015. Feminist International Relations: Making sense... In *Gender Matters in Global Politics*, ed. Shepherd. Pp. 3-13.

Shepherd, Laura J. 2015. Sex or gender? Bodies in global politics and why gender matters. In *Gender Matters in Global Politics*, ed. Shepherd. Pp. 24-35.

Sep 11: Gendering Global Politics
GGI, Chap 1, pp. 1-36.

Sep 13: Contextualizing course topics
Smith, Steve, Patricia Owens and John Baylis. Introduction. In *The Globalization of World Politics*, ed. Baylis, Smith and Owens. Pp. 1-13.

Sep 18: IR theorizing **The next six readings on ‘theorizing’ are important course ‘fundamentals’ because they survey key theoretical perspectives we will assume in the remainder of the course.

Cohn, Theodore H. 2012. Chap 5: Critical Perspectives. *Global Political Economy*. 6th Ed. Boston: Longman. Pp. 103-130.

Sep 20: IR theorizing
Barnett, Michael. 2011. Chap 9: Social Constructivism. In *The Globalization of World Politics: An Introduction to International Relations*, ed. John Baylis, Steve Smith and Patricia Owens. 5th ed. Oxford: Oxford University Press. Pp. 148-165.

Sep 25: IR theorizing
Hansen, Lene. 2011. Chap 10: Poststructuralism. In *The Globalization of World Politics: An Introduction to International Relations*, ed. John Baylis, Steve Smith and Patricia Owens. 5th ed. Oxford: Oxford University Press. Pp. 167-180.

Sep 27: Feminist theorizing
GGI, Chap 2, pp. 37-59.

Oct 2: Feminist theorizing
GGI, Chap 2, pp. 59-85.

Oct 4: Feminist theorizing
GGI, Chap 2, pp. 86-102.

Oct 9: EXAM/PAPER

II. Gender and feminist IR

Oct 11: Gendering Global Politics
GGI Chap 3, pp. 103-124.

Oct 16: Gendering Global Politics
GGI Chap 3, pp. 124-143.

Oct 18: Gendering Global Politics
GGI Chap 4, pp. 143-162.

Oct 23: Gendering Global Politics
GGI Chap 4, pp. 162-182.

Oct 25: Militarism through an intersectional lens
Peterson, V. Spike. 2007. Thinking Through Intersectionality and War. Special Issue on 'Race, Gender, Class, Sexuality and War.' *Race, Gender & Class* 14, 3-4: 10-27.

Oct 30: Gendering Global Politics
GGI Chap 5, pp. 183-217.

Nov 1: Gendering Global Politics
GGI Chap 5, pp. 217-230.

Nov 6: EXAM/PAPER

III. Global inequalities, what, how and why

Nov 8: Imperial practices, enduring effects
Levine, Phillippa. 204. Sexuality, Gender and Empire. In *Gender and Empire*, ed Phillipa Levine. New York: Oxford University Press. Pp. 134-155. ****Important for effects of European imperialism on gender, sexuality and racism shaping today's world politics**

Nov 13: Global inequalities and multiplying effects
Milanovic. Branko. 2012. Global inequality: From class to location, from proletarians to migrants. *Global Policy* 3, 2: 125-134. ****Important for understanding migration pressures.**
Peterson, V. Spike. 2010. Global Householding Amidst Global Crises. *Politics and Gender* 6, 2: 271-281.

Nov 15: Migration, households and border politics
Segura, Denise A. and Patricia Zavella. 2012. Gender in the Borderlands. In Taylor et al. Pp. 75-86.
Peterson, V. Spike. 2014. Family Matters: How Queering the Intimate Queers the International. 2014. *International Studies Review*, 16, 4: 604-608.

Nov 20: Queering boundaries and IR
Weber, Cynthia. 2015. From Queer to Queer IR. *International Studies Review* 16: 596-601.
Peterson, V. Spike. 2017. Towards Queering the Globally Intimate. *Political Geography* 56 (Jan): 114-116.

Nov 22: 'Erased histories,' enduring effects
Danewid, Ida. 2017. White Innocence in the Black Mediterranean.
<https://thedisorderoffhings.com/2017/06/07/white-innocence-in-the-black-mediterranean/#more-15539>. Accessed 6 June 2017 [posted pdf on D2L] ****Important for rethinking responses to Europe's 'migration crisis'**

Nov 27: Cisprivilege and trans- insecurities

Shepherd, Laura and Laura Sjoberg. 2012. trans- bodies in/of war(s): cisprivilege and contemporary security strategies. *Feminist Review* 101: 5-23.

Nov 29: Citizenship as if we knew...

Stevens, Jacqueline. 2017. Introduction. In *Citizenship in Question*, ed. B. Lawrance and J. Stevens. Durham: Duke University Press. **Pp. 1-10 only.**

IV: Reviewing and reflecting...

Dec 4: What is to be done?

Pasha, Mustapha Kamal. 2014. How can we end poverty? In *Global Politics*, ed. Edkins and Zehfuss. Pp. 429-449.

Dec 6: Concluding?

Carver, Terrell. Afterword. In *Gender Matters in Global Politics*, ed. Shepherd. Pp. 402-406. GGI Chap 6, pp. **245-262 only**

Dec 13: FINAL PAPER/EXAM 3:30-5:30