

POLI 448
Gender and International Relations
Winter 2018

Class time: Tuesdays, Thursdays, 2:35-3:55

Room: EDUC 129

Instructor: Professor Megan Bradley (megan.bradley@mcgill.ca)

TA: Erika De Torres (erika.detorres@mail.mcgill.ca)

Office hours: Thursdays, 9:30-11:30AM, 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 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. 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

9 January	Course begins
Week of 29 January	Conferences begin
8 February	Long list of mid-term, in-class test questions posted to MyCourses
22 February	Mid-term in-class test (full class, 2:35-3:55)
Week of 5 March	Reading week (no lectures, conferences or office hours)
27 March	Deadline for confirmation of research paper topics

2 April Take-home final questions posted to MyCourses
12 April Last class, take-home finals/research papers due

Lectures cancelled on the following dates: 20 February, 1 March, 3 April, 5 April (NB: Check syllabus to see when lectures will run for the full class period to make up for cancelled sessions.)

Office hours cancelled on the following dates: 1 March, 5 April (alternate meeting times can be arranged by email)

No conferences on the following dates: Week of 19 February; week of 26 February; week of 9 April

Assignments and assessment

10% Participation in section
10% Quizzes (7 quizzes, mark will be determined on the basis of each student's top 5 scores)
15% Presentation in conference/facilitation of discussion
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 9 January **Introduction to the course**

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

Class 2: Thursday 11 January (2:35-3:55)

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 15 January (2:35-3:55)

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 18 January (2:35-3:55)

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.)

Class 5: Tuesday 23 January (2:35-3:55)

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 6: Thursday 25 January (2:35-3:25)

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 7: Tuesday 30 January (2:35-3:25)

Intersectionality, neo- and post-colonialism, heteronormativity and IR

NB: Conferences start this week.

- 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)
- Chandra Talpade Mohanty, Ann Russo and Lourdes Torres (1991) “Introduction – Cartographies of Struggle: Third World Women and the Politics of Feminism,” in *Third World Women and the Politics of Feminism*, Bloomington: University of Indiana Press. (course pack)

Optional:

- Amy Lind (2012) “Heteronormativity and Sexuality,” in G. Waylen, K. Celis, J. Kantola and S.L. Weldon (eds.) *The Oxford Handbook of Gender and Politics*, Oxford: Oxford University Press. (Available as an e-book via McGill Library.)

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

Gender and foreign policy

Class 8: Thursday 1 February (2:35-3:25)

Gender 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.)

Class 9: Tuesday 6 February (2:35-3:25)

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

- 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: Thursday 8 February (2:35-3:55) (full length lecture)

Rethinking security

NB: Long list of mid-term, in-class test questions posted to MyCourses today.

- 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.
- 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.

Class 11: Tuesday 13 February (2:35-3:55) (full length lecture)

Guest lecture: Rosalind Cavanagh (Glasgow Caledonian University), “It’s the Economy, Stupid! Why feminist EU studies still isn’t looking at EU Economic Policy and where we should start”

- R. Cavanagh (2017) *Making Gender Equality Happen: Knowledge, Change and Resistance in EU Gender Mainstreaming*, London: Routledge, pp. 1-45. (Available as an e-book via McGill Library.)

Class 12: Thursday 15 February (2:35-3:55) (full length lecture)

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)

NB: No lecture 20 February.

Class 13: Thursday 22 February (2:35-3:55) (full length class)

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

Class 14: Tuesday 27 February (2:35-3:25)

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.)

NB: No lecture or office hours 1 March. No lectures or office hours the week of 5 March (reading week).

Class 15: Tuesday 13 March (2:35-3:25)

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 16: Thursday 15 January (2:35-3:25)

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 17: Tuesday 20 March (2:35-3:25)

Gender, peacemaking and peacebuilding

- 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)
- 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.)

Gender and critical perspectives on IPE

Class 18: Thursday 22 March (2:35-3:25)

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 19: Tuesday 27 March (2:35-3:25)

Gender and “peacetime” (international) political economies

NB: Deadline for confirmation of research paper topics by email with Professor Bradley.

- 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.)

International law and transnational movements

Class 20: Thursday 29 March (2:35-3:25)

Gender, feminism and international law

- Christine Chinkin, Shelley Wright and Hillary Charlesworth (2005) “Feminist Approaches to International Law: Reflections from Another Century,” in D. Buss and A. Maji (eds.) *International Law: Modern Feminist Approaches*, Oxford: Hart. (course pack)
- Hilary Charlesworth and Christine Chinkin (2000) “Human Rights,” in *The Boundaries of International Law: A Feminist Analysis*, Manchester: Manchester University Press, pp. 201-247. (course pack)

Note: No lecture on 3 April; no lecture or office hours on 5 April. Take-home final questions posted to MyCourses on Monday 2 April.

Class 21: Tuesday 10 April (2:35-3:25) (full length lecture)

Gender, sexual orientation and international politics: 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.)

Class 22: Thursday 12 April (2:35-3:25)

Conclusion

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

- B. Ackerly and J. True (2006) “Studying the Struggles and Wishes of the Age: Feminist Theoretical Methodology and Feminist Theoretical Methods,” in B. Ackerly, M. Stern and J. True (eds.) *Feminist Methodologies for International Relations*, Cambridge: Cambridge University Press, pp. 241-260 (Available as an e-book via McGill Library.)
- 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 seven pop quizzes on the required readings. The purpose of the pop quizzes is to encourage careful completion of the required readings, and identification and retention of the key points of each reading.

The pop quizzes will take place at the start of class. Five (5) 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 five (5) best scores. Students who miss a quiz will receive a grade of zero for that quiz. Make-up quizzes will not be offered.

Presentation and facilitation of discussion in conference (15%)

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In teams of two, prepare a 12-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

- | | |
|-----------|---|
| 12 points | Effective communication of ideas |
| | <ul style="list-style-type: none">• Logical organization of ideas/structure• Clear explanations• Appropriate use of visual or oral learning aids• Ability to effectively communicate and engage with the class |
| 4 points | Understanding of topic |
| | <ul style="list-style-type: none">• Explanation of relevant terms, concepts and debates• Situation of the readings in relation to the broader themes under discussion |
| 14 points | Analysis and argument |
| | <ul style="list-style-type: none">• 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 22 February. 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. (Part of Class 12 will be devoted to mid-term prep.) 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 Thursday 8 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: 2:35 PM, Thursday 12 April

Option A: Take-home short essays

Take-home short essay questions will be posted to MyCourses on Monday 2 April. 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, but can be answered 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 footnotes and 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 should be in-text, and 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* 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

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- 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 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 footnotes and bibliography. The topic must be addressed with extensive independent research going beyond the material covered in lectures (e.g. a 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 should be in-text, and must follow a standard academic format (e.g. Chicago Manual of Style).

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
- 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/ for more information).