

**POLIM3016 Gender, Masculinity/ies and International Relations**

**Weeks: 13-24**

<b>Unit Owner:</b>	Terrell Carver	<b>Level:</b>	M/7
<b>Phone:</b>	0117 928 8826	<b>Credit points:</b>	20
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<b>Office:</b>	1.3, 10 Priory Road	<b>Curriculum area:</b>	
<b>Unit owner office hours:</b>	Please check the SPAIS MSc Blackboard site for office hours. (Please note, there are no regular office hours during Reading Weeks)		

**Seminar time and location: All seminars will be held in Professor Carver's office, 1.3, 10 Priory Road**  
Please refer to your personal timetable.

**Teaching arrangements:**

One 2-hour seminar per week for 10 weeks. The seminar will consist of student-centred discussion and group analysis of selected texts.

**Timetables and seminar group allocation will be made available through SPAIS Admin. Seminar groups are fixed. Please do not change groups without first consulting the office.**

**Requirements for passing the unit:**

- Satisfactory attendance at seminars
- Completion of all formative work to an acceptable standard
- Combined mark of all summative work must be a pass (50 or above)

<b>Assessment:</b>	<b>Word count:</b>	<b>Weighting:</b>	<b>Deadline:</b>	<b>Day:</b>	<b>Week:</b>
<b>Formative assessment:</b> Detailed essay outline – email to tutor direct, do not hand in via blackboard	400	0	12.00 noon	Friday 23 <sup>rd</sup> March 2018	21
<b>Summative assessment:</b> Essay	4000	100%	9.30 am	Thursday 17 <sup>th</sup> May 2018	24

- Summative essay questions will be made available on the SPAIS MSc Admin Blackboard site.
- Instructions for the submission of coursework will be emailed prior to the submission deadline.
- Assessment in the school is subject to strict penalties regarding late submission, plagiarism and maximum word count. See Appendix.
- Marking criteria can be found in the Appendix.

**Other:**

Make sure you check your Bristol email account regularly throughout the course as important information will be communicated to you. Any emails sent to your Bristol address are assumed to have been read. If you wish for emails to be forwarded to an alternative address then please go to

<https://support.google.com/mail/answer/10957?hl=en>

**Seminar Discussion: It is essential that all students complete the required reading before class** in order to participate fully in seminar discussion. Everyone is expected to take part.

### Unit aims

This unit considers the 'other half' of gender, so that gender is not a synonym for women. The political construction of gender as a power-laden binary will be examined, using sociological and feminist literature on masculinity/ies and a selective look at men's studies. The unit is open to students from a variety of MSc's/MA's. While the focus is on bringing gender and masculinity/ies analysis to the study of international relations, there is also scope for integrating issues and material from other degree programmes into a more general Politics framework. You will need to make sure that your thinking and written work has an international dimension.

#### Aims

- 1) To develop an understanding of current 'men's studies' and 'masculinities' research
- 2) To develop a complex idea of the different ways that 'gender' is theorised
- 3) To investigate political questions and issues using a fully developed gender 'lens'
- 4) To develop an international focus on political questions and issues

#### Learning Outcomes

- Understanding gender as 'ways that sex and sexuality become power relations in society'
- Ability to deploy this conceptualisation in relation to political and international issues
- Knowledge of principal works in men's studies and sociology of masculinities
- Knowledge of this field of gender studies in relation to feminist theory

Seminars will be based on a thorough knowledge of the required reading. You will be asked to respond to issues raised by the readings and in the seminars, and will need to have read the required reading in order to deploy the analytical approaches and techniques in class. Seminars also provide you with an opportunity to ask questions about things that you don't understand. Your participation in seminars is a crucial part of your own and others' learning, and is an important transferable skill. Seminars require the full participation of **all** students in order to make them effective learning environments.

This course is designed around a participatory model of teaching and learning. The learning methods employed in this unit are:

- Essay writing
- Listening and speaking in discussion
- Extraction of meaning from images

Under the regulations of the University of Bristol you should spend around 13 hours a week studying for this unit. You must direct your own activities for most of this time. You should engage in the following activities:

- reading all required material and some of the recommended reading each week
- searching for relevant material in the library and on the internet
- preparing and planning for seminar
- consolidating notes and material after seminar

The seminars are **WORKSHOP SESSIONS**:

The workshop will be organised to promote active engagement and **active learning**; every student will speak on some aspect of this material, and you will be responsible for asking pro-actively about anything that puzzles or interests you particularly. These sessions will also look forward to, and actively engage with, the proposals for

and execution of your two summative assignments, so questions, notes and reports on your progress will be a feature as we move along.

Workshops will be structured as follows:

- (1) On entry you will get photocopied 'news' materials to read, and everyone will read the same things. At commencement each person will be asked to say how the 'news' reading connects with the assigned items of reading for the workshop session.
- (2) Discussion will then set an agenda for exposition during the session. This will relate primarily to questions or problems raised in feminist thought/theory in the reading (from ANY week or supplementary source you find).
- (3) This exposition will include reference to current political issues; students are encouraged to have URLs ready to share with the group via the workshop screen. Local issues, personal experience and on-going political debates are all 'fair game'.
- (4) The lecturer will sum up on the agenda for exposition and add further points of interest.
- (5) Students will then comment individually on 'what I have learned that I didn't know before', and 'what I would like to know more about'. The lecturer will offer suggestions on the latter.

#### **CORE READING**

Charlotte Hooper *Manly States: Masculinities, International Relations and Gender Politics* (Columbia, 2001) HQ1090 HOO (Multiple copies)  
*Summarises literature on gender identity, masculinities and masculinism in IR, and proposes that IR helps to create as well as reflect masculine identities and hierarchies.*

R.W. Connell, *Masculinities*, 2nd edn (Polity Press, 2005) HQ1090.3 CON (Multiple copies)  
*Update on Connell's pioneering work 'Gender and Power' and standard survey of the conceptual history and current state of play of 'masculinity studies'.*

#### **Formative assessment**

Formative Assessment – one item, marked pass/fail, written and oral feedback given, required prior to handing in summative assessment.

Detailed essay outline (400 words maximum)

#### **Summative assessment**

One assessed essay from the approved list.

The essay assesses the achievement of learning outcomes 1, 2, 3 and 4.

Full details about all requirements and rules regarding essays – including length, formatting, submission, pass marks, extensions, feedback, resubmissions, and so on – are in the Departmental Graduate Studies handbook which is on the SPAIS blackboard page.

You are asked to address the questions from the list (provided separately) in terms of:

- (1) the required textbooks, the relevant seminar-reading, and any other relevant academic sources of which some suggestions are made in 'Background Reading for Essays and Seminars' in this unit guide (do examine your other course book lists for relevant material as

well)

(2) issues and events from up-to-date politics. This should come from a variety of sources that you investigate, e.g. broadsheet newspapers, websites run by news agencies and governmental and non-governmental organisations, news media such as radio and TV. These sources should be appropriately referenced. The Library and networked computing facilities on campus will obviously be helpful here, but you should use 'non-academic' sources as well.

Marking will be 50/50 between:

(a) analytical work on relevant concepts from the texts

(b) analysis of contemporary political examples, demonstrating the connections.

Remember to follow the School guidelines on Bibliographies, Referencing and Plagiarism STRICTLY.

### **Transferable skills**

- Participation in group discussion
- Research skills in information gathering
- Analytical skills in selecting information and presenting an argument
- Basic skills in visual analysis

Remember that all seminar sessions include a chance to ask about anything that puzzles you. Additionally, the lecturer has office hours and is generally willing to help. You will receive formative advice regarding your assessed essay in workshop sessions at the seminar, and by email and personal discussion in my office hours.

Beyond seminars and essay writing you can practise learning skills related to this unit when you:

- find gender as a binary and hierarchical relation in contemporary political circumstances
- reflect on the way that this produces 'identity', 'normality' and 'truth' in society through naturalising discourses
- consider the silences and exclusions in the way that political 'news' is presented
- think about gender as a regulative ideal rather than as an 'empirical' description
- understand the complex interplay between gender and other hierarchical relations in the politics of masculinity/ies

I have two office hours per week during the semester. The office hours are an opportunity for students to raise both specific issues about a unit and more general matters. Students are encouraged to come and see me to discuss feedback in more depth. Students who wish to discuss their performance on a unit or to receive more feedback should make use of the office hour.

### **INTRODUCTORY AND SUPPLEMENTARY READING**

You will want to consult the journal *Men and Masculinities* available under Journals/Electronic journals when you log into the Library. There are also relevant articles in *International Feminist Journal of Politics*.

The following collections are also extremely useful; only some of the chapters are in the e-resources:

Harry Brod and Michael Kaufman (eds), *Theorizing Masculinities* (Sage, 1994) HQ1088 THE  
Sociological theorising offering different ways to conceptualise masculinities and gender relations.

Marysia Zalewski and Jane Parpart (eds), *The 'Man' Question in International Relations* (Westview, 1998) JX1253.2 MAN  
Surveys debates about gender/masculinities question in IR.

Jane Parpart and Marysia Zalewski (eds), *Rethinking the Man Question: Sex, Gender and Violence in International Relations* (Zed, 2008) JZ1253.2 RET.  
Updated with broader coverage, reflecting critical views on masculinities approach.

## REFERENCE WORKS

*Handbook of Studies on Men and Masculinities*, ed. Kimmel, Hearn and Connell (Sage, 2005) HQ1090 HAN

*International Encyclopedia of Men and Masculinities*, ed. Flood, Gardiner, Pease and Pringle (Routledge, 2007) HQ1090 INT

*Oxford Handbook of Gender and Politics*, ed. Waylen et al (2013) HQ1236 OXF

'Men's Bibliography', <http://mensbiblio.xyonline.net/>

## BACKGROUND READING FOR SEMINARS AND ESSAYS

Laura J. Shepherd (ed.), *Gender Matters in Global Politics: A Feminist Introduction to International Relations* UoB e-text JZ1253.2 GEN; see also 2nd edn 2015.  
Textbook with excellent short chapters that starts from, and finishes with, a feminist perspective. It thus centres gender from the outset as essential (rather than 'alternative') to an understanding of world politics.

Jill Steans, *Gender and International Relations: An Introduction* JX1391 STE  
Well-written and accessible intro to gender and IR.

Jill Steans et al. (eds), *handbook on Gender in World Politics* HQ1075 LAN  
Authoritative chapters of about 10-12 pages each on essential concepts and topics.

Raewyn Connell and Rebecca Pearse, *Gender: In World Perspective*, 3rd edn HQ1075 CON  
Links feminist and sociological theorising about gender to diverse empirical studies in brief.

Judith Butler, *Gender Trouble* HQ1154 BUT  
Foundational postmodern deconstruction of gender. Essential to understand the rethinking of sex/gender concepts and introduction of the concept of 'performativity'.

Lynne Segal, *Slow Motion: Changing Masculinities, Changing Men* HQ1090 SEG  
Classic survey of literature on the politics of masculinities from a feminist perspective – comprehensive on issues, concise on arguments, and still the best all round introduction.

Harry Brod (ed.), *The Making of Masculinities* HQ1088 MAK

Classic collection of men's studies/men's history literature.

Michael S. Kimmel and Michael A. Messner (eds), *Men's Lives* HQ1090 MEN  
Useful collection of mens studies pieces – including chapters on race issues.

Andrea Cornwall and Nancy Lindisfarne (eds), *Dislocating Masculinity: Comparative Ethnographies* HQ1090 DIS  
Anthropological perspective on multiple masculinities. Includes chapters on race, sexuality, imperialism and Islamic masculinity.

Michael Roper and John Tosh (eds), *Manful Assertions: Masculinities in Britain since 1800* HQ1090.7.G7 MAN  
Historical text on the making of British Imperial masculinities.

Anne McClintock, *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest* DA16 MAC  
Excellent study using visual materials showing how commercial activities 'at home' and 'in the colonies' create and reproduce hierarchies of race/gender.

Alan Petersen, *Unmasking the Masculine: 'Men' and 'Identity' in a Sceptical Age* HQ1090.3 PET  
Post-Connell study with postmodern focus. Considers whether studying 'masculinities' is useful.

Tim Edwards, *Erotics & Politics* HQ76 EDW  
Both personal and academic takes on gay male, lesbian, 'straight' men's politics.

John MacInnes, *The End of Masculinity: the confusion of sexual genesis and sexual difference in modern society* HQ1090 MAC  
Criticises Connell et al and the whole notion of masculinity as a tangible concept.

Carol Cohn, 'Sex and Death in the Rational World of Defence Intellectuals', *Signs: Journal of Women in Culture and Society*, 12 SLC Issue Desk 912  
Pioneering 'constructionist' study of language, gender and 'defence'.

M. Cooke and A. Woolacott (eds), *Gendering War Talk* HQ1154 GEN  
Surveys 'constructionist' accounts of war/violence based on concepts of masculinity. Includes material on the 1st Gulf War.

Joshua S. Goldstein, *War and Gender: how gender shapes the war system and vice versa* U21.5 GOL  
Recent examination of masculinity and the military.

Cynthia Enloe, *Bananas, Beaches and Bases* HQ1236 ENL  
Classic contribution to feminism and IR.

Cynthia Enloe *The Morning After: sexual politics at the end of the Cold War* HQ1233 ENL  
On the history of militarized masculinities.

Cynthia Enloe, 'Bananas, Bases and Patriarchy', in Lynda Kauffman (ed.), *American Feminist Thought at Century's End* HQ1420 AME  
How men produce gendered 'normality'.

Cynthia Enloe, *Does Khaki Become You?* U21.75 ENL  
Further studies on men/women/military issues.

Cynthia Enloe, *The Curious Feminist* HQ1155 ENL  
Sharp-witted and short analyses that will make you think!

Joanna Bourke., *Dismembering the male: Men's bodies, Britain and the Great War* HQ1090 HOO

An account of the role of men's bodies in the shaping of masculinities in a military context.

Klaus Theweleit, *Male fantasies*, 2 vols HQ18.G5THE  
On the relationship between military violence and misogyny.

John Stoltenberg, *Refusing to be a Man* HQ1075 STO  
Provocative look at politics of male sexuality/violence from a male radical feminist.

Sandra Harding, *The Science Question in Feminism* Q172 HAR 7  
A classic feminist critique of masculinism in the scientific method.

Barbara Ehrenreich, *The Hearts of Men* HQ1090 HER  
Feminist study of US post-war masculinity.

Judith Halberstam, *Female Masculinity* HQ75.5 HAL  
Quite a different take on masculinity -- projected onto the 'wrong' body!

David Campbell, *Writing Security: United States foreign policy and the politics of identity* E744.CAM  
Groundbreaking study of US foreign policy and identity – including gender issues.

Edmund Hall, *We can't even March Straight: homosexuality in the British armed forces* U21.5 HAL  
Surveys 'gays-in-the-military' politics.

Peter Tatchell, *We don't want to March Straight* U21.5 TAT  
Classic of sexual/political liberation.

Kobena Mercer, *Welcome to the Jungle* E185.86 MER  
Black masculinity from a cultural studies perspective.

Paul Gilroy, *The Black Atlantic: modernity and double consciousness* HT1581 GIL  
Anti racist approach to politics of black masculinity.

Robert Morrell (ed.), *Changing Men in Southern Africa* HQ1090.7.S6 CHA  
Contextual collection.

Carol Cohn (ed.), *Women and Wars* JZ6405.W66 WOM  
Top class intro. and contextual chapters.

Special Issue of *Men & Masculinities* on Islamic Masculinities. vol. 5, no. 3. E- journal at  
<<http://zerlina.ingentaselect.com/vl=5014095/cl=50/nw=1/rpsv/ij/sage/1097184x/v5n3/contp1-1.htm>

### **Further Reading Updates**

Adam Jones (ed.), *Men of the Global South: A Reader* (Zed, 2006) HQ1090.7.D44 MEN

Sandra Whitworth, *Men, Militarism and UN Peacekeeping: A Gendered Analysis* JZ6374

WHI

Adrian Howe, *Sex, Violence and Crime: Foucault and the Man Question* (Routledge-Cavendish, 2008) HV6250.4.W65 HOW

Adam Jones, *Gender Inclusive: Essays on Violence, Men, and Feminist International Relations* (Routledge, 2008) HM1121 JON.

Jennifer Heeg Maruska, 'When are States Hypermasculine?', in *Gender and International Security: Feminist Perspectives*, ed. Laura Sjoberg (Routledge, 2009).

R.W. Connell and James W. Messerschmidt, 'Hegemonic Masculinity: Rethinking the Concept', *Gender & Society* 19:6 (2005), pp. 829-59.

Meghana Nayak, 'Orientalism and "Saving" US State Identity after 9/11', *International Feminist Journal of Politics* 8:1 (2006), pp. 42-61.

Anna M. Agathangelou and L.H.M. Ling, 'Power, border, Security, Wealth: Lessons of violence and Desire from September 11', *International Studies Quarterly* 48 (2004), pp. 517-38.

R.W. Connell, 'Change among the Gatekeepers: Men, Masculinities, and Gender Equality in the Global Arena', *Signs* 30:3 (2005).

Juanita Elias and Christine Beasley, 'Hegemonic Masculinity and globalization: "Transnational Business Masculinities"', *Globalizations* 6 (2) (June 2009), pp. 281-96.

Andrea Cornwall, Jerker Estrom and Alan Greig (eds), *Men and Development: Politicizing Masculinities* (Zed Books, 2011). HQ1090 MEN.

Daniel Conway, *Masculinities, Militarism and the End Conscription Campaign: War Resistance in Apartheid South Africa* (Manchester University Press, 2012). DT1757 CON.

Aaron Belkin, *Bring Me Men! Military masculinity and the benign façade of American Empire* (Columbia University Press, 2012). U21.5 BEL

Jeff Hearn, *Men of the World: Genders, Globalizations, Transnational Times* (Sage, 2015). On order. See the advance copy of my review on Blackboard under 'Course Documents'.

The fairly recent (vol. 14, no. 4, December 2012) issue of *International Feminist Journal of Politics* is a special issue devoted to 'Rethinking Masculinity and Practices of Violence in Conflict Settings', which you'll want to read through. It won't necessarily be obvious from current affiliations but there is considerable 'Bristol-input' into this! including two 'Conversations' beyond the articles.

Caroline Moser and Fiona Clark (eds), *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence* (Zed Books, 2005). JC328.6 VIC

Helen Kinsella, *The Image before the Weapon: A Critical History of the Distinction between Combatant and Civilian* (Cornell University Press, 2013). U21.2 KIN

Beynon, J. (2014) *Masculinities and Culture*, Philadelphia: Open University Press.

Cockburn, C. (2014) 'Feminist Antimilitarism: Patriarchy, Masculinities and Gender Awareness in Anti-war Organising', *Women Peace Maker's Programme*, available at

[http://www2.kobeu.ac.jp/~alexroni/IPD%202015%20readings/IPD%202015\\_9/Gender%20and%20Militarism%20May-Pack-2014-web.pdf](http://www2.kobeu.ac.jp/~alexroni/IPD%202015%20readings/IPD%202015_9/Gender%20and%20Militarism%20May-Pack-2014-web.pdf)

Eichler, M. (2014) 'Militarised Masculinities in International Relations', *Brown Journal of World Affairs*, 21(1): 81-93.

Farr, V. (2002) 'Gendering Demilitarisation as a Peacebuilding Tool', *Bonn International Centre for Conversion*, 20: 1-35.

Fritzche, N. (2015) 'The Construction of Masculinity in International Relations', *Journal of International Studies*, 7(1): 42-54.

Geuskens, I. (2014). 'Gender and Militarism: Analysing the links to strategize for peace', *Women's Peace Maker's Programme*, available at [http://www2.kobe-u.ac.jp/~alexroni/IPD%202015%20readings/IPD%202015\\_9/Gender%20and%20Militarism%20May-Pack-2014-web.pdf](http://www2.kobe-u.ac.jp/~alexroni/IPD%202015%20readings/IPD%202015_9/Gender%20and%20Militarism%20May-Pack-2014-web.pdf),

Jericho, J. (2015) 'Hegemonic Masculinity in the Australian Defence Force – The exclusion of women from combat service as state policy', *MEC Dissertation*.

Kovach, C. (2015) 'How Important are Masculinity and Femininity in the Culture of Militaries?' *Journal of International Affairs*, 1: 1-21.

Mama, A. (2013) 'Challenging Militarised Masculinities', available at <https://www.opendemocracy.net/5050/amina-mama/challenging-militarized-masculinities>.

Whitworth, S. (2005) 'Militarised Masculinities and the Politics of Peace Keeping: The Canadian Case', in Booth, K. *Critical Studies in World Politics*, Lynne Reiner Publishers, pp. 89-106.

Internet Resources: You are encouraged to explore internet sources for your assignments, but be aware that these cover a wide range of standards, from very scholarly to incoherent, and from 'straight' to satire/parody.

Blackboard: Blackboard is the University of Bristol's Online Learning Environment, accessible at <<http://www.ole.bris.ac.uk>>. Some of the materials for this unit are available on this site and you are expected to access them there. I will post other information on this site throughout the course, so check it regularly.

## **SEMINAR SCHEDULE**

Format: Seminars will be run as workshop sessions. All students should prepare themselves with questions and issues to discuss. There will be numerous occasions when the tutor will require contributions from 'around the room in order', i.e. everyone in turn.

Remember that the 'course' is not confined to the reading; rather the 'course' is using the reading to pursue real world questions and issues. Be prepared to respond to materials and provocations from the tutor and from other participants in the seminar.

Bear this comment in mind!

Indeed I would go as far as saying that it is the critic's job to provide resistances to theory, to open it up towards historical reality, toward society, toward human needs and interests, to point up those concrete instances drawn from everyday reality that lie outside or just beyond the interpretive area necessarily designated in advance and thereafter circumscribed by

every theory ... Edward Said, 'Travelling Theory', in *The World, Text and Critique* (1984).

All reading below is from either the required texts available in multiple copies or from e-resources. All students will be responsible for having done all the reading below for each seminar session. The tutor will be asking all students for their informed views. No hiding!

### **No. 1/Week 13: Curiosity, Activism, Theory**

Q. What are masculinity and femininity, gender, sex and sexuality? Are all men masculine?

Tutor questions and class discussion using visual materials. This is an informal lecture linking current theory with student experience.

Learning Outcome: Understand the principal concepts of gender and masculinity studies.

### **No. 2/Week 14: Studying Men**

Q: What makes a man? Is it his body? Or is gender a performance? Compare Butler's and Connell's accounts of the construction of gender identity in relation to men.

R.W. Connell, *Masculinities*, ch. 2 HQ1090.3 CON

Charlotte Hooper, *Manly States: Masculinities, Gender Politics and International Relations*, ch. 1 HQ1090 HOO

Judith Butler, *Gender Trouble*, chs 1-2 HQ1154 BUT  
UoB Library e-text

Terrell Carver, "'Public Man" and the Critique of Masculinities', *Political Theory*, vol. 24, no. 4 (1996), pp. 673-86.  
UoB Library e-journals

Mimi Schippers, 'Recovering the Feminine Other: Masculinity, Femininity, and Gender Hegemony', *Theory and Society* 36:1 (2007), pp. 85-102.  
UoB e-journals

Learning Outcome: Understand sociological and cultural conceptions of 'men' and the debate over the significance of the body in relation to gender.

### **No. 3/Week 15: Masculinities**

Q: How does masculinity relate to men? How useful is it to talk about masculinities rather than masculinity?

R.W. Connell, *Masculinities*, chs 3 and 8 HQ1090.3 CON

Charlotte Hooper, *Manly States*, ch. 2 HQ1090 HOO

Juanita Elias and Christine Beasley, 'Hegemonic Masculinity and Globalization: 'Transnational Business Masculinities and Beyond'', *Globalizations* (2009) 6:2, 281-296.  
UoB e-journals

Raewyn Connell, 'Organised Powers: Masculinities, Managers and Violence', in *Men and Development: Politicizing Masculinities*, ed. Andrea Cornwall et al., ch. 7 HQ1090 MEN  
Blackboard e-reserve

Michael S. Kimmel, 'Masculinity as Homophobia', in Harry Brod and Michael Kaufman (eds), *Theorizing Masculinities*, ch. 7 HQ1088 THE  
UoB e-text

Alan Petersen, 'Queering Sexual Identity', in *Unmasking the Masculine*, ch. 5 HQ1090.3  
PET  
Blackboard e-reserves

Learning Outcome: Understand how 'coding' relates to ascriptions of gender, and gender-like categories and follow the development of masculinity studies.

#### **No. 4/Week 16: Masculinity and the State**

Q: How is the state masculine? masculinising? Why?

Charlotte Hooper, *Manly States*, chs 4-5 HQ1090 HOO

Cynthia Enloe, *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, 2nd edn, ch. 3 HQ1236 ENL  
UoB e-text

Barbara Ehrenreich, *The Hearts of Men*, chs 10 HQ1090 HER  
Blackboard e-reserves

Cristina Masters, 'Cyborg Soldiers and Militarised Masculinities', in Laura J. Shepherd (ed.), *Gender Matters*, 1<sup>st</sup> edn 2009/10, ch. 13 JZ1253.2 GEN  
UoB Library e-text

Also Cristina Masters (2005) *Bodies of technology*, *International Feminist Journal of Politics*, 7:1, 112-132, DOI: 10.1080/1461674042000324718  
UoB e-journal

Learning Outcome To understand what the international dimension brings to the study of masculinities through a case study of US hegemonic masculinity.

#### **No. 5/Week 17: Masculinities and State Violence**

Q: What is the relationship between masculinities and state violence? Where are these sites of violence? Where is the line between non-state violence and state violence?

R.W. Connell, *Masculinities*, ch 4 HQ1090.3 CON

Carol Cohn, 'Gays in the Military', in Marysia Zalewski and Jane Parpart (eds), *The 'Man' Question in International Relations*, ch7 JX1253.2 MAN  
Blackboard e-reserves

Cynthia Enloe, *The Morning After: sexual politics at the end of the Cold War*, ch. 2 HQ1233 ENL  
Blackboard e-reserves

Laura J. Shepherd (ed.), *Gender Matters in Global Politics*, chapters on 'Militarism and War' and 'Sexual Violence and War' JZ1253.2 GEN  
UoB e-text

Helen Kinsella, 'Securing the Civilian: Sex and Gender in the Laws of War', in *Power in*

Global Governance, ed. Barnett and Duvall (2005), pp. 249-272.  
UoB e-text

Learning Outcome: Understand gendered definitions of violence and the state and how state violence is part of the construction of gender.

### **No. 6/Week 19: Masculinities and Race**

Q: Explore the intersections between race and gender in the historic and contemporary construction of masculine identities How relevant is this to contemporary politics and political structures?

Charlotte Hooper, Manly States, pp. 72-5 and 84-6 HQ1090 HOO

Dibyesh Anand, 'Porno-nationalism' and the male subject', in Jane Parpart and Marysia Zalewski (eds), Rethinking the Man Question: Sex, Gender and Violence in International Relations, ch 8 JZ1253.2 RET  
Blackboard e-reserves

Lynne Segal, Slow Motion: Changing Masculinities, Changing Men, ch. 7 HQ1090 SEG  
Blackboard e-reserves

Daniel Conway, Masculinities, Militarisation and the End Conscription Campaign: war resistance in apartheid South Africa, ch. 3 DT1757 CON  
Blackboard e-reserves

Robert Morrell (ed.), Changing Men in Southern Africa, Introduction HQ1090.7.S6 CHA  
Blackboard e-reserves

Learning Outcome: Understand the complex way in which gendered identities are always already racialised.

### **No. 7/Week 20: Masculinity and the 'Global War on Terrorism'**

Q. How do e.g. 'Middle Eastern' masculinities differ from other masculinities? What other masculinities are in play? How is the war on terrorism shaping contemporary masculinities or being shaped by competition between them?

Laura J. Shepherd (ed.), Gender Matters in Global Politics, chapters on 'Militarism', 'Terrorism and Political Violence', and 'The "War on Terrorism"' JZ1253.2 GEN  
UoB e-text

Paul Amar, Middle East Masculinity Studies: discourses of 'men in crisis', industries of gender in revolution, Journal of Middle East Women's Studies, (2011), 7(3): 36-70.  
UoB e-journal

Graham Dawson, 'The Blond Bedouin: Lawrence of Arabia, Imperial Adventure and the Imagining of English-British Masculinity', in Michael Roper and John Tosh (eds), Manful Assertions: Masculinities in Britain since 1800, ch 6 HQ1090.7.G7 MAN  
Blackboard e-reserves

Learning outcome: To understand how interaction between different masculinities helps to shape them using a contemporary example with long historical roots. To analyse news media using theoretical tools developed through the course.

## **No. 8/Week 21: Masculinism and masculinities in IR**

In what different ways can IR be said to be masculinist? What kind of connections exist between international relations and masculine identities?

Charlotte Hooper, *Manly States*, ch. 3 HQ1090 HOO

J. Ann Tickner, 'Man, the State, and War: gendered perspectives on national security' in *Gender in International Relations: feminist perspectives on achieving global security* JX1391 TIC  
Blackboard e-reserves

Carol Cohn, 'Sex and Death in the Rational World of Defence Intellectuals', *Signs: Journal of Women in Culture and Society*, 12:687-718.  
UoB e-journals.

Hugo Dobson, 'Where are the Women in Global Governance? Leaders, Wives and Hegemonic Masculinity in the G8 and G20 Summits', *Global Society* 26:4 (October 2012), pp. 429-49.  
UoB e-journals

Terrell Carver, 'Men and Masculinities in IR Research', *Brown Journal of Foreign Affairs* 31:1 (Fall/Winter 2014), pp. 113-126.  
UoB e-journals

Learning Outcome: Understand the ways in which masculinism is hidden in the apparently de-gendered 'subject' and neutral science.

## **No. 9/Week 22: Military/Masculinity**

Q: What is the relationship between the military, and men and masculinity/ies? How does it 'make a man of you'?

DVD: *G.I. Jane* (dir. Ridley Scott, 1997), watched in class.

Terrell Carver, 'What are the "Manners" that "Maketh a Man"?' *British Journal of Politics and International Relations* 9 (2007): 313-17.  
UoB e-journals

Terrell Carver, 'Men in the Feminist Gaze: What does this mean in IR?' *Millennium: Journal of International Studies* 37(2008): 107-22.  
UoB e-journals

Learning Outcome: Understand masculinisation as a process and a hierarchy (not as something 'in' the male body).

## **No. 10/Week 23: Overview on Masculinities and Politics**

Q: How do the insights gained from studying masculinities relate to the discipline and practices of international relations? Does international relations help to construct masculine identities?

Charlotte Hooper *Manly States*, ch. 6 and Conclusion HQ1090 HOO

Terrell Carver, 'Real Construction through Metaphorical Language: how animals and machines (amongst other metaphors) maketh (hu)man (what 'he' is)', in Terrell Carver and Jernej Pikalo (eds), *Political Language and Metaphor*, ch. 10  
UoB Library e-text

Cynthia Enloe, *Seriously! Investigating Crashes and Crises as if Women Mattered*, ch. 4  
HQ1155 ENL  
UoB e-reserve

Paul Higate, 'Martial Races and Enforcement Masculinities of the Global South: Weaponising Fijian, Chilean, and Salvadorean Postcoloniality in the Mercenary Sector', *Globalizations* 9:1, 35-52.  
UoB e-journals

R. Charli Carpenter, 'Recognizing Gender-Based Violence against Civilian Men and Boys in Conflict Situations', *Security Dialogue* 37:1 (2006), pp. 83-103.  
UoB e-journals

Learning Outcome, To evaluate connections between international relations as a field of study and the production of masculine identities.

## Appendix A

### Instructions on how to submit essays electronically

1. Log in to Blackboard (<https://www.ole.bris.ac.uk/>) and select the Blackboard course for the unit you are submitting work for. If you cannot see it, please e-mail [f.cooper@bristol.ac.uk](mailto:f.cooper@bristol.ac.uk) with your username and ask to be added.
2. Click on the "Submit Work Here" option on the left hand menu and then find the correct assessment from the list.
3. Select 'view/complete' for the appropriate piece of work. It is your responsibility to ensure that you have selected both the correct unit and the correct piece of work.
4. The screen will display 'single file upload' and your name. Enter your candidate number as a submission title, and then select the file that you wish to upload by clicking the 'browse' button. Click on the 'upload' button at the bottom.
5. You will then be shown the essay to be submitted. Check that you have selected the correct essay and click the 'Submit' button. This step must be completed or the submission is not complete.
6. You will be informed of a successful submission. A digital receipt is displayed on screen and a copy sent to your email address for your records.

#### Important notes

- You are only allowed to submit one file to Blackboard (single file upload), so ensure that all parts of your work – references, bibliography etc. – are included in one single document and that you upload the correct version. You will not be able to change the file once you have uploaded.
- Blackboard will accept a variety of file formats, but the School can only accept work submitted in .rtf (Rich Text Format) or .doc/.docx (Word Document) format. If you use another word processing package, please ensure you save in a compatible format.
- By submitting your essay, you are confirming that you have read the regulations on plagiarism and confirm that the submission is not plagiarised. You also confirm that the word count stated on the essay is an accurate statement of essay length.
- If Blackboard is not working email your assessment to [f.cooper@bristol.ac.uk](mailto:f.cooper@bristol.ac.uk) with the unit code and title in the subject line.

#### How to confirm that your essay has been submitted

You will have received a digital receipt by email and if you click on the assessment again (steps 1-4), you will see the title and submission date of the essay you have submitted. If you click on submit, you will not be able to submit again. This table also displays the date of submission. If you click on the title of the essay, it will open in a new window and you can also see what time the essay was submitted.

## **Appendix B**

### **Summary of Relevant School Regulations**

**(Further details are in the Postgraduate taught handbook, which takes precedence)**

#### **Attendance of Seminars**

SPAIS takes attendance of and participation in seminars very seriously. Seminars form an essential part of your learning and you need to make sure you arrive on time, have done the required reading and participate fully. Attendance at all seminars is monitored, with absence only condoned in cases of illness or for other exceptional reasons. If you are unable to attend a seminar you must inform your seminar tutor. You should also provide evidence to explain your absence, such as a self-certification and/or medical note, counselling letter or other official document. If you are ill or are experiencing some other kind of difficulty which is preventing you from attending seminars for a prolonged period, please contact the Postgraduate Office or the Graduate Administration Manager who can advise on how to proceed.

#### **Requirements for credit points**

To be awarded credit points for a taught unit, students must:

- Have a satisfactory attendance record.
- Pass the summative assessment

Where there are multiple summative assessments in a unit, students must achieve the pass mark for the weighted average of the assessments (i.e. in the mark for the unit overall). They do not need to pass each individual piece of assessment.

If any of these conditions are not met, then your ability to progress through your degree may be affected.

#### **Presentation of written work**

Coursework must be word-processed. As a guide, use a clear, easy-to-read font such as Arial or Times New Roman, in at least 11pt. You may double-space or single-space your essays as you prefer. Your tutor will let you know if they have a preference.

All pages should be numbered. Ensure that the essay question appears on the first page.

Students are required to complete and include a cover page for essay/summative submissions – the template cover page will be available via the online submission point for students to complete.

Candidate numbers are required on summative work in order to ensure that marking is anonymous. Note that your candidate number is not the same as your student number. This number can be viewed in StudentInfo (<https://www.bris.ac.uk/studentinfo>). You should regard this number as personal to you and not share it with anyone else. The number is used to ensure that the marking of a student's work is done anonymously. Please ensure that you memorise your candidate number as you will need to write it on every assessment.

#### **Assessment Length**

Each piece of coursework must not exceed the stipulated maximum length for the assignment (the 'word count') listed in the unit guide. Summative work that exceeds the maximum length will be subject to penalties. **The word count is absolute (there is no 10% leeway, as commonly rumoured)**. Five marks will be deducted for every 100 words or part thereof over the word limit. Thus, an essay that is 1 word over the word

limit will be penalised 5 marks; an essay that is 101 words over the word limit will be penalised 10 marks, and so on.

The word count includes all text, tables, numbers, footnotes/endnotes, Harvard referencing in the body of the text and direct quotes. It excludes the cover page, bibliography, headers and appendices. However, appendices should only be used for reproducing documents, not additional text written by you.

Students are advised that any attempt to circumvent word count limits by changing essay format, e.g. by removing spaces in references, will be investigated. In these cases, penalties will be applied if the actual word count is exceeded and further disciplinary action may be taken.

*Students should be aware that word count penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.*

### **Referencing and Plagiarism**

Students are required to reference the source materials used to inform their submitted work. Students are expected to use the Harvard referencing system as set out in the relevant section of the SPAIS *Study Guide*. Unless otherwise stated, essays must contain a bibliography. Students should consult the SPAIS *Study Guide* for full details (students can access this via the SPAIS MSc-Dip Admin Blackboard site).

Inadequate referencing in submitted work can run the risk of plagiarism. Plagiarism is the unacknowledged inclusion in a student's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. "Work" includes internet sources as well as printed material.

Plagiarism is a serious academic offence and penalties will be applied in such cases, as is set out in the SPAIS *Postgraduate taught handbook*. See also the relevant section of the School *Study Skills Guide* for more information.

*Please note that plagiarism may lead to penalties that may prevent students found guilty of such an offence from progressing in their programme of study.*

### **Extensions**

Extensions to coursework deadlines will only be granted in exceptional circumstances. If you want to request an extension, complete a Coursework Extension Request Form (available at Blackboard/SPAIS MSc/Dip Administration/forms) and submit the form with your evidence (e.g. medical certificate, death certificate, or hospital letter) to Faye Cooper in the Postgraduate Office, 11 Priory Road or [f.cooper@bristol.ac.uk](mailto:f.cooper@bristol.ac.uk).

Extension requests will not be considered if there is no supporting evidence.

All extension requests should be submitted at least 72 hours prior to the assessment deadline. If the circumstance occurs after this point, then please either telephone or see the Graduate Administration Manager in person. In their absence you can contact Faye Cooper in the PG Office, again in person or by telephone.

Extensions can only be granted by the Graduate Administration Office. They cannot be granted by unit convenors or seminar tutors.

You will receive an email to confirm whether your extension request has been granted or not.

### **Submitting Essays/Work for assessment**

Formative work: Where applicable, details on how to submit formative work for assessment will be contained in this unit guide.

Summative work: All summative submissions ***must be submitted electronically via Blackboard.***

Electronic copies enable an efficient system of receipting, providing the student and the School with a record of exactly when an essay was submitted. It also enables the School to systematically check the length of submitted essays and to safeguard against plagiarism.

### **Late Submissions**

Penalties are imposed for work submitted late without an approved extension. Any kind of computer/electronic failure is **not** accepted as a valid reason for an extension, so make sure you back up your work on another computer, memory stick or in the cloud (e.g. One Drive, Dropbox or another equivalent system). Also ensure that the clock on your computer is correct. The following schema of marks deduction for late/non-submission is applied to both formative work and summative work:

- Up to 24 hours late, or part thereof *Penalty of 10 marks*
- For each additional 24 hours late, or part thereof *A further 5 marks deduction for each 24 hours, or part thereof*
- Assessment submitted over one week late *Treated as a non-submission: fail and mark of zero recorded. This will be noted on your transcript.*
- The 24 hour period runs from the deadline for submission, and includes Saturdays, Sundays, bank holidays and university closure days.
- If an essay submitted less than one week late fails solely due to the imposition of a late penalty, then the mark will be capped at 50 and recorded as a second attempt.

*Students should be aware that late penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.*

### **Marks and Feedback**

In addition to an overall mark, students will receive written feedback on their assessed work.

In accordance with the Faculty's Regulations and Code of Practice for Taught programmes, marks and feedback are typically returned within fifteen working days of the relevant submission deadline, unless exceptional circumstances arise in which case

students will be informed of the deadline for return. The process of marking and providing detailed feedback is a labour-intensive one, with most 4000 word essays taking at least 45 minutes to assess and comment upon. Summative work also needs to be checked for plagiarism and length and moderated by a second member of staff to ensure marking is fair and consistent.

If work is submitted late, then it may not be possible to return feedback within fifteen working days.

### **Fails and Resits**

If you fail the unit overall, you will normally be required to resubmit or resit unless you do not meet the progression requirements for your programme. Your School Office will contact you if this is the case.

## Appendix C

### Level 7 Marking and Assessment Criteria (Postgraduate)

All MSc/Diploma marking in the School is out of 100 on the following scale and with the following classifications:

70 and above Distinction

60-69 Merit

50-59 Pass

Below 50 Fail

Work within each of the classifications is expected to demonstrate the following attributes. Please note that markers do not weight each of these attributes equally when finalising the mark. Markers may also take into account the extent to which achievement of unit-specific intended learning outcomes (see unit guide) has been demonstrated when assessing work and arriving at the mark.

#### **70-100: DISTINCTION**

##### *Addresses the Question Set*

The work is a highly appropriate response to the question or assignment task that has been set. Coverage and selection of content is exemplary. There is clear analysis of the question or topic. Clear ability to analyse and synthesize ideas is demonstrated. At the upper end of the distinction range (marks of 80+), work will be outstanding in (where appropriate) its incorporation and use of empirical evidence/theoretical frameworks/methodological approaches in addressing the question.

##### *Contains coherent structure and argument*

The assignment is internally consistent, extremely coherent, concise and well-structured. The introduction is well focused and provides a clear indication of the rationale, key literature base used and organisation of the work. The central argument/structure of the work has a clear and logical sequence of progression. The conclusion draws insights which are logically developed from the analysis. At the upper end of the distinction range (marks of 80+), work will be outstanding in the extent to which the structure facilitates the answer to the question.

##### *Demonstrates understanding of key concepts and/or data*

A detailed understanding of key concepts and/or data will be demonstrated. At the upper end of the distinction range (marks of 80+) sustained evidence of critical understanding of concepts and/or critical analysis of data will be demonstrated.

##### *Supports argument with appropriate evidence*

The assignment demonstrates that an excellent knowledge of the topic has been gained from careful research and wide ranging reading that goes well beyond the prescribed reading list. The selection, interpretation, comparison, evaluation, and integration of evidence and source material to support the argument is extremely effective. At the upper end of the distinction range (marks of 80+), work will indicate outstanding ability to deal with complexity, contradictions or gaps in the existing academic literature.

##### *Demonstrates critical evaluation*

Work at this level will indicate a detailed and critical understanding of central theoretical and/or methodological issues as appropriate. At the upper end of the distinction range

(marks of 80+) work will show extensive evidence of coherence, creativity, originality and imagination in addressing the question or topic.

*Writing, Background Reading, Referencing and Bibliographic format*

The work is extremely well presented, with minimal grammatical or spelling errors. It is written in a fluent and engaging style that demonstrates sufficient background reading, with exemplary referencing and bibliographic formatting in accordance with the required conventions. At the upper end of the distinction range (marks of 80+), the work will be virtually error-free in these respects.

**60-69: MERIT**

*Addresses the Question Set*

The work is a very appropriate response to the set question or assignment task. The question is addressed comprehensively, and a convincing and coherent argument is maintained in doing so. There is very good coverage of content and some evidence of an ability to think critically in relation to the question or topic will be shown. Where appropriate, the work will illustrate good comprehension of the theoretical implications of the set question or assignment.

*Contains coherent structure and argument*

The structure of the assignment is sound. The introduction is relevant and provides the reader with a clear guide to the central argument and the overall structure of the work. The conclusion will highlight and reflect upon the key points of argument developed within the main body of the essay and relative to the set question or assignment.

*Demonstrates understanding of key concepts and/or data*

A sound understanding of relevant key concepts and/or data has been developed and demonstrated, with key related issues and debates identified and discussed.

*Supports argument with appropriate evidence*

Overall there is a very good selection and use of sources which are well integrated, interpreted and evaluated. The work will demonstrate the ability to be selective in the range of material used. Some independent reading and research that goes beyond the prescribed reading list will be demonstrated, although the range of evidence used will be more restricted in comparison with an assignment awarded a higher grade.

*Demonstrates critical evaluation*

The work will clearly demonstrate a capacity to synthesise and critically evaluate source materials and/or debates in relation to the set question or assignment rather than simply describe or summarise them.

*Writing, Background Reading, Referencing and Bibliographic format*

The work is clear and fluent and largely conforms to referencing and bibliographic conventions. It has been well edited and demonstrates sufficient background reading. Proof-reading has resulted in there being few grammatical or spelling errors.

**50-59: PASS**

*Addresses the Question Set*

The work is a reasonably appropriate response to the set question or assignment task. All aspects of the set question or topic have been addressed. The work will show some

comprehension of the underlying theoretical/methodological implications of the question where appropriate, but there may be limitations in the understanding of how these issues relate to the question.

*Contains coherent structure and argument*

The assignment has been effectively structured, although more careful editing may have improved the overall coherence of argument. The introduction is well focused and provides a sense of the central argument and overall organisation. The conclusion provides a summary of the discussion, although may be primarily descriptive in nature and may fail to reflect upon or support the argument fully.

*Demonstrates understanding of key concepts and/or data*

A basic level of understanding of relevant key concepts and/or data has been demonstrated, though there may be some errors and/or gaps in the knowledge and understanding. Key related issues have been identified and discussed but without many significant insights being developed.

*Supports argument with appropriate evidence*

The argument will be supported by reference to and incorporation of some relevant evidence, but with scope for greater range and depth of evidence. The work will indicate a generally clear understanding of appropriate evidence, but this may be presented in an uncritical/descriptive manner and/or insufficiently incorporated into the overall argument in response to the set question or assignment task.

*Demonstrates critical evaluation*

A good range of relevant content has been covered, and there is some attempt at analysis but a tendency to be descriptive rather than critical. Work in this classification may also exhibit a tendency to assert/state points of argument rather than argue on the basis of reasoning and evidence.

*Writing, Background Reading, Referencing and Bibliographic format*

The style of writing is appropriate and presents few comprehension difficulties for the reader. The assignment is not as fluently written as it might have been, and there may be scope for improvement in spelling and grammar. There is evidence of sufficient background reading. Referencing and bibliographic formatting generally conform to the conventions, but there may be scope for further improvement in accuracy and consistency in accordance with the required conventions.

**0-49 FAIL**

*Addresses the Question Set*

Although some attempt will have been made, the work largely fails to address and/or significantly misunderstands the set question or assignment task. At the lower end of the fail range (marks of 0-40) there is little or no understanding of the set question or assignment task in evidence.

*Contains coherent structure and argument*

The work does not contain a sufficiently structured argument, and may be ineffectively organised. The introduction may lack a clear rationale or statement of argument, and/or may lack a clear outline of the overall structure of the assignment. The conclusion may lack any indication of insights in relation to the set question or assignment task. At the

lower end of the fail range (marks of 0-40) the structure of the work may be incoherent or illogical, and/or the work may lack a clearly developed argument.

*Demonstrates understanding of key concepts and/or data*

There is limited knowledge and understanding of key concepts and/or data, with significant errors and/or omissions in this respect. At the lower end of the fail range (marks of 0-40) there may be significant lack of awareness or understanding of key concepts and/or data.

*Supports argument with appropriate evidence*

Few key points of appropriate evidence are identified and/or there may be very little attempt at analysis of evidence, with the work tending towards excessive description. At the lower end of the fail range (marks of 0-40) evidence referred to and included in the work may not be relevant to the addressing the set question or assignment task.

*Demonstrates critical evaluation*

The approach is typified by a general lack of critical evaluation in relation to relevant literature and issues. Work that simply asserts rather than argues a case may also fall into this classification. The use of sources may be excessively derivative of existing work, with little or no indication of an ability to independently analyse relevant material. At the lower end of the fail range (marks of 0-40) there is little or no evidence of critical evaluation.

*Writing, Background Reading, Referencing and Bibliographic format*

The standard of writing presents difficulties for the reader, with frequent grammatical and spelling errors to a degree that inhibits communication. The range and depth of background reading may be insufficient. The approach to referencing and bibliographic formatting does not follow the required conventions to a sufficiently consistent level. At the lower end of the fail range (marks of 0-40) the use of language may present considerable comprehension difficulties for the reader. The assignment may not meet stipulations in terms of layout and/or length, and the approach to referencing may not meet expected conventions