

POLIM 3013 Feminisms and International Relations

Teaching Block: 1

Weeks: 1-12

Unit Owner:	Jutta Weldes Co taught by: Charlotte Hooper	Level:	M/7
Phone:	0117 954 6862	Credit points:	20
Email:	jutta.weldes@bris.ac.uk	Prerequisites:	None
Office:	G4, 10 Priory Road	Curriculum area:	N/A
Unit owner office hours:	Please check the SPAIS MSc Blackboard site for office hours. (Please note, there are no regular office hours during Reading Weeks)		

Timetabled classes:

Please check your online timetable for day, time and venue of each seminar

You are also expected to attend **ONE** seminar each week. Your online personal timetable will inform you to which group you have been allocated. Seminar groups are fixed: you are not allowed to change seminar groups without permission from the office.

Weeks 6, 12, 18 and 24 are Reading Weeks; there is NO regular teaching in these weeks.

In addition to timetabled sessions there is a requirement for private study, reading, revision and assessments. Reading the required readings in advance of each seminar is the minimum expectation. The University Guidelines state that one credit point is broadly equivalent to 10 hours of total student input.

Learning Outcomes

The diligent student completing the requirements of this unit will develop

- the ability to deploy diverse feminisms to issues in world politics as a practice and International Relations as a discipline;
- the ability to deploy gender as a category of analysis to issues in world politics as a practice and International Relations as a discipline;
- an understanding of the gendered character of International Relations as a discipline and of the diverse practices of foreign policy and world politics;
- knowledge and understanding of the basic literatures applying feminist theories and concepts to the study of world politics.

Requirements for passing the unit:

- Satisfactory attendance at seminars.
- Completion of all formative work to an acceptable standard.

- Attainment of a composite mark of all summative work to a passing standard (50 or above).

Details of coursework and deadlines

Assessment:	Word count:	Weighting:	Deadline:	Day:	Week:
Formative – Research Proposal with Annotated Bibliography	1 side of A4 plus 10-15 bibliographic entries	Required for credit points	Week 5, by email to tutor	By 5 pm Friday	5
Formative – Research Paper Outline	4 sides of A-4 MAXIMUM	Optional	Week 9, by email to tutor	By 5 pm Friday	9
Formative – (joint) Presentation	n/a	Required for credit points	Assigned week	In seminar	Assigned week
Summative – Research Paper	4,000 words	100%	9.30 am 11 th January 2018	Thursday	Assessment Period

- Instructions for the submission of coursework will be emailed prior to the submission deadline.
- Assessment in the school is subject to strict penalties regarding late submission, plagiarism and maximum word count. See section 2 of the Postgraduate Taught Handbook.
- Marking criteria can be found in Section 2 of the Postgraduate Taught Handbook.

If one recognizes all theorizing as storytelling, then it is also possible that the epistemic violence of existing paradigms and frameworks can be resisted, mitigated, or confronted by telling stories differently.¹

Unit Description

This unit explores both 1) the impact of diverse forms of feminist scholarship on the discipline of International Relations (IR) and 2) gendered practices of foreign policy and world politics. The contributions and insights offered by feminist scholarship are articulated in relation to concerns such as gendered structures of power and practice, differences and similarities among women and men in their experiences of world politics, the problems and tensions presented by any project of theorising ‘women’ and ‘men’ in IR, the implications of diverse constructions of femininity and masculinity, and the implications of all of these concerns for both the study of IR and the practices of foreign policy and world politics. The unit highlights both the intersectionality of gender with race and other systems of privilege and the importance of popular culture in constructing our understandings of gender. The unit further explores key issues in foreign policy and world politics – notably nationalism, human rights, in/security, political economy, development – from various feminist and gendered perspectives.

Unit Objectives

The objectives of the unit are:

- to examine the implications for the study of IR of taking feminisms and gender seriously;
- to illustrate what and how feminist and other gendered approaches contribute to our understanding of issues in IR / world politics;

¹ Nagar, Richa (2013) ‘Storytelling and co-authorship in feminist alliance work: Reflections from a journey,’ *Gender, Place & Culture*, 20(1): 1-18.

- to examine the gendered nature of the diverse practices of foreign policy and world politics.

Transferable Skills

This unit will help you to develop most of the following transferable skills:

- developing and designing your own research project
- presenting your research in writing in an organized and accessible way
- writing clearly and concisely
- working in small groups
- collecting, organizing, and presenting material orally
- responding critically to the oral presentations of others
- organising your own time without direct supervision
- locating and assessing complex information
- interpreting complex information
- communicating complex information both orally and in writing

Seminar Schedule

Week 1	Introduction: feminisms, gender and IR (I)
Week 2	Feminisms, gender and IR (II)
Week 3	Feminisms, gender, race and (post)colonialism
Week 4	Feminisms, gender, popular culture and world politics
Week 5	Feminisms, gender, nationalism and the state
Week 6	Reading week
Week 7	Feminisms, gender and human rights
Week 8	Feminisms, gender, in/security and the 'war on terror'
Week 9	Feminisms, gender and the international/global political economy
Week 10	Feminisms, gender and development
Week 11	Conclusion: feminisms, gender and theories of IR – to supplement or radically to revise?
Week 12	Reading/Writing week

Teaching Arrangements

Teaching in this unit is organized into ten two-hour seminars (Weeks 1-5, 7-11). Attendance is required. [Week 6 is a reading week and week 12 is devoted to writing your research paper.] All students **must**, at a minimum, complete the 'essential reading' for each week's topic. Seminars also provide you with an opportunity to ask questions about things that you don't understand and require the full participation of all students in order to make them effective learning environments. **You are REQUIRED to come prepared!**

The seminars will generally, but may not always, consist of a brief discussion relating feminist and gender theory/analysis to contemporary news articles, an individual or joint student presentation on the week's topic, and seminar-wide discussion of the weeks' topic and readings. It may also include other group activities.

At the first seminar, you will be allocated a **seminar presentation** either alone or with one or more colleagues. Joint presentations need to be genuinely joint, so be sure to work together. You will also be allocated a week to bring in a **news article** – from newspapers, magazines, online, or any other source – of direct relevance to feminisms, gender, IR/world politics and the week's more specific topic. We will discuss these articles each week in order both to relate theory to contemporary events and to integrate themes across the seminar topics. **Please email your article to me in advance, so I can circulate it to all seminar members to read before class.**

Requirements for Credit Points

For points to be awarded for this unit, you must complete the presentation, the research proposal and annotated bibliography, and the research paper, and have no more than two un-excused seminar absences.

Summative Assessment: Research Paper (100% of unit assessment)

The summative assessment for this unit is a research paper of 4000 words. You are to develop your own specific research question within the broad rubric of **feminisms, gender and International Relations/world politics**. You are to deploy and explain whatever analytical tools are best suited to answering your research question. Please note that you cannot duplicate your presentation in your research paper.

- **Research Proposal and Annotated Bibliography [formative, required]:** You must submit your research proposal and an annotated bibliography to me by email in week 5 (by 5 pm Friday). You should identify a topic, specify a prospective research question, and provide a one-page summary that outlines what you think your paper will be about. This summary should, if possible, include the empirical focus of the paper, the theoretical framework or analytical tools that you plan to deploy, and the main line of argument or analysis. **You MUST get the topic approved by me before writing the research paper.** You must also include a preliminary bibliography of 10-15 entries. The bibliography must contain accurate references (as defined by the SPAIS Study Guide, available on Blackboard) and a short, 2-3 sentence annotation (description) of each reading's argument and/or how it is relevant to your proposed research. Please include your name and the date submitted on this assignment.
- **Detailed outline [formative, OPTIONAL]:** I will read a detailed paper plan/outline of no more than 4 sides of A4 and provide feedback on the research question, structure, analytical argument, case selection, and so on. The outline is due to me by email in week 9 (by 5 pm Friday). I will get them back to you by week 11 at the latest. Please include your name and the date submitted on the outline.
- **Completed research paper:** Please ensure that you 1) proofread your research paper carefully before submission and 2) follow SPAIS submission guidelines (see below and Blackboard).

“Frequent Faults”: Some common failings in past research papers that have led to students losing marks include the following:

- Not specifying a precise and doable research question.
- Attempting to cover too much and so not going into enough depth.
- Arguing by assertion rather than providing evidence for claims; offering a credo – “I believe”, “I feel” – rather than a reasoned and evidenced academic argument.
- Not organizing the argument logically (and not signposting that organization with headings).
- For specific guidelines, please see the ‘Desiderata’ for the research paper on Blackboard.

The deadline for the research paper is on the cover sheet. You can access the Blackboard site via <https://www.ole.bris.ac.uk/webapps/login/> by using your University login and password. The Graduate Office will circulate detailed information on how to submit your work before each hand-in date. Only electronic submission is accepted. Full details about generic requirements and rules regarding written assessments – including formatting, submission, pass marks, extensions, feedback, resubmissions – are in the School's Graduate Studies Handbook on Blackboard.

Formative Assessment: Seminar Presentations

You are required to make an oral seminar presentation either alone or jointly. Seminar presentations will be allocated in the first seminar. The rules are as follows:

1. **The presentation** should be no more than twenty minutes in length. As with the word limit on the research paper, part of the exercise is learning to be concise. It must be presented from notes, not read out word-for-word. When preparing for and practising your presentation, bear in mind the quality of the handout and any visual (e.g., power point) materials, your presentation style (pace, volume and time management), and presentation content (how it contributes to the seminar). Make sure that the presentation – a single, integrated presentation, even if there is more than one presenter – directly addresses the question/topic assigned for the week and contains a theoretical framework and/or a set of analytical tools and an argument statement. **NB:** You cannot simply reproduce the week's readings but must go significantly beyond them. At the end of the presentation, there will be some time for you to answer questions from other students in the group.
2. **The required handout** is limited to two sides of A4 (12 font, single-spaced) and should clearly indicate the structure of the presentation. It must contain all necessary bibliographic information. Please bring enough copies for the seminar or email the handout to me at least 24 hours in advance of the seminar.
3. **The required slides** (or equivalent) should be easily readable: do not cram them with too much text.
4. Presentations offer the chance to develop a variety of **transferable skills:** teamwork, internet research, critical reading and analysis, time management and prioritisation, communication/public speaking, and thinking on your feet. Please take them seriously. The classes are much more interesting if the presentations are carefully thought out, well-researched and enthusiastically delivered.
5. A **feedback** sheet with comments will be emailed to you within two weeks of your presentation.

Readings

Core Text

We will read all of – but not only – this core text, which is a wonderful, accessible introduction to feminisms and IR. You are strongly encouraged to purchase it. It is also physically and virtually in the library.

***Enloe, Cynthia (2014) *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, 2nd edition, Berkeley: University of California Press. HQ1236 ENL**

NOTE:

- If you are **new to gender**, this classic feminist IR text by Enloe (above) is the best place to start! Just read chapter 1 – ‘Gender makes the world go round’ – and then browse.
- If you are **new to IR**, a good introductory text that you can also browse is John Baylis, Steve Smith and Patricia Owens, eds., *The Globalization of World Politics: An Introduction to International Relations*, 7th ed., Oxford University Press (any edition will do).

A very accessible and interesting take on feminism for men is Michael Kaufman and Michael Kimmel, *The Guy’s Guide to Feminism*, Berkeley, CA: Seal Press, 2011.

You may want to peruse one or more of the following texts, which are also relevant to much of the course:

Ackerly, Brokke A., Maria Stern, and Jacqui True, eds. (2006) *Feminist Methodologies for International Relations*, Cambridge: Cambridge University Press.

Butler, Judith (2006 [1999]) *Gender Trouble: Feminism and the Subversion of Identity*, New York and London: Routledge. Wills Memorial KN178 BUT

Connell, R.W. (2005 [1995]) *Masculinities*, 2nd edition, Cambridge: Polity Press. HQ1090.3 CON

*Enloe, Cynthia (2005) *The Curious Feminist: Searching for Women in a New Age of Empire*, Berkeley: University of California Press. HQ1155 ENL

Peterson, V. Spike, and Anne Sisson Runyan (1999) *Global Gender Issues*, 2nd edition, Boulder, CO: Westview Press. HQ1236 PET

Redfern, Catherine, and Kristin Aune (2013) *Reclaiming the F Word: Feminism Today*, London: Zed Books.

*Shepherd, Laura J., ed. (2015) *Gender Matters in Global Politics: A Feminist Introduction to International Relations*, 2nd ed., London and New York: Routledge. JZ1253.2 GEN/eBook

Smith, Steve, Ken Booth and Marysia Zalewski, eds. (1996) *International Theory: Positivism and Beyond*, Cambridge: Cambridge University Press. JX1391 INT

Squires, Judith, and Jutta Weldes, eds. (2007) ‘Gender and international relations in Britain,’ special issue of *British Journal of Politics and International Relations*, 9(2). Serial JA1.B73

*Steans, Jill (2013) *Gender & International Relations*, 3rd revised and expanded edition, Cambridge: Polity, 2013. JZ1253.2 STE

Sylvester, Christine (1994) *Feminist Theory and International Relations in a Postmodern Era*, Cambridge: Cambridge University Press. HQ1236 SYL

Sylvester, Christine (2002) *Feminist International Relations: An Unfinished Journey*, Cambridge: Cambridge University Press. JZ1253.2 SYL

Tickner, J. Anne (2014) *A Feminist Voyage through International Relations*, Oxford: Oxford University Press. e-Book

*Tickner, J. Ann (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*, New York: Columbia University Press. HQ1154 TIC

Tickner, J. Ann, and Laura Sjoberg, eds. (2011) *Feminism and International Relations: Conversations about the Past, Present and Future*, London and New York: Routledge.

Whitworth, Sandra (1994) *Feminism and International Relations*, Basingstoke: Macmillan. JX1391 WHI

*Zalewski, Marysia, and Jane Parpart, eds. (2008) *Rethinking the Man Question: Sex, Gender and Violence in International Relations*, London: Zed Books. JZ1253.2 RET

*Zalewski, Marysia, and Jane Parpart, eds. (1998) *The ‘Man’ Question in International Relations*, Boulder, CO: Westview Press. JX1253.2 MAN

Essential Reading: Each week’s seminar will proceed on the assumption that you have completed **all** of that

week's essential – i.e., required – reading. This is the reading that we will have in common. The essential reading is all listed on TALIS, and are available in the **core text** and through **eJournals, eBooks, TALIS, or Blackboard**. I have noted in the syllabus where each of the essential readings can be found, and have provided the DOI where possible/applicable.

Recommended Reading: The syllabus contains a substantial amount of recommended reading. You should read some entries from this list each week and explore the Internet for sources relevant to the topics under discussion to supplement the required reading. You can also use these lists as a place to find additional reading for your presentation and your research paper. These are illustrative not exhaustive lists of feminist and gendered work relevant to the week's topic. Entries are arranged alphabetically, not in order of importance. Not all are in the University library. I have also posted an '**additional reading list**' on Blackboard under 'Course Documents', which you can use to supplement your research.

eBooks: Some books, including the core text, are available electronically through the library.

eJournals: Be sure that you always check the library's eJournals, which are easily accessible at <http://www.bristol.ac.uk/library/resources/eresources/ejournals/>. You can also browse eJournal contents pages for useful articles. The *International Feminist Journal of Politics* is particularly relevant for feminist IR. A non-exhaustive list of relevant journals is at the end of this syllabus.

TALIS: All essential readings for this unit, except those in the textbook, can be accessed through TALIS.

Short Loans: Items in the unit guide marked with an asterisk (*) have been placed on 1-day loan to make them more easily accessible.

Internet Sources: You are encouraged to explore internet sources for your presentations and essays, but remember that these cover a wide range of standards, from appropriately scholarly to pure drivel. **Google Scholar** is a useful resource that accesses academic work. Some internet sources are also on the unit's Blackboard site under 'External Links'. I have begun to compile a list of web sites relevant to this unit; a non-exhaustive list is at the end of the syllabus. Please send me any links to add that you think would be useful.

Blackboard: is the University's Online Learning Environment <<http://www.ole.bris.ac.uk>>. All unit materials – e.g., unit guide, announcements – are available on Blackboard and you are expected to access them there.

Week 1: Introduction: Feminisms, Gender and IR (I)

Questions to guide your reading: What do feminisms add to IR? Why 'feminisms' in the plural? Does IR marginalise women? If so, in what ways? Does IR marginalise feminisms? In what ways are gender and/or feminism(s) relevant to the theories and practices of International Relations (the discipline)?

Presentation: There is no student presentation this week.

Learning outcome: To develop a basic understanding of the concepts of feminism and gender as they have been articulated and deployed in International Relations as a discipline.

Essential reading:

1. *Enloe, Chapter 1, 'Gender makes the world go round: Where are the women?' and Chapter 9, 'Conclusion: The personal is international; the international is personal'. [text / eBook]
 2. *Shepherd, Laura J. (2015) 'Sex or gender? Bodies in world politics and why gender matters,' in Laura Shepherd, ed., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*, 2nd ed., London and New York: Routledge, pp. 24-35. [eBook]
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3. Hooper, Charlotte (1999) 'Masculinities, IR, and the 'gender variable': A cost[hyphen]benefit analysis for (sympathetic) gender sceptics,' *Review of International Studies*, 25(3), pp. 475-491. [eJournal]
4. Carver, Terrell (2014) 'Men and masculinities in International Relations research,' *Brown Journal of World Affairs*, 21(1): 113-126. [eJournal]
5. *McRobbie, Angela (2009) Introduction and Chapter 1, 'Post-feminism and popular culture: Bridget Jones and the new gender regime,' in her *The Aftermath of Feminism: Gender, Culture and Social Change*, London: Sage, pp. 1-23. [TALIS]

To complement/update McRobbie, you could also have a look at

<http://www.theguardian.com/world/2013/dec/10/fourth-wave-feminism-rebel-women> 'The fourth wave of feminism: Meet the rebel women' [accessed 22 July 2014].

Recommended reading:

Browse the list of core texts on page 5 above.

- Calvini-Lefebvre, Marc, Esme Cleall, Daniel J. R. Grey, Angela Grainger, Naomi Heatherington, and Laura Schwartz (2010) 'Rethinking the history of feminism,' in a special issue of *Women: A Cultural Review*, 21(3): 247-250 [and the other articles in the special issue].
- Gill, Rosalind (2016) 'Post-postfeminism? New feminist visibilities in postfeminist times,' *Feminist Media Studies*, 16(4), pp. 610-630. DOI:10.1080/14680777.2016.1193293
- Redfern, Catherine, and Kristin Aune (2010) *Reclaiming the F Word: The New Feminist Movement*, London: ed Books.
- Tickner, J. Ann, and Laura Sjoberg, eds. (2011) *Feminism and International Relations: Conversations about the Past, Present and Future*, London and New York: Routledge.

Men and feminism:

- Connell, R. W. (1997) 'Gender politics for men', *The International Journal of Sociology and Social Policy*, 17(1/2), pp. 62-77.
- Connell, R.W. (2005) 'Change among the gatekeepers: Men, masculinities, and gender equality in the global arena', *Signs*, 30(3), pp. 1801-25. DOI: 10.1086/427525
- Flood, Michael (2001) 'Men's collective anti-violence activism and the struggle for gender justice', *Development*, 44(3), pp. 42-7.
- Flood, Michael (2011) 'Involving men in efforts to end violence against women', *Men and Masculinities*, 14(3), pp. 358-77.
- Funk, Russ Ervin (1993) *Stopping Rape: A Challenge for Men*, Philadelphia: New Society Publishers.
- Gardiner, Judith Kegan (2002) *Masculinity Studies and Feminist Theory: New Directions*, New York: Columbia University Press.
- Kahane, David J. (1998) 'Male feminism as oxymoron', in Tom Digby. ed., *Men Doing Feminism*, London: Routledge, pp. 213-236.

Week 2: Feminisms, Gender and IR (II)

Questions to guide your reading: How would you characterise the engagements between feminist and non-feminist IR? How do these compare with the interactions between positivist and post-positivist IR more generally? Why, if at all, have feminist approaches been marginalized in IR? To what effect? Might it be good to be marginal?

Presentation: There is no student presentation this week.

Learning outcome: To develop an understanding of some of the dialogues and interactions between feminist and mainstream IR scholars in their original context.

Essential reading:

NB: We will also be discussing the readings from Week 1.

Engagment #1

1. Keohane, Robert O. (1989), 'International relations theory: Contributions of a feminist standpoint,' *Millennium*, 18(2): 245-254. [via Reading List?]
2. Weber, Cynthia (1994) 'Good girls, little girls and bad girls: Male paranoia in Robert Keohane's critique of feminist International Relations,' *Millennium*, 23(2): 337-349. [via Reading List?]

Engagement #2

3. Jones, Adam (1996) "'Does gender make the world go round'? Feminist critiques of International Relations', *Review of International Studies*, 22(4): 405-29. DOI: [10.1017/S0260210500118649](https://doi.org/10.1017/S0260210500118649) [eJournal]
4. Carver, Terrell, Molly Cochran and Judith Squires (1998) 'Gendering Jones: Feminisms, IRs, masculinities', *Review of International Studies*, 24(2): 283-297 and Jones's response, 'Engendering debate', in the same issue. [eJournal]

If you are interested, and for an update, you could have a look at the short pieces in the 'Conversation' about 'manels' [all-male panels] in *International Feminist Journal of Politics*, 18(3), 2016.

Recommended Reading:

- Carver, Terrell (1998) 'Gendering IR', *Millennium*, 27(2): 343-351.
- Carver, Terrell (2003) 'The Forum: Gender and International Relations', *International Studies Review*, 5(2): 287-302.
- Enloe, Cynthia (1993) *The Morning After: Sexual Politics at the End of the Cold War*, Berkeley: California University Press.
- Enloe, Cynthia (1996) 'Margins, silences and bottom rungs: How to overcome the underestimation of power in the study of international politics,' in Steve Smith, Ken Booth, and Marysia Zalewski, eds., *International Theory: Positivism and Beyond*, Cambridge: Cambridge University Press, pp.186-202.
- de Jong, Sara, and Susanne Kimm (2017) 'The co-optation of feminisms: A research agenda,' *International Feminist Journal of Politics*, 19(2): 185-200. DOI: [10.1080/14616742.2017.1299582](https://doi.org/10.1080/14616742.2017.1299582)
- Keohane, Robert O., Marianne H. Marchand and J. Ann Tickner (1998) 'Beyond dichotomy: Conversations between international relations and feminist theory,' *International Studies Quarterly*, 42(1): 193-210.
- Murphy, Craig (1996) 'Seeing women, recognising gender, recasting international relations,' *International Organization*, 50(3): 513-538.
- Peterson, V. Spike (1992) 'Transgressing boundaries: Theories of knowledge, gender and international relations,' *Millennium* 21(2): 183-206.
- Prügl, Elisabeth (2011) 'The state of the field: Studying women, gender, and politics: Feminist international relations,' *Politics & Gender*, 7(1): 111-116.
- Runyan, Anne Sisson, and V. Spike Peterson (1991) 'The radical future of realism,' *Alternatives* 16(1): 67-106.
- Sjoberg, Laura (2012) 'Towards trans-gendering international relations', *International Political Sociology*, 6(4): 337-354.
- Squires, Judith (2002) 'Gender and international relations revisited,' in Louiza Odysseos and Hakan Sechinelnin, eds., *Gendering the International*, Basingstoke, Palgrave, pp. 208-230.
- Tickner, J. Ann (1997) 'You just don't understand: Troubled engagements between feminists and IR theorists,' *International Studies Quarterly*, 41(4): 611-632.
- *Tickner, J. Ann (2001) *Gendering World Politics*, New York: Columbia University Press.
- Tickner, J. Ann (2006) 'On the frontlines or sidelines of knowledge and power? Feminist practices of responsible scholarship,' *International Studies Review*, 8(3): 383-395.
- *Walker, R.B.J. (1992) 'Gender and critique in the theory of international relations,' in V. Spike Peterson, ed., *Gendered States: Feminist (Re)Visions of International Relations Theory*, Boulder, CO: Lynne Rienner, pp. 179-202.
- Youngs, Gillian (2004) 'Feminist international relations: A contradiction in terms? Or: why women and gender are essential to understanding the world "we" live in,' *International Affairs*, 80(1): 75-87.
- Zalewski, Marysia (1995) 'Well, what is the feminist perspective on Bosnia?' *International Affairs*, 71(2): 339-356.
- Zalewski, Marysia (1998) 'Where is woman in international relations? "To return as a woman and be heard".'

Week 3: Feminisms, Gender, Race and (Post)Colonialism

*** Don't forget: We begin the presentations and discussing the news articles this week. ***

Questions to guide your reading: In what ways is IR raced as well as gendered? To what extent are global racial and gender hierarchies ingrained in contemporary IR and world politics? How and why should feminists be attentive to intersectionality? What is a post-colonial (feminist) approach to IR?

Presentation: Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship(s) between feminisms, gender, race, and (post)colonialism.

Learning outcome: To develop an understanding of the global configurations and intersections of race and gender in their specific local and historical contexts and the implications for IR and world politics.

Essential reading:

1. Mohanty, Chandra Talpade (2003) 'Under western eyes: Feminist scholarship and colonial discourse', in Chandra Talpade Mohanty, *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*, Durham, NC, and London: Duke University Press, pp. 17-42. [eBook]
2. Grewal, Kiran (2012) 'Reclaiming the voice of the "Third World woman": But what do we do when we don't like what she has to say? The tricky case of Ayaan Hirsi Ali,' *Interventions: International Journal of Postcolonial Studies*, 14(4), pp. 569-590. DOI: 10.1080/1369801X.2012.730861 [eJournal]
3. Ghumkhor, Sahar (2012) 'The veil and modernity: The case of Tunisia,' *Interventions: International Journal of Postcolonial Studies*, 14(4), pp. 493-514. DOI: 10.1080/1369801X.2012.730857 [eJournal]
4. Dhamoon, Rita Kaur (2011) 'Considerations on mainstreaming intersectionality,' *Political Research Quarterly*, 64(1), pp. 230-243. DOI:10.1177/1065912910379227 [eJournal]

Recommended reading:

- Abu-Lughod, Lila (2002) 'Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others,' *American Anthropologist*, 104(3), pp. 783-790.
- *Afshar, Haleh, and Mary Maynard, eds. (1994) *The Dynamics of "Race" and Gender: Some Feminist Interventions*, London: Taylor & Francis.
- *Agathangelou, Anna M., and Heather M. Turcotte (2015) 'Postcolonial theories and challenges to first-world-ism,' in Laura J. Shepherd, ed., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*, 2nd ed., London and New York: Routledge, pp. 36-48. [eBook]
- Chatterjee, Partha (1993) *The Nation and Its Fragments: Colonial and Postcolonial Histories*, Princeton: Princeton University Press.
- Chowdhry, Geeta, and Sheila Nair (2002) *Power, Postcolonialism and International Relations*, London and New York: Routledge.
- Dahinden, Janine, Kerstin Duemmler, and Joëlle Moret (2014) 'Disentangling religious, ethnic and gendered contents in boundary work: How young adults create the figure of "The oppressed Muslim woman",' *Journal of Intercultural Studies*, 35(4), pp. 329-348.
- Darby, Phillip (ed.) (1997) *At the Edge of International Relations: Postcolonialism, Gender and Dependency*, London and New York: Printer.
- Fredette, Jennifer (2015) 'Examining the French *Hijab* and *Burqa* Bans through Reflexive Cultural Judgment,' *New Political Science*, 37(1): 48-70. DOI: 10.1080/07393148.2014.995396
- Gandhi, Leela (1998) *Postcolonial Theory: A Critical Introduction*, New York: Columbia University Press.
- Krishna, Sankaran (1993) 'The importance of being ironic: A postcolonial view on critical international relations theory,' *Alternatives* 18(3): 385-417.
- McClintock, Anne (1995) *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, New York: Routledge.
- Mahmood, Saba (2011) *Politics of Piety: The Islamic Revival and the Feminist Subject*, Princeton: Princeton University Press.

- Mishra, Smeeta, and Faegheh Shirazi (2010) 'Hybrid identities: American Muslim women speak,' *Gender, Place & Culture*, 17(2): 191-209.
- Moghadam, Valentine M. (2002) 'Islamic feminism and its discontents: Toward a resolution of the debate,' *Signs*, 27(4): 1135-1171.
- *Mohanty, Chandra (1991) 'Introduction: Cartographies of struggle,' in Chandra Mohanty, Ann Russo and Lourdes Torres (eds.), *Third World Women and the Politics of Feminism*, Bloomington: Indiana University Press, pp. 1-47.
- Özcan, Esra (2013) 'Lingerie, bikinis and the headscarf: Visual depictions of Muslim female migrants in German news media,' *Feminist Media Studies*, 13(3): 427-442.
- *Philipose, Elizabeth (2008) 'Decolonizing the racial grammar of international law,' in Riley, Robin L., Chandra Talpade Mohanty, and Minnie Bruce Pratt, eds., *Feminism and War: Confronting U.S. Imperialism*, London: Zed Books, pp. 103-116.
- Postcolonial Studies* (2016), special issue on 'Feminism Meets Postcolonialism: Rethinking Gender, State and Political Violence,' 19(4).
- Roy, Srila (2012) *New South Asian Feminisms*, London: Zed Books.
- Saleh, Layla (2016) '(Muslim) women in need of empowerment: US foreign policy discourses in the Arab Spring,' *International Feminist Journal of Politics*, 18(1), pp. 80-98.
- Siraj, Asifa (2011) 'Meangins of modesty and the *hijab* amongst Muslim women in Glasgow, Scotland,' *Gender, Place & Culture*, 18(6): 716-731.
- Stoler, Ann Laura (2002) *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*, Berkeley: University of California Press.
- Stoler, Ann Laura (1995) *Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things*, Durham, NC: Duke University Press.
- Tyler, Imogen, and Rosalind Gill (2013) 'Postcolonial girl: Mediated intimacy and migrant audibility,' *Interventions: International Journal of Postcolonial Studies*, 15(1): 78-94.
- Vasaliki, Rosa (2015) 'The politics of postsecular feminism,' *Theory, Culture & Society*, 17 June, early online publication, <http://tcs.sagepub.com/content/early/2015/06/17/0263276415590235.full> [accessed 2 July 201].

Intersectionality:

- Brah, Avtar, and Ann Phoenix (2004) 'Ain't I a woman? Revisiting intersectionality,' *Journal of International Women's Studies*, 5(3): 75-86.
- Brown, Wendy (1997) 'The impossibility of women's studies,' *differences: A Journal of Feminist Cultural Studies*, 9(3): 79-101. [A critique of intersectionality as a concept.]
- Crenshaw, Kimberle (1989) 'Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics,' *University of Chicago Legal Forum*, pp. 139-67.
- Crenshaw, Kimberle (1994) 'Mapping the margins: Intersectionality, identity politics, and violence against women of color,' in Martha A. Fineman and Roxanne Mykitiuk, eds., *The Public Nature of Private Violence*, New York: Routledge, pp. 93-120.
- Grillo, Trina (1995) 'Anti-essentialism and intersectionality: Tools to dismantle the master's house,' *Berkeley Women's Law Journal*, 10:16-30.
- Hancock, Ange-Marie. 2007. 'When multiplication doesn't equal quick addition: Examining intersectionality as a research paradigm,' *Perspectives on Politics*, 5(1): 63-79.
- Jordan-Zachary, Julia "S. (2007) 'Am I a black woman or a woman who is black? A few thoughts on the meaning of intersectionality,' *Politics & Gender*, 3(2): 254-271. DOI: 10.1017/S1743923X07000074.
- McCall, Leslie (2005) 'The complexity of intersectionality,' *Signs*, 30(31): 1771-1802.
- Puar, Jasbir (2007) *Terrorist Assemblages: Homonationalism in Queer Times*, Durham, NC: Duke University Press. [Contains a critique of intersectionality.]
- Simien, Evelyn (2007) 'Doing intersectionality research: From conceptual issues to practical examples,' *Politics & Gender*, 3(2): 36-43.
- Yuval-Davis, Nira (2006) 'Intersectionality and feminist politics,' *European Journal of Women's Studies*, 13(3), pp. 193-209.

Week 4: Feminisms, Gender, Popular Culture and World Politics

Questions to guide your reading: How are IR/world politics phenomena such as wars gendered in popular culture? How do gendered popular cultural representations relate to official or academic representations of IR/world politics?

Presentation: Drawing on both theoretical and empirical material, present an argument that critically assesses the mobilisation of gendered identities in popular cultural representations of world politics.

Learning outcome: To develop an understanding of the ways in which gender is mobilised in popular cultural representations of the practices of IR/world politics.

Essential reading:

1. *Enloe, Chapter 2, 'Lady travelers, beauty queens, stewardesses, and chamber maids: The international gendered politics of tourism'. [text / eBook]
2. *Rowley, Christina (2015) 'Popular culture and the politics of the visual,' in Shepherd, Laura J., ed., *Gender Matters in Global Politics: A Feminist Introduction to International Relations*, 2nd ed., London and New York: Routledge, pp. 361-374. [eBook]
3. *Crawford, Neta (2003) 'Science fiction and the art of possibilities,' in Jutta Weldes, ed., *To Seek Out New Worlds: Science Fiction and World Politics*, New York: Palgrave, pp. 195-220. [eBook]
4. *Hooper, Charlotte (2001) 'The Economist, globalization and masculinities,' in her *Manly States: Masculinities, International Relations, and Gender Politics*, New York: Columbia University Press, pp. 149-195. [TALIS]

You might have a look at

<http://www.youtube.com/watch?v=bLFF6sAAMb4s> Feminist Frequency, 'The Bechdel test for women in movies' [accessed 22 July 20-14].

http://www.youtube.com/watch?v=M9fFOelpE_8 'TV advertising – Sexist?' [accessed 22 July 2014].

Geena David Institute on Gender in the Media, <https://seejane.org> [accessed 2 March 2017].

Recommended Reading:

- An, Ning, Chen Liu and Hong Zhu (2016) 'Popular geopolitics of Chinese Nanjing massacre films: A feminist approach,' *Gender, Place & Culture*, 23(6), pp. 786-800.
- Anantharam, Anita (2009) 'East/West encounters: "Indian" identity and transnational feminism in *Manushi*,' *Feminist Media Studies*, 9(4): 461-476.
- Carver, Terrell (2007) 'GI Jane: What are the "manners" that "maketh a man"?' *British Journal of Politics and International Relations*, 9(2): 313-317.
- Carver, Terrell, Charlotte Hooper, Warren Smith and Debbie Lisle (2002) Three readings of *Fight Club*, *International Feminist Journal of Politics*, 4(1): 129-135.
- Chowdhury, Elora Halim (2010) 'Feminism and the "other": Representing the "new woman" of Bangladesh,' *Gender, Place & Culture*, 17(3): 301-318.
- Cohn, Carol (1999) 'Missions, men and masculinities: Carol Cohn discusses *Saving Private Ryan* with Cynthia Weber,' *International Feminist Journal of Politics*, 1(3): 460-75.
- De, Esha Niyogi (2012) "'Choice" and feminist practice in neoliberal times: Autonomous women in a postcolonial visual culture', *Feminist Media Studies*, 12(1): 17-34.
- Donald, Ralph R. (2001) 'Masculinity and machismo in Hollywood's war films,' in *The Masculinities Reader*, Stephen M. Whitehead and Frank J. Barrett, eds., Oxford: Polity Press, pp. 170-183.
- Faria, Caroline (2010) 'Contesting Miss South Sudan: Gender and nation-building in diasporic discourse,' *International Feminist Journal of Politics*, 12(2): 222-243.
- Franklin, M.I. (2013) 'Veil dressing and the gender politics of "what not to wear",' *International Studies Perspectives*, 14(4), pp. 1-23.
- *Jeffords, Susan (1989) *The Remasculinization of America: Gender and the Vietnam War*, Bloomington: Indiana University Press, Chapter 4.
- Jeffords, Susan (1988) 'Debriding Vietnam: The resurrection of the white American male,' *Feminist Studies*, 14(3): 525-543.

- Kinney, Katherine (2003) 'Hanoi Jane and other treasons: Women and the editing of the 1960s,' *Women's Studies*, 32(3): 371-392.
- Larson, Janet (2015) 'Making feminist sense out of *Charlie Wilson's War*,' *International Feminist Journal of Politics*, 17(1): 77-99. DOI: 10.1080/14616742.2013.835527
- Lopez, P.J. (2016) 'American Red Cross posters and the cultural politics of motherhood in World War I,' *Gender, Place & Culture*, 23(6), pp. 769-785.
- Negra, Diane, and Yvonne Tasker, eds. (2014) *Gendering the Recession: Media and Culture in the Age of Austerity*, Durham, NC: Duke University Press.
- Prouse, Carolyn (2015) 'Harnessing the hijab: The emergence of the Muslim female footballer through international sport governance,' *Gender, Place & Culture*, 22(1): 20-36. DOI: 10.1080/0966369X.2013.832664
- Puar, Jasbir (2011) 'Citation and censorship: The politics of talking about the sexual politics of Israel,' *Feminist Legal Studies*, 19(2): 133-142.
- Rowley, Christina (2007) 'Firefly/Serenity: Gendered space and gendered bodies,' *British Journal of Politics and International Relations*, 9(2): 318-325.
- Shapiro, Michael (1999) *Cinematic Political Thought: Narrating Race, Nation and Gender*, Edinburgh: Edinburgh University Press.
- Shepherd, Laura J. (2013) *Gender, Violence and Popular Culture: Telling Stories*, London and New York: Routledge.
- Tarlo, Emma (2010) *Visibly Muslim, Fashion, Politics, Faith*, London/New York: Bloomsbury.
- Tarlo, Emma, and Annelies Moors, eds. (2013) *Islamic Fashion and Anti-Fashion: New Perspectives from Europe and North America*, London/New York: Bloomsbury.
- *Tasker, Yvonne, and Diana Negra, eds. (2007) *Interrogating Postfeminism: Gender and the Politics of Popular Culture*, Durham, NC: Duke University Press.
- Weber, Cynthia (2002) "'Flying planes can be dangerous",' *Millennium*, 31(1): 129-47.
- Weber, Cynthia (2005) 'Not without my sister(s): Imagining a moral America in *Kandahar*,' *International Feminist Journal of Politics*, 7(3): 358-376.
- Weber, Cynthia (2014) *International Relations Theory: A Critical Introduction*, 4th edition, London: Routledge.
- Winch, Alison, Jo Littler, and Jessalynn Keller (2016) 'Why "intergenerational feminist media studies"?' *Feminist Media Studies*, 16(4), pp. 557-572.
- Winkler, Philippa (2002) '(Feminist) activism post-11 September: Protesting *Black Hawk Down*,' *International Feminist Journal of Politics*, 4(3): 415-430.
- Witham, Nick (2014) 'US feminists and Central America in the "Age of Reagan": The overlapping contexts of activism, intellectual culture and documentary filmmaking,' *Journal of American Studies*, 48(1): 199-221.

Week 5: Feminisms, Gender, Nationalism and the State

*** PLEASE NOTE: Research proposal with annotated bibliography due by 5 pm Friday this week ***

Questions to guide your reading: How do forms of nationalism mobilise and embody gendered structures, identities and stereotypes, and vice versa? How do such mobilisations connect with practices such as systematic rape in the Bosnian war? In what ways are state structures gendered? How does 'the (gendered) nation' relate to 'the (gendered) state'?

Presentation: Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship between feminisms, gender, nationalism, and the state.

Learning outcome: To develop an understanding of the phenomenon of nationalism, and its relationship to the state, from diverse feminist perspectives.

Essential reading:

1. *Enloe, Chapter 3, 'Nationalism and masculinity: The nationalist story is not over – and it is not a simple story' and Chapter 5, 'Diplomatic and undiplomatic wives'. [text / eBook]

2. *Peterson, V. Spike (1992) 'Security and sovereign states: What is at stake in taking feminism seriously?' in V. Spike Peterson, ed., *Gendered States: Feminist (Re)Visions of International Relations Theory*, Boulder, CO, and London: Lynne Rienner, pp. 31-64. [TALIS]
3. Anand, Dibyesh (2007) 'Anxious sexualities: Masculinity, nationalism and violence,' *British Journal of Politics and International Relations*, 9(2): 257-269. DOI: 10.1111/j.1467-856X.2007.00282.x [eJournal]

Recommended reading:

- Altan-Olcay, Özlem (2009) 'Gendered projects of national identity formation: The case of Turkey,' *National Identities*, 11(2): 165-186. DOI: 10.1080/14608940902891336
- Anand, Dibyesh (2008) "'Porno-nationalism" and the male subject,' in Marysia Zalewski and Jane Parpart, eds., *Rethinking the Man Question: Sex, Gender and Violence in International Relations*, London: Zed Books, pp. 163-180.
- Bracewell, Wendy (2000) 'Rape in Kosovo: Masculinity and Serbian nationalism,' *Nations and Nationalism*, 6(4): 563-90.
- Cassola, Adèle, Amy Raub, Danielle Foley, Jody Heymann (2014) 'Where do women stand? New evidence on the presence and absence of gender equality in the world's constitutions,' *Gender & Politics*, 10(2): 20-236.
- Cockburn, Cynthia (1998) *The Space between Us: Negotiating Gender and National Identities in Conflict*, London and New York: Zed Books.
- Doty, Roxanne L. (1996) 'Immigration and national identity: Constructing the nation,' *Review of International Studies* 22(3): 235-256.
- Faria, Caroline (2013) 'Staging a new South Sudan in the USA: Men, masculinities and nationalist performance at a diasporic beauty pageant,' *Gender, Place & Culture*, 20(1): 87-106.
- Gocek, Fatma Muge (2002) 'Introduction: Narrative, gender and cultural representation in the constructions of nationalism in the Middle East,' in Fatma Muge Gocek, ed., *Social constructions of Nationalism in the Middle East*, Albany: State University of New York Press, pp. 1-14.
- Hansen, Lene (2001) 'Gender, nation, rape: Bosnia and the construction of security,' *International Feminist Journal of Politics*, 3(1): 55-75.
- Herr, Ranjoo Seodu (2016) 'Can transnational feminist solidarity accommodate nationalism? Reflections from the case study of Korean "comfort women",' *Hypatia*, 10(10), pp. 1-17.
- Jayawardena, Kumari (2016) *Feminism and Nationalism in the Third World*, London: Verso.
- McClintock, Anne, Aamir Mufti, and Ella Shohat, eds. (1997) *Dangerous Liaisons: Gender, Nation, and Postcolonialism*, Minneapolis: University of Minnesota Press.
- McDonagh, Eilenn (2014) 'Gender and the state: Accommodating difference and equality,' *Gender & Politics*, 10(2): 271-276. doi:10.1017/S1743923X14000075
- Mayer, Tamar, ed. (2000) *Gender Ironies of Nationalism: Sexing the Nation*, London and New York: Routledge.
- Munn, Jamie (2008) 'National myths and the creation of heroes,' in Marysia Zalewski and Jane Parpart, eds., *Rethinking the Man Question: Sex, Gender and Violence in International Relations*, London: Zed Books, pp. 143-161.
- Özkaleli, Unut and Omür Yilmaz (2015) "'What was my war like?' Missing pages from gendered history of war in Cyprus,' *International Feminist Journal of Politics*, 17(1): 137-56. DOI: 10.1080/14616742.2013.833700
- Peterson, V. Spike (1999) 'Sexing political identities: Nationalism as heterosexism,' *International Feminist Journal of Politics*, 1(1): 34-65.
- Prügl, Elisabeth (2011) 'Diversity management and gender mainstreaming as technologies of government,' *Politics & Gender*, 7(1): 71-89.
- Puar, Jasbir (2007) *Terrorist Assemblages: Homonationalism in Queer Times*, Durham, NC: Duke University Press.
- *Radhakrishnan, R. (1992) 'Nationalism, gender and the narrative of identity,' in Andrew Parker, Mary Russo, Doris Sommer, and Patricia Yaeger, eds., *Nationalisms and Sexualities*, London: Routledge, pp. 77-95.
- Shohat, Ella (1997) 'Post-third-worldist culture: Gender, nation, and the cinema,' in M. Jacqui Alexander and Chandra Talpade Mohanty, eds., *Feminist Genealogies, Colonial Legacies, Democratic Futures*, New York: Routledge, pp. 183-212.

Väyrynen, Tarja (2014) 'Muted national memory: When the Hitler's Brides speak the truth,' *International Feminist Journal of Politics*, 16(2): 218-235.

*Yuval-Davis, Nira (1997) *Gender & Nation*, London: SAGE.

Week 6: Reading week

There is no seminar during this week.

Start doing more in-depth reading for your research projects!

Week 7: Feminisms, Gender and Human Rights

Questions to guide your reading: How, if at all, are human rights gendered? What are the central feminist issues concerning human rights? What tensions, if any, exist between 'women's rights' and 'human rights'?

Presentation: Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship between human rights and women's rights.

Learning outcome: To develop an understanding of the diverse debates about the different bases for rights-claims and to assess the potential that rights discourses offer for feminist politics.

Essential reading:

1. Peterson, V. Spike (1990) 'Whose rights? A critique of "givens" in human rights discourse,' *Alternatives*, 15(3): 303-344. [eJournal] at <http://www.jstor.org/stable/40644687>.
2. Freedman, Jane (2007) 'Women, Islam and rights in Europe: Beyond a universalist / culturalist dichotomy,' *Review of International Studies*, 33(1): 29-44. DOI: <http://dx.doi.org/10.1017/S0260210507007280> [eJournal]
3. Petroni, Suzanne (2011) 'Historical and current influences on United States international family planning policy,' *Journal of Women, Politics & Policy*, 32(1): 28-51. DOI: 10.1080/1554477X.2011.537901 [eJournal]
4. Elias, Juanita (2007) 'Women workers and labour standards: The problem of "human rights",' *Review of International Studies*, 33(1): 45-57. DOI: 10.1017/S0260210507007292 [eJournal]

Recommended Reading:

- *Adams, Melinda (2006) 'Regional women's activism: African women's networks and the African Union,' in Myra Marx Ferree and Aili Mari Tripp, eds., *Global Feminism: Transnational Women's Activism, Organising, and Human Rights*, New York: New York University Press, pp. 187-218.
- Afkhami, M. (2000) 'Cultural relativism and women's human rights,' in Kelly Dawn Askin and Dorean M. Koenig, eds., *Women and International Human Rights Law*, Ardsley, NY: Transnational Publishers.
- Andrijasevic, Rutvica, and Nicola Mai (2016) 'Trafficking (in) representations: Understanding the recurring appeal of victimhood and slavery in neoliberal times,' *Anti-Trafficking Review*, 7: 1-10.
- Baaz, Maria Eriksson, and Maria Stern (2013) *Sexual Violence as a Weapon of War? Perceptions, Prescriptions, and Problems in the Congo and Beyond*, London: Zed Books.
- Brickner, Rachel K. (2010) 'Feminist activism, union democracy and gender equity rights in Mexico,' *Journal of Latin American Studies*, 42(4): 749-777.
- Briones, Leah (2009) *Empowering Migrant Women: Why Agency and Rights are not Enough*, Farnham: Ashgate.
- Bunch, Charlotte (1990) 'Women's rights as human rights,' *Human Rights Quarterly* 12(4): 486-498.
- Byrnes, Andrew, and Jane Connors (2013) *The International Bill of Rights for Women: The Impact of the CEDAW Convention*, Oxford: Oxford University Press.
- Charlesworth, Hilary (1994) 'What are "women's international human rights"?' in Rebecca J. Cook, ed., *Human Rights of Women: National and International Perspectives*, Philadelphia: University of Pennsylvania Press, pp. 58-84.
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- Collins, Dana, Sylvanna Falcón, Sharmila Lodhia, and Molly Talcott (2010) 'New directions in feminism and human rights,' *International Feminist Journal of Politics*, 12(3): 298-318.
- *Ferree, Myra Marx, and Aili Mari Tripp, eds. (2006) *Global Feminism: Transnational Women's Activism, Organising, and Human Rights*, New York: New York University Press.
- Gill, Aisha (2011) "'Crimes of honour" and violence against women in the UK,' *International journal of Comparative and Applied Criminal Justice*, 32(2): 243-263.
- Grewal, Inderpal (2013) 'Outsourcing patriarchy: Feminist encounters, transnational mediations, and the crime of "honour killings"', *International Feminist Journal of Politics*, 15(1):
- Hua, Julietta, and Holly Nigorizawa (2010), 'US sex trafficking, women's human rights and the politics of representation,' *International Feminist Journal of Politics*, 12(3/4): 401-423.
- Jaleel, Rana (2013) 'Weapons of sex, weapons of war: Feminism, ethnic conflict and the rise of rape and sexual violence in public international law during the 1990s,' *Cultural Studies*, 27(1): 115-135.
- Lewis, Rachel (2010) 'The cultural politics of lesbian asylum,' *International Feminist Journal of Politics*, 12(3/4): 424-443.
- Maiguashca, Bice (2005) 'Theorizing knowledge from women's political practices: The case of the women's reproductive rights movement,' *International Feminist Journal of Politics*, 7(2): 207-232.
- Mountz, Alison (2011) 'Where asylum-seekers wait: Feminist counter-topographies of sites between states,' *Gender, Place & Culture*, 18(3): 381-399.
- Oloka-Onyango, J., and Sylvia Tamale (1995) 'Why women's rights are indeed human rights: An African perspective on international feminism,' *Human Rights Quarterly*, 17: 691-731,
- Phillips, Richard (2012) 'Interventions against forced marriage: Contesting hegemonic narratives and minority practices in Europe,' *Gender, Place & Culture*, 19(1): 21-41.
- Reichenbach, Laura, and Mindy Jane Roseman, eds. (2009) *Reproductive Health and Human Rights: The Way Forward*, State College: Pennsylvania University Press.
- Ross, Susan Deller (2009) *Women's Human Rights: The International and Comparative Law Casebook*, State College: Pennsylvania State University Press.
- Steans, Jill, and Vafa Ahmadi (2005) 'Negotiating the politics of gender and rights: Some reflections on the status of women's human rights at "Beijing Plus Ten",' *Global Society*, 19(3): 227-245.
- Winter, Bronwyn, Denise Thompson and Sheila Jeffreys (2002) 'The UN approach to harmful traditional practices,' *International Feminist Journal of Politics*, 4(1): 72-94.
- *Yuval-Davis, Nira (2006) 'Human/women's rights and feminist transversal politics,' in Myra Marx and Aili Mari Tripp, eds., *Global Feminism: Transnational Women's Activism, Organising, and Human Rights*, New York: New York University Press, pp. 275-295.

Week 8: Feminisms, Gender, In/Security and the 'War on Terror'

Questions to guide your reading: How, if at all, is war a gendered concept? Have traditional definitions of security – such as national security – provided women with security? How is gender implicated in origins and practices of the 'war on terror'?

Presentation: Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship between and among feminisms, gendered identities, and either militarism, war or the 'war on terror'.

Learning outcome: To develop an understanding of feminist and gendered analyses of in/security, militarism, war and the 'war on terror'.

Essential reading:

1. *Enloe, Chapter 4, 'Base women'. [text / eBook]
2. Wibben, Annick T. R. (2011) 'Feminist politics in Feminist Security Studies,' *Politics & Gender*, 7(4), pp. 590-594. DOI: <https://doi.org/10.1017/S1743923X11000407> [eJournal]
3. Cohn, Carol (1987) 'Sex and death in the rational world of defence intellectuals,' *Signs*, 12(4): 687-718. [eJournal]
4. Shepherd, Laura J. (2005) '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. DOI: 10.1080/14616740500415425 [eJournal]

5. Kaufman-Osborn, Timothy (2005) 'Gender trouble at Abu Ghraib?' *Politics and Gender*, 1(4): 597-619. DOI: 10.1017/S1743923X05050178 [eJournal]

Recommended Reading:

- Al-Jawaheri, Yasmin Hussein (2008) *Women in Iraq: The Gender Impact of International Sanctions*, Boulder, CO: Lynne Rienner.
- Bhattacharyya, Gargi (2008) *Dangerous Brown Men: Exploiting Sex, Violence and Feminism in the War on Terror*, London and New York: Zed Books.
- Bell, Christine, and Catherine O'Rourke (2010) 'Peace agreements or pieces of paper? The impact of UNSC Resolution 1325 on peace processes and their agreements,' *International and Comparative Law Quarterly*, 59(4): 941-980.
- Butler, Melanie (2009) 'Canadian women and the (re)production of women in Afghanistan,' *Cambridge Review of International Affairs*, 22(2): 217-234.
- *Cagan, Leslie (2008) 'Reflections on feminism, war, and the politics of dissent,' in Robin L. Riley, Chandra Talpade Mohanty, and Minnie Bruce Pratt, eds., *Feminism and War: Confronting U.S. Imperialism*, London: Zed Books, pp. 250-257.
- Cohn, Carol (2013) *Women and Wars*, Oxford: Polity.
- *Davis, Angela Y. (2008) 'A vocabulary for feminist praxis: On war and radical critique,' in Robin L. Riley, Chandra Talpade Mohanty, and Minnie Bruce Pratt, eds., *Feminism and War: Confronting U.S. Imperialism*, London: Zed Books, pp. 19-26.
- *Eisenstein, Zillah (2008) 'Resexing militarism for the globe,' in Robin L. Riley, Chandra Talpade Mohanty, and Minnie Bruce Pratt, eds., *Feminism and War: Confronting U.S. Imperialism*, London: Zed Books, pp. 27-46.
- Enloe, Cynthia (1996) 'Margins, silences and bottom rungs: How to overcome the underestimation of power in the study of international politics,' in Steve Smith, et al., *International Theory: Positivism and Beyond*, Cambridge: Cambridge University Press, pp. 167-189.
- *Enloe, Cynthia (2000) *Manoeuvres: The International Politics of Militarising Women's Lives*, Berkeley and Los Angeles: University of California Press.
- Enloe, Cynthia (2004) 'Wielding masculinity inside Abu Ghraib: Making feminist sense of an American military scandal,' *Asian Journal of Women's Studies*, 10(3): 89-102.
- *Fluri, Jennifer L. (2008) "'Rallying public opinion" and the misuses of feminism,' in Robin L. Riley, Chandra Talpade Mohanty, and Minnie Bruce Pratt, eds., *Feminism and War: Confronting U.S. Imperialism*, London: Zed Books, pp. 143-157.
- González Rodríguez, Sergio (2012) *The Femicide Machine*, Los Angeles: semiotext(e).
- *Hooper, Charlotte (1998) 'Masculinist practices and gender politics: The operation of multiple masculinities in international relations' in Marysia Zalewski and Jane Parpart, eds., *The 'Man' Question in International Relations*, Oxford: Westview, pp. 28-53.
- Hutchings, Kimberley (2008) 'Making sense of masculinity and war,' *Men and Masculinities*, 10(4): 389-404.
- *Khan, Shahnaz (2008) 'Afghan women: The limits of colonial rescue,' in Robin L. Riley, Chandra Talpade Mohanty, and Minnie Bruce Pratt, eds., *Feminism and War: Confronting U.S. Imperialism*, London: Zed Books, pp. 161-178.
- Lobasz, Jennifer K. (2009) 'Beyond border security: Feminist approaches to human trafficking,' *Security Studies*, 18(2): 319-344.
- Manzano, Valeria (2015) 'Sex, gender and the making of the 'enemy within' in Cold War Argentina,' *Journal of Latin American Studies*, 47(1): 1-29. DOI: 10.1017/S0022216X14000686
- Marchetti, Kathleen (2014) 'Mission statement: Militarized discourses in women's advocacy organizations,' *Gender, Place & Culture*, 21(1): 87-104. DOI: 10.1080/0966369X.2012.759909.
- Marcus, Isabel (1994) 'Reframing "domestic violence": Terrorism in the home,' in Martha Albertson Fineman and Roxanne Mykitiuk, eds., *The Public Nature of Private Violence*, New York and London: Routledge, pp. 11-35.
- Muehlenhoff, Hanna L. (2017) 'Victims, soldiers, peacemakers and caretakers: The neoliberal constitution of women in the EU's security policy,' *International Feminist Journal of Politics*, 19(2): 153-167. DOI: 10.1080/14616742.2017.1279417
- *Niva, Steven (1998) 'Tough and tender: New World Order masculinity and the Gulf war,' in Marysia Zalewski

and Jane Parpart, eds., *The 'Man' Question in International Relations*, Oxford: Westview, pp. 109-128.

*Nusair, Isis (2008) 'Gendered, racialized and sexualized torture at Abu Ghraib,' in Robin L. Riley, Chandra Talpade Mohanty, and Minnie Bruce Pratt, eds., *Feminism and War: Confronting U.S. Imperialism*, London: Zed Books, pp. 179-193.

*Riley, Robin L., Chandra Talpade Mohanty, and Minnie Bruce Pratt, eds. (2008) *Feminism and War: Confronting U.S. Imperialism*, London: Zed Books.

Shepherd, Laura J. (2007) 'Victims, perpetrators and actors' revisited: Exploring the potential for a feminist reconceptualisation of (international) security and (gender) violence,' *British Journal of Politics and International Relations*, 9(2): 239-256.

Shepherd, Laura J. (2008) *Gender, Violence & Security: Discourse as Practice*, London: Zed Books.

Sjoberg, Laura (2009) 'Feminist interrogations of terrorism/terrorism studies,' *International Relations*, 23(1): 69-74.

Sjoberg, Laura (2014) *Gender, War and Conflict*, Oxford: Polity.

Sjoberg, Laura, and Gentry, Caron E. (2007) *Mothers, Monsters, Whores: Women's Violence in Global Politics*, London: Zed books.

Wibben, Annick T.R. (2011) *Feminist Security Studies: A Narrative Approach*, London and New York: Routledge.

Young, Iris Marion (2003) 'The logic of masculinist protection: Reflections on the current security state,' *Signs*, 29(1): 1-25.

Week 9: Feminisms, Gender, and the International/Global Political Economy

***** PLEASE NOTE: Optional outlines of research papers are due this week, by 5 pm Friday *****

Questions to guide your reading: How is the global/international political economy gendered? What is a feminist approach to IPE? How does global neoliberal restructuring affect gender and how does gender affect global restructuring? How might women experience neoliberalisation differently?

Presentation: Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship between feminisms, gender and [neoliberal] economic globalisation.

Learning outcome: To develop an appreciation of the ways in which feminist scholarship has highlighted the limitations of conventional approaches to political economy, and of the multiple and complex ways in which the global/international political economy embodies and reproduces gendered practices.

Essential reading:

1. *Enloe, Chapter 6, 'Going bananas! Where are women in the international politics of bananas?', Chapter 7, 'Women's labour is never *cheap*: Gendering global blue jeans and bankers', and Chapter 8, 'Scrubbing the globalised tub: Domestic servants in world politics'. [text / eBook]
2. Griffin, Penny (2013) 'Gendering global finance: Crisis, masculinity and responsibility', *Men and Masculinities*, 16(1): 9-34. DOI: 10.1177/1097184X12468097 [eJournal]
3. Roberts, Adrienne (2015) 'The political economy of "transnational business feminism: Problematizing the corporate-led gender equality agenda,' *International Feminist Journal of Politics*, 17(2): 209-231. DOI: 10.1080/14616742.2013.849968 [eJournal]

See also: Emma, 'The gender wars of household chores: A feminist comic,' *The Guardian*, 26 May 2017, https://www.theguardian.com/world/2017/may/26/gender-wars-household-chores-comic?CMP=share_btn_link [accessed 5 June 2017].

Recommended reading:

Aguilar, Della D., and Anne E. Lacsamana, eds. (2004) *Women and Globalisation*, New York: Humanities Books.

- Beazley, Harriet, and Vandana Desai (2013) 'Gender and globalization', in Vanadan Desai and Robert B. Potter (eds.) *The Companion to Development Studies*, Oxon: Routledge, pp. 359-364.
- Bergeron, Suzanne (2001) 'Political economy discourses of globalisation and feminist politics,' *Signs*, 26(4): 983-1006.
- Bolles, Lynn (2009) 'Forever indebted to women: As they carry the burden of globalization', *Caribbean Quarterly*, 55(4), pp. 15-23.
- Bonnin, Christine, and Sarah Turner (2014) "A good wife stays home": Gendered negotiations over state agricultural programmes, upland Vietnam,' *Gender, Place & Culture: A Journal of Feminist Geography*, 21(10): 1302-1320. DOI: 10.1080/0966369X.2013.832663
- Brassett, James, and Lena Rethel (2015) 'Sexy money: The hetero-normative politics of global finance,' *Review of International Studies*, 41(3), pp. 429-449.
DOI: <http://dx.doi.org/10.1017/S0260210514000461> [eJournal]
- Campbell, Howard (2008) 'Female drug smugglers on the U.S.-Mexico border: Gender, crime, and empowerment,' *Anthropological Quarterly*, 81(1): 233-267.
- Connell, R.W. (2005) 'Globalization, imperialism and masculinities,' in Michael S. Kimmel, Jeff Hearn, and R.W. Connell, eds., *Handbook of Studies on Men and Masculinities*, Thousand Oaks, CA: Sage, pp. 71-89.
- Deb, Apurba Krishna, C. Emdad Haque and Sirley Thompson (2015) "Man can't give birth, woman can't fish": Gender dynamics in the small-scale fisheries of Bangladesh,' *Gender, Place & Culture*, 22(3), pp. 305-324. DOI: 10.1080/0966369X.2013.855626
- Ehrkamp, Patricia (2013) "'I've had it with them!'" Younger migrant women's spatial practices of conformity and resistance,' *Gender, Place & Culture*, 20(1): 19-36.
- Gonick, M. (2006) 'Between "Girl Power" and "Reviving Ophelia": Constituting the neoliberal girl subject', *NWSA Journal*, 18(2), pp. 1-23.
- Griffin, Penny (2007) 'Sexing the economy in a neo-liberal world order: Neo-liberal discourse and the (re)production of heteronormative heterosexuality,' *British Journal of Politics and International Relations*, 9(2): 220-238.
- Griffin, Penny (2007) 'Refashioning IPE: What and how gender analysis teaches international (global) political economy', *Review of International Political Economy*, 14(4), pp. 719-736.
- Hawkins, Roberta (2011) "'One pack = one vaccine" = One global motherhood? A feminist analysis of ethical consumption,' *Gender, Place & Culture*, 18(2): 235-253.
- Hozic, Aida A., and Jacqui True, eds. (2016) *Scandalous Economics: Gender and the Politics of Financial Crises*, Oxford: Oxford University Press.
- Kabeer, Naila, Ratna Sudarshan, and Kirsty Milward, eds. (2013) *Organising Women Workers in the Informal Economy: Beyond the Weapons of the Weak*, London: Zed Books.
- LeBaron, Genevieve (2015) 'Unfree labour beyond binaries: Insecurity, social hierarchy and labour market restructuring,' *International Feminist Journal of Politics*, 17(1), pp. 1-19.
- Lee, Michy (2012) 'Mediating women workers in fair trade and sweatfree production,' *Feminist Media Studies*, 12(2): 306-309.
- Marchand, Marianne, and Anne Sisson Runyan, eds. (2011) *Gender and Global Restructuring: Sightings, Sites and Resistances*, 2nd edition, London: Routledge.
- Martin, Nina (2014) 'Spaces of hidden labor: Migrant women and work in nonprofit organizations,' *Gender, Place & Culture*, 21(1): 17-34. DOI:10.1080/0966369X.2012.759908.
- O'Reilly, Kathleen, Sarah Halvorson, Farhana Sultana, and Nina Laurie (2009) 'Introduction: Global perspectives on gender-water geographies,' *Gender, Place and Culture*, 16(4). pp. 381-385.
- Peterson, V. Spike (2010) 'How (the meaning of) gender matters in political economy', in Axel Huelsemeyer (ed.) *International Political Economy: A Reader*, Oxford: Oxford University Press, pp. 145-159.
- Pruegl, Elizabeth (2015) 'Neoliberalising feminism,' *New Political Economy*, 20(4), pp. 614-631. DOI: 10.1080/13563467.2014.951614.
- Spanger, Marlene (2013), 'Gender performances as spatial acts: (Fe)male Thai migrant sex workers in Denmark,' *Gender, Place and Culture*, 20(1): 37-52.
- Waring, Marilyn (1990) *If Women Counted: A New Feminist Economics*, San Francisco: Harper Collins.
- Waylen, Georgina (2004) 'Putting governance into the gendered political economy of globalization,' *International Feminist Journal of Politics*, 6(4): 557-578.
- *Wichterich, Christa (2000) *The Globalized Woman: Reports from a Future of Inequality*, London and New York: Zed Books.

Wright, Melissa W. (2006) *Disposable Women and Other Myths of Global Capitalism*, New York and London: Routledge.

Yea, Sallie (2012) "Shades of grey": Spaces in and beyond trafficking for Thai women involved in commercial sex labour in Sydney and Singapore,' *Gender, Place & Culture*, 19(1): 42-60.

Week 10: Feminisms, Gender and Development

Questions to guide your reading: How is the project of 'development' gendered? What are feminist approaches to development? How might women experience 'development' differently?

Presentation: Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship between feminisms, gender and development.

Learning outcome: To develop an appreciation of the ways in which feminist scholarship has critiqued conventional approaches to development and of the multiple and complex ways in which development embodies and reproduces gendered practices.

Essential reading:

1. Shirin M. Rai (2011) 'Gender and development: Theoretical perspectives', in Nalini Visvanatha, Lynn Duggan, and Laurie Nisonoff (eds.) *The Women, Gender and Development Reader*, 2nd ed. London: Zed Books, pp. 28-37. [eBook]
2. Ferguson, Lucy (2015) "This is our gender person": The messy business of working as a gender expert in international development', *International Feminist Journal of Politics*, 17(3): 380-397. DOI: 10.1080/14616742.2014.918787 [eJournal]
3. Coleman, Lara (2007) 'The gendered violence of development: Imaginative geographies of exclusion in the imposition of neo-liberal capitalism,' *British Journal of Politics and International Relations*, 9(2): 204-219. DOI: 10.1111/j.1467-856X.2007.00288.x [eJournal]
4. Fluri, Jennifer (2011) 'Armored peacocks and proxy bodies: Gender geopolitics in aid/development spaces of Afghanistan,' *Gender, Place & Culture*, 18(4): 519-536. DOI: 10.1080/0966369X.2011.583343 [eJournal]

If possible, please also look at

- The Girl Effect (2008) *The Girl Effect*, video, available at: https://www.youtube.com/watch?v=WlvmE4_KMNw [accessed 22 April 2013].
- The Girl Effect (2010) "The girl effect: The clock is ticking", video, available at <https://www.youtube.com/watch?v=1e8xqF0JtVg> [accessed 22 April 2013].

Recommended reading:

Bhavnani, Kum-Kum, John Foran, Priya A. Kurian, and Debashish Munshi, eds. (2016) *Feminist Futures: Reimagining Women, Culture and Development*, 2nd ed., London: Zed Books.

Brydon, Lynne (2014) 'Gender and structural adjustment', in Vandana Desai and Robert B. Potter (eds.) *The Companion to Development Studies*, 3rd ed., Oxon: Routledge, pp. 365-368.

*Cornwall, Andrea, Jerkere Edström, and Alan Greig, eds. (2011) *Men and Development: Politicising Masculinities*, London: Zed Books.

Gender and Development, 24(1), 2016: special issue on (gender and) "Sustainable Development Goals".
Gender & Development, 19(1), 2011: contains a series of articles about gender and remittances in development.

Gender & Development, 21(1), 2013: special issue on 'Working with men on gender equality'.

Momsen, Janet H. (2009) 'Introduction: Gender is a development issue,' in *Gender and Development*, London: Routledge, pp. 1-20.

Parpart, Jane (2001) 'Rethinking gender and empowerment,' in Vanadan Desai and Robert B. Potter (eds.) *The Companion to Development Studies*, Oxon: Routledge, pp. 407-410.

Rai, Shirin (2001) *Gender and the Political Economy of Development*, Cambridge: Polity Press.

- Rankin, Katharine N. (2001) 'Governing development: Neoliberalism, microcredit, and rational economic woman', *Economy and Society*, 30(1): 18-37.
- Saunders, Kriemild (ed.) (2002) *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism & Representation*, London: Zed Books.
- Sensoy, Özlem, and Elizabeth Marshall (2010) "Missionary girl power: Saving the 'Third World' one girl at a time", *Gender and Education*, 22 (3), pp. 295-311.
- Sharp, J., Briggs, J., Yacoub, H., Hamed, N. (2003) 'Doing gender and development: Understanding empowerment and local gender relations', in *Transactions of the Institute of British Geographers*, New Series, 28(3). pp. 281-295.
- Visvanathan, Nalini, Lynn Duggan, Laurie Nisonoff, and Nan Wiegersma, eds. (2011) *The Women, Gender and Development Reader*, 2nd ed., London: Zed Books.
- Waylen, Georgina (1996) *Gender in Third World Politics*, Buckingham: Open University Press.
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WEEK 11: Feminisms, Gender and Theories of IR – To Supplement or Radically to Revise?

Questions to guide your reading: Has feminism become part of the mainstream of IR? Can IR as a discipline be reformed in feminist terms? What, if anything, might be gained by remaining on the margins? Do feminists need to retain a focus on women?

Presentation: There is no student presentation this week.

Learning outcome: To consolidate and develop further an understanding of the relationship between feminisms and the discipline of International Relations.

Essential reading:

There is no specific required reading for this seminar. Instead, you are asked to bring to seminar the piece of **academic** analysis that has most influenced you with regards to feminisms / gender and International Relations / world politics over the course of the unit. It can be something that made you change your mind about a specific issue, or something that you vehemently disagreed with! Be prepared to give a very short synopsis of the article to the rest of the class and explain why it made an impression on you. We will use these as the starting point for a summary discussion of the unit's main foci (so remind yourselves of the unit's learning objectives and learning outcomes).

Recommended Reading:

- Browse the list of readings on pages 5 and 8 of this syllabus. See also *Alternatives* (1993), Special Issue, 'Feminists Write International Relations,' 18(1).
- Carpenter, R. Charli (2003) 'Gender theory in world politics: Contributions of a nonfeminist standpoint?' *International Studies Review*, 4(3): 153-165.
- Maliniak, Daniel, Amy Oakess, Susan Peterson, and Michael J. Tierney (2008) 'Women in International Relations,' *Politics & Gender*, 4(1): 122-144.
- Runyan, Anne Sisson, and V. Spike Peterson (1991) 'The radical future of realism,' *Alternatives*, 16(1): 67-106.
- Sawer, Marian (2010), 'Premature obituaries: How can we tell if the women's movement is over?' *Politics & Gender*, 6(4): 602-609.
- Zalewski, Marysia (2007) 'Do we understand each other yet? Troubling feminist encounters with(in) international relations,' *British Journal of Politics and International Relations*, 9(2): 302-312.
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Week 12: Reading/Writing week

During this week you should be working on your research papers.

A Non-Exhaustive List of Journals Relevant to Feminisms, Gender and IR / World Politics

Ada: A Journal of Gender, New Media and Technology <http://adanewmedia.org/>
Asian Journal of Women's Studies
Australian Feminist Studies
Camera Obscura: Feminism, Culture and Media Studies
Estudos Feministas
Feminist and Gender Research
Feminist Economics
Feminist Media Studies
Feminist Review
Feminist Studies
Feminist Theory
Gender and Development
Gender and History
Gender and Society
Gender, Place and Culture: A Journal of Feminist Geography
Gender, Technology and Development
Gender, Work and Organization
Genders
Indian Journal of Gender Studies
International Journal of Transgenderism
International Journal of Sexuality and Gender Studies
Journal of Gender Studies
Journal of GLBT Family Studies
Journal of International Women's Studies
Journal of Middle East Women's Studies
Journal of Women, Politics and Policy
Journal of Women's History
Men and Masculinities
Politics and Gender
Sexualities
Signs: Journal of Women in Culture and Society
Social Politics: International Studies in Gender, State and Society
Studies in Gender and Sexuality
Violence against Women
Women's Studies International Forum

A Non-Exhaustive List of Websites Relevant to Feminisms, Gender and IR / World Politics

<http://www.badreputation.org.uk/> 'A feminist pop culture adventure' (UK)
<http://cgrs.uchastings.edu/> Center for Gender and Refugee Studies (US)
<http://www.codepink4peace.org/> Code Pink (US)
<http://www.endviolenceagainstwomen.org.uk/> End Violence against Women Coalition (UK)
<http://www.womenlobby.org/> European Women's Lobby
<http://www.fawcettsociety.org.uk/> The Fawcett Society (UK)
<http://www.feminist.com/> Feminist.com (US)
<http://www.feministe.us/blog/> **Feministe: 'In defense of the sanctimonious women's studies set'**
<http://afeministtheorydictionary.wordpress.com/2007/07/17/womanism/> The Feminist Theory Dictionary
<http://www.hollyfeld.org/~fgm/index.php> Against FGM
<http://www.thefword.org.uk/> The F-Word: Contemporary UK Feminism
<http://fwsablog.org.uk/> Feminist and Women's Studies Association (UK and Ireland)

<http://www.hrw.org/en/category/topic/women> Human Rights Watch Women's Rights Division (US)
<http://www.ihollaback.org/> 'Hollaback' (to end street harassment)
<http://www1.umn.edu/humanrts/iwraw/index.html> International Human Rights Action Watch (UN/US)
<http://www.ippf.org/> International Planned Parenthood Federation
<https://www.iwda.org.au/about/> International Women's Development Agency (AU)
<http://www.iwhc.org/> International Women's Health Coalition
<http://www.iwpr.org/> Institute for Women's Policy Research (US)
<http://www.madre.org/> Madre: International Human Rights Organisation
<http://www.rawa.org/index.php> Revolutionary Association of Women of Afghanistan
<http://www.sewa.org/> Self-Employed Women's Association (India)
<http://www.stopstreetharassment.org/> Stop Street Harassment
<http://www.trustwomenconf.com/> Trust Women Conference
<http://www.thewip.net/> The Women's International Perspective
<http://ukfeminista.org.uk/> UK Feminista
<http://www.undp.org/content/undp/en/home/ourwork/womenempowerment/overview.html> UNDP Women's Empowerment
<http://www.unwomen.org/> UN Women
<http://vagendamag.blogspot.co.uk/> Blog (UK)
<http://www.vaw.umn.edu/> vaw → 'violence against women' (US)
<http://womensenews.org/> Women's e-News (US)
www.wedo.org/ Women's Environment & Development Organization
<http://blogs.indiewire.com/womenandhollywood/> Women and Hollywood (US)
<http://www.women-without-borders.org/> Women without Borders/Frauen ohne Grenzen (AT)
<http://www.worldbank.org/en/topic/gender> World Bank on Gender Equality
<http://www.saferworld.org.uk/resources/view-resource/1076-gender-analysis-of-conflict> Saferworld: Gender Analysis of Conflict Toolkit

Appendix A

Instructions on how to submit essays electronically

1. Log in to Blackboard (<https://www.ole.bris.ac.uk/>) and select the Blackboard course for the unit you are submitting work for. If you cannot see it, please e-mail f.cooper@bristol.ac.uk with your username and ask to be added.
2. Click on the "Submit Work Here" option on the left hand menu and then find the correct assessment from the list.
3. Select 'view/complete' for the appropriate piece of work. It is your responsibility to ensure that you have selected both the correct unit and the correct piece of work.
4. The screen will display 'single file upload' and your name. Enter your candidate number as a submission title, and then select the file that you wish to upload by clicking the 'browse' button. Click on the 'upload' button at the bottom.
5. You will then be shown the essay to be submitted. Check that you have selected the correct essay and click the 'Submit' button. This step must be completed or the submission is not complete.
6. You will be informed of a successful submission. A digital receipt is displayed on screen and a copy sent to your email address for your records.

Important notes

- You are only allowed to submit one file to Blackboard (single file upload), so ensure that all parts of your work – references, bibliography etc. – are included in one single document and that you upload the correct version. You will not be able to change the file once you have uploaded.
- Blackboard will accept a variety of file formats, but the School can only accept work submitted in .rtf (Rich Text Format) or .doc/.docx (Word Document) format. If you use another word processing package, please ensure you save in a compatible format.
- By submitting your essay, you are confirming that you have read the regulations on plagiarism and confirm that the submission is not plagiarised. You also confirm that the word count stated on the essay is an accurate statement of essay length.
- If Blackboard is not working email your assessment to f.cooper@bristol.ac.uk with the unit code and title in the subject line.

How to confirm that your essay has been submitted

You will have received a digital receipt by email and if you click on the assessment again (steps 1-4), you will see the title and submission date of the essay you have submitted. If you click on submit, you will not be able to submit again. This table also displays the date of submission. If you click on the title of the essay, it will open in a new window and you can also see what time the essay was submitted.

Appendix B
Summary of Relevant School Regulations
(Further details are in the Postgraduate taught handbook, which takes precedence)

Attendance of Seminars

SPAIS takes attendance of and participation in seminars very seriously. Seminars form an essential part of your learning and you need to make sure you arrive on time, have done the required reading and participate fully. Attendance at all seminars is monitored, with absence only condoned in cases of illness or for other exceptional reasons.

If you are unable to attend a seminar you must inform your seminar tutor. You should also provide evidence to explain your absence, such as a self-certification and/or medical note, counselling letter or other official document. If you are ill or are experiencing some other kind of difficulty which is preventing you from attending seminars for a prolonged period, please contact the Postgraduate Office or the Graduate Administration Manager who can advise on how to proceed.

Requirements for credit points

To be awarded credit points for a taught unit, students must:

- Have a satisfactory attendance record.
- Pass the summative assessment

Where there are multiple summative assessments in a unit, students must achieve the pass mark for the weighted average of the assessments (i.e. in the mark for the unit overall). They do not need to pass each individual piece of assessment.

If any of these conditions are not met, then your ability to progress through your degree may be affected.

Presentation of written work

Coursework must be word-processed. As a guide, use a clear, easy-to-read font such as Arial or Times New Roman, in at least 11pt. You may double-space or single-space your essays as you prefer. Your tutor will let you know if they have a preference.

All pages should be numbered. Ensure that the essay question appears on the first page.

Students are required to complete and include a cover page for essay/summative submissions – the template cover page will be available via the online submission point for students to complete.

Candidate numbers are required on summative work in order to ensure that marking is anonymous. Note that your candidate number is not the same as your student number. This number can be viewed in StudentInfo (<https://www.bris.ac.uk/studentinfo>). You should regard this number as personal to you and not share it with anyone else. The number is used to ensure that the marking of a student's work is done anonymously. Please ensure that you memorise your candidate number as you will need to write it on every assessment.

Assessment Length

Each piece of coursework must not exceed the stipulated maximum length for the assignment (the 'word count') listed in the unit guide. Summative work that exceeds the maximum length will be subject to penalties. **The word count is absolute (there is no 10% leeway, as commonly rumoured).** Five marks will be deducted for every 100 words or part thereof over the word limit. Thus, an essay that is 1 word over the word limit will be penalised 5 marks; an essay that is 101 words over the word limit will be penalised 10 marks, and so on.

The word count includes all text, tables, numbers, footnotes/endnotes, Harvard referencing in the body of the text and direct quotes. It excludes the cover page, bibliography, headers and appendices. However, appendices should only be used for reproducing documents, not additional text written by you.

Students are advised that any attempt to circumvent word count limits by changing essay format, e.g. by removing spaces in references, will be investigated. In these cases, penalties will be applied if the actual word count is exceeded and further disciplinary action may be taken.

Students should be aware that word count penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.

Referencing and Plagiarism

Students are required to reference the source materials used to inform their submitted work. Students are expected to use the Harvard referencing system as set out in the relevant section of the SPAIS *Study Guide*. Unless otherwise stated, essays must contain a bibliography. Students should consult the SPAIS *Study Guide* for full details (students can access this via the SPAIS MSc-Dip Admin Blackboard site).

Inadequate referencing in submitted work can run the risk of plagiarism. Plagiarism is the unacknowledged inclusion in a student's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. "Work" includes internet sources as well as printed material.

Plagiarism is a serious academic offence and penalties will be applied in such cases, as is set out in the SPAIS *Postgraduate taught handbook*. See also the relevant section of the School *Study Skills Guide* for more information.

Please note that plagiarism may lead to penalties that may prevent students found guilty of such an offence from progressing in their programme of study.

Extensions

Extensions to coursework deadlines will only be granted in exceptional circumstances. If you want to request an extension, complete a Coursework Extension Request Form (available at Blackboard/SPAIS MSc/Dip Administration/forms) and submit the form with your evidence (e.g. medical certificate, death certificate, or hospital letter) to Faye Cooper in the Postgraduate Office, 11 Priory Road or f.cooper@bristol.ac.uk.

Extension requests will not be considered if there is no supporting evidence.

All extension requests should be submitted at least 72 hours prior to the assessment deadline. If the circumstance occurs after this point, then please either telephone or see the Graduate Administration Manager in person. In their absence you can contact Faye Cooper in the PG Office, again in person or by telephone.

Extensions can only be granted by the Graduate Administration Office. They cannot be granted by unit convenors or seminar tutors.

You will receive an email to confirm whether your extension request has been granted or not.

Submitting Essays/Work for assessment

Formative work: Where applicable, details on how to submit formative work for assessment will be contained in this unit guide.

Summative work: All summative submissions ***must be submitted electronically via Blackboard.***

Electronic copies enable an efficient system of receipting, providing the student and the School with a record of exactly when an essay was submitted. It also enables the School to systematically check the length of submitted essays and to safeguard against plagiarism.

Late Submissions

Penalties are imposed for work submitted late without an approved extension. Any kind of computer/electronic failure is **not** accepted as a valid reason for an extension, so make sure you back up your work on another computer, memory stick or in the cloud (e.g. One Drive, Dropbox or another equivalent system). Also ensure that the clock on your computer is correct. The following schema of marks deduction for late/non-submission is applied to both formative work and summative work:

- Up to 24 hours late, or part thereof *Penalty of 10 marks*
- For each additional 24 hours late, or part thereof *A further 5 marks deduction for each 24 hours, or part thereof*
- Assessment submitted over one week late *Treated as a non-submission: fail and mark of zero recorded. This will be noted on your transcript.*
- The 24 hour period runs from the deadline for submission, and includes Saturdays, Sundays, bank holidays and university closure days.
- If an essay submitted less than one week late fails solely due to the imposition of a late penalty, then the mark will be capped at 50 and recorded as a second attempt.

Students should be aware that late penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.

Marks and Feedback

In addition to an overall mark, students will receive written feedback on their assessed work.

In accordance with the Faculty's Regulations and Code of Practice for Taught programmes, marks and feedback are typically returned within fifteen working days of the relevant submission deadline, unless exceptional circumstances arise in which case students will be informed of the deadline for return. The process of marking and providing detailed feedback is a labour-intensive one, with most 4000 word essays taking at least 45 minutes to assess and comment upon. Summative work also needs to be checked for plagiarism and length and moderated by a second member of staff to ensure marking is fair and consistent.

If work is submitted late, then it may not be possible to return feedback within fifteen working days.

Fails and Resits

If you fail the unit overall, you will normally be required to resubmit or resit unless you do not meet the progression requirements for your programme. Your School Office will contact you if this is the case.

Appendix C

Level 7 Marking and Assessment Criteria (Postgraduate)

All MSc/Diploma marking in the School is out of 100 on the following scale and with the following classifications:

70 and above Distinction
60-69 Merit
50-59 Pass
Below 50 Fail

Work within each of the classifications is expected to demonstrate the following attributes. Please note that markers do not weight each of these attributes equally when finalising the mark. Markers may also take into account the extent to which achievement of unit-specific intended learning outcomes (see unit guide) has been demonstrated when assessing work and arriving at the mark.

70-100: DISTINCTION

Addresses the Question Set

The work is a highly appropriate response to the question or assignment task that has been set. Coverage and selection of content is exemplary. There is clear analysis of the question or topic. Clear ability to analyse and synthesize ideas is demonstrated. At the upper end of the distinction range (marks of 80+), work will be outstanding in (where appropriate) its incorporation and use of empirical evidence/theoretical frameworks/methodological approaches in addressing the question.

Contains coherent structure and argument

The assignment is internally consistent, extremely coherent, concise and well-structured. The introduction is well focused and provides a clear indication of the rationale, key literature base used and organisation of the work. The central argument/structure of the work has a clear and logical sequence of progression. The conclusion draws insights which are logically developed from the analysis. At the upper end of the distinction range (marks of 80+), work will be outstanding in the extent to which the structure facilitates the answer to the question.

Demonstrates understanding of key concepts and/or data

A detailed understanding of key concepts and/or data will be demonstrated. At the upper end of the distinction range (marks of 80+) sustained evidence of critical understanding of concepts and/or critical analysis of data will be demonstrated.

Supports argument with appropriate evidence

The assignment demonstrates that an excellent knowledge of the topic has been gained from careful research and wide ranging reading that goes well beyond the prescribed reading list. The selection, interpretation, comparison, evaluation, and integration of evidence and source material to support the argument is extremely effective. At the upper end of the distinction range (marks of 80+), work will indicate

outstanding ability to deal with complexity, contradictions or gaps in the existing academic literature.

Demonstrates critical evaluation

Work at this level will indicate a detailed and critical understanding of central theoretical and/or methodological issues as appropriate. At the upper end of the distinction range (marks of 80+) work will show extensive evidence of coherence, creativity, originality and imagination in addressing the question or topic.

Writing, Background Reading, Referencing and Bibliographic format

The work is extremely well presented, with minimal grammatical or spelling errors. It is written in a fluent and engaging style that demonstrates sufficient background reading, with exemplary referencing and bibliographic formatting in accordance with the required conventions. At the upper end of the distinction range (marks of 80+), the work will be virtually error-free in these respects.

60-69: MERIT

Addresses the Question Set

The work is a very appropriate response to the set question or assignment task. The question is addressed comprehensively, and a convincing and coherent argument is maintained in doing so. There is very good coverage of content and some evidence of an ability to think critically in relation to the question or topic will be shown. Where appropriate, the work will illustrate good comprehension of the theoretical implications of the set question or assignment.

Contains coherent structure and argument

The structure of the assignment is sound. The introduction is relevant and provides the reader with a clear guide to the central argument and the overall structure of the work. The conclusion will highlight and reflect upon the key points of argument developed within the main body of the essay and relative to the set question or assignment.

Demonstrates understanding of key concepts and/or data

A sound understanding of relevant key concepts and/or data has been developed and demonstrated, with key related issues and debates identified and discussed.

Supports argument with appropriate evidence

Overall there is a very good selection and use of sources which are well integrated, interpreted and evaluated. The work will demonstrate the ability to be selective in the range of material used. Some independent reading and research that goes beyond the prescribed reading list will be demonstrated, although the range of evidence used will be more restricted in comparison with an assignment awarded a higher grade.

Demonstrates critical evaluation

The work will clearly demonstrate a capacity to synthesise and critically evaluate source materials and/or debates in relation to the set question or assignment rather than simply describe or summarise them.

Writing, Background Reading, Referencing and Bibliographic format

The work is clear and fluent and largely conforms to referencing and bibliographic conventions. It has been well edited and demonstrates sufficient background reading. Proof-reading has resulted in there being few grammatical or spelling errors.

50-59: PASS

Addresses the Question Set

The work is a reasonably appropriate response to the set question or assignment task. All aspects of the set question or topic have been addressed. The work will show some comprehension of the underlying theoretical/methodological implications of the question where appropriate, but there may be limitations in the understanding of how these issues relate to the question.

Contains coherent structure and argument

The assignment has been effectively structured, although more careful editing may have improved the overall coherence of argument. The introduction is well focused and provides a sense of the central argument and overall organisation. The conclusion provides a summary of the discussion, although may be primarily descriptive in nature and may fail to reflect upon or support the argument fully.

Demonstrates understanding of key concepts and/or data

A basic level of understanding of relevant key concepts and/or data has been demonstrated, though there may be some errors and/or gaps in the knowledge and understanding. Key related issues have been identified and discussed but without many significant insights being developed.

Supports argument with appropriate evidence

The argument will be supported by reference to and incorporation of some relevant evidence, but with scope for greater range and depth of evidence. The work will indicate a generally clear understanding of appropriate evidence, but this may be presented in an uncritical/descriptive manner and/or insufficiently incorporated into the overall argument in response to the set question or assignment task.

Demonstrates critical evaluation

A good range of relevant content has been covered, and there is some attempt at analysis but a tendency to be descriptive rather than critical. Work in this classification may also exhibit a tendency to assert/state points of argument rather than argue on the basis of reasoning and evidence.

Writing, Background Reading, Referencing and Bibliographic format

The style of writing is appropriate and presents few comprehension difficulties for the reader. The assignment is not as fluently written as it might have been, and there may be scope for improvement in spelling and grammar. There is evidence of sufficient background reading. Referencing and bibliographic formatting generally conform to the conventions, but there may be scope for further improvement in accuracy and consistency in accordance with the required conventions.

0-49 FAIL

Addresses the Question Set

Although some attempt will have been made, the work largely fails to address and/or significantly misunderstands the set question or assignment task. At the lower end of the fail range (marks of 0-40) there is little or no understanding of the set question or assignment task in evidence.

Contains coherent structure and argument

The work does not contain a sufficiently structured argument, and may be ineffectively organised. The introduction may lack a clear rationale or statement of argument, and/or may lack a clear outline of the overall structure of the assignment. The conclusion may lack any indication of insights in relation to the set question or assignment task. At the lower end of the fail range (marks of 0-40) the structure of the work may be incoherent or illogical, and/or the work may lack a clearly developed argument.

Demonstrates understanding of key concepts and/or data

There is limited knowledge and understanding of key concepts and/or data, with significant errors and/or omissions in this respect. At the lower end of the fail range (marks of 0-40) there may be significant lack of awareness or understanding of key concepts and/or data.

Supports argument with appropriate evidence

Few key points of appropriate evidence are identified and/or there may be very little attempt at analysis of evidence, with the work tending towards excessive description. At the lower end of the fail range (marks of 0-40) evidence referred to and included in the work may not be relevant to the addressing the set question or assignment task.

Demonstrates critical evaluation

The approach is typified by a general lack of critical evaluation in relation to relevant literature and issues. Work that simply asserts rather than argues a case may also fall into this classification. The use of sources may be excessively derivative of existing work, with little or no indication of an ability to independently analyse relevant material. At the lower end of the fail range (marks of 0-40) there is little or no evidence of critical evaluation.

Writing, Background Reading, Referencing and Bibliographic format

The standard of writing presents difficulties for the reader, with frequent grammatical and spelling errors to a degree that inhibits communication. The range and depth of background reading may be insufficient. The approach to referencing and bibliographic formatting does not follow the required conventions to a sufficiently consistent level. At the lower end of the fail range (marks of 0-40) the use of language may present considerable comprehension difficulties for the reader. The assignment may not meet stipulations in terms of layout and/or length, and the approach to referencing may not meet expected conventions
