

Course	Spring POLT 4200 – Advanced Studies in Political Theory: Gender Studies											
Term	Spring , 2012											
Instructor	Name:	Petra Purkarthofer										
	Email:	ppurkarthofer24@webster.edu										
	Office Hours:	by appointment										
Course Description	<p>This course will explore core questions in Political Theory. Why is it important to apply a gender perspective? Why has gender been generally invisible or of no relevance to Political Theory? What are the effects of an androcentric practice of our discipline, which sets male experience as the norm while at the same time it assumes that its terms are gender neutral? Why have gender relations for so long been of no concern to the discipline of Political Science/International Relations, although we are obviously talking about social relations and power relations? After discussing these epistemological questions the participants will become familiar with different Feminist Theories. There are different feminist approaches explaining the causes of women`s oppression, the nature of gender relations, the understanding of gender or the conclusions on how to overcome gender inequality. The participants will discuss and compare different approaches such as Liberal, Radical, Marxist, Postmodern and Postcolonial Feminism (among others). Applying those theories to some case studies the concluding part will expose the importance of theory in social research.</p>											
Prerequisites	None											
Learning Outcomes	<ul style="list-style-type: none"> • Students get to know different feminist approaches and learn about the contributions of Feminism to the field of IR. • Explain commonalities and differences in fundamental theories pertinent to Gender Studies. • Students will be able to explain the relationship between local-national-global, private – public, productive – reproductive, international – personal, political and economic power from a feminist perspective. 											
Grading	<table border="1"> <tr> <td>Class participation</td> <td>10%</td> </tr> <tr> <td>Discussion Leader</td> <td>10%</td> </tr> <tr> <td>Homework: (4 assignments related to the reading material):</td> <td>20%</td> </tr> <tr> <td>Midterm exam: Book Review</td> <td>20%</td> </tr> <tr> <td>Final exam: Research paper (including research design):</td> <td>40%</td> </tr> </table>		Class participation	10%	Discussion Leader	10%	Homework: (4 assignments related to the reading material):	20%	Midterm exam: Book Review	20%	Final exam: Research paper (including research design):	40%
Class participation	10%											
Discussion Leader	10%											
Homework: (4 assignments related to the reading material):	20%											
Midterm exam: Book Review	20%											
Final exam: Research paper (including research design):	40%											

Grade Scale:

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	< 60

Attendance, keeping up with the reading assignments and active participation in class discussions are required.

Book review and research paper

Students will complete a book review (mid-term, Information on how to write a book review will be made available on World Class Room), and they will write a major analysis paper. The analysis papers should have a minimum length of 13 pages (4000 words) and is due in Week 8, March 6th, 2012. The book review should have a length of 2 or 3 pages (max. 900 words) and is due on February 14th, 2012.

You will have to prepare a research design, which will be discussed in class in Week 4 either on February 7th or February 11th, 2012. You have to send the research design to everybody in class at least two days before the meeting.

Documentation

- Students are required to use the Chicago Documentation Style as described in Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* as the documentation standard for research papers in the IR department.
- For book reviews or other papers that focus on one book or article, MLA may be used.

Discussion leader

Each participant will act once as discussion leader. Discussion leaders will summarize the arguments presented in the assigned reading and provide questions for a discussion in class. Your summary should reflect a critical understanding of the reading (Information on how to do a text analysis will be made available on World Class Room): Point out what question is posed, what concepts are being used, are the concepts clear or spongy, what are the main arguments, is the argumentation stringent, are questions left unanswered, do you identify contradictions within the assigned reading, assess the explanatory strength of the reading. Try to relate theoretical questions to everyday gender politics and test them

	<p>against reality to reach your conclusions. Discussion leaders need to send out their summary and questions to me until 6 pm the day before class (at least 3 pages).</p> <p>Homework</p> <p>5 assignments related to the reading material will be posted on World Class Room (There will be no assignments for Week 1, Week 2 and Week 8). In the session in which you are a discussion leader you don't have to do the homework. This means everybody has to hand in 4 assignments as homework. Students who are Discussion Leaders in Week 2 and Week 8 can decide on their own which assignment they skip.</p>
University Policies	<p>Cheating</p> <p>Any student found cheating on any part of the course work (homework assignment, term paper, quiz, exam, etc.) will automatically be given an "F" for the course. Any student found to be helping another student to cheat will likewise be given an "F" for the course. In each case, the student will also be put on disciplinary probation for the remainder of her or his stay at Webster. If the student is found to have engaged in cheating a second time, s/he will be automatically expelled from the University.</p> <p>Attendance</p> <p>Class attendance is obligatory. Instructors will take attendance at each class session and reduce a student's course grade by half a letter grade for each full week of class missed. Any student who misses three or more full weeks of class will automatically be given an "F" for the course.</p>
Textbook and other Materials	<p>Required Reading material:</p> <p>A collection of scholarly articles will be made available as a reader and on World Class Room. You will be able to pick up the reader at the library with Benjamin Fasching-Gray.</p>

<p>Week 1 January 17th, 2012</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Course Plan • Gender Studies and Feminism – clarifying basic concepts
<p>Week 2 January 24th, 2012</p>	<p>Philosophy of Science and epistemological Questions</p> <p>Reading Assignment</p> <p>» Hill Collins, Patricia (1999): Moving Beyond Gender. Intersectionality and Scientific Knowledge. In: Marx Ferree, Myra/Lorber, Judith/Hess, Beth (eds.): Revisioning Gender. Thousand Oaks: Sage Publications, 261-281. (Reader)</p> <p>» Walby, Sylvia (2011): The Future of Feminism. Cambridge: Polity Press. (Reader)</p> <p>» UNIFEM: Gender Justice: Key to Achieving the Millennium Development Goals. Excerpt from Progress of the Worlds Women 2010/2011. (available on World Class Room)</p> <p>» Fraser, Nancy (2009): Feminism, Capitalism and the Cunning of History. In: New Left Review. 56, 97-117. (available on World Class</p>

	Room)
Week 3 January 31 st , 2012	<p>Feminist Theories I: Introduction and Selected Reading</p> <p>Reading Assignment</p> <p>»» Connell, R.W. (1987): Gender and Power. Cambridge: Polity Press, Chapters on “Main Structures: Labor, Power, Cathexis” and “Gender Regimes and Gender Order”. (Reader)</p> <p>»» Connell, R.W. (1995): Masculinities. Cambridge/Oxford, Chapter on Social Organization of Masculinity. (Reader)</p> <p>»» Butler, Judith (1997): Merely Cultural. In: Social Text No. 52/53, Transexions of Race, Nation, and Gender, 265-277. (available on World Class Room)</p> <p>»» Fraser, Nancy (1997): Heterosexism, Misrecognition, and Capitalism. A Response to Judith Butler. In: Social Text, No. 52/53, Transexions of Race, Nation, and Gender 279-289. (available on World Class Room)</p>
Week 4 February 7 th , 2012	<p>Feminist Theories II: Black and Chicana Feminism</p> <p>Reading Assignment</p> <p>»» Hill Collins, Patricia (2003): The Politics of Black Feminist Thought. In: McCann, Carole/Kim, Seung-Kyong (eds.): Feminist Theory Reader. New York/London: Routledge, 318-333. (Reader)</p> <p>»» bell hooks (1989): Talking back. Boston: Southend Press. (Reader)</p> <p>»» Hurtado, Aida (2000): Sitios y Lenguas: Chicanas Theorize Feminisms. In: Narayan, Uma/Harding, Sandra (eds.): Decentering the Center. Bloomington/Indianapolis: Indiana University Press, 128-155. (Reader)</p> <p>»» Anzaldúa, Gloria (2003): La Conciencia de la Mestiza: Towards a New Consciousness. In: McCann, Carole/Kim, Seung-Kyong (eds.): Feminist Theory Reader. New York/London: Routledge, 179-187. (Reader)</p>
Mid-term (take home: book review which is due on February 14 th , 2012)	
Mid-term Meeting (instead of Week 6) February 11 th , 2012 10 a.m. – 2 p.m.	<p>Feminist Theories III: Postcolonial Theories</p> <p>Reading Assignment</p> <p>»» Charusheela, S. (2004): Postcolonial thought, postmodernism, and economics. In: Zein-Elabdin, Eiman/Charusheela, S. (eds.): postcolonialism meets economics. New York: Routledge, 40-58. (Reader)</p> <p>»» Mohanty, Chandra Talpade: Under Western Eyes: Feminist Scholarship and Colonial Discourses. In: Feminism Without Borders. Durham/London: Duke University Press, 2003, 17-42. (Reader)</p> <p>»» Mohanty, Chandra Talpade: “Under Western Eyes” Revisited: Feminist Solidarity through Anticapitalist Struggles. In: Signs, Vol. 28, No. 2, 2002, 499-535. (available on World Class Room)</p> <p>»» Chang, Kimberly/Ling, L.H.M. (2011): Globalization and its intimate</p>

	<p>other: Filipina domestic workers in Hong Kong. In: Marchand, Marianne/Runyan, Anne Sissan (eds.) (2011): Gender and Global Restructuring. Sightings, sites and resistance. New York/London: Routledge, 2nd edition, 30-47. (Reader)</p>
<p>Week 5 February 14th, 2012</p>	<p>Debates I: International Political Economy</p> <p>Reading Assignment</p> <p>» Barker, Drucilla (2005): Beyond Women and Economics: Rereading “Women’s Work”. In: Signs. 30 (4), 2189-2209. (available on World Class Room)</p> <p>» Hoskyns, Catherine/Rai, Shirin (2007): Recasting the Global Political Economy: Counting Women’s Unpaid Work. In: New Political Economy. 12 (3), 297-317. (available on World Class Room)</p> <p>» LeBaron, Genevieve/Roberts, Adrienne (2010): Towards a Feminist Political Economy of Capitalism and Carcerality. In: Signs. 36 (1) 19-44. (available on World Class Room)</p> <p>» Bank Muñoz, Carolina (2008): Transnational Tortillas. Race, Gender, and Shop-Floor Politics in Mexico and the United States. Ithaca/London: Cornell University Press, Chapter 1 and 7. (Reader)</p>
<p>Week 7 February 28th, 2012</p>	<p>Debate II: Intersectionality and Interdependence</p> <p>Reading Assignment</p> <p>» McCall, Leslie (2005): The Complexity of Intersectionality. In: Signs. 30 (3), 1771-1800. (available on World Class Room)</p> <p>» Hancock, Ange-Marie (2007): When Multiplication Doesn’t Equal Quick Addition: Examining Intersectionality as a Research Paradigm. in: Perspectives on Politics 5 (1), 63-79. (available on World Class Room)</p> <p>» Hawkesworth, Mary (2003): Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions. In: American Political Science Review. 97 (4), 529-550. (available on World Class Room)</p> <p>» Lombardo, Emanuela/Verloo, Mieke (2009): Institutionalizing Intersectionality in the European Union. In: International Feminist Journal of Politics. 11 (4), 478-495. (available on World Class Room)</p> <p>» Caldwell, Kia Lilly (2009): Black Women, Cultural Citizenship, and the Struggle for Social Justice in Brazil. In: Caldwell, Kia Lilly et al.: Gendered Citizenship. New York: Palgrave MacMillan, 55-72. (Reader)</p>
<p>Week 8 March, 6th, 2012</p>	<p>Debates III: Security Theory</p> <p>Reading Assignment</p> <p>» Tickner, J. Ann (1988): Hans Morgenthau Principles of Political Realism: A Feminist Reformulation. In: Millennium 17 (3), 429-440. (available on World Class Room) (available through Webster Library resources)</p> <p>» Blanchard, Eric: Gender, International Relations, and the Development of Feminist Security Theory. In: Signs, Vol. 28, No. 4, 2003, 1289-1312. (available on World Class Room)</p>

	» Agathangelou, Anna/Ling, L.H.M. (2005): Power and Play through Poisies: Reconstructing Self and Other in the 9/11 Commission Report. In: Millennium. 33 (3), 827-853. (available on World Class Room)
Final exam Research Paper	