Course Description
The primary objective of this course is to familiarize students with the politics (understood as pervasive power relations) of theorizing International Relations (IR) and how feminist perspectives challenge and advance theories of International Relations. The course will explore what theorizing involves (premises, concepts, methods); how it shapes – and is shaped by – real-world (actual, embodied) practices with material, consequential effects; and how power relations shape how and what knowledge is produced. We will survey an array of feminist theories of IR and their critical analyses of, as well as their constructive contributions to, the field of IR studies. The course focuses on how theories of IR matter for understanding and responding to structurally intersecting inequalities of gender, sexuality, race/ethnicity, class and nationality, and how feminist theories produce understandings of global governance, security issues and global political economy, including current crises shaped by neo-conservative movements and alt-right nationalisms. Gender meanings and practices permeate our lives, and a closer look at these processes is more illuminating than many anticipate, with relevance and implications for who we are, how we think, and how we act – as individuals, groups, communities and nation-states.

Learning Outcomes
Students who complete this course will be able to:
1. Demonstrate a basic understanding of feminist concepts and theoretical approaches to the study and practice of international relations.
2. Recognize the diversity of human experiences, including the ways that gender, sexuality, race, class and nationality interact to shape those experiences and to affect IR.
3. Demonstrate a basic understanding of the gendered nature and effects of global governance, global security issues, and global political economy.

4. Demonstrate critical thinking about current issues in world politics, including stark inequalities within and between nations and the rise of right-wing heteropatriarchal, racist authoritarian movements.

5. Recognize the myriad ways that gender and related inequalities shape personal, local, national and international contexts and connect this knowledge to projects for personal and social change.

Course expectations and priorities

Teaching and learning in virtual courses, both ‘live online’ (synchronous, in Zoom sessions) and ‘online’ (asynchronous, without ‘live’ interactions) involves both familiar and new challenges. Our course webpage on UA’s D2L [https://d2l.arizona.edu](https://d2l.arizona.edu) is where you will find the most important information for making your way through the course. The ‘Course Home’ link takes you to ‘Announcements’ (updated info) and the ‘Calendar’ (upcoming events, assignments, etc.). Under ‘Content’ you will find a list of ‘Modules’ that include Weekly course materials (including an overview of that week’s ‘theme, links to assigned readings and visual materials, etc.). You will be able to follow your grades on the D2L site, and there are additional Modules (under ‘Content’) that include supporting materials: e.g., glossaries, recommended readings, and on and off campus info and links of potential interest.

Given the ‘live online’ modality of our course, I have spent additional time selecting materials (new articles and more videos!) and preparing to teach the course in this modality (many tutorials and tech frustrations!). I am committed to making this a valuable, interactive, thought-provoking and enjoyable course, and I dearly hope that this ‘front end’ preparation enhances how the course experience unfolds. I look forward to working with you throughout the semester, but ultimately the success of the course depends on active student participation, and especially, your willingness to engage the materials and ask hard questions about the world(s) we live in. Students are expected to attend all zoom sessions and to participate in class discussions on the basis of an engaged and critical reading of each session's assignments (including items to read, listen to, watch) prior to sessions. I encourage you to take the course seriously and learn about some of the most current issues in theories/theorizing, feminist politics and power relations shaping knowledge, structural inequalities and international relations.

The prerequisites for this course are confusingly represented in various sources, so I generally waive them for students who are serious about taking the course. Bottom line is that an advanced 400-level course in ‘feminist and IR theories’ presupposes and requires some background in gender/feminist studies and IR. In addition, familiarity with ‘theory’ is a definite advantage! If you have no understanding of or background in gender/feminist/women’s studies and/or IR theory you might need to do some additional ‘catch up’ reading – but I think any remedial work will be minimal and I encourage you to assume success! I am optimistic and also hope students will help each other ensure that the class is ‘doable’ and enjoyable. (Some glossaries and ‘recommended background readings’ are posted on D2L.) Please contact me sooner rather than later if you need to discuss any concerns, or have any suggestions for improving the course!

In sum, attendance and participation are crucial, both to avoid ‘getting lost’ or confused and to enable an interactive, collective learning process. We know this is more difficult via
remote settings, but please help me and your classmates by being prepared and also participating! To prepare for discussions, consider the following questions before class: What are the key points and arguments of the assignments? What are the terms and assumptions the author employs? What are the strengths and weaknesses of the arguments? How do the readings/assignments relate to one another throughout the semester? And how do the assignments improve (or not!) your understanding of current events and possible responses to them?

Class meetings via Zoom. Attendance is expected at all scheduled live class sessions. It is especially important to have read, viewed, and absorbed all the course materials (that are made available through D2L) prior to the class meeting for which they are assigned. This will enable us to more briefly review course materials and make more time for more engaged discussions and other activities. Assigned materials are posted and hyperlinked in our course modules on D2L. If you anticipate being absent, are unexpectedly absent, or are unable to participate in class online activities, please contact me as soon as possible. If you are experiencing unexpected barriers to your success in this or other courses, the Dean of Students Office is a central support resource for all students and may be helpful.

Technical support. If you experience technical problems that interrupt your ability to complete class work, it is important that you know where to seek help immediately. If your computer crashes, or if your internet connection fails, you are still responsible for your course responsibilities. Call the D2L help desk at 520 626-6804 for problems with access to D2L and our course website, links, videos, dropbox, etc. Let me know ASAP if you are having problems that are disrupting your participation - so that technical problems do not impact being graded for your work. (Please recognize that I am not able to provide technical assistance!)

Communicating with me. I will respond to emails within 48 hours at the most, but typically in a few hours during the work week. Please review all of your course materials such as the syllabus, modules and announcements before writing to me to make sure your question has not already been addressed. Each email message should include the course number (461) and your first and last name in the message. So that you do not miss important information and/or updates, make sure you are checking messages appearing in your official UA email address (that D2L assumes).

Assignments must be completed by their due dates and times for full credit. Late assignments will not be accepted unless there is a documented medical or other emergency/serious problem that I am ideally informed of in advance of the due date/time so that adjustments can be considered.

Grades and Grading Policy: Again, students are expected to have done the assignments prior to class sessions, to bring questions you have to class, and to be ready to engage in discussion. Grade components reflect these expectations and the significance of continual participation. Your course grade is a combination of: 1) classroom attendance, preparation and participation [10%]; 2) ‘quizzes’ on assigned readings [30%]; discussion boards and/or short writing responses [20%]; and 3) two essay exams/papers [20, 20 = 40%]. Further details, instructions and guidelines will be posted on D2L and discussed in class. I will continually post announcements/news regarding the course on our D2L webpage so please make sure that you are able to access this site – and your official UA emails – and do check frequently.

Honors Credit. Course grade for Honors students will reflect my higher expectations of their participation and work more generally, and additional questions/essays/expectations to be
included when completing the essay exams/papers. Clarification will be provided on D2L and in communications with those enrolled for Honors credit.

General Grading Rubrics for Submitted Work

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

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

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

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

F work: falls below a passing score; does not submit assignment

University of Arizona Syllabus Rules require that I include the following:


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

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

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


UA Academic policies and procedures are available at: [http://catalog.arizona.edu/2015-16/policies/aaindex.html](http://catalog.arizona.edu/2015-16/policies/aaindex.html)

Student Assistance and Advocacy information is available at: [http://deanofstudents.arizona.edu/student-assistance/students/student-assistance](http://deanofstudents.arizona.edu/student-assistance/students/student-assistance)

Confidentiality of Student Records: [http://www.registrar.arizona.edu/ferpa/default.htm](http://www.registrar.arizona.edu/ferpa/default.htm)

**Note:** Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice. **Any new or revised information will be posted on our D2L course webpage, so make sure that you check the site and emails (sent to your official UA email address) frequently.** If you have any questions, concerns or suggestions
regarding the course, please share them with me *sooner rather than later!* 

**Texts and Schedule of Assignments**

Only **one textbook is required**: Anne Sisson Runyan, *Global Gender Politics* (2019), 5\(^{th}\) Ed. New York: Routlege/Taylor & Francis. As we will read all of it, this book is *required* and I hope many of you obtain hard copies (better for studying). The book is available at the UA bookstore, and as an e-book through the UA library (on D2L course webpage select ‘Library Tools’ on NavBar> login to UA access>look in box top right ‘Unlimited-Use Ebooks’ and click on link to our text). Be sure to purchase only the correct 2019, 5\(^{th}\) edition!

All **additional assignments** (listening, reading, watching) will be posted on D2L and accessed through links in the relevant Modules. **NOTE:** When an entire article or chapter is not required, you are *only responsible for the pages indicated in bold* on the syllabus and on D2L. Please also note that posted on D2L (under Content>Additional Materials) are various items that are not required but are relevant to course topics (glossaries, powerpoints, suggested readings, videos, etc.) or for further exploration of specific issues.

**Schedule of Assignments Calendar**

Again, you are expected to have *completed the assignments* (listening to, reading, watching) *prior* to, and be ready to discuss them on the dates shown below. I advise reading/watching them in the order presented for each date. Quizzes will typically cover ALL of the assigned materials (and count for a significant portion of your course grade!).

**Jan 14:** Introductions and getting started. No reading assignment, but we will begin discussion on key topics and your attendance is crucial!

**Jan 19:** Who and what are taken seriously?

**Jan 21:** Introduction to ‘Gender and International Relations’ (IR)

**Jan 26:** Getting into *Global Gender Politics*
Runyan, Chapter 1 **Requires careful reading** or you will be confused for the rest of the book!

**Jan 28:** Current feminist concerns
**Watch:** Enloe, Cynthia. 2017. Feminism in the age of Trump 27'
https://www.youtube.com/watch?v=NfRgsKz2kdk
Feb 2: Gender(ed) lenses on global politics
Runyan, Chapter 2  **Important for thinking critically about how we see, ‘know’ and act

Feb 4: A queer lens on global politics

Feb 9: Gender and global governance
Runyan, Chapter 3

Feb 11: Recognizing how power operates
Burk, Martha. 2005. Power plays: Six ways the male corporate elite keeps women out. [In Shaw & Lee 2012, 3pp.]

Feb 16: Gender and global in/security
Runyan, Chapter 4

Feb 18: Pondering insecurity
Johnson, Allan. 2016. What are we afraid of? Blog [3 pp.]

Feb 23: Viewing an event intersectionally
Peterson, V. Spike. 2007. Thinking Through Intersectionality and War. *Race, Gender & Class* 14, 3-4: 10-27. **Might need to google Abu Graib for background?

Feb 25: No class UA ‘break day’

Mar 2: Complex politics
Watch: Tarana Burke. 2019. Me Too is a movement not a moment. 16'
https://www.youtube.com/watch?v=zP3LaAYzA3Q

Mar 4: EXAM/PAPER (details to be posted on D2L)

Mar 9: No class UA ‘break day’

Mar 11: Gender and global political economy
Runyan, Chapter 5

Mar 16: A history of inequalities and current effects
https://www.youtube.com/watch?v=-rtySUhuokM

Mar 18: Imperial race-making and enduring effects
thinking about immigration

**Mar 23:** Empire-constructing processes and enduring effects
Levine, Phillippa. 204. Sexuality, Gender and Empire. Pp. 134-155. **Important for effects of European imperialism on gender, sexuality and racism shaping today’s world politics**

**Mar 25:** Decolonizing
**Watch:** Carson, Quetzala. 2017. Pedagogy of decolonizing. 12' **Watch this to the end, for key points we need to understand.** https://www.youtube.com/watch?v=IN17Os8JAr8

**Mar 30:** Empire-constructing processes and enduring effects

**Apr 1:** Family connections

**Apr 6:** Postcolonial perspectives; race and racism in IR

**Apr 8:** Postcolonial perspectives; race and racism in IR

**Apr 13:** Neo-conservative movements, alt-right nationalisms today
Dietze, Gabriele and Julia Roth. 2020. Right-Wing populism and gender. [10 pp.]
Lynch, Conor. 2018. Angry young white men, the “incel rebellion” and an age of worldwide reaction. [3 pp.]

**Apr 15:** Neo-conservative movements, alt-right nationalisms today
Naber, Nadine. 2019. Here we go again: saving Muslim women and queers... [5 pp.]

**Apr 20:** Analyzing the power relations of privilege

**Apr 22:** Analyzing the power relations of privilege
**Watch:** Johnson, Allan. Interview at WSU 2013 view first 60' **A remarkably clear ‘overview’ of how privilege is problematic for everyone.** https://www.youtube.com/watch?v=jSy1gR4HbDE
Apr 27: Alternative analyses
Smith, Andrea. 2013. The problem with ‘privilege.’ [8 pp.]
Johnson, Allan. 2014. Proud to be white? Blog [3 pp.]

Apr 29: Another view
Birdsong, Mia and Nicole Rodgers. 2015. Another 1% white privilege. [3 pp.]

May 4: Last class! Engendering global justice
Runyan, Chapter 6

May 12: FINAL PAPER/EXAM