

**POLI 448**  
**Gender and International Relations**  
**Winter 2020**

**Class time:** Tuesdays, Thursdays, 8:35-9:55

**Room:** ARTS 150

**Instructor:** Professor Megan Bradley ([megan.bradley@mcgill.ca](mailto:megan.bradley@mcgill.ca))

**TA:** Laurence LeBlanc ([Laurence.leblanc@mail.mcgill.ca](mailto:Laurence.leblanc@mail.mcgill.ca))

**Office hours:** Tuesdays, 10:30-12:30, Leacock 539 (or by appointment)

### **Course description and learning objectives**

How does gender shape international relations? How do ideas about masculinity and femininity affect foreign policy, political economy, war, violence and peace? What does it mean to take women seriously in international relations (IR)? What do feminist and queer perspectives contribute to the study of IR?

In tackling these questions, this course aims to help students develop a more nuanced and realistic appreciation of international relations. It seeks to do so by introducing students to gender analysis of global politics, and feminist approaches to IR. The first part of the course (“Gender, feminisms and IR: Concepts and theories”) examines what gender-sensitive and feminist research in IR involves. It explores different aspects of feminist IR theory, as well as other approaches to thinking about how gender matters in IR. It emphasizes and explores why thinking carefully about gender in IR also requires serious examination of related power systems pertaining to, for example, race, sexuality and socio-economic status. The second part of the course (“Feminist and gender-aware perspectives on key issues in international politics”) investigates feminist and gender-sensitive IR scholarship addressing a range of substantive issues. The course focuses in particular on security, violence, war and the pursuit of peace, but will also consider other intertwined issues including international law, LGBTQ advocacy and (international) political economy.

By the end of this course, students should be able to:

- Knowledgably discuss feminist approaches to IR;
- Critically analyze IR scholarship, global political issues and the behaviour of a range of actors from gender-sensitive perspectives;
- Develop and present persuasive oral and written arguments on feminist IR scholarship and the diverse ways in which gender shapes international politics.

### **Prerequisite**

The prerequisite for POLI 448 is an upper-level course in international politics.

### **Required readings**

Required readings are identified below, along with an indication of whether they are available on-line, or are collated in the course pack, available for purchase at the McGill bookstore.

### **Important dates**

7 January	Course begins
Week of 20 January	Conferences begin
4 February	No lecture, no office hours
6 February	Quiz #1 (8:35AM)

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12 February	Long list of mid-term, in-class test questions posted to MyCourses
20 February	Mid-term in-class test (full class, 8:35-9:55)
Week of 24 February	No lectures, office hours or conferences
Week of 2 March	Reading week (no lectures, conferences or office hours)
17 March	Quiz #2 (8:35AM)
19, 20 March	Lecture is cancelled on 19 March. In lieu of lecture on 19 March, students are to attend minimum one session of the CIPSS workshop on “20 years of Women, Peace and Security: Towards ‘full and effective’ participation?” on 20 March. Please see assignments section for details.
26 March	Take-home final questions posted to MyCourses. Deadline for confirming research paper topics (instructor’s approval necessary for research paper option). Deadline for submitting reports on WPS workshop.
7 April	Quiz #3 (8:35AM)
9 April	Last class, take-home finals/research papers due at <u>start</u> of class

**Assignments and assessment**

10%	Participation in section
10%	Quizzes (3 quizzes, mark will be determined on the basis of each student’s top 2 scores)
10%	Presentation in conference/facilitation of discussion
5%	Report on workshop session
30%	Mid-term in-class test
35%	Final take-home/research paper assignment

Further information on assignments and assessment criteria is available at the end of the syllabus.

**Lecture program**

**Class 1: Tuesday 7 January**

**Introduction to the course**

**Part I: Gender, feminisms and IR: Concepts and theories**

**Class 2: Thursday 9 January (8:35-9:55)**

**What is gender and why does it matter for IR?**

- V. Spike Peterson and Anne S. Runyon (2010) “Introduction: The Gender of World Politics,” and “Gender as a Lens on World Politics,” in *Global Gender Issues in the New Millennium, Third Edition*, Westview, CT: Westview Press, pp. 1-44. (course pack)
- Cynthia Enloe (2014) “Gender makes the World Go Round: Where are the Women?” in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics, Second Edition*, Berkeley: University of California Press, pp. 1-36. (Available as an e-book via McGill Library.)
- Laura Shepherd (2010) “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*, London: Routledge, pp. 3-15. (course pack)

**Class 3: Tuesday 14 January (8:35-9:55)**

**Feminisms: An introduction**

- Cynthia Enloe (2004) “Introduction: Being Curious about our Lack of Feminist Curiosity,” in *The Curious Feminist: Searching for Women in a New Age of Empire*, Berkeley: University of California Press, pp. 1-18. (Available as an e-book via McGill Library.)
- Sandra Whitworth (2010) “Feminism,” in C. Reus-Smit and D. Snidal (eds.) *The Oxford Handbook of International Relations*, Oxford: Oxford University Press. (Available as an e-book via McGill Library.)
- Jacqui True (2010) “The Ethics of Feminism,” in C. Reus-Smit and D. Snidal (eds.) *The Oxford Handbook of International Relations*, Oxford: Oxford University Press. (Available as an e-book via McGill Library.)

**Class 4: Thursday 16 January (8:35-9:55)**

**Trying to talk: Conversations between feminist and “mainstream” IR**

- J.A. Tickner (1997) “You Just Don’t Understand: Troubled Engagements Between Feminists and IR Theorists,” *International Studies Quarterly* 41(4). (Download – see MyCourses.)
- Robert Keohane (1998) “Beyond Dichotomy: Conversations between International Relations and Feminist Theory,” *International Studies Quarterly* 42(1). (Download – see MyCourses.)
- P. Schouten (2009) “Theory Talk #28: Marysia Zalewski on Unsettling IR, Masculinity and Making IR Theory Interesting (again),” *Theory Talks* 28. (Download – see MyCourses.)

**Class 5: Tuesday 21 January (9:05-9:55)**

**Masculinity, identity, nations and states**

- J.A. Tickner (1996) “Identity in International Relations Theory: Feminist Perspectives,” in Y. Lapid and F. Kratochwil, *The Return of Culture and Identity in IR Theory*, Boulder: Lynne Rienner Press, pp. 147-162. (course pack)
- Jennifer Maruska (2010) “When are States Hypermasculine?” in Lisa Sjoberg (ed.) *Gender and International Security: Feminist Perspectives*, New York: Routledge, pp. 235-255. (course pack)
- R. W. Connell and Julian Wood (2005) “Globalization and Business Masculinities,” *Men and Masculinities* 7(4). (Download – see MyCourses.)

**Class 6: Thursday 23 January (9:05-9:55)**

**Intersectionality, neo- and post-colonialism, heteronormativity...and IR!**

- Patricia Hill Collins and Valerie Chepp (2012) “Intersectionality,” in G. Waylen, K. Celis, J. Kantola and S.L. Weldon (eds.) *The Oxford Handbook of Gender and Politics*, Oxford: Oxford University Press, pp. 57-87. (Available as an e-book via McGill Library.)
- Uma Narayan (2003) “The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist,” in Carole McCann and Seung-Kyung Kim (eds.) *Feminist Theory Reader*, New York: Routledge, pp. 332-340. (course pack)
- Andrew Delatolla (2020) “Sexuality as a Standard of Civilization: Historicizing (Homo)Colonial Intersections of Race, Gender, and Class,” *International Studies Quarterly*, 1-11. (Download – see MyCourses.)

**Class 7: Tuesday 28 January (9:05-9:55)**

**Queering IR**

*Guest speaker: Dr. Jaz Dawson, Research and Policy Analyst, Refugee Hub, University of Ottawa, and former Director, Kaleidoscope Human Rights Foundation*

- Melanie Richter-Montpetit and Cynthia Weber (2017) “Queer International Relations,” *Oxford Research Encyclopedia – Politics*. (Download – see MyCourses.)
- Cynthia Weber (1998) “Performative States,” *Millennium* 27(1). (Download – see MyCourses.)

**Part II: Feminist and gender-aware perspectives on key issues in international politics**

**Gender, sexuality and foreign policy**

**Class 8: Thursday 30 January (9:05-9:55)**

**Gender, sexuality and the conduct of foreign policy (I)**

- Anne-Marie Slaughter (2012) “Why Women Still Can’t Have It All,” *The Atlantic*, <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>.
- Cynthia Enloe (2014) “Diplomatic and Undiplomatic Wives,” in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, Second Edition, Berkeley: University of California Press, pp. 174-210. (Available as an e-book via McGill Library.)
- Cynthia Enloe (2004) “Masculinity as a Foreign Policy Issue,” in *The Curious Feminist*, Berkeley: University of California Press, pp. 122-130. (Available as an e-book via McGill Library.)

NB: No class or office hours on Tuesday 4 February.

**Class 9: Thursday 6 February (8:35-9:55) (full length class)**

**Gender, sexuality and the conduct of foreign policy (II): Focus on the United States**

NB: Quiz #1 will take place at the start of class (8:35AM), covering material from Classes 2-9.

- Katherine Moon (1997) “Partners in Prostitution,” in *Sex Among Allies: Military Prostitution in US-Korea Relations*, New York: Columbia University Press, pp. 1-47. (course pack)
- Robert D. Dean (1998) “Masculinity as Ideology: JFK and the Domestic Politics of Foreign Policy,” *Diplomatic History* 22(1). (Download – see MyCourses.)

**Security, violence and the pursuit of peace**

**Class 10: Tuesday 11 February (9:05-9:55)**

**Rethinking security**

- V. Spike Peterson (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*, Boulder: Lynne Rienner, pp. 31-64. (course pack)
- C. Cohn (1993) “Wars, Wimps and Women,” in M. Cooke and A. Wollacott (eds.) *Gendering War Talk*, Princeton: Princeton University Press, pp. 227-246, [http://genderandsecurity.org/sites/default/files/Cohn\\_-\\_Wars\\_Wimps\\_W.pdf](http://genderandsecurity.org/sites/default/files/Cohn_-_Wars_Wimps_W.pdf).
- Carol Cohn (1987) “Sex and Death in the Rational World of Defense Intellectuals,” *Signs* 12(4), [http://genderandsecurity.org/sites/default/files/carol\\_cohn\\_sex\\_and\\_death\\_in\\_the\\_world\\_of\\_rational\\_defense\\_intellectuals.pdf](http://genderandsecurity.org/sites/default/files/carol_cohn_sex_and_death_in_the_world_of_rational_defense_intellectuals.pdf).

**Class 11: Thursday 13 February (8:35-9:55) (full length class)**

**Mid-term prep and Who fights? Gender, violence and militarized masculinities**

- J. Goldstein (2003) “A Puzzle: The Cross-Cultural Consistency of Gender Roles in War,” in *War and Gender: How Gender Shapes the War System and Vice Versa*, Cambridge: Cambridge University Press, 1-34. (course pack)
- Mia Bloom (2007) “Female Suicide Bombers: A Global Trend,” *Daedalus* 136(1). (Download – see MyCourses.)
- VICE (2012) Female Fighters of Kurdistan (Parts I, II and III). (Documentary, available at [https://www.youtube.com/watch?v=h\\_0kg8VlxkE](https://www.youtube.com/watch?v=h_0kg8VlxkE))

NB: Long list of mid-term, in-class test questions posted to MyCourses by Wednesday 12 February.

**Class 12: Tuesday 18 February (9:05-9:55)**

**Gender and humanitarian crisis**

- Wenona Giles (2013) “Women Forced to Flee: Refugees and Internally Displaced Persons,” in Carole Cohn (ed.) *Women and Wars*, Cambridge: Polity Press, pp. 80-101. (course pack)
- Jennifer Hyndman (2011) “Feminist Geopolitics Meets Refugee Studies,” in Alex Betts and Gil Loescher (eds.) *Refugees in International Relations*, Oxford: Oxford University Press, pp. 169-184. (Available as an e-book via McGill Library.)
- Charli Carpenter (2003) “‘Women and Children First’: Gender, Norms and Humanitarian Evacuation in the Balkans, 1991-1995,” *International Organization* 57(4). (Download – see MyCourses.)

**Class 13: Thursday 20 February (8:35-9:55) (full length class)**

**In-class mid-term** (All students must be in class to take the test at the scheduled time.)

NB: No lectures, office hours or conferences the week of 24 February, or the week of 2 March (reading week).

**Class 14: Tuesday 10 March (9:05-9:55)**

**Sexual and gender-based violence (SGBV) (I): Focus on SGBV in war**

- Maria Eriksson Baaz and Maria Stern (2009) “Why Do Soldiers Rape? Masculinity, Violence and Sexuality in the Armed Forces in the Congo (DRC),” *International Studies Quarterly* 53(2). (Download – see MyCourses.)
- Dara Kay Cohen (2013) “Explaining Rape during Civil War: Cross-National Evidence (1980-2009),” *American Political Science Review* 107(3). (Download – see MyCourses.)
- Charli Carpenter (2006) “Recognizing Gender-Based Violence Against Civilian Men and Boys in Conflict Situations,” *Security Dialogue* 37(1). (Download – see MyCourses.)

**Class 15: Thursday 12 March (9:05-9:55)**

**Sexual and gender-based violence (SGBV) (II): Focus on SGBV, exploitation and abuse within military forces, and perpetrated by peacekeepers**

- Sandra Whitworth (2004) “Militarized Masculinities and Blue Berets,” in *Men, Militarism and UN Peacekeeping: A Gendered Analysis*, Boulder: Lynne Rienner, pp. 151-182. (course pack)
- Claire Duncanson (2009) “Forces for Good? Narratives of Military Masculinity in Peacekeeping Operations,” *International Feminist Journal of Politics* 11(1). (Download – see MyCourses.)
- Kirby Dick and Amy Ziering (2012) *The Invisible War*. (Documentary – DVD available on short-term loan from McGill Library, or can be rented on iTunes.)

**Class 16: Tuesday 17 March (8:35-9:55) (full-length class)**

**Gender, peacemaking and peacebuilding**

NB: Quiz #2 will take place at the start of class (8:35AM), covering material from Classes 10-12 and 14-16.

- Jennifer Klot (2015) “UN Security Council Resolution 1325: A Feminist Transformative Agenda?” in Rawwida Baksh and Wendy Harcourt (eds.) *The Oxford Handbook of Transnational Feminist Movements*, Oxford: Oxford University Press. (Available as an e-book via McGill Library.)
- Heidi Hudson (2009) “Peace Building Through a Gender Lens and the Challenges of Implementation in Rwanda and Côte d’Ivoire,” in Lisa Sjoberg (ed.) *Gender and International Security: Feminist Perspectives*, New York: Routledge, pp. 256-279. (course pack)

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- Christine Sylvester (2002) “Some Dangers in Merging Feminist and Peace Projects,” in Christine Sylvester (ed.) *Feminist International Relations: An Unfinished Journey*, Cambridge: Cambridge University Press, pp. 207-223. (Available as an e-book via McGill Library.)

NB: No lecture on Thursday 19 March. Instead, students are invited to attend minimum one session of the Centre for International Peace and Security Studies workshop on Friday 20 March (Thomson House Ballroom) on “20 years of Women, Peace and Security: Towards ‘full and effective’ participation?”. Please see information on assignments at the end of the syllabus for more information.

**Interlude: Feminist methodologies**

**Class 17: Tuesday 24 March (9:05-9:55)**

**IR and feminist methodologies**

- Cynthia Enloe (2013) “Who is ‘Taken Seriously’?” in *Seriously! Exploring Crises and Crashes As If Women Mattered*, Berkeley: University of California Press. (Available as an e-book via McGill Library.)
- J.A. Tickner (2005) “What is your Research Program? Some Feminist Answers to International Relations Methodological Questions,” *International Studies Quarterly* 49(1). (Download – see MyCourses.)
- S. Laurel Weldon (2006) “Inclusion and Understanding: A Collective Feminist Methodology for International Relations” in B. Ackerly, M. Stern and J. True (eds.) *Feminist Methodologies for International Relations*, Cambridge: Cambridge University Press, pp. 69-86. (Available as an e-book via McGill Library.)

**International law and transnational movements**

**Class 18: Thursday 26 March (9:05-9:55)**

**Gender, feminism and international law**

NB: Take-home final questions posted to MyCourses on Thursday 26 March. Deadline for confirming research paper topics. Reports from WPS workshop due at start of class.

- Hillary Charlesworth, Christine Chinkin and Shelley Wright (1991) “Feminist Approaches to International Law,” *American Journal of International Law* 85(4): 613-645. (Download – see MyCourses.)
- Catherine O’Rourke (2017) “Feminist Strategy in International Law: Understanding its Legal, Normative and Political Dimensions,” *European Journal of International Law* 28(4): 1019-1045. (Download – see MyCourses.)

**Class 19: Tuesday 31 March (9:05-9:55)**

**Transnational movements for LGBTQ rights**

- David Paternotte, Manon Tremblay and Carol Johnson (2011) “Introduction,” in *The Lesbian and Gay Movement and the State: Comparative Insights into a Transformed Relationship*, Surrey: Ashgate, pp. 1-12. (course pack)
- Ryan Richard Thoreson (2009) “Queering Human Rights: The Yogyakarta Principles and the Norm That Dare Not Speak Its Name,” *Journal of Human Rights* 8(4): 323-339. (Download – see MyCourses.)
- Alice Underwood (2011) “The Politics of Pride: The LGBT Movement and Post-Soviet Democracy.” *Harvard International Review* 33(1): 42-46. (Download – see MyCourses.)

**Gender and critical perspectives on IPE**

**Class 20: Thursday 2 April (9:05-9:55)**

**Gender and “wartime” (international) political economies**

- Jacqui True (2012) “From Domestic Violence to War Crimes: The Political Economy of Violence Against Women,” in *The Political Economy of Violence Against Women*, Oxford: Oxford University Press. (Available as an e-book via McGill Library.)
- Angela Raven-Roberts (2013) “Women and the Political Economy of War,” in Carole Cohn (ed.) *Women and Wars*, Cambridge: Polity Press, pp. 36-53. (course pack)

**Class 21: Tuesday 7 April (8:35-9:55) (full length class)**

**Gender and “peacetime” (international) political economies**

*NB: Quiz #3 will take place at the start of class (8:35AM), covering material from Classes 17-21.*

- Catherine Hoskyns and Sharin Rai (2007) “Recasting the Global Political Economy: Counting Women’s Unpaid Work,” *New Political Economy* 12(3). (Download – see MyCourses.)
- G. Waylen (2006) “You Still Don’t Understand: Why Troubled Engagements Continue Between Feminists and (Critical) IPE,” *Review of International Studies* 32. (Download – see MyCourses.)

**Class 22: Thursday 9 April (9:05-9:55)**

**Conclusion**

*Note: Take-home final/final research papers due at the start of class.*

- J.A. Tickner (2014) “Looking Back: Looking Forward,” in *A Feminist Voyage Through International Relations*, Oxford: Oxford University Press. (Available as an e-book via McGill Library.)

**Course Assignments and Evaluation Criteria**

**Participation in conferences (10%)**

Active participation of all students is essential to a successful class and conferences. Participation will be assessed on the basis of:

- Regular presence in conference
- Demonstrated preparation (required readings done, questions prepared on each reading)
- Active participation and contribution to discussion
- Encouragement of participation of other students

*A note on participation:* This course aims to create an environment conducive to learning and open discussion. This requires respect, attentiveness and thoughtfulness, particularly in class conversations, as well as a willingness to offer and receive constructive criticism. Disagreement is an important part of learning – but needs to be handled with respect.

**Quizzes (10%)**

Over the course of the term, there will be three quizzes on the required readings. The purpose of the quizzes is to encourage careful completion of the required readings, and identification and retention of the key points of each reading.

The quizzes will take place at the start of class (8:35AM). Twenty (20) minutes will be allotted for the completion of each quiz. Electronic equipment, notes and readings may not be used while the quizzes are being completed. The quizzes will consist of straightforward questions that students who have carefully completed the readings should be able to answer without difficulty. Final grades for the quizzes will be determined on the basis of each student’s two (2) best scores. Students who miss a quiz will receive a grade of zero for that quiz. Make-up quizzes will not be offered.

The quizzes will follow this schedule:

- Quiz 1, Thursday 6 February, 8:35AM, covering material from Classes 2-9
- Quiz 2, Tuesday 17 March, 8:35AM, covering material from Classes 10-12 and 14-16
- Quiz 3, Tuesday 7 April, 8:35AM, covering material from Classes 17-21

**Report on session of CIPSS/CEPSI workshop on “20 years of Women, Peace and Security: Towards ‘full and effective’ participation?” (5%)**

In lieu of lecture on Thursday 19 March, students are invited to attend minimum one session of the workshop on “20 years of Women, Peace and Security: Towards ‘full and effective’ participation?” that will be convened by the Centre for International Peace and Security Studies (CIPSS)/ Centre d’études sur la paix et la sécurité internationale (CEPSI) on Friday 20 March at Thomson House (agenda to be circulated). The aim of this exercise is to enable students to engage with new and cutting-edge research and policy debates related to women, peace and security.

Each student is to complete a short report (1 page, single spaced) on the workshop session of their choice, to be submitted at the start of class on Thursday 26 March. The reports should identify and analyse key arguments advanced in the workshop session, and identify questions for research and practice raised by the workshop session. Reports will be evaluated on the basis of the criteria below.

Students who are unable to attend one of the workshop sessions on 20 March (e.g. as a result of unavoidable scheduling conflicts) must notify the instructor minimum three weeks in advance. With the instructor’s permission, students may attend another event on campus related to the focus of the course in the Winter 2020 term, and submit a report no more than one week later on this alternate event. The alternate event must be approved by the instructor in advance.

Break-down of marks

- |          |   |
|----------|---|
| 3 points | Effective communication <ul style="list-style-type: none"><li>• Clear and logical organization of ideas</li><li>• Style, grammar and spelling</li></ul>   |
| 7 points | Analysis <ul style="list-style-type: none"><li>• Accurate identification and informed analysis of key arguments advanced in the workshop session</li><li>• Identification of insightful questions for research and/or practice raised by the workshop session</li></ul> |

**Presentation and facilitation of discussion in conference (10%)**

In teams of two, prepare a 10-minute oral presentation in English that introduces and critically analyzes the key readings being discussed in conference. Each presentation will be followed by a discussion session; presenters should prepare min. 3 questions to stimulate discussion of the readings and the themes they raise. Each team member must participate actively in delivering the presentation. In most conferences, two student presentations will be given, with each team focusing on readings from different lectures.

Presentations must include:

- A *brief* introduction to the readings that are the focus of the presentation;
- A *focused analysis* of the readings and the arguments they raise;
- Questions to stimulate class discussion following the conclusion of your presentation.



The group presentations will be assessed by the TA. Teams will be formed in the first conference of the term.

Break-down of marks

8 points

Effective communication of ideas

- Logical organization of ideas/structure
- Clear explanations
- Appropriate use of visual or oral learning aids
- Ability to effectively communicate and engage with the class

12 points

Understanding of topic, analysis and argument

- Explanation of relevant terms, concepts and debates
- Situation of the readings in relation to the broader themes under discussion
- Clear analysis of the arguments advanced in the readings
- Articulation of insightful observations on the readings and the themes they raise
- Relevance and analytical depth of discussion questions

**Mid-term in-class test (30%)**

The mid-term tests will take place in-class on Thursday 20 February (start time: 8:35AM). The entirety of the class will be devoted to the completion of the test. Any students requiring special arrangements for completing tests are requested to contact the Office for Students with Disabilities without delay. The mid-term will not be rescheduled; students are expected to be in class to take the test as scheduled.

The test will consist of short essay questions covering the topics addressed in the first 12 classes. The focus of the test is on critical engagement with key concepts and arguments addressed in the course. The test will be set out in two sections. The first part will include questions on material covered in “Part I: Gender, feminisms and IR: Concepts and theories” (Classes 2-7). The second part will include questions on material covered in “Part II: Feminist and gender-aware perspectives on international politics” (Classes 8-12). Students will be required to answer **two** questions, one question from the first part of the exam, and one question from the second part of the exam.

A list of possible exam questions will be posted on MyCourses on 12 February. The mid-term will be made up of questions selected by the professor from this list.

The question the student is answering in each essay must be clearly identified to avoid penalties.

Break-down of marks for each response

7.5 points

Effective communication and argumentation

- Clear and logical organization and communication of ideas
- Pertinent examples

10 points

Understanding of key concepts, theories and studies

- Demonstrated command of the relevant literature
- Critical engagement with the relevant literature and debates

12.5 points

Analysis and argument

- Articulation of a clear thesis, demonstrating critical engagement with the test question and relevant materials
- Development of a well-supported argument in response to the question

**Final assignment – Take-home final or research paper (35%)**

Deadline: 9:05 AM, Thursday 9 April

**Option A: Take-home short essays**

Take-home short essay questions will be posted to MyCourses on 26 March. The questions will be set out in two sections. The first section will include questions on material covered in “Part I: Gender, feminisms and IR: Concepts and theories” (Classes 2-7). The second section will include questions on material covered in “Part II: Feminist and gender-aware perspectives on international politics” (Classes 8-20). The questions in the second part will be weighted towards material covered after the mid-term. Students must answer **one** question from Part I and **two** questions from Part II, for a total of **three** short essays.

In contrast to the research paper option, effective responses to the short-essay questions will not necessarily involve extensive independent research. Rather, the essays can be completed by drawing on the materials addressed in lectures, conferences and in the required readings. However, students are welcome to integrate additional independent research in their response to the short essay questions.

Each short essay should be a maximum of 4 double-spaced pages, excluding bibliography. Students are required to type their text in 12-point, Times New Roman font with standard margins and double spaced text. Please use page numbers. Use single spacing for block quotations, footnotes and the bibliography. Citations must follow a standard academic format (e.g. Chicago Manual of Style). Each short essay should define any key concepts/terms, and *must advance a clearly articulated and effectively supported argument (thesis)* that directly relates to and critically engages the essay question. The introduction to each essay must make clear both the thesis the paper will advance, and the structure the paper will follow in developing this argument.

Combine all three essays (with a separate bibliography following each essay) into *one*, stapled document for submission.

The final mark for the assignment will be determined on the basis of the average grade received for each of the three short essays. The question the student is answering in each essay must be clearly identified to avoid penalties.

Break-down of marks for each short essay

- |           |  |
|-----------|--|
| 12 points | Effective communication  |
|           | <ul style="list-style-type: none"><li>• Clear and logical organization of ideas (structure of paper)</li><li>• Pertinent examples</li><li>• Style, grammar and spelling</li><li>• Standardized referencing according to academic conventions</li></ul> |
| 8 points  | Understanding and application of relevant concepts, theories and literature  |
|           | <ul style="list-style-type: none"><li>• Understanding and critical analysis of relevant theoretical, conceptual and practical debates and perspectives</li><li>• Understanding and critical analysis of relevant academic literature</li></ul>         |

- 15 points      Analysis and argument
- Clear articulation of student's thesis and structure of the argument
  - Effective support provided for argument
  - Quality of conclusions and/or recommendations

**Option B: Research paper**

With the permission of the instructor, students may opt to complete a final research paper in lieu of the take-home short essays. The final research paper should be a minimum of 11 and a maximum of 12 double-spaced pages, excluding bibliography. The topic must be addressed with extensive independent research going beyond the material covered in lectures (minimum of 10 academic sources). Topics best suited to this assignment are those that involve a *specific* theoretical debate, issue or case study related to gender and international relations, and pose a carefully identified research question.

Students are required to type their text in 12-point, Times New Roman font with standard margins. Texts must be double spaced. Use single spacing for block quotations, footnotes and the bibliography. Please use page numbers. Use single spacing for block quotations, footnotes and the bibliography. Citations must follow a standard academic format.

The final research paper must:

- Define the key terms used in the paper
- Explain the principal theoretical and conceptual debates related to the topic
- *Advance a clear argument (thesis)* effectively supported by empirical research and/or theoretical analysis
- Have a clear and appropriate structure, explicitly identified in the introduction to the paper
- Draw some conclusions and/or pose recommendations (if applicable).

Break-down of marks

- 12 points      Effective communication
- Clear and logical organization of ideas (structure of paper)
  - Pertinent examples
  - Style, grammar and spelling
  - Standardized referencing according to academic conventions
- 8 points      Understanding and application of relevant concepts, theories and literature
- Understanding and critical analysis of relevant theoretical, conceptual and practical debates and perspectives
  - Understanding and critical analysis of relevant academic literature
- 15 points      Analysis and argument
- Clear articulation of student's position (thesis)
  - Effective support provided for argument
  - Quality of conclusions and/or recommendations

**Extra credit opportunities**

**Course evaluations**

In order to encourage the timely completion of course evaluations, each student will receive an extra 0.5% if at least 85% of enrolled students complete the on-line course evaluation on time. This will count toward participation grades. Please note that the participation grade is never to exceed the maximum percentage established for the course.

### **General instructions and policies**

#### **Late policy**

Written work is due at the start of class on the specified due dates. Late submissions will be subject to a 10% penalty *per day* (on the total maximum value of the assignment), starting with the due date. *Extensions will only be granted in cases of medical or family emergency, accompanied by appropriate documentation.* In the event of an emergency, students must contact the professor as soon as possible to provide the necessary documentation and confirm arrangements for submission of the work. If the professor is not contacted with reasonable promptness, normal late penalties will apply.

#### **Language**

In accordance with McGill University's Charter of Students' Rights, students in this course have the right to submit written work in English or in French.

#### **Special Needs**

As the instructor of this course I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities.

#### **Integrity**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).