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:


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/plagrut/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
   2. Please read syllabus carefully.

Jan 26 Finding Nimo

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

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

Week Three
Feb 7 Lenses and Ladders II: Going Bananas
   2. Cynthia Enloe, “Going Bananas!” ch.6 in BBB, pp.211-49.

Feb 9 Gendering History
Week Four
Feb 14 Is Gender a Synonym for Women? Recognizing Masculinities

Feb 16 Gender and Foreign Policy
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

Feb 23 NO CLASS/ NO OFFICE HOURS

Week Six
Feb 28 Tools for Analysis: Epistemologies and Their Consequences

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.

Week Seven Global Political Economy: Economic Security and Restructuring
Mar 7
Mar 9

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

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

Week Eight Slavery and Trafficking
Mar 21

Mar 23

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

Mar 30
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.
Week Ten Security II: Violence Against Women and Emergencies

Apr 4

Apr 6

Week Eleven Activism, Culture and World Politics

Apr 11

Apr 13

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

Apr 18

Apr 20
**Week Thirteen** War on Terror and the post 9/11 World, Terrorism and “Bad” Women

*Apr 25*


*Apr 27*


**Week Fourteen** Hypermasculinity and Resistance

*May 2*


*May 4*


**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.