IR 316: Gender and Global Issues

Spring 2011
SOS B 44
School of International Relations
University of Southern California
9:30-10:50am TTh

Instructor: Dr. Eric Blanchard SOS 268
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Office Hours: Tuesday, 11AM-12, 5PM-6, Thursday, 2PM-3 and by appointment

I. Course Description, Objectives and Requirements:

“Gender and Global Issues” is a course designed as a comprehensive introduction to a way of analyzing and researching global politics and international relations that takes gender seriously as a category of analysis. The course is particularly concerned with the ways in which gender is implicated in the construction of international relations, how this impacts the foreign policies of states, and what this means for the actions of other actors in world politics, such as non-governmental organizations (NGOs), international organizations (IOs), and social movements.

During the semester, we will explore the ways that global issues impact women's and men’s lives, but we will also become theoretically savvy, exploring various feminist and non-feminist approaches to the study of gender, femininity and masculinity in world politics. In familiarizing ourselves with multiple approaches to the study of gender in international politics, we will attempt to better understand just how “gender matters” in many facets of international relations: war and peace, foreign policy, economics, security, ethics, activism, the environment, development, and human rights just to name a few. Among the topics we will investigate in-depth are: nationalism and identity, human security, post-war reconstruction, child soldiers, “trafficking”, micro-lending, and technology and the information revolution. By the end of the course, students should be able to better critique foreign policies and global governance by understanding their gendered formulation, implementation and consequences.

Class sessions will mix lecture and discussion. In class discussion, students will have the opportunity to hone their critical thinking skills and practice articulating their informed views. To this end, students are expected to come to all class sessions ready to discuss the assigned readings, and raise thoughtful questions about these readings, prior readings, or lecture points. Because exams will test knowledge of both lecture materials and texts, it will be impossible to succeed in IR 316 without regular attendance. A midterm (25%) and final (30%) will be the only exams. Students will also prepare a journal comprised of 10 entries and totaling approximately 20 pages, and counting for 25% of the grade. The journal, which should be an ongoing project
throughout the semester, must be completed and submitted by April 15. I will distribute further instructions on journal writing early in the semester.

Grading:

Participation, classroom exercises 15%
Midterm exam (Feb 17) 25%
Journal (due April 15) 30%
Final exam (May 10) 30%

Readings (texts on order at the USC Bookstore and reserve at Leavey library):


Ian Bannon and Maria C. Correia. *The Other Half of Gender: Men's Issues in Development*. World Bank, 2006. (also available as USC ebook)


All other readings are available on USC’s Blackboard system (https://blackboard.usc.edu/).

Classroom policies:

*In the classroom:*
Please be sure to help the instructor maintain a collegial atmosphere necessary for learning by keeping comments civil and respectful and being attentive to the contributions of your instructor and your fellow students. The lectures and discussions in this class will demand the full use of your undivided cognitive abilities; therefore, the use of laptops is discouraged. Before we start class, please discontinue the use of and stow all portable electronic communication and entertainment devices and be sure your device is in an off-position or silent (not vibrating) mode. Messaging, tweeting, texting, chatting, hacking, multiplayer gaming, social networking, bargain shopping, portfolio managing or using electronic devices in any manner that distracts from classroom activities will not be tolerated, and WILL result in a lowered participation grade (for example, students texting in class will have their attendance grade lowered by 1% per occurrence and may be asked to leave if they are disruptive). Audio or video recording of class sessions is not allowed without explicit permission from the instructor.

*Outside the classroom:*
Check Blackboard for important messages, assignments, and updates. I recommend that students keep open communication lines with me particularly regarding factors that have an effect on their performance as students; the best way to reach me is USC email, however I will not
(necessarily) be responding immediately to messages sent after 9PM or on weekends/holidays. I will only excuse emergency medical absences upon the presentation of verifiable, appropriate medical or other documentation if such requests are presented to me in a timely manner. Please do not expect travel plans to be a legitimate excuse for missing class. With a proper request (i.e., early notification), I will consider giving 1% credit for successful participation in and completion of a service-learning program such as TIRP. I will consider writing letters of recommendation for students who have taken at least two courses with me with at least an A-average (hint: I don’t normally recommend distracted or disruptive students).

Notes on written work:
*All written work should be neat—free of spelling and grammatical errors, double-spaced, page numbered, with a word count—and utilize appropriate citation practices.
*It is strongly suggested that assignments accord with the citation practices and reference standardization found at www.chicagomanualofstyle.org/home.html, or a similar style guide. Author-date style is preferred. Students are also advised to consult a helpful guide to research papers, such as The Craft of Research by Wayne C. Booth, et al. (University Of Chicago Press), or Stephen Van Evera’s Guide to Methods for Students of Political Science (Ithaca. NY: Cornell University Press).
*Written work must be submitted by the relevant deadline, both as a hard copy to my box in VKC 330, and as an electronic attachment uploaded to the Blackboard system (turn-it-in). Late work will be penalized one half grade for each day late (A to A-, etc.). Yes, this includes weekends.

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. http://www.usc.edu/disability

Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review should there be any suspicion of academic dishonesty. Information on the review process can be found at: http://www.usc.edu/student-affairs/SJACS/ and http://web-app.usc.edu/scampus/1400-academic-integrity-review-process/. A primer on plagiarism and how to avoid it is at: http://www.unc.edu/depts/wcweb/handouts/plagiarism.html. Contact the instructor with any questions.
II. Schedule

Week One

Jan. 11: Introduction
No assigned readings.
Hey, what a great chance to read the syllabus carefully!!

Jan. 13: Finding Nimo (recognizing gender in world politics)
* Laura J. Shepherd, “Sex or Gender? Bodies in World Politics and Why Gender Matters,” ch. 1 in Gender Matters in Global Politics (hereafter GM) pp. 3-16.

Week Two

Jan. 18: Gender, biology, and the evolution of world politics
* Joshua S. Goldstein, “Bodies: the Biology of Individual Gender,” in War and Gender: How Gender Shapes the War System and Vice Versa (Cambridge: Cambridge University Press, 2003), pp. 128-143 (can skim 144-158), 159-182.

Jan. 20: Lenses and ladders

Week Three

Jan. 25: Feminists and International Relations

Jan. 27: Gender in history and philosophy
Optional:
*Anna Agathangelou and Heather Turcotte, “Postcolonial Theories and Challenges to ‘First World-ism,’” ch. 4 in GM.

**Week Four**

**Feb. 1:** *Is gender a synonym for “women”? (recognizing masculinity)*

**Feb. 3:** *Masculinities, hegemonic and hyper*

**Week Five**

**Feb. 8:** *Tools for the analysis of gender and IR*

Optional:

**Feb. 10:** *Looking at IR and security with a gendered lens*
Week Six

**Feb.15:** *Human and environmental security*

**Feb.17:**
**MIDTERM**
Please don’t forget to bring bluebooks!

Week Seven

**Feb. 22:** *Nationalism and identity*
*Cynthia Enloe, “All the Men are in the Militias, All the Women are Victims,” The Curious Feminist, ch.7, pp. 99-118.*

**Feb. 24:** *Identity and religion*

Week Eight

**Mar. 1:** *Ethics and Human Rights*

Recommended:

**Mar. 3:** *Trafficking and slavery*

**Week Nine:**

**Mar. 8: War and violence**

**Mar. 10: Militarized Men, Women, and Girl Child Soldiers**
*Rachel Brett and Irma Specht, Young Soldiers: Why They Choose To Fight, pp. 9-38 & 85-104.

Optional:

**SPRING BREAK**

**Week Ten**

**Mar. 22: The War on Terror and the post-9/11 world**
*Cynthia Enloe, “Where are the Women in Occupied Afghanistan and Iraq?” The Curious Feminist ch. 19, pp.268-305.

**Mar. 24: Post 9/11**

Optional:
**Week Eleven**

**Mar. 29: Sexual violence**
*Donna Pankhurst, “Sexual Violence in War” Ch. 11 in GM, pp.*

**Mar. 31: “After” war: post-conflict reconstruction**

**Week Twelve**

**Apr. 5: Post-conflict reconstruction, continued**

**Apr. 7: Gender and national/international political participation**
* Carol Cohn, "How Can She Claim Equal Rights When She Doesn't Have to Do as Many Push-Ups as I Do?: The Framing of Men's Opposition to Women's Equality in the Military,” *Men and Masculinities* 3 (2000), pp.131-151.

Recommended:

**Week Thirteen**

**Apr. 12: Activism and change**
* Jacqui True, “Mainstreaming Gender in International Institutions,” ch. 14 in GM, 189-203. (14)
Apr. 14: Institutions and the global political economy
*V. Spike Peterson, “International/Global Political Economy” ch. 15 in GM. 204-217.
*Jindy Pettman, “Migration” ch. 18 in GM, pp. 251-264.

Optional:

**JOURNALS DUE BY 5PM APRIL 15th!**

Week Fourteen

Apr. 19: Development and masculinity
*Jose Olavarria, “Men’s Gender Relations, Identity, and Work-Family Balance in Latin America,” ch. 2 in Bannon and Correia, pp. 29-42.
*Mary Amuyunzu-Nyamongo and Paul Francis, “Collapsing Livelihoods and the Crisis of Masculinity in Rural Kenya,” ch. 10 in Bannon and Correia, pp. 219-44.

Apr. 21: Information, Communication, Technology and Security

Week Fifteen

Apr. 26: Future war? gender, drones and cyborgs

Apr. 28: Wrap up

FINAL EXAM: Tuesday, May 10, 8-10 a.m