

Gender and International Relations

Instructor Information:

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Office Hours: Tuesday and Thursday 2:30-4:00PM

Course Information:

POLS 460
TR 1:00-2:15PM
Clark 312
Spring 2013

Course Description

The study of international relations focuses mainly on cooperation and conflict. However, feminist scholars have critiqued this approach by claiming that international relations has been studied through a masculine “lens” and instead, if we approach it from a feminist perspective, our understanding of the relationship between states may change. In this class, we will focus on how women affect and are affected by international conflict, development, and human rights issues. Throughout the semester, students should continue to ask themselves “what IS international relations” and consider how their answer may change as they learn more about international relations from a gendered perspective.

Expected Learning Outcomes:

Upon successful completion of this class, students will be able to:

- 1) analyze various aspects of the study of international relations from a gendered perspective.
- 2) discuss the evolution of women’s rights from a Western to a global issue
- 3) compare and contrast various ways women affect and are affected by international conflict
- 4) critique the various roles of women in the development of many Global South states
- 5) discuss various aspects of global reproductive rights issues such as access to birth control and female genital mutilation
- 6) understand the role of Islam as a positive and negative influence on the lives of women across the globe

Required Books (available at the WVU bookstore, the Book Exchange, and online)

- Beneria, Lourdes. 2003. *Gender, Development, and Globalization: Economics as if All People Mattered*. New York: Routledge.
- Ehrenreich, Barbara and Arlie Russell Hochschild. 2004. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Holt.
- Goldberg, Michelle. 2009. *The Means of Reproduction: Sex, Power, and the Future of the World*. New York: Penguin Press.
- Kristof, Nicholas D. and Sheryl WuDunn. 2009. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Vintage Press.
- Sjoberg, Laura and Caron E. Gentry. 2008. *Mothers, Monsters, Whores: Women’s Violence in Global Politics*. New York: Zed Publishers.
- Tickner, J. Ann. 2001. *Gendering World Politics: Issues and Approaches in the*

Post-Cold War Era. New York: Columbia University Press.

All other readings are available on this course's ecampus website and through the JSTOR database (accessible through the WVU library webpage). The location of the readings is noted in the reading schedule.

Course Requirements: The course grade will be composed of three entities: exams, writing assignment, and class participation.

Exams: There will be three exams, which will be take-home essay exams. The final exam will not be comprehensive; it will focus on the material covered in class in the latter third of the course. There will be no exceptions to these exam dates except in extreme circumstances and when the professor has been notified in advance. Each exam is worth 20% of the student's course grade (60% total).

Exam One: February 19

Exam Two: March 19

Exam Three: Monday, May 6 at 3PM

Writing Assignment: Each student will be required to write a 10-12 page case study on an issue in international relations that uses a gendered approach.

The assignment is designed in such a way as to require you to complete parts of this assignment as the semester progresses. You must get a topic approved by the instructor by February 26th. If interested, students can turn in a draft of their paper on April 9th. This should be as near-complete a paper as possible, and the professor will read it and return comments to help improve the final paper. The final paper is due on May 2nd at the beginning of class. Your paper will account for 25% of your final grade.

Papers will be evaluated according to the following scale:

90-100: This is an outstanding essay which reflects a perceptive and thoughtful response to the assignment. It is well organized with excellent development of its ideas and reflects the writer's command of appropriate rhetorical strategies. The prose is vigorous and fresh, and the writer is clearly in control of the standard conventions of American prose.

89-80: This is a very good essay that fulfills the assignment and shows evidence of clear thought and good planning. It is well organized with good supporting details. The writing is fluent, and there are only minor errors in the mechanics of writing which do not interfere with reading the essay.

79-70: This is a satisfactory essay which fulfills the assignment and is adequately developed. The writing is clear and coherent with relatively few errors in usage and mechanics, but the writer fails to demonstrate any particular strength which would distinguish an above-average essay.

69-60: This is a below-average essay which fulfills the assignment but exhibits major problems in writing. It may have difficulty with the presentation of ideas (e.g., lack of a clear thesis, weak organization, poor development of ideas, or inappropriate diction,

poor spelling) or be marred by enough errors in the mechanics of writing to seriously distract the reader.

59-1: This is an essay that relates to the topic but is so poorly presented that it fails to fulfill the assignment. It fails to present its basic ideas, either because of poor organization and lack of clarity or because the writing reflects a lack of control over the basic conventions of standard American usage. Such an essay may have sentence boundary problems, poor use of idiom, inappropriate diction (words used incorrectly), agreement errors, or verb tense problems.

0: This is an essay that represents dishonest work by the student, principally the use of ideas or writing which are clearly not one's own work. Refer to the West Virginia University Undergraduate Catalog for the University policy on Academic Dishonesty.
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Participation: The quality of a class depends largely on the efforts of the students. While I will be lecturing for a good part of our class meetings, all students are expected to come to each class meeting prepared to discuss the readings. This will involve investing time to read each book and article on the required reading list, and thinking about what each reading contributes to the day's topic. Obviously, one cannot participate if they are not in attendance. Each student can miss up to two days during the semester. After that, your participation grade will be lowered five points for every day you miss. Participation accounts for 15% of your course grade.

If you are concerned/anxious about speaking in class, you can email me your comments by noon on the day of each class. This does not replace attendance. Emailing me your comments and not showing up to class will be counted as a "zero" for that day.

The following general grading scale will be used for participation:

- A to A-: The student made a very strong contribution to the course. Class discussion, comments, and/or presentations reflected a great deal of thought about the material, and were constructive.
 - B+ to B-: The student contributed meaningfully to the course. Class participation and/or presentations went beyond repeating the assigned material, but did not make many constructive suggestions about how these weaknesses might be overcome or how the literature might usefully be extended in the future.
 - C+ or lower: The student did not contribute meaningfully. Class participation and/or presentations were limited to repeating the assigned material rather than making connections or extensions, or was filled with mistakes and inaccuracies.
 - F: The student was a net drain on the course, rarely if ever speaking in class.
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Late Work Policy

In order to get full credit for an assignment, you must turn in the assignment by the start of class on the day it is due. If you come to class late for any reason, and therefore turn in the assignment late, one-third of a letter grade will be deducted (e.g., an A will become an A-). The simplest way to avoid these problems is to plan ahead -- make sure the paper is finished (and printed out) well before the start of class. One full letter grade will be deducted for each day (or part of a day) that an assignment is late after the due

date. Thus, a paper that would have received an A if turned in on time on Wednesday will become a B paper on Thursday, a C paper on Thursday, and so on. It should be noted that this refers to the day on which I receive your paper -- so if you claim to have slipped it under my office door on Friday evening, but I do not receive it until Monday morning, I will have to treat the paper as if it were handed in to me on Monday morning. Thus, you should hand your paper to me in person to ensure that I give it the proper credit -- and if I am not available, you should make sure that the office staff in the Political Science office stamp your paper with the exact time and date before putting it in my mailbox.

Calculations for student's final grade in POLS 493:

Exam One	20%
Exam Two	20%
Exam Three	20%
Writing Assignment	25%
Participation	15%

Total Grade **100%**

Social Justice Statement: West Virginia University is committed to social justice. It does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Class discussions are expected to be held in a manner that upholds this commitment.

Reading Schedule:

For this class to be a successful one, it is imperative for all readings to be completed before class on the day they are assigned.

Section One: What is gender? How do we study it?

Tuesday, January 15: Introduction to the Class, No Readings

Thursday, January 17: Gendered Politics in International Relations

 Tickner Ch. 1

 Ackerly, Brooke, Jacqui True and Maria Stern, eds. Feminist

 Methodologies for International Relations. Chapter 1 and 4 (on ecampus)

Tuesday, January 22: Women's Rights as a Global Movement

 Inglehart, Ronald and Pippa Norris. *Rising Tide: Gender Equality and Cultural Change Around the World*. Chapters 1 and 2. (on ecampus)

 Palley, Marian Lief. 1991. "Women's Rights as Human Rights: An International Perspective." *Annals of the American Academy of Political and Social Science* 515: 163-178. (on JSTOR)

Section Two: Women and International Security

Thursday, January 24: Women and International Conflict

Tickner Chapter 2

Caprioli, Mary. 2000. "Gendered Conflict." *Journal of Peace Research* 37 (1): 51-68. (on JSTOR)

Tuesday, January 29: Women as Foreign Policymakers

Fukuyama, Francis. 1998. "Women and the Evolution of World Politics." *Foreign Affairs*. September/October. (on ecampus)

Ehrenreich, Barbara, Katha Pollitt, et. al. 1999. "Fukuyama's Follies: So What if Women Ruled the World?" *Foreign Affairs*. January/February. (on ecampus)

Tickner, J. Ann. 1999. "Why Women Can't Run the World: International Politics According to Francis Fukuyama." *International Studies Review* 1(3): 1-11. (on JSTOR)

Caprioli, Mary and Mark A. Boyer. 2001. "Gender, Violence, and International Crises." *Journal of Conflict Resolution* 45 (4): 503-518. (on JSTOR)

Thursday, January 31: Women and the Military

Enloe Chapter 4 (on ecampus)

Soh, Chunghee Sara. 1996. "The Korean 'Comfort Women': Movement for Redress." *Asian Survey* 36 (12): 1226-1240. (on JSTOR)

Fukumura, Yoko and Martha Matsuoka. 2009. "Redefining Security: Okinawa's Women's Resistance to US Militarism." in *American Studies: An Anthology*, edited by Janice A. Radaway. (On JSTOR)

Tuesday, February 5: Rape as a Tool of War

Goldstein, Joshua S. *War and Gender: How Gender Shapes the War System and Vice Versa*. pages 362-371 (on ecampus in the Ch. 2 reading)

Baines, Erin K. 2003. "Body Politics and the Rwandan Crisis." *Third World Quarterly* 24 (3): 479-493. (on JSTOR)

Engle, Karen. 2005. "Feminism and Its (Dis)contents: Criminalizing Wartime Rape in Bosnia and Herzegovina." *The American Journal of International Law*. 99 (4): 778-816. (on JSTOR)

Thursday, February 7: Women in the Military

View "Fly Girls"

Read Goldstein, Joshua S. *War and Gender: How Gender Shapes the War System and Vice Versa*. Chapter 2. (on ecampus)

Tuesday, February 12: Women as Perpetrators of Violence

Sjoberg and Gentry Chapters 1-4

Thursday, February 14: Women as Perpetrators of Violence

Sjoberg and Gentry Chapters 5-8

Tuesday, February 19: Exam 1 Due

Section Three: Gender and International Political Economy

Thursday, February 21: **View “La Misma Luna”**

Tuesday, February 26: Women in Transnational Relations

Tickner Chapter 4

Ehrenreich and Hochschild Pages 1-84

Paper Topics Due

Thursday, February 28: Women and Globalization/Care Givers and Domestic Help

Ehrenreich and Hochschild Pages 85-168

Tuesday, March 5: Women and Globalization/Sex Trafficking

Ehrenreich and Hochschild Pages 169-280

Thursday, March 7: Gender and Capitalism

Beneria Chapters 1-3

Tuesday, March 12: Gender and Capitalism

Beneria Chapters 4-6

Thursday, March 14: Women and Microfinance

Yunas, Muhammad. 2008 *Creating a World Without Poverty: Social Business and the Future of Capitalism*. Chapter 3 and 7 (on ecampus)

Tuesday, March 19: Exam 2 Due

Thursday, March 21: Optional meeting with Dr. Fattore regarding writing assignment (sign up in class for times)

SPRING BREAK, No Class March 26 and 28

International Studies Association Meeting in San Francisco, No Class April 2 and 4

Section Four: Women and Human Rights

Tuesday, April 9: Gender, Population, and The Treatment of Women

View “The Population Paradox”

Read Kristoff and Wudunn Chapter 8

Thursday, April 11: Gender and Reproductive Rights

Goldberg Chapters 1-4

Tuesday, April 16: Gender and Reproductive Rights

Goldberg Chapters 5-8 and the conclusion

Thursday, April 18: Maternal Health

Kristof and WuDunn. Chapter 6 and 7

Baylies, Carolyn. 2001. "Safe Motherhood in the Time of AIDS: The Illusion of Reproductive 'Choice.'" *Gender and Development* 9(2): 40-50. (on JSTOR)

Tuesday, April 23: Women and Islam

View "The Mosque in Morgantown"

Read Kristof and WuDunn. Chapter 9

Thursday, April 25: Women and Islam

Goodwin, Jan. *Price of Honor: Muslim Women Lift the Veil of Silence on the Islamic World*. Chapter 2 and 3. (on ecampus)

Tuesday, April 30: Violence Against Women

Kristoff and WuDunn Chapters 3, 4, and 5

Thursday, May 2: Women and the Future

Kristof and WuDunn. Chapter 12, 13 and 14

WRITING ASSIGNMENT DUE

Exam Three due Monday May 6 at 3PM