

**GO 357 : SEXING GLOBAL POLITICS
GENDER AND INTERNATIONAL RELATIONS**

**SPRING 2006 / PROF. GRANEY
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Course Description: In the first part of this course we will examine the the “traditional” concerns of international relations – security and war – through the lens of gender. We will explore some of the following questions : Is the very concept of “security” a gendered one? Who can best provide “security” for nations? What would a truly “secure” world look like ? Who can and should be a “warrior” in the modern world ? Can women be warriors ? What are the consequences, human and global, of how we currently understand ideas about security and warriorhood ?

In the second part of this course, we will examine how other aspects of global politics – namely economic development and the provision of human rights—are also gendered. Should it matter, and should we care, that women on the average live “worse” lives that provide them less access to fundamental human rights, as we have defined them, than men do? Why is this the case, and what can and should we do about it, if anything ?

Objectives:

- Students will master a theoretically-challenging and sophisticated body of work concerning the gendered nature of international relations theory and practice.
- Students will come to understand how the gendered ideas underlying the study of international relations help to lead to gendered practices of international relations, and how gendered ideas about international relations help to perpetuate various power relationships in the international system, both between and within states.
- Students will learn how to conduct primary research concerning international policy-making on issue areas that are relevant to women's lives.

COURSE REQUIREMENTS AND ASSESSMENT:

The Skidmore College mission statement asks faculty to "create a challenging yet supportive environment that cultivates students intellectual and personal excellence, encouraging them to expand their expectations of themselves while they enrich their academic understanding". To do this in the context of this class, I have devised the following assignments:

- 1) CLASS PARTICIPATION AND CLASSROOM COMPORTMENT: 20%** This includes adherence to the Government Department Comportment Code, INFORMED participation in classroom discussions, in-class debates and small group activities, and in-class quizzes and writing assignments.

2) Two Short Policy Papers Paper (2-3 pages) : EACH WORTH 5% (10%total).
Further instructions / paper questions will be handed out later in class. A small amount of research will be required for each paper.

3)

First Paper : On Issue of Biology and Warfare : DUE MON 2/13

Second Paper: On Issue of Gender and Terrorism: DUE MON 4/3

3) Take Home Midterm Exam: DUE MARCH 10 by 5 pm at my office : 20%

4) 12 page Research Paper and Class Presentation Based on Research Paper: 30%

You have two choices for this assignment.

OPTION ONE : You will research the question of gender equality in a specific country--specifically, you will explore how one country has attempted to fulfill the agenda and commitments that were produced at the 1995 UN Fourth World Conference on Women in Beijing, China.

- a) For this assignment, each student will provide me with a one paragraph summary of your proposed country, topics and research strategy (where you will look for sources). **DUE MON FEB 20.**
- b) A one-page update on the progress you have made on the research and a preliminary annotated bibliography for your paper is **DUE WED APR 5 in CLASS**
- c) **MONDAY May 2**, the last day of class, please be prepared to make a brief (5-8 minute) presentation about your research findings.
- d) The final paper will be due on the last day of class, **MONDAY MAY 2.**

OPTION TWO : For this option, you will work with Hady Fynch of the NYS Military Museum in Saratoga Springs, New York, helping to archive and classify their videotape collection of interviews with female veterans of WW 2, Korea, Vietnam, and the Gulf War. This assignment will involve significant hours watching videotape while taking notes on it, helping to classify and archive that videotape, and helping Hady Fynch to produce a documentary film about women's military service in New York State that will be shown at the NYS Military Museum on Mother's Day Weekend 2006. In addition to helping with the documentary film, each student will write a final paper that incorporates your own independent, academic research with the life accounts given on the videotaped archival footage at the NYS Military Museum. Your final paper of 12 or more pages should incorporate these women's stories, contextualizing them in the wider history of both men's and women's experiences during the war in question. **The final**

papers will be due the last day of class, May 2. THOSE OF YOU WHO CHOOSE TO DO THIS OPTION SHOULD SPEAK TO ME AS SOON AS POSSIBLE.

5) Take-Home Final Exam : 20% . Will be distributed in class on May 2.

****BOOKS and Required Readings :**

--J. Ann Tickner, *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, Columbia University Press, 1992.

--Joshua S. Goldstein, *War and Gender*, Cambridge University Press, 2001.

--Kayla Williams, *Love My Rifle More Than You: Young and Female in the U.S. Army*, WW Norton, 2005.

--Anthony Swofford, *Jarhead: A Marine's Chronicle of the Gulf War and Other Battles*, 2002.

--Joni Seager, *The Penguin Atlas of Women in the World*, Penguin Press, 2003.

--**PACKET** of readings to be handed out at the beginning of the semester: Don't lose this !

SCHEDULE OF READINGS

Week One : 1/25 : INTRODUCING GENDER AND IR

J. Ann Tickner, *Gender in International Relations*, Ch. I "Engendered Insecurities", p. 1-25, **and** Francis Fukuyama, "Women and the Evolution of World Politics" **in PACKET**

Week Two: 1/30 : REALISM vs. IDEALISM

J. Ann Tickner, *Gender in International Relations*, Ch. 2, "'Man, the State and War", p. 27-66 **and** Joshua S. Goldstein, *War and Gender*, p.34-57

2/1: THE QUESTION OF WAR

Joshua S. Goldstein, *War and Gender*, p.1-34

Week Three: 2/6 Women as Warriors

Joshua S. Goldstein, *War and Gender*, Ch. 2, p.59-127,

2/8 The Biology of Warriors

Joshua S. Goldstein, *War and Gender*, Ch. 3, p. 128-182

Week Four: 2/13 Warriors in Groups : BIOLOGY PAPER DUE

Joshua S. Goldstein, *War and Gender*, Ch. 4, p. 183-250.

2/15 Masculinity and Warriorhood

Joshua S. Goldstein, *War and Gender*, Ch. 5., p. 251-331

Week Five: 2/20: Sex and the Single Warrior

Joshua S. Goldstein, *War and Gender*, Ch. 6, p.332-402

2/22 : FILM : Comfort Women: Then and Now

Week Six: 2/27 Two American Warriors' Stories : He said, she said.

Anthony Swofford, *Jarhead*, entire. (No, watching the movie does not count ! Read the book !)

3/1

Jarhead, continued

Week Seven: 3/6 Her side of the story.

Kayla Williams, *Love My Rifle More Than You: Young and Female in the US Army*, entire. (There is no movie, so you have to read the book!)

3/8

Love My Rifle More Than You: Young and Female in the US Army, continued.

****FRIDAY MARCH 10 : TAKE HOME MIDTERM DUE****

Week Eight: 3/11-3/18 : SPRING BREAK

Week Nine: 3/20: The Gender of Warriors in Israel

Film : Yossi and Jagger

3/22 Israeli Experience, continued.

Martin van Creveld, "Armed But Not Dangerous: Women in the Israeli Military", **in PACKET**

Week Ten: 3/27 : IN-CLASS DEBATE ON GAYS IN THE MILITARY

CRS Report for Congress: *Homosexuals and US Military Policy: Current Issues*, **IN PACKET**, entire.

ALSO : See the Servicemembers Legal Defense Network website for important viewpoints and policy updates (www.sldn.org)

FOR THE IN-CLASS DEBATE: (IF YOUR LAST NAME BEGINS WITH A-L, YOU WILL ARGUE FOR ALLOWING GAYS TO OPENLY SERVE IN THE US MILITARY ; IF YOUR LAST NAME BEGINS WITH M-Z YOU WILL ARGUE AGAINST ALLOWING GAYS TO OPENLY SERVE IN THE MILITARY)

3/29: Does Terrorism Have a Gender ? Do Terrorists ?

Mark Juergensmeyer, "Warriors' Power" from *Terror in the Mind of God*, **in PACKET** AND Mia Bloom "'Mother, Daughter, Sister, Bomber'", from Bulletin of the Atomic Scientists, **IN PACKET**

Week Eleven: 4/3 Human Rights for Men AND Women ? : TERRORISM PAPER DUE

Isabel Coleman, "The Payoff From Women's Rights" **IN PACKET**, AND the text of the CEDAW, CEVAW and the BEIJING PLATFORM treaties **IN PACKET**, AND *The Penguin Atlas of Women in the World*, p.11-17

4/5 Family Life and Violence

The Penguin Atlas of Women in the World, p.20-29.

Week Twelve: 4/10 Reproductive Rights as Human Rights

The Penguin Atlas of Women in the World, p.31-43, **AND** David Glenn, “A Dangerous Surplus of Sons”, **IN PACKET**

4/12 The Gender of Global Health, Sex and Safety (or lack thereof)

The Penguin Atlas of Women in the World, p.45-59, **AND** Martina Vandenberg, “Peacekeeping, Alphabet Soup and Violence Against Women” **IN PACKET**

Week Thirteen: 4/17 Money and Economic Power

J. Ann Tickner, *Gender in International Relations*, Ch. 3, p. 67-96
AND *The Penguin Atlas of Women in the World*, p.61-89

4/19 Film on Global Sex Trade

Week Fourteen: 4/24 EcoFeminist Alternatives

J. Ann Tickner, *Gender in International Relations*, Ch. 4, p. 97-126.

4/26 Reimagining Global Security

J. Ann Tickner, *Gender in International Relations*, Ch. 5, p.127-144, **AND**, Swanee Hunt and Cristina Posa, “Women Waging Peace”, **IN PACKET**

Week Fifteen: 5/2 Papers Due : Talk about Paper Findings, Take-Home Final Handed Out at End of Class