POLI 575
Global Politics of Sex, Gender and the Family
Honours Seminar in International Relations
Fall 2019

Class time: Wednesdays, 11:35-2:25
Room: EDUC 433
Instructor: Professor Megan Bradley (megan.bradley@mcgill.ca)
Office hours: Wednesdays, 3:00-5:00, Leacock 539 (or by appointment)

Course description and learning objectives

What do sex and gender have to do with international relations? How are international relations influenced by intimate relations, and vice versa? How can our understandings of international relations be enhanced by thinking seriously about gender, feminism and queer approaches?

This course is divided into two parts. Part I (“Does gender make the world go round? Gender analysis, feminist and queer approaches to IR”) tackles these broad questions, and introduces some major topics and debates of concern to feminist IR scholars, including the gendered nature of the state, the influence of diverse masculinities and femininities on international relations, the international politics of violence against women, and the significance of women taking on roles that have traditionally been held by men, such as combatants, peacekeepers and peacemakers. Building on this foundation, Part II (“Family matters in global politics”) focuses on an under-examined institution in IR: the family. Political scientists, and IR scholars in particular, typically assume that the state is the most significant political institution and ignore the family, although this is the institution that is often the most important in everyday life. Part II questions this assumption by examining how international politics influence and are influenced by “family matters,” from marriage and reproductive rights to adoption, domestic labour and migration.

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

- Knowledgably discuss the diverse ways in which gender shapes IR;
- Critically engage feminist approaches to IR;
- Analyze the complex ways in which global politics shape and are shaped by the institution of the family;
- Develop and present persuasive oral and written arguments on topics related to the course.

Prerequisites
This class requires an advanced background in IR. Students should have taken POLI 244, as well as some 300 and 400-level IR courses.

Required readings

Required readings are identified below. This is a reading-intensive, graduate-style seminar. Its success depends on each member of class carefully preparing for each session by completing all of the required readings, and preparing questions on each text.

Important dates

4 September       Course begins
18 September      No class
2 October         Workshop on masculinities and femininities in IR (student presentations)
20 November Peer review exercise (draft research papers must be sent to partner by noon on Monday, 18 November)
27 November Last class, research papers due

Assignments and assessment

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<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tr>
<td>15%</td>
<td>Participation</td>
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<td>15%</td>
<td>Solo presentation</td>
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<td>15%</td>
<td>Team presentation for workshop on masculinities and femininities in IR</td>
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<tr>
<td>20%</td>
<td>Critical reflection papers (2) (equally weighted)</td>
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<td>Research paper</td>
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Further information on assignments and assessment criteria is available at the end of the syllabus.

Seminar program

Class 1: 4 September

Introduction to the course

No reading today! But… if you haven’t studied gender or feminism before, I would strongly suggest familiarizing yourself with core concepts through the following introductory readings:


Part 1: Does gender make the world go round? Gender analysis, feminist and queer approaches to international relations

Class 2: 11 September

Feminist challenges to conventional IR

What is feminist IR? What do feminist perspectives bring to the study of international politics?


**NB: No class on 18 September**

**Class Class 3: 25 September**

**Gendered states**

*Are states gendered? What does this mean? What are the implications?*

• Swati Parashar, J. Ann Tickner and Jacqui True (eds.) Revisiting Gendered States: Feminist Imaginings of the States in International Relations (Oxford: Oxford University Press). Read the following chapters:
  o Chapter 2: Rethinking the State in International Relations: A Personal Reflection (J. Ann Tickner)
  o Chapter 3: Bringing Back Gendered States: Feminist Second Image Theorizing of International Relations (Jacqui True)
  o Chapter 4: Manly States and Feminist Foreign Policy: Revisiting the Liberal State as an Agent of Change (David Durie-Smith)
  o Chapter 7: Mother Russia in Queer Peril: The Gender Logic of the Hypermasculine State (Cai Wilkinson)
  o Chapter 9: The Gendered State and the Emergence of a Post-conflict, Post-disaster Semi-autonomous Form of State (Aceh, Indonesia) (Katrina Lee-Koo)
  o Chapter 10: The Postcolonial/Emotional State: Mother India's Response to Her Deviant Maoist Children (Swati Parashar)
  o Chapter 11: Violence and Gender Politics in Forming the Proto-State “Islamic State” (Katherine E. Brown)

**Class 4: 2 October**

**Masculinities and femininities in IR (workshop)**

*How do ideas about masculinity—and femininity—shape international relations? How do international relations shape masculinities and femininities?*

**NB:** This class will involve a series of presentations from student teams, workshopping how notions of masculinity and/or femininity shape are manifested and/or subverted in the practices of different actors in international relations. See the section on Course Assignments and Evaluation Criteria for further information.


**Class 5: 9 October**

**The international politics and political economy of violence against women**


Class 6: 16 October

**Women toting guns, making policy, building peace**

*In what ways, if any, does it matter to have women serving in roles traditionally held by men in international politics?* We will examine this question by considering the significance of women’s participation in armed violence, peacekeeping, peacemaking and foreign policy leadership.

• Sylvia Bashevkin (2018) *Women and Foreign Policy Leaders: National Security and Gender Politics in Superpower America* (Oxford: Oxford University Press), Introduction (pp. 1-31), Chapter 1, “Interpreting Women, War and Feminism,” (pp. 31-57) and either chapter 3, 4, 5 or 6 (choose a chapter focused on a US foreign policy leader you’d like to learn more about, Jeann Kirkpatrick, Madeleine Albright, Condoleezza Rice or Hillary Rodham Clinton).


• Documentary: *Pray the Devil Back to Hell* (2009)

Class 7: 23 October

**Queer IR, embodied IR**

*What is queer international relations? What does it mean to queer the international? Why might it be important to think about bodies in international relations?*


  o Cynthia Weber, “From Queer to Queer IR”
  o Amy Lind, “ ‘Out’ in International Relations: Why Queer Visibility Matters”
  o V. Spike Peterson, “Family Matters: How Queering the Intimate Queers the International”
  o Laura Sjoberg, “Queering the ‘Territorial Peace’? Queer Theory Conversing with Mainstream International Relations”
  o Lauren Wilcox, “Queer Theory and the ‘Proper Objects’ of International Relations”
  o Meghana Nayak, “Thinking About Queer International Relations’ Allies”

• Lauren Wilcox (2015) *Bodies of Violence: Theorizing Embodied Subjects in International Relations*, Oxford: Oxford University Press. (Read the Introduction, pp. 1-16; Chapter 1, “Bodies, Subjects and Violence in International Relations,” pp. 17-48; Chapter 4, “Crossing Borders, Securing Bodies: Airport


Part II: Family matters in global politics

Class 8: 30 October

Defining and redefining the family: From colonial power to the international politics of marriage equality

How have international politics shaped how families are defined, and which families are accepted as legitimate? What do the home, householding and the intimate have to do with IR? How have the purportedly private realms of sexuality, the family and the household shaped international politics?


Class 9: 6 November

Marriage and IR: How marriage influences security and diplomacy

How does the institution of marriage enable the practice of international relations, from the conduct of war to diplomacy? How do the conditions of marriage affect the emergence of violent conflict and other concerns for international relations?

- Valerie Hudson, Bonnie Ballif-Spanvill, Mary Caprioli and Chad Emmett (2012) Sex and World Peace (New York: Columbia University Press), Chapter 1, “Roots of National and International Relations,” pp. 1-16; Chapter 4, “The Heart of the Matter: The Security of Women and the Security of States,” pp. 95-118. (NB: This reading is not directly focused on marriage, but sets the stage for conversation on how women’s security, including how it is influenced by family law and practices, influences international security.)


**Class 10: 13 November**

**Families beyond borders: Gender, migration and displacement**

_Migration is a family affair. How is mobility—from the flight of refugees to labour migration—shaped by gender? What is the relationship between migration and reproductive labour? What are the consequences of migration, and efforts to govern and control mobility, for individuals and families?_


**Class 11: 20 November**

**The international politics of reproductive rights: Focus on abortion and surrogacy**

_How do international politics shape access to reproductive rights, decision-making on child-bearing and the constitution of families? What questions and challenges are posed by surrogacy?_

_NB: The peer review exercise will be completed in-class today._


• Doris Buss and Didi Herman (2003) *Globalizing Family Values: The Christian Right in International Politics* (Minneapolis: University of Minnesota Press), Introduction (pp. xiii-xxxvii) and Chapter 4, “The


Course Assignments and Evaluation Criteria

Participation (15%) 
Active participation of all students is essential to a successful seminar. Participation will be assessed on the basis of:

- Regular presence in conference
- Demonstrated preparation (required readings done, ready to summarize key argument of each reading and themes linking the texts, questions prepared on each reading)
- Active participation and contribution to discussion
- Encouragement of participation of other students
- Timely completion of the peer review exercise (as per instructions below)

NB: Students must receive a passing grade for participation in order to pass the course. Students who miss more than three classes without approval from the instructor will fail the participation component and consequently the course. Attendance for the full duration of the class is expected. Phones should be silenced and put away during class.
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 essential part of learning – but needs to be handled with respect.

Peer review exercise
In the context of seminar participation, each student will serve as a peer reviewer for another classmate’s draft research paper. The peer review exercise will take place in-class on 20 November, in advance of the submission of the research papers at the start of the final class. Class members will be paired up for the purpose of the peer review exercise. Each student must email their peer reviewer a draft of their research paper by noon on Monday November 18, with the instructor. In order to benefit fully from the peer review exercises, this should be a thoughtfully prepared, well-researched and carefully edited draft. In advance of the seminar on 20 November, each peer reviewer will read their classmate’s draft, and prepare a minimum of one half-page of constructive comments. In the seminar, 20-30 minutes will be set aside for peer review pairs to meet, discuss their drafts and share constructive feedback, with a view to further honing the research papers before submission. The week before the peer review exercise, the instructor will spend time in class discussing expectations in the peer review process, and how to serve as a collegial, supportive reviewer. Students will not receive a letter grade for their participation in the peer review process, but engagement in this exercise will inform the overall participation grade.

Solo presentation (15%)  
Each week, one or two students will offer a short presentation (min 10 minutes, max 12 minutes) that develops a clear argument in relation the required readings set for the class in which the presentation is delivered. This is not an exercise in summarizing the readings. The presentation should accurately identify and clearly communicate the perspectives advanced in the readings that are being analyzed, but the challenge is to develop your own argument in response to the work. The presentation should conclude with two or three questions that serve as a springboard for further discussion.

Students cannot deliver their solo presentation on the same day that they are submitting a reflection paper. In classes in which two presentations are being given, please communicate in advance with the other student and the instructor to avoid overlap in the presentations.

Break-down of marks
6 points Effective communication of ideas
- Logical organization of ideas/structure
- Clear explanations
- Ability to effectively communicate and engage with the class

9 points Analysis and argument
- Effective and accurate explanation of relevant terms and perspectives from the readings
- Articulation and development of compelling argument in response to the readings
- Relevance and analytical depth of discussion questions

Team presentation for workshop on masculinities and femininities in IR (15%)  
Class 4 (2 October) will be a workshop on masculinities and femininities in IR. The class will start with a series of presentations from student teams (4 students per team). Each team will analyze how different visions of masculinity and/or femininity are manifested and/or subverted in the practices of a particular group or sector

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This text is a draft and subject to change.
pertinent to international relations. Options include: military combatants, peacekeepers, terrorists/suicide bombers, humanitarians, diplomats, business leaders and bankers, tech sector leaders, development specialists, journalists/media personalities, or international lawyers and judges. With the instructor’s approval, teams may select a different group to analyze.

Each team’s presentation should be 20 minutes long (min. 15 minutes). Each member of the team should participate in delivering the presentation. Each presentation should make a clear argument about how particular masculinities and/or femininities function in relation to the group/sector that is being analyzed, and the implications for the power, influence or efficacy of the group. The presentation should demonstrate careful background research, drawing on the extensive literature on masculinities (and, to a lesser extent, femininities) in IR. Be creative! The use of visual aids is encouraged.

Break-down of marks
6 points Effective communication of ideas
  • Logical organization of ideas/structure
  • Clear explanations
  • Ability to effectively communicate and engage with the class

9 points Analysis and argument
  • Clear and persuasive argument and analysis
  • Argument effectively supported with examples, evidence
  • Clear and effective engagement with relevant literature

Critical reflection papers (20%)
Students will choose two classes and write an analytical reflection paper on the theme of each class, drawing on the required readings for the chosen class. Critical reflection papers should be 2 pages long, typed in 12-point, Times New Roman font, single-spaced with standard margins. Reflection papers must be submitted at the beginning of the class for which they are prepared. Because they are intended to facilitate in-depth preparation for the seminar, late critical reflection papers will not be accepted.

The critical reflection papers should demonstrate command of the readings, but this is not an exercise in summarizing the material. Instead, students should provide a critical analysis of a key argument, theme or point of contention that emerges in the assigned readings. The papers should advance an argument based on your reaction to the readings, and identify questions the readings raise for further discussion in class. The critical reflection papers may, for example, evaluate the arguments made and the evidence presented in support of them, including through consideration of counter-arguments.

The discussion papers will be equally weighted.

Break-down of marks
8 points Effective communication of ideas
  • Clear and logical organization of ideas/structure
  • Style, grammar and spelling

12 points Critical analysis
  • Insightful, well-supported argument reflecting your analysis of the readings
  • Identification of incisive questions raised by the readings
Final research paper (35%)

Deadline: 11:35AM, Wednesday 27 November (NB: Papers are due at the start of class. Late papers will be penalized.)

The final research paper should be a minimum of 18 and maximum 20 double spaced pages (using 12-point Times New Roman font and standard margins), excluding the bibliography. Citations should be in-text, following a standard academic format, e.g. Chicago. The pages must be numbered. The paper should have a clear title, and engage at least 10 relevant academic sources.

The paper should explore a clearly expressed research question related to the course. The paper should involve careful independent research going beyond the material covered in lectures. The final research paper must:

- Define the key terms used in the paper
- Advance a clear argument effectively supported by empirical research and/or theoretical analysis (both the argument and the structure of the paper must be explicitly articulated in the introduction to the paper)
- Critically engage pertinent scholarly material

NB: Students must receive a passing grade on the research paper in order to pass the course. It is essential to understand and adhere to McGill’s policies on academic integrity (see below).

Break-down of marks

12 points Effective communication
- Clear and logical organization of ideas (structure of paper, explicitly indicated in the introduction)
- Pertinent examples
- Style, grammar and spelling
- Standardized referencing according to academic conventions

23 points Analysis and argument
- Clear articulation of an insightful thesis
- Understanding and application of relevant concepts, theories and literature
- Effective support provided for argument

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.

**Emailing**
If you have substantive questions, please come to my office hours rather than raising them by email. I will endeavour to reply to emails within two business days.

**Language**
In accordance with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

**Special Needs**
As the instructor of this course I endeavour to provide an inclusive learning environment. 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).