

Seminar: Gender & International Relations

University of Wyoming

Fall 2013
POLS 4870/5870
Mon. 3:10-6:00
A&S 226



General Course Description

This course will explore and evaluate the role of gender in international relations (IR). What can a gender analysis teach us about international relations? Are gender roles based on biology or created by society, and what are the ramifications for IR? Whose security is international relations concerned with: men's, women's or humans'? Can women feel 'secure' if their human rights are not protected? Does patriarchy make war possible/more likely? Are women more peaceful than men? Are women different enough that their participation in national politics would change the course of international affairs?

Prerequisites

9 hours of political science or international studies including POLS 2310.

Course Objectives

- A. To study the basic premises of feminist theory as applied to international relations.
- B. To examine selected case studies from a critical, feminist perspective.

Course Expectations

Professional Skills: No matter what your future profession is, four skills are essential. These are:

- 1) Reading Comprehension the ability to understand and remember what you have read and to evaluate conflicting arguments.
- 2) Written and Oral Communication the ability to assemble and present empirical evidence to make reasoned arguments in writing and with spoken words;

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- 3) Interpersonal Communication -- the ability to work effectively with different people as a member of a team.
- 4) Information literacy -- the gathering, evaluation and assessment of research sources.

Each of these skills is used in this course.

Instructor Duties: The instructor is responsible for determining the topics examined during the semester, leading the discussion of the assigned material, providing an environment encouraging of learning, and assessing the student's mastery of the course materials. The instructor will be on time, prepared, enthusiastic, and ready to answer questions.

Student Duties: The student is responsible for studying the assigned material and participating in the class discussion. The student is responsible for utilizing the opportunities provided to learn. The student should be on time, prepared, enthusiastic, and ready to ask questions.

Course Requirements

Much of the material for this course is provided on CourseStudio found on WyoWeb. For more information: <http://www.uwyo.edu/ctl/ics/coursewebsites/>. The student must make signing up for the course on-line a top priority. Included on the CourseStudio site is information on how assignments are graded as well as study-aids and materials.



Undergraduate Requirements

1. Attendance and participation: students are required to attend class and to participate.
2. In-Class Examinations-- Six (6) 500-750 word (approximately 2-3 pages) papers due at six pm every Wednesday for the first half of the semester (see “Weekly Topics”). I will drop the two lowest grades. (10 percent each for 40 percent of total grade.) No make-ups will be allowed.
3. Research Paper-- A 15-20 typewritten pages (about 4,000 -5,000 words) on any approved topic of your choosing within the specified issue area. (60 percent of the final grade) This paper is due in four parts:
 - a. A topic proposal is due on September 16st. This proposal will not be graded, however, if you do not hand one in, I will deduct five points from the final grade of the paper. This one page proposal should answer the following five questions:
 - i. What is your hypothesis?
 - ii. What are you telling the reader he/she does not already know?
 - iii. Why should he/she care? (The “so-what?” question)
 - iv. How will the reader know your conclusions are correct? (Methodology)
 - v. Which theory will you be testing?
 - b. A concept map for the proposal is due September 23rd. For directions, please see: <https://www.msu.edu/~luckie/ctools/>. This concept map will not be graded, however, if you do not hand one in, I will deduct five points from the final grade of the paper.
 - c. An outline of the proposed paper with an annotated bibliography are due October 14th. Students should make an appointment to discuss topics and begin work on this project as soon as possible (10% of paper grade).
 - d. A 15-minute presentation of your topic in class and a draft of the paper (15% of paper grade). In addition, each student will be assigned a draft to critique presented by another student in the seminar. Times will be assigned at a later date.
 - e. The completed paper is due December 9th by 4:30 pm. (75% of paper grade.) The paper must also include a one-page explanation of how you took into account the critiques given in class.

Graduate Requirements

- 1) Attendance and participation: students are required to attend class and to participate. Graduate students will be expected to perform at a higher level and to work assiduously at fostering robust, and civil, discussion.
- 2) Book Review: The graduate student must read a recently published book of his/her choice relating the course and write a book review on it. The book review must be of the same standard as other book reviews published in the field. (10 percent of final grade.)
- 3) In-Class Examinations-- Six (6) 750-1,000 word (approximately 3-4 pages) papers due at six pm every Wednesday for the first half of the semester (see "Weekly Topics"). I will drop the two lowest grades. (10 percent each for 40 percent of total grade.) No make-ups will be allowed.
- 4) Research Paper-- A 20-25 typewritten pages (about 5,000-6,000 words) on any approved topic of your choosing within the specified issue area. (50 percent of the final grade) This paper is due in four parts:
 - a. A topic proposal is due on September 16th. This proposal will not be graded, however, if you do not hand one in, I will deduct five points from the final grade of the paper. This one page proposal should answer the following five questions:
 - i. What is your hypothesis?
 - ii. What are you telling the reader he/she does not already know?
 - iii. Why should he/she care? (The "so-what?" question)
 - iv. How will the reader know your conclusions are correct? (Methodology)
 - v. Which theory will you be testing?
 - b. A concept map for the proposal is due September 23rd. For directions, please see: <https://www.msu.edu/~luckie/ctools/>. This concept map will not be graded, however, if you do not hand one in, I will deduct five points from the final grade of the paper.
 - c. An outline of the proposed paper with an annotated bibliography are due October 14th. Students should make an appointment to discuss topics and begin work on this project as soon as possible (10% of paper grade).

- d. A 15-minute presentation of your topic in class and a draft of the paper (15% of paper grade). In addition, each student will be assigned a draft to critique presented by another student in the seminar. Times will be assigned at a later date.
- e. The completed paper is due December 9th by 4:30 pm. (75% of paper grade.) The paper must also include a one-page explanation of how you took into account the critiques given in class.

Grading and Attendance Policies

Grading Scale

Grade	Quantitative Scale	Qualitative Scale
A	90.0% - 100.0%	The student has performed exceptionally at all tasks of the course. The student has mastered all (or nearly all) of the concepts presented.
B	80.0% - 89.5%	The student has performed admirably in the tasks of the course. The student has mastered most of the concepts presented.
C	70.0% - 79.5%	The student has completed the tasks of the course. The student has mastered some of the concepts presented.
D	60.0% - 69.5%	The student has performed inadequately at the tasks of the course. The student has mastered few of the concepts presented despite persistent effort.
F	<= 59.5%	The student has performed inadequately at the tasks of the course and has not participated sufficiently to merit any other grade.

- There is NO extra credit work offered. For more details on grading, please see the information sheet on CourseStudio.
- No late assignments will be accepted without a valid excuse. They are due on the date listed on the syllabus.
- Attending class is required. If you cannot make it for any reason, please let the professor know beforehand or as soon as possible. In accordance with UW Regulations 6-713, University sponsored absences are cleared through the Office of Student Life (OSL).

Students with official authorized absences shall be permitted to make up work without penalty in classes missed.

Required Readings

The assigned readings are posted on Course Studio. For more information, go to: <http://www.uwyo.edu/ctl/ics/coursewebsites/studentinfo.html>. Please be sure to sign up for the on-line component as soon as possible. You will need Adobe Acrobat to download and view pdf. files.

Please also sign up for the Facebook page: <https://www.facebook.com/GenderandIR>



Goldstein, Joshua. *War and Gender: How Gender Shapes the War System and Vice Versa*. New York: Cambridge University Press, 2001.

Seager, Joni. *The Penguin Atlas of Women in the World*. New York: Penguin, 2008

The readings and the lectures complement each other. You are responsible for both.



Recommended Texts



Strunk, William and E.B. White. *The Elements of Style*. Fourth Edition. New York: Macmillan Publishing Co., 2000.

"Professor Anderson first told me about this book my junior year. Like most of you, I dismissed her recommendation about buying it. The beginning of my senior year, I had another class with Professor Anderson, and again, she mentioned The Elements of Style. Over the winter break, I signed up for the Foreign Service exam. The exam demands a near perfect writing style, so I decided to buy the book.. It has done wonders for my grades and writing style. In my English classes, I usually got a B or C on papers, rarely an A. My last semester of school, I was enrolled in a 3000-level English class with a professor I had had before. The first time around, I didn't get an A on any of my papers; I was absolutely in shock when I saw an A at the end of my first paper. By the end of the course, I had received an A on four out of my five papers.

It is amazing what the Elements of Style has done to my writing style. What's more amazing is that the book is eighty-five pages long and only cost less than ten bucks new. It's not packed with grammar rules, rather the authors offer suggestions on how to omit needless words and to make your paragraphs more coherent and to the point. It is filled with examples and is easy to follow. I would recommend it for anybody seeking to improve their writing style and more importantly their GPA."

Omar Ibrahim, Class of '02

Course Schedule

August 26

Week 1: Our perceptions of the role of gender in international affairs

Viewing and discussion of film: *Women, War & Peace*
<http://www.pbs.org/wnet/women-war-and-peace/>

September 9 --

Week 2: Understanding IR Theory & Feminist Theory

Readings:

- Tickner, "What Is Your Research Program? Some Feminist Answers to International Relations Methodological Questions."
- Youngs, "Feminist International Relations: a contradiction in terms?"
- Viotti and Kauppi, pp. 1-28 all on CourseStudio



September 16 -- IN-CLASS EXAMINATION and Topic Proposal is due

Week 3: Feminist Critiques of IR

Readings:

- Fukuyama, "Women and the Evolution of World Politics"
- Tickner rebuttal to Fukuyama,
- Carol Cohn "Sex and Death in the Rational World of Defense Intellectuals"
- Steans "Engaging from the margins: feminist encounters with the 'mainstream' of International Relations"
- Morgenthau, (<http://www.mtholyoke.edu/acad/intrel/morg6.htm>)
- Tickner "Hans Morgenthau's principles of political realism: A feminist reformulation"



September 23 -- *From 3-6, we meet in Coe 218.*
Concept Map for Topic Proposal is due

Week 4: Meet in library for whole class period from 3:10 – 6:00 with Jennifer Mayer in Coe 218. During this time, the student needs to do research for the term paper. Please bring a concept map for your topic. For directions, please see: <https://www.msu.edu/~luckie/ctools/>



September 30 -- **IN-CLASS EXAMINATION**



Week 5: How does gender inequality affect international politics?

Readings:

The Penguin Atlas of Women in the World (all).

Hudson and Den Boer, "A Surplus of Men"

Caprioli, "Gender Equality and State Aggression"

"Women in Poverty: A New Global Underclass"

Inglehart and Norris, "The Developmental Theory of the Gender Gap"

Other slides/statistics from Inglehart and Norris.

October 7 -- **IN-CLASS EXAMINATION**

Week 6: Women, the State, and Security. Does the state itself endanger women? Is there a link between violence against women and conflict?

Readings:

Caprioli, "Democracy and Human Rights versus Women's Security: A Contradiction?"

Bilgin, "Rejoinder to Mary Caprioli"

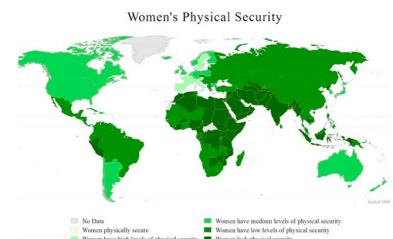
Hudson, et al, "The Heart of the Matter"

"Leftover Ladies"

"The Art of Security"

Shepherd, "Victims, Perpetrators and Actors"

Anand, "Anxious Sexualities"



October 14 -- Presentation due on one woman leader (no royalty). Outline of Research Paper plus annotated bibliography is due.

**University of Wyoming's
WOMEN'S LEADERSHIP PROGRAM**



Week 7: Women as Leaders

Readings:

- “Strong Stuff: Powerful Women in Africa”
- Jalalzai, “Madam President”
- *Foreign Policy* “The Sex Issue” May/June 2012
- See also the following Web site: <http://www.guide2womenleaders.com/>
- Are women more peaceful than men? http://www.cfr.org/drones/walking-loudly-carrying-big-stick/p31209#cid=soc-twitter-in-article-walking_loudly_and_carrying_a_-080613

October 21 --IN-CLASS EXAMINATION

Week 8: Women in power: Once women get power, do they rule or exercise it differently? Do woman leaders have different foreign policy beliefs?

Readings: “Women in Power: From Tokenism to Critical Mass”

“Women Waging Peace” and “The Critical Role of Women Waging Peace”.

“Are women doves?” statistics on CourseStudio

Sigal Ben-Porath, “Using Gender to Consider Post-Conflict Forgiveness.”

Anuradha Mitra Chenoy and Achin Vanaik, “Promoting Peace, Security and Conflict Resolution” To read, go to: <http://site.ebrary.com/lib/uofw/docDetail.action?docID=10080958>

Gouws, “Changing Women’s Exclusion from Politics”

Katja Svensson, “Women Hold Up Half the Sky: Peace and Security Lessons from Liberia” <http://www.issafrica.org/uploads/17NO4FULL.PDF#page=188>





October 28 -- *IN-CLASS EXAMINATION*

Week 9: Women as warriors: what explains the fact that one of the few universals in the world is that men fight wars and women don't?

Readings:

War and Gender, ch. 1-4.

Mazurana et al, "Girls in Fighting Forces and Groups: Their Recruitment, Participation, Demobilization, and Reintegration."

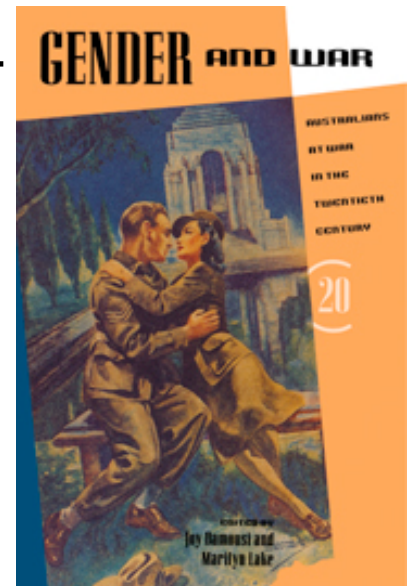
November 4 -- *IN-CLASS EXAMINATION*

Week 10: How do Goldstein's conclusions fit in with the other material discussed throughout the semester? In your opinion, which is the most significant way that gender affects international relations?

Readings:

War and Gender, ch. 5-7

Alison, "Women as Agents of Political Violence: Gendering Security"



November 11

Week 11: Student Presentations

Assignment: Drafts are due by the previous Friday at 5:00 pm. Each paper will be assigned a discussant.

November 18

Week 12: Student Presentations

Assignment: Drafts are due by the previous Friday at 5:00 pm. Each paper will be assigned a discussant.



November 25

**Week 13: Student Presentations**

Assignment: Drafts are due by the previous Friday at 5:00 pm. Each paper will be assigned a discussant.

December 2

Week 14: Student Presentations

Assignment: Drafts are due by the previous Friday at 5:00 pm. Each paper will be assigned a discussant.



**** Final Paper Due Monday, December 9 by 4:30 pm in A&S 136 or by email. ****

Communication

I will only communicate with you via the official UW e-mail address.

Disability

It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, or psychological disability and require accommodations, please let the instructor know as soon as possible. You must register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall. 766-6189, TTY: 766-3073)

“Students and Teachers Working Together”

At a good university, good student/teacher relationships come from mutual respect, trust, and honesty. Learning takes place when teachers and students treat each other with politeness and civility, rather than with anger, ridicule, or confrontation. Indeed, a classroom conducive to teaching and learning is the right of all University of Wyoming students and faculty, and it is the responsibility of both parties to achieve and maintain it even though specifics will vary from course to course. A document that outlines and provides support for this intellectual environment is called “Students and Teachers Working Together.” The Department of Political Science encourages all students to review this document carefully. “Students and Teachers Working Together” can be found on the University of Wyoming web page or on the Political Science web page. To access the document:

Go to the Political Science Department web page: www.uwyo.edu/pols
You will find the link to the document under Courses and/or Current Syllabi

“Students and Teachers Working Together”

<http://www.uwyo.edu/AS/files/current/Students%20and%20Teachers%20Working%20Together.pdf>.

Academic Dishonesty

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: <http://www.uwyo.edu/generalcounsel/>.

"Academic dishonesty" involves cheating on an examination, a paper, or any other class assignments. The penalties can be severe. Each student is expected to be aware of and abide by the academic dishonesty policy, as specified in UNIREG 802, Revision 2.

UNIREG 802, Revision 2, section 3 defines academic dishonesty as "an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation." Among the misdeeds by students that the University of Wyoming considers acts of academic dishonesty are:

- a. Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of

- the source.
- b. Using a ghost writer, commercial or otherwise, for any type of assignment.
 - c. Doing a class assignment for someone else or allowing someone to copy one's assignment.
 - d. Submitting substantially the same work as someone else unless authorized by the instructor.
 - e. Using notes or prepared information in an examination unless authorized by the instructor.
 - f. Taking an examination for someone else or allowing someone to take an examination for oneself.
 - g. Copying from, or assisting, another student during an examination.
 - h. Stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.
 - i. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.

Regulations concerning plagiarism cover books, magazines, newspapers, movies, Internet sources, and any other sources of information. Proper citation of sources means identifying in the text of the paper the source of the information. Simply listing sources on a "bibliography" page at the end of the paper is not adequate for citing sources. A student with any doubts regarding proper citation of sources should consult his or her instructor.

It is important to remember that you can be charged with academic dishonesty if you assist another student in cheating. For example, if you permit a classmate to copy from your exam, both you and the student who copied are guilty of academic dishonesty. Both the ghost writer and the person who submits a paper prepared by a ghost writer have violated University policy and can be penalized.

The University's academic dishonesty policy (UNIREG 802, Revision 4, section 4) authorizes several actions against a student found to violate the policy:

- a. A grade of "F" is assigned for the course in which the act of academic dishonesty was committed.
- b. The student is suspended from the University for one year if he or she commits two acts of academic dishonesty at different times or for different courses.
- c. Further sanctions, including loss of scholarships, may also be imposed.

Ignorance of what constitutes plagiarism, how to properly cite sources, or what is appropriate behavior on an examination is not an acceptable defense against a charge of academic dishonesty. Students who are uncertain as to whether a particular act violates the University's academic dishonesty policy should consult their instructor, the head of the department, their academic advisor, the Office of Student Life, or another appropriate University official.