

POL 378
GENDER AND GLOBAL POLITICS
Department of Political Science
SUNY Oswego

Instructor: Dr. Eric Blanchard (eric.blanchard@oswego.edu and @BlanchardIR)

I. Course Description, Objectives and Requirements:

This course presents a comprehensive introduction to a way of analyzing and researching global politics and international relations that takes gender seriously as an analytic category. During the semester, we will explore the ways that global issues impact women's and men's lives, but we will also become theoretically savvy, exploring various feminist and other approaches to the study of gender, femininities and masculinities in world politics. Students will become familiar with multiple approaches to the study of gender in international politics, with the aim of better understanding just how "gender matters" in many facets of world politics such as war and peace, foreign policy, economics, security, activism, the environment, development, and human rights. Additional topics we will investigate include nationalism and identity, human security, post-war reconstruction, "trafficking," and terrorism. By the end of the course, students should be able to better critique foreign policies and global governance by understanding their gendered formulations, implementations, and consequences. By the end of the course, students should be able to:

- Critically appraise both contemporary theories of world politics and arguments for including gender in such analyses
- Engage feminist and gender-analytic debates about politics across personal, local, regional, international, and global levels
- Connect gender analysis to world events, critically analyzing foreign policies and global governance by recognizing their gendered formulations, implementations, and consequences
- Describe just how "gender matters" in many facets of world politics such as war and peace, foreign policy, economics, security, activism, the environment, development, and human rights
- Analyze and explain theories and concepts used to study global gender politics and security
- Explain the importance of gender related issues in the context of global politics
- Critique the role of nation-states and international institutions in formulating responses to gendered global security challenges
- Formulate defensible, theoretically informed positions on significant global gender politics issues
- Identify important resources for studying specific issues in global gender politics

Class sessions will mix lecture and discussion. In class discussion, students will have the opportunity to hone their critical thinking skills and practice articulating their informed views. To this end, all students are expected to come to all class sessions ready to discuss the assigned readings, and raise thoughtful questions about these readings, prior readings, or lecture points. Because exams will test knowledge of both lecture materials and texts, it will be impossible to succeed in the course without regular attendance. Students missing significant class time are at

serious risk of failing and will be encouraged to drop the class. In sum, missing class is an awful, terrible, no good idea.

Grading and due dates

- Attendance and participation 15%
- Classroom exercise (discussion leadership) 5%
- Midterm (take home) exam 25% (Distributed **March 2**, due **March 10, 12 PM**)
- Semester-long writing assignment (Journal) 30% (due **May 5** 12pm *BOTH* hardcopy to Blanchard mailbox (Mah 435) *AND* matching electronic format (Word file titled with name submitted to Blackboard)
- Final (take home) exam 25% (due **May 10, 12PM**)

Readings

Required:

1. Anne Sisson Runyan and V. Spike Peterson, *Global Gender Issues in the New Millennium Fourth* Edition (Westview, 2014). ISBN 978-0-8133-4916-9

2. Cynthia Enloe, *Bananas, Beaches and Bases* (must be **Second** Edition) (University of California Press, 2014). ISBN 978-0-520-27999-5

3. Nicholas D. Kristof and Sheryl Wu Dunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (Knopf, 2010). ISBN 978-0307387097

Penfield Library

Many additional resources to augment your study can be utilized with your Oswego ID through the Penfield Library's access to e-journals and databases and interlibrary loan service. The library is an important resource for your research and the formulation of your written project. Please contact a reference librarian if you have any questions.

II. Policies and statements:

In the classroom:

Please be sure to help the instructor maintain a collegial atmosphere necessary for learning by keeping comments civil and respectful and being attentive to the contributions of your instructor and your fellow students. In addition:

- The lectures and discussions in this course will demand the full use of your undivided cognitive abilities; therefore, **the use of laptops is strongly discouraged**. Messaging, tweeting, texting, chatting, undermining American democracy, multiplayer gaming, social networking, bargain shopping, portfolio managing, entering the Matrix, or using electronic devices in *any manner* that distracts from classroom activities will not be tolerated
- Before the start of class, please discontinue the use of and stow ALL portable electronic communication and entertainment devices (such as cell phones) and be sure your device is in an off-position or silent (*not vibrating*) mode. With **no further warning**, students with phones visible or seen texting will lose attendance credit for that day's session. Please no pictures!

Outside the classroom:

Check Blackboard for important messages, assignments, and updates. I recommend that students keep open communication lines with me particularly regarding factors that have an effect on their performance as students. The best way to reach me about these and other matters is through Oswego email—Oswego.edu addresses are our official form of email. However, please understand the instructor will not (necessarily) be responding immediately to messages sent after 9 pm or on weekends/holidays.

Be advised:

- I will **only** consider excusing emergency medical absences upon the presentation of verifiable, appropriate medical or other documentation *if* such requests are presented to me in a timely manner (i.e. as soon as possible).
- If you are a SUNY Oswego **athlete**, provide me with a schedule and documentation of your semester commitments at the beginning of the semester.
- Please *do not* expect **travel plans** to be a legitimate excuse for missing class, exams or assignments.
- I will consider writing **letters of recommendation** for students who have taken a minimum of two courses with me with at least an A- average (you should approach me in person—not by email—for references).

Notes on written work and exams:

Any work written for this class should be neat—free of spelling and grammatical errors, **double-spaced, pages numbered, 12 point font with 1 inch margins with a word count**—and utilize appropriate citation practices. If necessary, please consider making use of the **Writing Center** (<http://www.oswego.edu/academics/support/OLS/writing.html>) for semester long assignments (**not** take home exams). It is strongly suggested that assignments accord with the citation practices and reference standardization found at www.chicagomanualofstyle.org/home.html, or a similar style guide such as Turabian, *A Manual for Writers* listed above. (Author-date style is preferred.)

Be advised:

- It is your responsibility to follow the directions properly. Approach me with any questions concerning directions or other guidance immediately.
- Written work must be submitted by the relevant deadlines, **both** as a *hard copy* at the beginning of the designated session, and as an accessible *electronic attachment* (in correct Microsoft Word doc format) submitted to Blackboard.
- **Assignments not turned in both electronic and hard copy versions will not be graded and will be marked zero.** Late work will be penalized one half grade for each day late (A to A-, etc.) and, yes, this includes weekends. All assignments submitted five or more days after the deadline will automatically receive a failing grade.
- There are **no make-up or alternative exams**. Students reporting more than 10 minutes from the start of an exam will not be permitted to take the exam.

Intellectual Integrity Statement:

All students are expected to understand and abide by the principles of academic integrity established by SUNY Oswego. SUNY Oswego is committed to *intellectual integrity*. Any form

of intellectual dishonesty is a serious concern and therefore prohibited. The full policy can be found at <http://www.oswego.edu/administration/provost/integrity.html>. Students are directed to review the information on **plagiarism** at <http://www.oswego.edu/library/instruction/plagut/index.html>. Another useful primer on plagiarism and how to avoid it is at: <http://writingcenter.unc.edu/handouts/plagiarism/>. **TAKE THIS POLICY EXTREMELY SERIOUSLY** and contact the instructor with any and all questions.

Disability Statement:

If you have a disabling condition, which may interfere with your ability to successfully complete this course, please contact the Office of Disability Services at www.oswego.edu/dis_svc. Students requiring disability accommodations and support services should provide instructor with appropriate documentation **as early in the semester as possible** if they are requesting academic accommodations.

Title IX Statement:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources through the link at <https://www.oswego.edu/title-ix/>. All students, employees and visitors should be aware these people have key Title IX responsibilities at SUNY Oswego: Lisa Evaneski, Associate Dean of Students, Title IX Coordinator, 501 Culkin Hall, 315-312-5604 (private voicemail) (Lisa.Evaneski@oswego.edu); Becky Nadzadi, Assistant Dean of Students, Title IX Investigator, 501 Culkin Hall, 315-312-5486 (private voicemail), (becky.nadzadi@oswego.edu); Amy Plotner, Human Resources, Title IX Investigator, 315-312 3702 (amy.plotner@oswego.edu); Dr. Julie Pretzat, Dean of the School of Communications, Media and the Arts, Title IX Investigator, 315-312-6612, (julie.pretzat@oswego.edu). SUNY Oswego's Counseling Services Center can be reached at (315) 312-4416. Campus police are at 312-5555. Service to Aid Families has an abuse and assault hotline at (315) 343-1600 (on campus number is 312-7777).

Non-discrimination policy:

SUNY Oswego values the contributions to learning for its members that result from maintaining a diverse student body, faculty, and staff. The goal of SUNY Oswego is to nurture members' abilities and capacities for appreciation of living and working together in a diverse learning environment. Members must not expose others to discriminatory acts of any form related to gender, race, nationality, ethnicity, sexual orientation, marital status, age, or disability since such acts, either active or passive, create a hostile environment. Members of the college community who experience or observe discrimination, an incident of sexual discrimination, sexual assault, harassment, violence, or exploitation, whether occurring on or off campus, should immediately report the incident. For further information on this policy, and reporting procedures, access the following link: <http://www.oswego.edu/about/titleix/discriminationpolicy.html>.

III. Semester schedule (* indicates item is available electronically on Blackboard; numbered items are required readings and should be completed before class on that date)

Week One

Jan 24 Introduction

1. *Peter Beinart, "Fear of a Female President," *The Atlantic* (Oct. 2016), available at <http://www.theatlantic.com/magazine/archive/2016/10/fear-of-a-female-president/497564/>. [9]
2. Please read syllabus carefully.

Jan 26 Finding Nimo

1. *Cynthia Enloe, "Wartime Politics in a Beauty Parlor," in *Nimo's War, Emma's War: Making Feminist Sense of the Iraq War* (Berkeley CA: University of California Press, 2010) pp.19-44.
2. (Homework) Anne Sisson Runyan and V. Spike Peterson, "Introduction," ch.1 in *Global Gender Issues in the New Millennium, hereafter GGI*, pp. 1-38.

Week Two

Jan 31 Could Women Run the World? Biology and the War System

1. *Francis Fukuyama, "Women and the Evolution of World Politics," *Foreign Affairs* 78, 1 (1998) pp.22-40.
2. *J. Ann Tickner, "Why Women Can't Run the World: International Politics According to Francis Fukuyama," *International Studies Perspectives* 1, 3 (1999), pp.3-11.
3. *Joshua S. Goldstein, "Bodies: the Biology of Individual Gender," in *War and Gender: How Gender Shapes the War System and Vice Versa* (Cambridge: Cambridge University Press, 2003), pp.128-143 (can skim 144-158), 159-166, (skim 166-175), 176-182.

Feb 2 Lenses and Ladders I: Recognizing Gender in Global Politics and National Security

1. *Cynthia Enloe, "Margins Silences, and Bottom Rungs" in *The Curious Feminist* (Los Angeles: University of California Press, 2004), pp.19-42.
2. Cynthia Enloe, "Gender Makes the World Go Round," ch. 1 in *Bananas, Beaches and Bases* hereafter, **BBB**, pp.28-36 (skim rest).

Week Three

Feb 7 Lenses and Ladders II: Going Bananas

1. Runyan and Peterson, "Gendered Lenses on World Politics," ch.2 in **GGI** pp.39-67.
2. Cynthia Enloe, "Going Bananas!" ch.6 in **BBB**, pp.211-49.

Feb 9 Gendering History

1. *Kristin L. Hoganson, "McKinley's Backbone: The Coercive Power of Gender in Political Debate," in *Fighting for American Manhood* (New Haven: Yale University Press, 1998), pp. 88-106.
2. *Joshua S. Goldstein, "Heroes: the Making of Militarized Masculinity," in *War and Gender* pp.251-301.

Week Four

Feb 14 *Is Gender a Synonym for Women? Recognizing Masculinities*

1. *R.W. Connell and Julian Wood, "Globalization and Business Masculinities," *Men and Masculinities* 7, 4 (2005), pp. 347-364.
2. *Romit Dasgupta, "Creating Corporate Warriors: The 'Salaryman' and Masculinity in Japan," in Kan Louie and Morris Low, eds., *Asian Masculinities: The Meaning and Practice of Manhood in China and Japan* (New York: RoutledgeCurzon, 2003), pp. 118-134.
3. *Cynthia Enloe, "Masculinity as a Foreign Policy Issue," ch.9 in *The Curious Feminist*. pp.122-30.

Feb 16 *Gender and Foreign Policy*

1. *Robert D. Dean, "Masculinity as Ideology: JFK and the Domestic Politics of Foreign Policy," *Diplomatic History* 22, 1 (1998), pp.29-62.
2. *Cynthia Enloe, "All the Men are in the Militias, All the Women are Victims," ch. 7 in *The Curious Feminist*, pp. 99-118.

Week Five

Feb 21 *Gender Makes the World Go Around*

1. Cynthia Enloe, "Base Women," ch.4 in **BBB** pp.125-173.
2. Cynthia Enloe, "Diplomatic and Undiplomatic Wives," ch.5 in **BBB** pp.174-210.

Feb 23 NO CLASS/ NO OFFICE HOURS

Week Six

Feb 28 *Tools for Analysis: Epistemologies and Their Consequences*

1. Runyan and Peterson, "Gendered Lenses on World Politics," ch.2 in **GGI** pp. 67-95.
2. *Carol Cohn "Sex and Death in the Rational World of Defense Intellectuals," *Signs* 12, 4, (1987), pp. 687-718.
3. *J. Ann Tickner, "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation," in Andrew Linklater, ed., *International Relations: Critical Concepts in Political Science* (New York: Routledge, 2000), pp.1679-1692.

Mar 2 *Security I: Nationalism and Identity*

****TAKE-HOME MIDTERM EXAM DISTRIBUTED****

1. Runyan and Peterson, "Gender and Global Security," ch.4 in **GGI** pp.139-78.
2. Cynthia Enloe, "Nationalism and Masculinity," ch.3 in **BBB**, pp.83-124.

Week Seven *Global Political Economy: Economic Security and Restructuring*

Mar 7

1. Runyan and Peterson, "Gender and Global Political Economy," ch.5 in **GGI** pp. 181-234.
2. Cynthia Enloe, "Women's Labor is Never *Cheap*," ch. 7 in **BBB** pp.250-304.

Mar 9

1. *Elaine Ayo, “Decoder: Untapped Potential,” *Foreign Policy* (Jan/Feb 2016), pp.24-5.
2. *Rahel Kunz, “The ‘Making Women Productive’ Strategy,” in Marianne H. Marchand and Anne Sisson Runyan, eds., *Gender and Global Restructuring: Sightings, Sites, and Resistances*, 2nd ed. (New York : Routledge, 2011), pp.163-180.
3. *Jose Olavarria, “Men’s Gender Relations, Identity, and Work-Family Balance in Latin America,” in Ian Bannon and Maria C. Correia, eds., *The Other Half of Gender: Men's Issues in Development* (Washington, DC: World Bank, 2006), pp. 29-42.

****TAKE HOME MIDTERM EXAM DUE BY MARCH 10, 12PM****

****SPRING BREAK**** [READ: Kristof and WuDunn]

Week Eight Slavery and Trafficking**Mar 21**

1. Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (New York: Knopf, 2009). Intro, chapters 1-7, 10-14.

Mar 23

1. *Lisa C. Ruchti, “Fear, Fraud, and Frank Complexities: The Influence of Gender on Human Trafficking,” in Mary C. Burke, ed., *Human Trafficking: Interdisciplinary Perspectives* (New York: Routledge, 2013) pp.88-108.
2. *Kimberly A. McCabe, “Sex Trafficking in the United States,” in Kimberly A. McCabe and Sabita Manian, eds., *Sex Trafficking: A Global Perspective* (Boulder, CO: Rowman & Littlefield, 2010), pp.147-157.

Week Nine Global Order, Governance and Multiple Gender Roles**Mar 28**

1. Runyan and Peterson, “Gender and Global Governance,” ch. 3 in **GGI** pp.99-137.
2. *Jacqui True and Laura Parisi, “Gender Mainstreaming Strategies in International Governance,” in Gulay Caglar, et al., eds., *Feminist Strategies in International Governance* (New York: Routledge, 2013), pp.37-50.

Mar 30

1. *Joshua S. Goldstein, “Heroes: the Making of Militarized Masculinity,” pp.301-331.
2. *Carol Cohn, “‘How Can She Claim Equal Rights When She Doesn't Have to Do as Many Push-Ups as I Do?’: The Framing of Men's Opposition to Women's Equality in the Military,” *Men and Masculinities* 3 (2000), pp.131-151.
3. *Pamela DeLargy, “Sexual Violence and Women’s Health in War,” in Cohn, *Women & Wars*, pp.54-79.

Week Ten Security II: Violence Against Women and Emergencies

Apr 4

1. *Jacqui True “Winning the Battle but Losing the War on Violence,” *International Feminist Journal of Politics* 17, 4, (2015) pp.554-572.
- 2* Dietrich Oberweittler and Julia Kassel, “Honor Killings,” in Rosemary Gartner and Bill McCarthy, eds., *The Oxford Handbook of Gender, Sex, and Crime* (New York: Oxford University Press, 2014), pp.652-670.

Apr 6

1. *Jacqui True, “Who Suffers Most? Gendered Violence in Natural Disasters and their Aftermath,” in *The Political Economy of Violence Against Women* (New York: Oxford University Press, 2012), pp.161-181.
- 2.* Sara E. Davies and Belinda Bennett, “A Gendered Human Rights Analysis of Ebola and Zika: Locating Gender in Global Health Emergencies,” *International Affairs* 92, 5 (2016) 1041–1060.

Week Eleven Activism, Culture and World Politics

Apr 11

1. *Carol Cohn and Ruth Jacobson, “Women and Political Activism in the Face of War and Militarization,” in Cohn, ed., *Women and Wars* (Cambridge, MA: Polity, 2013) pp.102-23.
2. *Mary Hawkesworth, “International and Transnational Activism,” in *Political Worlds of Women* (Boulder, CO: Westview Press, 2012), pp. 249-278.

Apr 13

- 1.*M.I. Franklin, “Veil Dressing and the Gender Geopolitics of ‘What Not to Wear’,” *International Studies Perspectives* (2013) 14, 394–416.
- 2.* Angela B.V. McCracken, “Here Comes the *Quinceanera*: Isn’t She Beautiful?” in *The Beauty Trade: Youth, Gender, and Fashion Globalization* (New York: Oxford University Press, 2014) pp.36-77.

Week Twelve Peace Making, Peacekeeping, Peacebuilding and Post-conflict Reconstruction

Apr 18

1. *Cynthia Enloe, “Women After Wars: Puzzles and Warnings from Vietnam,” *The Curious Feminist* pp.193-216.
2. *Hilary Charlesworth, “Are Women Peaceful? Reflections on the Role of Women in Peace-Building,” *Feminist Legal Studies* 16: 3 (2008), pp. 347-361.
3. *Claire Duncanson, “Forces for Good? Narratives of Military Masculinity in Peacekeeping Operations,” *International Feminist Journal of Politics* 11:1 (2009), pp. 63-80.

Apr 20

1. *Heidi Hudson, “Peace Building through a Gender Lens and the Challenges of Implementation in Rwanda and Cote d’Ivoire,” in Sjoberg, ed., *Gender and International Security*, pp.256-279.
2. *Jamie J. Hagen, “Queering Women, Peace and Security,” *International Affairs* 92: 2 (2016) 313–332.

Week Thirteen *War on Terror and the post 9/11 World, Terrorism and “Bad” Women*
Apr 25

1. *J. Ann Tickner, “Feminist Perspectives on 9/11,” *International Studies Perspectives*, 3 (2002) pp.333–350.
2. *Stacy Takacs, “Jessica Lynch and the Regeneration of American Identity and Power Post-9/11,” *Feminist Media Studies* 5, 3 (2005), pp.297-310.
3. *Laura Sjoberg and Caron E. Gentry, “Triple Transgressions,” in *Mothers, Monsters, Whores: Women’s Violence in Global Politics*. (New York: Zed Books, 2007), pp. 58-87.

Apr 27

1. *Lila Abu-Lughod, “Do Muslim Women (Still) Need Saving?” in *Do Muslim Women Need Saving?* (Boston: Harvard University Press, 2013), pp.27-53.
2. *Ariel I. Ahram, “Sexual Violence and the Making of ISIS,” *Survival* 57, 3 (June–July 2015), pp. 57–78.

Week Fourteen *Hypermasculinity and Resistance*

May 2

1. *Jennifer Heeg Maruska, “When are States Hypermasculine?” in Sjoberg, ed., *Gender and International Security*, pp.235-255.
2. *Elizabeth A. Wood, “Hypermasculinity as a Scenario of Power: Vladimir Putin’s Iconic Rule, 1999-2008,” *International Feminist Journal of Politics* (2016) 18, 3, pp.329–350.

May 4

1. Runyan and Peterson, “Gendered Resistances,” ch. 6 in **GGI**, pp.237-270.

****JOURNALS: DUE MAY 5 BY 12PM** to Prof. Blanchard’s mailbox in Mahar 435, *and* electronically to Blackboard**

****FINAL EXAM (TAKE HOME) DUE MAY 10 BY 12 PM** to Prof. Blanchard’s mailbox in Mahar 435, *and* electronically to Blackboard**

POL300 Gender Journal Assignment Guidelines

Students are to prepare journals consisting of **10 entries** (no more than **2 pages** each or 550 words maximum), totaling approximately 20 pages. The journals, which should be an ongoing project throughout the semester, must be completed and submitted together by and will count for 30% of the final grade. To complete the assignment, it is required that you submit both a hard copy (including an “appendix” with a copy of each of your outside sources) and an electronic document to Blackboard which collects your entries alone in a single file (but not the outside sources) with your name as the file name.

The main goal of the assignment is to give you the chance to pull together class materials in new ways, exploring the world using what you’ve learned (concepts, theories, arguments, etc.). Thus you are expected to deploy your critical thinking skills to apply and reflect upon what you’ve learned, *not* just report or describe news, or summarize class readings. You’ll be evaluated on the originality and quality of your **analysis** and commentary on events/issues in the “real world” and how skillfully you draw upon course materials, so summary should be kept to a minimum. If you have further questions, please visit instructors’ office hours.

Rules:

1) Analyze an outside source Each entry must draw upon A) **two course readings** and B) **one outside media/news report**, selected from appropriate sources such as *The New York Times*, *The Washington Post*, *the Economist*, other reputable news sources, or even academic journals or book chapters. Students may occasionally substitute analysis of an “event,” such as an on-campus (or web) lecture, film viewing, reading, or comparable source instead of B above (news/media item) (see me if you have questions). Of course, the issues and events you analyze should relate to course topics and have a distinct **international dimension**.

2) Include an appendix In addition to the 20 pages of entries, you must attach an **appendix that includes printouts of all the articles** referenced in the journal. The appendix must be turned in with the hard copy but not the electronic version. If you attend a lecture or other event, include a program or flyer from the event in appendix. We will discuss the appendix further in class.

3) Be comprehensive as possible Journals must draw from **at least six different weeks** as labeled on the syllabus. You may only draw upon a reading for an entry **once** in the course of writing your journal. Make sure your entries cover the **entire time period of the semester** (i.e. don’t analyze outside articles/events that all occur near end of semester).

4) Cite properly You can cite syllabus items with just name, date, and page number, i.e., (Hudson, 2005: 160). I recommend you don’t waste precious room in your text with article titles or book names. Other sources/materials used should be listed in a citation/bibliography or in footnotes. Check syllabus for proper citation guidelines.

5) Follow directions and submit properly Please secure your journal together neatly before submitting it as a hard copy to my mailbox *and* as exactly matching electronic file to **Blackboard**. Remember: submission of electronic file and hardcopy is mandatory, and unfastened sheets will be returned without grade.