



College of Arts & Sciences

**Political Science/WGSS**

# **Feminist International Politics**

**POL 5190/6090**  
**WGS 4190/7090**  
Mondays 2:30-5:30pm

**Dr. Anne Sisson Runyan**

**Fall 2018**  
**8/27-12/10**

## Faculty Info

Dr. Anne Sisson Runyan

Professor, Department of Political Science, UC; WGSS Faculty Affiliate  
1204 Crosley Tower

[anne.runyan@uc.edu](mailto:anne.runyan@uc.edu) (preferred way to contact)

513-556-6652 (office phone/voicemail); 513-706-0125 (cell in emergencies)

Office hours: Mondays noon-2pm and by appointment (in addition to in person appointments, can also meet by appointment via Skype or Facetime)

Skype: anne.sisson.runyan; Facetime: anne.runyan@uc.edu

**Anne Sisson Runyan**, who holds a PhD in International Relations, is Professor of Political Science and former Head of the Department of Women's, Gender, and Sexuality Studies Department at the University of Cincinnati, where she also directed the Taft Research Center. She is currently the director of and advisor for the Political Science doctoral concentration in Feminist Comparative and International Politics. She was among the pioneers of the fields of feminist International Relations (IR) and International Political Economy (IPE), co-founding and leading the Feminist Theory and Gender Studies Section of the International Studies Association, co-authoring one of the first foundational texts in feminist IR and co-editing one of the first feminist IPE analyses of globalization. She recently served as the Fulbright Visiting Research Chair in North American Integration at York University in Toronto, Canada engaging in research on her next book on contesting gendered nuclear colonialism. Her most recent books include *Global Gender Politics* (Routledge 2018), *Feminist (Im)Mobilities in Fortress(ing) North America: Rights, Citizenships, and Identities in Transnational Perspective* (Routledge 2013), and *Gender and Global Restructuring: Sightings, Sites and Resistances, Second Edition* (Routledge 2011; third edition in progress). She is a former Associate Editor and current Editorial Board member of the *International Feminist Journal of Politics*. She has taught in the US, Canada, Mexico, the Netherlands, and Egypt and currently teaches graduate and undergraduate courses on feminist IR, IPE, and security studies.

## Syllabus

**Program Name: Political Science and WGSS**

**Course Title: Feminist International Politics**

**Course Number: POL 5190/6090 and WGS 4190/7090**

**Semester: Fall 2018**

### Course Description

This Political Science undergraduate capstone and graduate seminar as well as Women's, Gender, and Sexuality Studies (WGSS) undergraduate and graduate elective also counts for International Studies and Human Rights undergraduate programs and the Political Science doctoral concentration in Feminist Comparative and International Politics and a WGSS graduate certificate. As a foundational course, it examines the development and impact of the field of feminist International Relations (IR) on the study of world politics. Through reading and analyzing key theoretical and empirical works in feminist security studies, feminist international political economy, and comparative feminisms over time, considering their challenges and contributions to the discipline of IR and the conduct of world affairs, and conducting research that seeks to make feminist sense of international politics, students will gain a solid foundation in this major approach to analyzing world politics.

Through readings, videos, discussions, and written assignments, including a culminating paper (either capstone or otherwise) on a student-proposed topic within the broad scope of feminist IR, which we will workshop in class, we will consider such questions as:

What difference does it make to study international politics through feminist lenses and why and how has feminist IR been marginalized in the discipline even as scholarship on it has proliferated within and outside IR and impacts have been felt in the policymaking world?

Why and how did feminist perspectives arise within the discipline of IR? How did they challenge the dominance of (neo)realist thinking by the 1980s as part of the so-called Third Debate between positivists and post-positivists?

How do various feminist IR perspectives (liberal, critical, poststructural, postcolonial, and queer/trans) differ, contest dominant perspectives and each other, and intersect in terms of their analyses, methods, and contributions to understanding international politics and resisting power relations in the study and practice of it?

How have feminist (peace and) security studies and feminist international (or global) political economy studies developed? How have they been applied in the study, critique, and practices of international organizations, states, political economies, and transnational

movements and with what effects? What do they make visible with what implications for a more politically, economically, socially, culturally, and ecologically just world politics?

**Course Credits: 3/4**

**Textbook(s): (Available in UC and Dubois Bookstores and on Amazon—will also place on reserve)**

**Required:**

Tickner, J. Ann. 2014. *A Feminist Voyage Through International Relations*. Oxford: Oxford University Press.

**Additional Readings:**

Additional readings listed in the Course Outline provided are provided in Always UC. Compiling additional suggested readings on relevant topics will also be among the course activities.

**Course Objectives:**

**Students who complete this course will:**

Understand how feminist International Relations scholars began to intervene into the discipline and the barriers to this intervention.

Evaluate the range of feminist perspectives and methods in the study of International Relations and the challenges they pose to and face from dominant perspectives.

Analyze the development of feminist (peace and) security studies and feminist international (or global) political economy and their interconnections.

Appreciate contemporary applications of feminist IR to the study, critique, and practices of international organizations, states, political economies, and transnational movements.

**Learning Activities**

A variety of learning activities are designed to support the course objectives, facilitate different learning styles, and build a community of learners. Learning activities for the modules include the following:

1. Reading textbook assignments
2. Reading other articles as assigned
3. Viewing and engaging with in-class lectures, videos, and resources
4. Participating in and generating class discussions by being prepared to
5. Completing writing assignments, including contributing to a class annotated bibliography, a book review, and a culminating research paper on a proposed topic of your choice within the broad category of feminist IR which you will also discuss in proposal form and present in close to final form in class.

Specifically, students are required to:

1) **Attend weekly seminars** and come fully prepared for class discussions by **completing the readings** assigned for each seminar meeting **in advance**. (Most videos/online resources listed and hyperlinked in the Course Outline will be viewed in class, but students can also look at them in advance should they wish to help think about the readings.)

2) Be prepared each week starting Week 3 through Week 14 (except Weeks 9 and 12) to summarize (in about 10 minutes) one of the readings assigned to you each week (groups of students will be formed and assigned to focus on a particular reading per group the week before for in-class oral summary) and to pose one question about it for class discussion (for up to 10 minutes). Time (about 10-15 minutes) will be given in class for groups to meet, organize their summaries, and choose the best question. To stimulate class discussion, questions should be designed to further clarify and/or excavate ideas, draw parallels and differentiations with other readings for the week, elucidate debates it poses, and/or relate the piece to past or contemporary events or phenomena to make for lively discussion. Feel free to also share elucidating images/short videos to deepen summary/question. **Summary and class discussion leadership @ 3 points per week for 10 weeks = 30 points (or 30%)—points per week will not be awarded per a class missed.**

3) Prepare and submit a contribution to a class annotated bibliography that consists of 3 entries (at 350 words per entry plus reference in Word) per student drawn from past articles, especially in the *International Feminist Journal of Politics* but also in other IR, gender and politics, and gender studies journals. This will contribute to expanding the IR doctoral comprehensives reading list, especially for the Feminist Comparative and International Politics doctoral concentration. Further instructions will be provided. **Due 9/24 (Week 5) before class = 10 points (or 10%).**

4) Prepare and submit a 1000-word (double-spaced in Word) book review (for possible publication in the case of graduate students) for a recent book (within last 2 years) in the field of feminist international politics. Further instructions will be provided. **Due 11/5 (Week 10) before class = 20 points (or 20%).**

5) Prepare and submit a **final research paper (12-15 double-spaced pages plus references for undergraduates (capstone or otherwise); 18-25 double-spaced pages plus references for graduate and high honors students)** on a proposed topic related to the course subject matter. Students will **first submit (through Always UC) a 3-4 page draft proposal before class on 10/1 (Week 6)**, which includes the focus of their paper and its main thesis/argument, the theoretical framework and methodological approach you plan to employ, and a preliminary outline and bibliography (can use some course materials, but must include at least 6 additional academic sources). Possible topics and more detailed proposal and paper development guidelines will be discussed during our Week 5 class, and once I have provided feedback on your submitted draft proposals, we

will workshop the proposals in our Week 8 class and have a session with the Political Science/WGSS librarian Sally Moffitt also during Week 9 class to help you with further resources. **Revised proposals due 10/22 (Week 10) before class for grading (10 points or 10%).** The open Discussion Board Forum in Always UC can also be used to post ideas works in progress to solicit student feedback and students are also encouraged to meet with me individually. Your **final research paper (which must include at least 8 external resources for undergraduates and at least 12 for graduate students, mostly academic) is due 12/10 by 11:55pm = 30 points (or 30%).** However, you will present on it in progress on in our last class on 12/3 (Week 15) and submit the draft you have by then for me to provide final feedback before final submission.

Extra Credit: Contributing to Cincinnati CitiesforCEDAW study: For those seeking extra credit (up to 5 points or 5%) and/or honors, textual analysis can be performed on two weeks of Facebook posts during Fall semester for one of four City of Cincinnati departments (Health, Police, Community and Economic Development, or City Planning) to determine if and how gender and race concerns are reflected in those posts, writing up findings in a 2-page document due by the last class.

## Grading Policy

### Method for Calculation of Course Grade

Assignment	Week One	Module One	Module Two	Module Three	Total Points
Participation in Class discussions through summaries and questions		12	9	9	30
Annotated Bibliography entries		10			10
Book Review			20		20
Research Paper Proposal			10		10
Final Research Paper				30	30
<b>Total Points</b>		<b>22</b>	<b>39</b>	<b>39</b>	<b>100</b>

## Grading Scale

Grading (points/percentages) will follow the University schema: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; below 60 = F

## General Grading Rubrics for Oral and Written Work

A work: follows assignment instructions well and creatively, uses key and compelling course content and/or additional sources to show mastery of it in exploring and organizing ideas, uses language that is clear, fluid, and skillful with hardly any errors

B work: mostly follows assignment instructions, uses relevant course content and/or additional sources to develop, explore, and organize idea(s), uses clear language that conveys appropriate meaning and has few errors in language or grammar

C work: minimally responds to assignment instructions, uses some course content and/or additional sources to convey a simple idea, uses language and grammar in ways that sometimes impedes meaning and/or contains a number of errors

D work: does not follow assignment instructions, use course content and/or additional sources, and/or convey an idea or meaning sufficiently due to many errors

F work: does not submit assignment

**IN GENERAL, YOU SHOULD DO WELL IF WELL PREPARE FOR, PROOF, AND SUBMIT ALL ASSIGNMENTS ON TIME ACCORDING TO INSTRUCTIONS.**

## **Course Policies**

In this course, all informed points of view will be listened to and respectfully considered. In addition to being respectful of each other in online discussions, students are also expected to keep up with and critically engage with the readings, videos, and other course materials; electronically submit completed work on time; and avoid plagiarism of any kind by appropriately documenting sources of quotations, ideas, and arguments.

Attendance is required as this is a seminar dependent on your preparation for and participation in discussion. There are no attendance penalties for up to 3 classes missed (although you will get full points for class participation activity grade if present for all weeks in which that activity is required and points deducted for week(s) class participation activities missed), but 4 or more classes missed without officially documented excuses will result in course failure. Written assignments must be submitted by their due dates and times for full credit. Written assignments submitted late will generally result in point deductions (.5 of a point per each day late with nothing accepted more than a week late) unless there is a documented medical or other emergency/serious problem (including technical ones) of which the instructor is informed of in advance of the due date/time so that adjustments can be made if warranted. PLEASE CONTACT ME IN A TIMELY WAY IF YOU ARE HAVING ANY PROBLEMS SO WE CAN WORK THEM OUT IN ORDER FOR YOU TO BE SUCCESSFUL IN THIS COURSE. In collaborative aspects of the course, it is vital that students keep up and do their fair share on time so that they are responsive to their student colleagues. All written assignments, other than discussion board posts, should be in Word and submitted through Always UC Assignments

Always UC support is offered by emailing [support@alwayseducation.com](mailto:support@alwayseducation.com) with any technical questions you have or problems with the platform you might experience. You should also contact me if you are having technical, assignment, submission, health, or other course problems by email ([anne.runyan@uc.edu](mailto:anne.runyan@uc.edu) or cell in emergencies at 513-706-

0125). I will respond to queries within 48 hours and will usually complete grading within a week of submission. I will advise students if I will be out of contact or delayed for any longer period.

All are expected to abide by the University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. It is each student's responsibility to know and comply with the Student Code of Conduct, which defines behavior expected of all University of Cincinnati students and behavior considered misconduct. Sanctions and penalties are outlined. The Code of Conduct is at <http://www.uc.edu/content/dam/uc/conduct/docs/SCOC.pdf>. Definitions of cheating, plagiarism, and penalties are in the Code of Conduct. The definition of plagiarism includes, but is not limited to: copying another student's work, copying materials without proper citation, paraphrasing without proper citation and failing to cite all sources used and/or consulted. Examples of unacceptable plagiarism can be found at <https://wts.indiana.edu/writing-guides/plagiarism.html> or <http://guides.libraries.uc.edu/integrity> *For research papers, do follow a consistent parenthetical citation and reference system.*

If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should contact Disability Services and me to arrange for reasonable provisions to ensure an equitable opportunity to meet all requirements of this course.

Students can get help from the Academic Writing Center by visiting <http://www.uc.edu/aess/lac/writingcenter.html> or calling 513-556-3912 to schedule an appointment or a series of appointments with a tutor. It is important to schedule in advance and not wait until the end of the semester. If, on the basis of initial assignments, I see that a student needs a writing tutor, that student will be referred to the Writing Center. Allowances will be made in grading for English as a second language, but all students can also benefit from using such tools as [grammarly.com](http://grammarly.com) to check their written work.

Sally Moffitt ([sally.moffitt@uc.edu](mailto:sally.moffitt@uc.edu)) is the UC Langsam librarian specializing in political science and gender studies resources and you can contact her about any research assistance you might need. I am scheduling an in-class session with her (Week 9) for you to develop your research paper sources based on your submitted proposal.

Finally, some topics can be difficult for sexual, gender, or other violence survivors. Do let me know via email or phone if you are finding any course material difficult in this respect to determine how best to assist you, but please be aware that teaching personnel are required to report disclosures of sexual assault to the Title IX office at 513-556-3349. Also see [www.uc.edu/titleix](http://www.uc.edu/titleix) for support services and reporting/disclosure policies at UC on sexual violence. Free and confidential counselling and mental health

services are also available by calling 513-556-0648 (24 hour careline that can assist and refer you to main and satellite campus professionals).

The course outline following the course schedule below is subject to some modification and I will inform you of any changes in it or classes in class by announcements in Always UC and/or email in advance.

## COURSE OUTLINE

### Weeks 1 (and 2)

#### Course Introduction: Beginning the Feminist International Relations Journey 8/27

#### Learning Objective

Understand how feminist International Relations scholars began to intervene into the discipline and the barriers to this intervention.

#### Learning Activities and Assignments

#### WEEK 1 (8/27) Early Feminist Interventions into IR

##### Readings

Tickner text, Introduction and Chapter 1

Provided readings:

Cohn, Carol. 1988. "Sex and Death in the Rational World of Defense Intellectuals." *Signs*

Zarkov, Dubravka. 2015. "Reflections: Cynthia Enloe Interviewed by Dubravka Zarkov." *Development and Change* 46(4): 893-912

Runyan, Anne Sisson and V. Spike Peterson. 1991. "The Radical Future of Realism: Feminist Subversions of IR Theory." *Alternatives* 16: 67-106.

Sylvester, Christine. 1993. "Empathetic Cooperation: A Feminist Method for IR." *Millennium* 23(2): 315-34.

##### View/Discuss in Class

Syllabus and Always UC review

Introductory lecture/powerpoint

*Videos:*

"Tickner Book Launch: A Feminist Voyage through International Relations"

<https://www.youtube.com/watch?v=BNiQLSBDVEU>

"Cynthia Enloe: What does it mean to say the personal is international and the international is personal?"

[https://www.youtube.com/watch?v=COKWGNpV\\_Wk](https://www.youtube.com/watch?v=COKWGNpV_Wk)

**WEEK 2 (9/3) Happy Labor Day! NO CLASS. We will begin Module 1 on 9/10 (complete Weeks 1 and 3 readings prior to then).**

## Module 1

### Feminist Approaches to and in International Relations

9/10-9/24

#### Learning Objective

Evaluate the range of feminist perspectives and methods in the study of International Relations and the challenges they pose to and face from dominant perspectives.

#### Learning Activities and Assignments

##### **WEEK 3 (9/10) Feminist Liberal Empiricist, Constructivist, Critical, and Poststructuralist IR**

**Read all, summarize one of readings per group orally in class, and provide one group question per reading for class discussion**

Provided readings:

From Steans, Jill and Daniele Tepe-Belfrage, eds. 2016. *Handbook on Gender in World Politics*. Cheltenham, UK: Edward Elgar:

den Boer, Andrea, "Gender as a Variable in International Relations Research" (pp. 15-23, Chapter 3)

Roberts, Adrienne, "Feminist Historical Materialist and Critical Theory" (pp. 24-32, Chapter 4)

Stern, Maria, "Poststructuralist Feminism in World Politics" (pp. 33-40, Chapter 5)

\*Caglar, Gulay. 2018. "Constructivist Thought in Feminist IPE: Tracking Gender Norms." In Juanita Elias and Adrienne Roberts, eds. *Handbook on the International Political Economy of Gender*. Cheltenham, UK: Edward Elgar.

##### **View/Discuss in Class**

Module One Overview lecture/powerpoint

Video: Kimberly Hutchings on "Feminism and International Relations"

<https://www.youtube.com/watch?v=ajAWGztPUiU>

Websites/Resource:

#WomenAlsoKnowStuff

<https://womenalsoknowstuff.com/>

LSE Impact Blog: Male Authors outnumber Female Authors in IR courses

<http://blogs.lse.ac.uk/impactofsocialsciences/2018/01/31/male-authors-outnumber-their-female-counterparts-on-international-relations-course-reading-lists-by-more-than-five-to-one/>

Select annotated bibliography guides online:

<https://olinuris.library.cornell.edu/content/how-prepare-annotated-bibliography>

<https://owl.english.purdue.edu/owl/resource/614/01/>

[http://sites.umuc.edu/library/libhow/bibliography\\_tutorial.cfm](http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm)

UC IR doctoral comp reading list provided (link to Word doc here)

##### **WEEK 4 (9/17) Feminist Postcolonial, Queer, and Institutional IR**

**Read all, summarize one of readings per group orally in class, and provide one group question per reading for class discussion**

Tickner text, Chapter 11

Provided readings:

Agathangelou, Anna M. and Heather M. Turcotte, 2016. "Reworking Postcolonial Feminisms in the Sites of IR." In Jill Steans and Danile Tepe-Belfrage, eds., *Handbook on Gender in World Politics*, pp. 41-49 (Chapter 6). Cheltenham, UK: Edward Elgar.

Weber, Cynthia. 2014. "Queer International Relations: From Queer to Queer IR." *International Studies Review* 16: 596-622.

\*Waylen, Georgina. 2018. "A Feminist Institutional Approach to IPE and Gender." In Juanita Elias and Adrienne Roberts, eds. *Handbook on the International Political Economy of Gender*. Cheltenham, UK: Edward Elgar.

**View/Discuss in Class**

*Video:*

Cynthia Weber 2016 Groningen Lecture: Queer IR

<https://www.youtube.com/watch?v=y1VbJcd20-8&t=3945s>

*Websites:*

Consortium on Gender, Security, and Human Rights (UMass Boston)

<http://genderandsecurity.org/>

IFJP website

<https://www.tandfonline.com/action/showOpenAccess?journalCode=rfjp20> (latest, most read, cited, open access)

<https://www.tandfonline.com/loi/rfjp20> (past issues)

**WEEK 5 (9/24) Epistemological and Methodological Inclusions and Exclusions**

**Read all, summarize one of readings per group orally in class, and provide one group question per reading for class discussion**

Tickner text, Part 2 (Chapters 6, 7, 8)

Provided reading:

Agathangelou, Anna M. and L. H. M. Ling. 2004. "The House of IR: From Family Power Politics to the Poisies of Worldism." *International Studies Review* 6(4): 21-49.

**Assignment due**

Annotated bibliographies due before class (submitted through Always UC Assignments; will discuss some of your selections in class); also start identifying a recent book for your book review

**Module 2**  
**Feminist Security Studies and Feminist International Political Economy**  
**10/1-10/22**

**Learning Objective**

Analyze the development of feminist (peace and) security studies and feminist international (or global) political economy, their differences, and their interconnections.

**Learning Activities and Assignments**

**WEEK 6 (10/1) Gender, Peace, and Security Studies**

**Read all, summarize one of readings per group orally in class, and provide one group question per reading for class discussion**

Tickner text, Chapter 2

Provided readings:

Cockburn, Cynthia. 2010. "Gender Relations as Causal in Militarization and War," *International Feminist Journal of Politics* 12(2): 139-157.

Tickner, J. Ann and Jacqui True. 2018. "A Century of International Relations Feminism: From World War I Women's Peace Pragmatism to the Women, Peace and Security Agenda." *International Studies Quarterly* 62(2): 221-233.

Gibbings, Sheri Lynn. 2011. "No Angry Women at the United Nations: Political Dreams and the Cultural Politics of United Nations Security Council Resolution 1325." *International Feminist Journal of Politics* 13(4): 522-538.

**View/Discuss in Class**

*Module 2 Overview lecture/powerpoint*

*Videos:*

Cynthia Cockburn, Breaking the Continuum of Violence/The Space Between Us Trailer

[https://www.youtube.com/watch?v=\\_EuCvZ8nxJE](https://www.youtube.com/watch?v=_EuCvZ8nxJE)

<https://www.youtube.com/watch?v=-WMZcspXZk>

Cynthia Enloe, Histories of Violence, Anti-disposability

<https://www.historiesofviolence.com/full-lectures-cq5w>

**Assignment**

Come prepared to discuss your preliminary research paper topic; we will also discuss the proposal and paper development guidelines provided by this time.

**WEEK 7 (10/8) Gender, War, and Security Studies**

**Read all, summarize one of readings per group orally in class, and provide one group question per reading for class discussion**

Provided readings:

Sjoberg, Laura J. 2008. "Why Just War Needs Feminism Now More Than Ever." *International Politics* 45: 1-18.

Blanchard, Eric. 2014. "Rethinking International Security: Masculinity in World Politics." *Brown Journal of World Affairs* 21(1): 61-79.

Sylvester, Christine. 2012. "War Experiences/War Practices/War Theory." *Millennium: Journal of International Studies* 40(3): 483-503.

Masters, Cristina. 2005. "Bodies of Technology." *International Feminist Journal of Politics* 7(1): 112-132.

**View/Discuss in Class**

*Video:*

Madeleine Reese, Gender, War, and Peace

[https://www.youtube.com/watch?v=RJXGe4\\_Eh1A](https://www.youtube.com/watch?v=RJXGe4_Eh1A)

**Assignment due**

Draft paper proposal due prior to class (submitted though Always UC) for feedback

**WEEK 8 (10/15) Gendering the Global Political Economy**

**Read all, summarize one of readings per group orally in class, and provide one group question per reading for class discussion**

Tickner text, Chapters 3,4,5

Provided reading:

Peterson, V. Spike Peterson. 2002. "Rewriting (Global) Political Economy as Reproductive, Productive, and Virtual (Foucauldian) Economies." *International Feminist Journal of Politics* 4:1, 1-30.

**View/Discuss in Class**

*Video:*

Marilyn Waring, Who's Counting? Sex, Lies and Global Economics

<https://www.youtube.com/watch?v=WS2nkr9q0VU>

**WEEK 9 (10/22)**

**Assignment**

Come prepared to workshop your research paper proposal submitted in the previous week to gain more feedback for going forward.

Meet with Poli Sci/WGSS librarian Sally Moffitt during part of the class to assist you with resources for your final paper (tentatively in 475 Langsam)

**WEEK 10 (10/29) Everyday Gendered Precarities/Insecurities**

**Read all, summarize one of readings per group orally in class, and provide one group question per reading for class discussion**

Provided readings:

Gentry, Caron E. 2015. "Epistemological Failures: Everyday Terrorism in the West." *Critical Studies on Terrorism* 8 (3): 362-382.

Enloe, Cynthia. 2016. "A Flick of the Skirt: A Feminist Challenge to IR's Coherent Narrative." *International Political Sociology* 10: 320-331.

True, Jacqui and Maria Tanyag. Forthcoming 2019. "Violence Against Women/Violence in the World: Toward a Feminist Conceptualization of Global Violence." In Gentry,

Caron E., Laura J. Shepherd, and Laura Sjoberg, eds., *The Routledge Handbook on Gender and Security*, pp. 15-26. London: Routledge.

Bergeron, Suzanne, Carol Cohn, and Clare Duncanson. 2017. "Rebuilding Bridges: Toward a Feminist Research Agenda for Postwar Reconstruction." *Politics & Gender* 13(4): 715-721.

**View/Discuss in Class**

*Video:*

Carol Cohn, Why is it so Hard to Get Women to the Peace Table?

<https://www.youtube.com/watch?v=kgGEIhNSHJQ&t=2891s>

**Assignment**

Final proposals due (through Always UC Assignments before class) for grading

**Module 3**  
**Applying Feminist Security Studies and Feminist IPE**  
**10/29-12/3**

**Learning Objective**

Appreciate contemporary applications of feminist IR to the study, critique, and practices of international organizations, states, political economies, and transnational movements.

**Learning Activities and Assignments**

**WEEK 11 (11/5) Gendered Global Governance**

**Read all, summarize one of readings per group orally in class, and provide one group question per reading for class discussion**

Provided readings:

Rai, Shirin. 2004. "Gendering Global Governance." *International Feminist Journal of Politics* 6(4): 579-601.

Prügl, Elisabeth and Jacqui True (2014) "Equality Means Business? Governing Gender through Transnational Public-Private Partnerships." *Review of International Political Economy* 21(6), 1137-1169.

Stachowitsch, Saskia. 2015. "The Reconstruction of Masculinities in Global Politics: Gendering Strategies in the Field of Private Security." *Men and Masculinities* 18(3): 363-386.

George, Nicole and Laura J. Shepherd. 2016. "Exploring the Implementation and Integration of UNSCR 1325." *International Political Science Review* 37(3): 297-306.

**View/Discuss in Class**

*Module Three Overview lecture/powerpoint*

*Video:*

Sylvia Walby on Gender and the Crisis

<https://www.youtube.com/watch?v=FBztqoPqM40>

**Assignment due**

Book review due

**WEEK 12 (11/12) NO CLASS—Happy Veterans Day**

**WEEK 13 (11/19) Gendered States**

**Read all, summarize one of readings per group orally in class, and provide one group question per reading for class discussion**

In Parashar, Swati, Ann J. Tickner, and Jacqui True. 2018. *Revisiting Gendered States: Feminist Imaginings of the State in International Relations*. Oxford: Oxford University Press (available online as ebook through Langsam search summon):

Agius, Christine. "Rescuing the State? Sovereignty, Identity, and the Re-Articulation of the State" (Chapter 5)

Wilkinson, Cai. "Mother Russia in Queer Peril: The Gender Logic of the Hypermasculine State" (Chapter 7)

Lee-Koo, Katrina. "The Gendered State and the Emergence of a Postconflict, Postdisaster, Semiautonomous State: Aceh, Indonesia" (Chapter 9)

Provided reading:

Keating, Christine and Amy Lind. 2017. "Plural Sovereignty and *La Familia Diversa* in Ecuador's 2008 Constitution." *Feminist Studies* 43(2): 291-313.

### **View/Discuss in Class**

*Video:*

Isabella Baker, Budgets as if Women Mattered

<https://www.youtube.com/watch?v=JcEQfhPUe4I>

### **WEEK 14 (11/26) Gendered NGOs and Movements**

**Read all, summarize one of readings per group orally in class, and provide one group question per reading for class discussion**

Provided readings:

Basu, Amrita. 2017. "Introduction." In Amrita Basu, ed., *Women's Movements in the Global Era: The Power of Local Feminisms*, pp. 1-33. Boulder, CO: Westview Press.

Sharoni, Simona. 2012. "Gender and Conflict Transformation in Israel/Palestine." *Journal of International Women's Studies* 13(4): 113-128.

Conway, Jill. 2012. Transnational Feminisms Building Anti-Globalization Solidarities." *Globalizations* 9(3): 379-393.

Och, Malliga. 2018. "The Local Diffusion of International Human Rights Norms: Understanding the Cities for CEDAW Campaign." *International Feminist Journal of Politics*, DOI:10.1080/14616742.2018.1447312, 19 pages.

### **View/Discuss in Class**

*Video:*

Cities for CEDAW Campaign, Mayor of San Francisco

<https://www.youtube.com/watch?v=2NnPnc42VBc>

*Website:*

<http://citiesforcedaw.org/>

### **WEEK 15 (12/3) Research Presentations and Class Conclusion**

**Reading:** Tickner, Chapter 12

### **Assignments due**

Continue to work on final research papers, but present your work to date in final class meeting (app. 10 minutes per student, can use visual aids (e.g., powerpoint) if wish); if pursuing extra credit/honors, submit Cincinnati CitiesforCEDAW social media study findings (through Always UC Assignments) by end of day

Final Research Paper due Monday, 12/10. Submit via Always UC Assignments. **Must be 12-15 double-spaced pages plus references for undergraduates (capstone or otherwise) with at least 8 external resources, mostly academic; 18-25 double-spaced pages plus references for graduate and high honors students and include at least 12 external resources, mostly academic (30 points (or 30%).**