



**COURSE SYLLABUS**  
**IRL 2220: GENDER AND INTERNATIONAL RELATIONS**  
**CREDIT: 3 UNITS**

**1. COURSE DESCRIPTION**

This course offers a comprehensive overview of feminist scholarship and feminist contributions to International Relations. It also provides students with an in-depth discussion of how IR feminist scholars have sought to re-think key concepts and central areas of concern in this field. Key traditional concepts that IR feminist scholars seek to uncover the hidden assumption includes state sovereignty, foreign policy decision making, use of military force, war and international security. The role of gender in International Relations theory is also examined.

**2. COURSE OBJECTIVES**

The objective of this course is to expose students to the evolving study of gender in international politics and the links between gender, feminism and International Relations. The course also introduces students to gendered lenses to examine, address and study the influence of gender on International Relations using IR feminist theory.

**3. PROGRAM LEARNING OUTCOMES**

1. Explain concepts and theories in International Relations.
2. Explain and use Research Methodology in International Relations.
3. Collect, Collate, analyze and respond critically to information.
4. Critically analyze the dynamics of world politics.
5. Identify threats and opportunities to national strategic interests, and formulate policies in response.
6. Apply understanding of a global, multicultural and complex interconnected world to explain and predict issues in International Relations.
7. Demonstrate diplomatic etiquette in the International context.

**4. LINK TO PROGRAM LEARNING OUTCOMES**

1. Explain concepts and theories in International Relations.
2. Collect, Collate, analyze and respond critically to information.
3. Critically analyze the dynamics of world politics.

4. Identify threats and opportunities to national strategic interests, and formulate policies in response.
5. Apply understanding of a global, multicultural and complex interconnected world to explain and predict issues in International Relations.

## 5. COURSE LEARNING OUTCOMES

At the end of the course students should be able to:

1. Have skills, knowledge and theories to understand how gender influences International Relations and vice versa.
2. Understand the ways in which gender affects social and political position.
3. Critically analyze the role of gender and dynamics of world politics using IR feminist theory.
4. Assess the situations of women around the world and their roles in the modern society.
5. Apply gendered lenses to demonstrate a basic understanding of a global, multicultural and interconnected world and use this knowledge to explain and predict issues in IR.
6. Explain the evolving study of gender in international politics and the links between gender, feminism and International Relations.
7. Develop critical intellectual and analytical skills to interrogate constructed and established concepts used to create gender difference and hierarchy.

## 6. COURSE REQUIREMENT

Students are expected to read and follow the schedule in the course syllabus, to read assigned text chapters, lecture notes and additional suggested resources as provided by the course text and the instructor. Students are expected to be alert and attentive with note taking in class and have a demonstrated desire to participate in any discussions.

An attendance roster is kept and students are expected to attend all sessions on time and as scheduled. **As per the university rules, any student who misses more than SEVEN sessions will receive an F grade.**

Students will be divided into groups and are expected to work with their group members on an assigned topic by the instructor. Each presentation will be limited to 30 minutes followed by 20 minutes of class discussions. The presenting group will be expected to create leading questions for discussion, provide a final detailed paper consisting of a table of content, introduction, main body, conclusion and bibliography to the instructor on the day of presentation. Students will be graded individually on how effectively they have mastered and communicated the subject matter to the class.

**NB: PLEASE SWITCH OFF YOUR MOBILE PHONES DURING CLASS TIME AND DO NOT BRING YOUR LAPTOPS TO THE CLASSROOM AS THEY CAUSE DISTRACTION DURING DISCUSSION.**

## **7. KEY INSTITUTIONAL ACADEMIC POLICIES THAT SHALL ATTRACT PENALTIES.**

Students should note that the following are the key policies as outlined in the University Catalogue and Students Handbook.

**ACADEMIC DISHONESTY:** Academic dishonesty includes: Any intentional giving or use of external assistance during an examination without the express permission of the faculty member giving the examination.

**FABRICATION:** Any falsification or invention of data, citation or other authority in an academic exercise.

**PLAGIARISM:** This is the unauthorized representation of someone else's thoughts, words and ideas as if they were your own. Students must acknowledge sources from which they adopt ideas through citation and direct quotes must be indicated by the use of quotation marks.

**PREVIOUSLY SUBMITTED WORK:** Presenting work prepared for and submitted to another course.

The university takes these cases seriously and violations may result in failure in the course and in serious cases expulsion from the degree program.

## **8. LECTURE NOTES**

All lecture notes will be posted on Blackboard.

## **9. COURSE TEXT**

Tickner, J. Ann and Sjoberg, Laura (eds.) (2011), *Feminism and International Relations: Conversations about the past, present and future*, New York, Routledge.

## **ADDITIONAL READINGS**

1. Steans, Jill, (2<sup>nd</sup> Ed), (2006), *Gender and International Relations: Issues, Debates and Future Directions*, Cambridge, Polity Press.

2. Ackerly, Brooke A, Stern, Maria and True, Jaqui (eds.) (2006), *Feminist Methodologies for International Relations*, Cambridge, Cambridge University Press.
3. Tickner, J. Ann, (1992), *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, New York, Columbia University Press.

## 10. COURSE CONTENT

### WEEK 1 AND 2 (13<sup>th</sup>, 15<sup>th</sup>, 20<sup>th</sup> & 22<sup>nd</sup> JAN): INTRODUCTION TO GENDER AND INTERNATIONAL RELATIONS

#### Discussion topics

- ❖ Reasons for absence of gender as a category of analysis in IR discipline and practice.
- ❖ The evolution/inception of Gender inquiry into IR.

#### Learning Outcomes

- Understand why IR an academic discipline and practice is considered to be Gender insensitive.
- Trace the evolution or the inception of Gender inquiry into IR.

#### Assignment

- ✓ *Lecture notes*
- ✓ Tickner, J. Ann and Sjoberg, Laura (eds.) (2011), *Feminism and International Relations: Conversations about the past, present and future*, New York, Routledge pp: 1-21.
- ✓ Steans, Jill, (2<sup>nd</sup> Ed), (2006), *Gender and International Relations: Issues, Debates and Future Directions*, Cambridge, Polity Press pp: 1-2.
- ✓ Tickner, J. Ann, (1992), *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, New York, Columbia University Press pp: ix-9; 9-25.

### WEEK 3 AND 4 (27<sup>th</sup> & 29<sup>th</sup> JAN, 3<sup>rd</sup> & 5<sup>th</sup> FEB): THE MEANING OF GENDER AND DEFINITIONS OF KEY CONCEPTS/TERMS

#### Discussion topics

- ❖ The meaning of Gender.
- ❖ Gender in the Social Sciences.
- ❖ Contemporary approaches to Gender.
- ❖ Masculinities and New Masculinities.
- ❖ Definition of key concepts/terms.
- ❖ A feminist theory of IR.
- ❖ Doing Gender
- ❖ Gendered
- ❖ Gender Identity
- ❖ Gender role
- ❖ Gender relations

- ❖ Gender differences
- ❖ Gender hierarchies
- ❖ Gender stereotypes
- ❖ Gender studies
- ❖ Matriarchy
- ❖ Mothering
- ❖ Militarism
- ❖ Militarization
- ❖ Patriarchy
- ❖ Patriarchal Bargain
- ❖ Sex
- ❖ Sexism
- ❖ Woman
- ❖ Man
- ❖ Womanism

### **Learning Outcomes**

- Understand the meaning of gender in social sciences in terms of masculinity and femininity instead of a fixed and given meaning to the difference between men and women.
- Explain the contemporary approaches to gender and masculinities.
- Identify masculinity.
- Understand the definition of the key concepts/terms.

### **Assignment**

- ✓ *Lecture notes*
- ✓ *Handout*
- ✓ Tickner, J. Ann and Sjoberg, Laura (eds.) (2011), *Feminism and International Relations: Conversations about the past, present and future*, New York, Routledge pp: 3-7.
- ✓ Steans, Jill, (2<sup>nd</sup> Ed), (2006), *Gender and International Relations: Issues, Debates and Future Directions*, Cambridge, Polity Press pp: 7-11.
- ✓ Tickner, J. Ann, (1992), *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, New York, Columbia University Press pp: 7-9.

## **WEEK 5 AND 6 (10<sup>th</sup>, 12<sup>th</sup>, 17<sup>th</sup> & 19<sup>th</sup> FEB): INTRODUCTION TO FEMINISM, FEMINIST THEORIES AND FEMINIST APPROACHES IN IR**

### **Discussion Topics**

- Definition of Feminism
- Historical overview of Feminism
- Theoretical schools and movements
- Radical feminism
- Socialist and Marxist feminisms
- Liberal feminism
- Black feminism and Womanism
- Postcolonial feminism and Third-World feminism

- Multiracial feminism
- Libertarian feminism
- Post-structural and Postmodern feminism
- Ecofeminism
- Peace Research feminism
- Christian feminism
- Islamic feminism
- Jewish feminism
- Feminist approaches in IR
- Liberal feminism
- Standpoint feminism
- Critical feminism
- Poststructuralist feminism
- Postcolonial feminism
- The methodological link between Feminism and International Relations
- Constructivism, critical theory, and feminism

### **Learning Outcomes**

- ❖ Define the term Feminism.
- ❖ Understand the historic overview of Feminism.
- ❖ Identify the different theoretical schools and movements of Feminist thought.
- ❖ Trace feminist approaches in IR.
- ❖ Identify the methodological link between Feminism and International Relations.

### **Assignments**

- ✓ Lecture notes
- ✓ Tickner, J. Ann and Sjoberg, Laura (eds.) (2011), *Feminism and International Relations: Conversations about the past, present and future*, New York, Routledge pp: 22-47.
- ✓ Steans, Jill, (2<sup>nd</sup> Ed), (2006), *Gender and International Relations: Issues, Debates and Future Directions*, Cambridge, Polity Press pp: 12-18.
- ✓ Tickner, J. Ann, (1992), *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, New York, Columbia University Press pp: 14-25.
- ✓ Ackerly, Brooke A, Stern, Maria and True, Jaqui (eds.) (2006), *Feminist Methodologies for International Relations*, Cambridge, Cambridge University Press pp: 19-41.

## **WEEK 7 (24<sup>th</sup> & 26<sup>th</sup> FEB): MID-SEMESTER EXAM (WEEK 1-6)**

## **WEEK 8 (3<sup>rd</sup> & 5<sup>th</sup> MARCH): GENDER, FEMINISM AND THE FOURTH DEBATE IN INTERNATIONAL RELATIONS**

### **Discussion topics**

- ❖ The first debate

- ❖ The second debate
- ❖ The third debate
- ❖ THE FOURTH DEBATE
- ❖ Feminism in the fourth debate
- ❖ THE SITES OF FEMINIST IR
- ❖ The exclusions and biases of 'mainstream' IR
- ❖ Making women visible
- ❖ The production and reproduction of gendered inequalities
- ❖ Empowering women as subjects of knowledge
- ❖ The production and reproduction of masculinities and femininities in IR
- ❖ Making visible the radicalized and colonial dimensions of International Relations

### **Learning Outcomes**

- Identify the four debates in IR and more specifically the fourth debate.
- Understand feminism in the fourth debate and the sites of feminist IR.
- Identify the exclusions and biases of 'mainstream' IR.
- Explain the production and reproduction of knowledge, masculinities and femininities in IR.
- Trace the radicalized and colonial dimension of International Relations.

### **Assignment**

- ✓ Lecture notes
- ✓ Tickner, J. Ann and Sjoberg, Laura (eds.) (2011), *Feminism and International Relations: Conversations about the past, present and future*, New York, Routledge pp: 9-13.
- ✓ Steans, Jill, (2<sup>nd</sup> Ed), (2006), *Gender and International Relations: Issues, Debates and Future Directions*, Cambridge, Polity Press pp: 20-32.
- ✓ Tickner, J. Ann, (1992), *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, New York, Columbia University Press pp: 9-14.

## **WEEK 9 (10<sup>th</sup> & 12<sup>th</sup> MARCH): GENDER IN THE THEORY AND PRACTICE OF 'STATE-MAKING'**

### **Discussion topics**

- ❖ Sovereign states/sovereign men
- ❖ The 'manliness' of international politics
- ❖ The construction of boundaries and identities
- ❖ The gendered nature of political community
- ❖ States, nationalism and identities
- ❖ Power in the construction of identities
- ❖ Participation of women in nationalist struggles
- ❖ Gendered citizens
- ❖ Citizens and warriors

### **Learning Outcomes**

- Understand sovereign states/sovereign men and the 'manliness' of international politics.
- Identify the construction of boundaries, identities, states, nationalism and power in the construction of identities.
- Explain the participation of women in nationalist struggles.

### **Assignment**

- ✓ Lecture notes
- ✓ Steans, Jill, (2<sup>nd</sup> Ed), (2006), *Gender and International Relations: Issues, Debates and Future Directions*, Cambridge, Polity Press pp: 33-46.

## **WEEK 10 (17<sup>th</sup> & 19<sup>th</sup> MARCH): PROMOTING WOMEN'S STATUS AT THE UN: GENDER IN DEVELOPMENT**

### **Discussion topics**

- ❖ The international politics of development
- ❖ Advancing the status of women
- ❖ The UN Decade for women
- ❖ Evaluating the women's conferences
- ❖ FROM WID TO DEVELOPMENT AS 'EMPOWERMENT'
- ❖ From WID to GAD
- ❖ From GAD to WED
- ❖ Development as empowerment
- ❖ THE POLITICS OF GENDER IN DEVELOPMENT: the postcolonial feminist critique of WID
- ❖ The diversity of 'women'

### **Learning Outcomes**

- Identify the international politics of development.
- Trace advancing the status of women and the UN Decade for women.
- Understand development as empowerment and the politics of gender in development.
- Identify the diversity of 'women'.

### **Assignment**

- ✓ Lecture notes
- ✓ Tickner, J. Ann and Sjoberg, Laura (eds.) (2011), *Feminism and International Relations: Conversations about the past, present and future*, New York, Routledge pp: 48-72.
- ✓ Steans, Jill, (2<sup>nd</sup> Ed), (2006), *Gender and International Relations: Issues, Debates and Future Directions*, Cambridge, Polity Press pp: 93-105.

## **WEEK 11 (24<sup>th</sup> & 26<sup>th</sup> MARCH): THE GENDER(ED) POLITICS OF INTERNATIONAL RELATIONS**



### **Discussion topics**

- ❖ FEMINIST ENCOUNTERS WITH THE MAINSTREAM IN IR
- ❖ The 'good girls, bad girls and little girl's of feminist IR
- ❖ Gender as a 'variable' in IR
- ❖ Constructive conversations?
- ❖ Non-feminist gender studies in IR
- ❖ Gender in the 'middle ground' of IR
- ❖ Embracing pluralism in IR theory
- ❖ An 'exhausted conversation? '
- ❖ CRITICAL ENCOUNTERS

### **Learning Outcomes**

- Identify feminist encounters with the mainstream in IR, gender as a 'variable' in IR and gender in the 'middle ground' of IR.
- Understand the non-feminist gender studies in IR.

### **Assignment**

- ✓ Lecture notes
- ✓ Steans, Jill, (2<sup>nd</sup> Ed), (2006), *Gender and International Relations: Issues, Debates and Future Directions*, Cambridge, Polity Press pp: 134-147.

## **WEEK 12 (31<sup>st</sup> & 2<sup>nd</sup> APRIL): GROUP PRESENTATIONS**

## **WEEK 13 (7<sup>th</sup> & 9<sup>th</sup> APRIL): MOVIE: THE IRON LADIES OF LIBERIA**

## **WEEK 14 (14<sup>th</sup> APRIL): FINAL EXAM**

## **10. TEACHING METHODOLOGY**

-The course will be conducted using lectures, interactive class discussion, personal experiences and student presentations.

--A combination of participatory dynamics and intersubjective reflection of preconceived concepts.

-PowerPoint Presentations

-Guest Speaker

-Documentary/video show will be arranged as appropriate.

-Student punctuality and active participation is highly encouraged. Participatory learning is the ideal.

## 11. COURSE EVALUATION

Attendance and Participation	<b>10%</b>
Group presentation	<b>10%</b>
2 Article Reviews	<b>20%</b>
Mid Semester Exam	<b>30%</b>
Final Exam	<b>30%</b>
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Total	100%

## 12. GRADING SYSYEM

A	90 - 100
A-	87 - 89
B+	84 - 86
B	80 - 83
B-	77 - 79
C+	74 - 76
C	70 - 73
C-	67 - 69
D+	64 - 66
D	62 - 63
D-	60 - 61
F	59 - 0