

# **POLS 3394G**

## **Gender and the International**

Huron University College- 2018/19- Winter Term

**Dr. Jennifer Mustapha**

jmustap@uwo.ca;  @JenMustapha

Fridays: 9:30- 11:30 Location: HC-W103

**Office Hours: A15-** Wed 3:30-4:30; Thu 2:30-3:30

**Course Prerequisites: Enrolment in 3rd or 4th year in any Political Science module, or permission from the Huron Political Science Department**



### **Contacting me:**

The best way to contact me is through e-mail at [jmustap@uwo.ca](mailto:jmustap@uwo.ca) - During the week, I will try to respond within 24 hours, and on the weekends or over holidays within 48 hours. *Due to privacy rules, you must e-mail me from your own uwo.ca e-mail account.*

### **Required Texts:**

- For the book analysis assignment you are required to read the following easily obtainable novels. All other readings are available through OWL
  - Alderman, Naomi (2016) *The Power*, Little Brown and Company: New York
  - Atwood, Margaret (1985) *The Handmaid's Tale*, McClellan: Toronto

### **Course Overview:**

There are many ways to relate “gender” to the international. We can treat “gender” as an empirical category (for example- “women”) or as an analytical orientation (for example- feminist and gender approaches). Doing both allows us to ask and answer all kinds of interesting questions about the world. This course takes as a starting point the idea that our conceptions and constructions of international and global issues are shaped by a range of gendered notions. As such, our ways of explaining and understanding issues in international politics tend to be reflective of dominant



narratives and assumptions about masculinity and femininity. With this in mind, this course will explore different critical feminist approaches to understanding the international, and in particular, issues relating to global conflict and insecurity. Among other things, students will examine the gendered effects of war and conflict and the myriad implications of gendered constructions of national identity, all while foregrounding a concern for the agency and wellbeing of women and girls in the international realm.

## Learning Objectives:

By the end of the course, students will be able to:

- 1) Demonstrate a critical understanding of the relationships between gender and the international.
- 2) Demonstrate a familiarity with different critical feminist approaches to understanding conflict and insecurity.
- 3) Demonstrate an ability to articulate the difference between gender as an empirical category and gender as an analytical device.
- 4) Demonstrate analytical knowledge of contemporary topics and issues relating to gender and various international and global issues.
- 5) Demonstrate and convey these competencies in a clear, critical and reflexive communication style.

## Evaluation

(For more information see “Assignment Information” document on OWL):

*Note: Evaluation rubrics may be modified depending on class size*

Attendance & Participation:	10%
Question Reflection:	10%
Critical Book Analysis:	20% (March 1)
Discussion Lead:	15%
Research Roundtable:	15%
Research Paper:	30% (April 6)



## Course Format:

This is an upper-level seminar course based on the “flipped classroom” model. This means that **students come to class already having completed the readings each week and armed with relevant questions and ideas in order to participate actively in class discussions.** Students are expected to attend every week and participate in assigned classroom activities and general discussion. In general, classes will begin with an introduction to the topic of the day by me, and a brief discussion of relevant items. Following this, I expect that our seminar discussions for the day will critically engage the main points of the required readings and raise engaging questions for discussion relating to the themes of the week and the broader themes of the course. I will often raise questions for general discussion, or I may ask you to engage with specific points drawn from the readings to facilitate an active level of participation. Seminars only work when participants are prepared, willing to share their ideas, and willing to learn from one another.

## Success in this course:

The readings, assignments, and seminars are *all* components of the course, and are instrumental in your learning. Material covered in one component may not be covered in another. If you **attend the seminars, engage with the assigned material, complete your assignments and participate in discussions and class activities** you will be well equipped to achieve the learning objectives of the course. The key however, is to stay on top of things. You need to hit the ground running. Do not put off the readings and do get a head start on whatever work you can. Utilize your resources.

Familiarize yourself with the course content on OWL. Contact me if you have questions about the material or about assignments.

### Quick Index of Weeks and Topics

*IMPORTANT: Subject to change, especially in the event of illness or inclement weather. Appropriate notice will be given in the event of any changes.*

<i>Date</i>	<i>Weekly Topic</i>
Jan. 11	<b>Introduction to the course</b>
Jan. 18	<b>Explaining &amp; understanding gender and the international</b>
Jan. 25	<b>Narratives of gender and IR</b>
Feb. 01	<b>Gendered constructions of identity</b>
Feb. 08	<b>Women and the War on Terror</b>
Feb. 15	<b>Militarized masculinities and architectures of insecurity</b>
Feb 22	<b>(NO CLASS) Reading Week</b>
Mar. 01	<b>(BOOK ANALYSIS DUE) A special price: being a girl in wartime</b>
Mar. 08	<b>Agency and vulnerability in displacement and migration</b>
Mar. 15	<b>RESEARCH ROUNDTABLE</b>
Mar. 22	<b>RESEARCH ROUNDTABLE</b>
Mar. 29	<b>TBD</b>
Apr. 05	<b>(FINAL PAPER DUE) Course Wrap Up</b>



## **Class Schedule, Weekly Topics and Weekly Reading Assignments**

*IMPORTANT: Subject to change, especially in the event of illness or inclement weather. Appropriate notice will be given in the event of any changes.*

### **January 11: Introduction to the course**

In the first week we will introduce ourselves and discuss the plan for the course, my expectations for the class and our learning objectives. We will also discuss the various assumptions we bring to this course, and what we all expect to get out of it.

Readings:

- Make sure to start reading the assigned novels if you haven't already. You should be finished reading by the first week of February or so. Also, make sure you acquaint yourself with the OWL website for the class. Read through the course outline and peruse the readings and resources that I have posted.

### **January 18: Explaining & understanding gender and the international**

This week we explore the concept of "gender" in relation to studying international relations. We look at "gender" as an empirical category and "feminism" as an analytical orientation. We begin to explore different feminist and gender-lensed theoretical approaches to studying issues relating to conflict and security.

Readings:

- Wibben, Annick T.R. (2004) "Feminist International Relations: Old Debates and New Directions." *Brown Journal of World Affairs* X(2): 97-114
- F Laura Sjoberg (2009) "Introduction to *Security Studies: Feminist Contributions*" *Security Studies*, vol. 18, pp. 183-213
- Cohn, C., & Enloe, C. (2003). A conversation with Cynthia Enloe: Feminists look at masculinity and the men who wage war. *Signs*, 28(4), 1187-1107
- Yuval-Davis, N. (2006). Intersectionality and feminist politics. *European Journal of Women's Studies*, 13(3), 193-209.

### **January 25: Narratives of gender and IR**

What can cultural narratives (popular or policy) tell us about our conceptions of gender and IR? How do we talk about gender in the context of the international and vice-versa? Why does this matter? This week we explore these questions and also talk more about the book review assignment. *Discussion topics: Gender at the Movies, women in contemporary politics*

Reading:

- Puechguirbal, N. (2010). Discourses on gender, patriarchy and Resolution 1325: a textual analysis of UN documents. *International Peacekeeping*, 17(2), 172-187.
- Emad, M. C. (2006). Reading Wonder Woman's body: mythologies of gender and nation. *The Journal of Popular Culture*, 39(6), 954-984.
- Muller, V. (2012). Virtually Real: Suzanne Collins's *The Hunger Games* Trilogy. *International Research in Children's Literature*, 5(1), 51-63.

### **February 1: Gendered constructions of identity**

How are our identities, as individuals; as groups; as nations; informed by gendered structures and assumptions? How is gender both constitutive of and constituted through our identities?

*Discussion topics: Jessica Lynch, women in combat in the IDF*

Readings:

- Peterson, V. S. (1999). Political identities/nationalism as heterosexism. *International Feminist Journal of Politics*, 1(1), 34-65.
- Golan, G. (1997, December). Militarization and gender: The Israeli experience. In *Women's Studies International Forum* (Vol. 20, No. 5, pp. 581-586). Pergamon
- Golan, G., & Kamal, Z. (2005). Women's People-to-People Activities: Do We Do It Better?. *Palestine-Israel Journal of Politics, Economics, and Culture*, 12(4/1), 58.
- Kumar, D. (2004). War propaganda and the (ab) uses of women: Media constructions of the Jessica Lynch story. *Feminist Media Studies*, 4(3), 297-313

**February 8: Women and the War on Terror**

This week we look at the place of “women” in the ongoing War on Terror, and its impact on women and girls. We look at how women and women’s issues were foregrounded in the war narratives around American responses to the terrorist attacks of September 11<sup>th</sup>, 2001, and what this reveals about our societal assumptions around both gender and violence.

*Discussion topics: Malala Yousafzai; Female Kurdish YPG fighters*

Readings:

- Shepherd, L. J. (2006). Veiled references: Constructions of gender in the Bush administration discourse on the attacks on Afghanistan post-9/11. *International Feminist Journal of Politics*, 8(1), 19-41.
- Cloud, D. L. (2004). “To veil the threat of terror”: Afghan women and the (clash of civilizations) in the imagery of the US war on terrorism. *Quarterly Journal of Speech*, 90(3), 285-306
- Sjoberg, L., & Gentry, C. E. (2008). Reduced to bad sex: Narratives of violent women from the bible to the war on terror. *International Relations*, 22(1), 5-23
- <http://www.vanityfair.com/politics/2013/04/malala-yousafzai-pakistan-profile>

**February 15: Militarized masculinities and architectures of insecurity**

How is the military apparatus itself implicated in gendered insecurities? Are these gendered insecurities present in both times of relative peace and times of war?

*Discussion topics: Sexual assault in the military; the Abu Ghraib prison scandal*

Readings:

- Turchik, J. A., & Wilson, S. M. (2010) Sexual assault in the US military: A review of the literature and recommendations for the future. *Aggression and violent behavior* 15(4), 267-277
- Cornwell, R., & Wells, A. (1999). Deploying insecurity. *Peace Review* 11(3), 409-414.
- Grady, K. (2010). Sexual exploitation and abuse by UN peacekeepers: a threat to impartiality. *International Peacekeeping*, 17(2), 215-228.
- Winter, B. (2011). Guns, money and justice: the 2005 Subic rape case. *International Feminist Journal of Politics* 13(3), 371-389.

**(Reading Week: NO CLASS on Feb 22)**

**March 1: A special price: on being a girl in wartime**  
**CRITICAL BOOK ANALYSIS DUE**

We often see that women and girls are affected by and suffer in particular ways in times of conflict and post-conflict. Why is global conflict so gendered in its implications? How do we tend to respond to these gendered effects?

*Discussion topics: Chibok kidnappings by Boko Haram; girl soldiers in Sierra Leone*

Readings:

- Manjoo, R., & McRaith, C. (2011). Gender-based violence and justice in conflict and post-conflict areas. *Cornell Int'l LJ*, 44, 11.
- Kirby, P. (2012). How is rape a weapon of war?: feminist international relations, modes of critical explanation and the study of wartime sexual violence. *European Journal of International Relations*, 1354066111427614.
- MacKenzie, M. (2009). Securitization and Desecuritization: Female soldiers and the reconstruction of women in post-conflict Sierra Leone. *Security Studies*, 18(2), 241-261.

**March 8: Agency and vulnerability in displacement and migration**

This week we look at questions around the agency and vulnerability of women and girls in relation to the displacement and movement of peoples. Are women and girls in these situations just victims? Or do they have agency? Where can we see sites of, as well as acts of resistance occurring in these landscapes of gendered violence?

*Discussion topics: Rohingya women and girls; feminist migrant activism*

Readings:

- Lobasz, J. K. (2009). Beyond border security: Feminist approaches to human trafficking. *Security studies*, 18(2), 319-344.
- Akhter, S., & Kusakabe, K. (2014). Gender-based Violence among Documented Rohingya Refugees in Bangladesh. *Indian Journal of Gender Studies*, 21(2), 225-246.
- Aradau, C. (2004). The perverse politics of four-letter words: risk and pity in the securitisation of human trafficking. *Millennium-Journal of International Studies*, 33(2), 251-277.

**March 15: RESEARCH ROUNDTABLE- ALL STUDENTS MUST BE PREPARED TO PRESENT**

**March 22: RESEARCH ROUNDTABLE CONT.**

**March 29: TBD**

**April 5: Where/Why/Who are the Women? Are we asking the right questions?**  
**FINAL ESSAYS DUE IN LAST CLASS**

This week we wrap up the class with a revisiting of our learning objectives and a discussion of what we have learned so far about the various ways in which questions of gender relate to the international. We will also talk about all of the new questions that have no doubt emerged from our explorations of these topics.



### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

#### **Requests for Accommodation on Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the "home faculty" is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been informed of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation

on medical grounds, the instructor will normally consult with the Assistant Dean, Student Success. The instructor's decision is appealable to the dean.

**Requests for Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been informed of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will normally consult with the Assistant Dean, Student Success. The instructor's decision is appealable to the dean.

**Requests for Accommodation on Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been informed that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will normally consult with the Assistant Dean, Student Success. The instructor's decision is appealable to the dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;



Helping someone else cheat;  
Unauthorized collaboration;  
Fabrication of results or sources;  
Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,

- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>