

Michigan State University
James Madison College
MC 492, Section 3

Fall Semester 2005

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appointment
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SENIOR SEMINAR

GENDERING GLOBAL AFFAIRS: SEX, SEXUALITY AND INTERNATIONAL RELATIONS

Course description: What do gender, sex and sexuality have to do with international relations? Are there differences in men's and women's, gay and straight, experiences of politics and global affairs? How are gender and sexual relations affected by globalization? How important are gender and sexual relations to globalization? How do sex and gender affect international security and military affairs? In this seminar, we move between the local, the national and the international to address these questions and others. We begin with a brief examination of some of the path-breaking work of leading theorists (i.e., Simone de Beauvoir, Judith Butler, R.W. Connell, Cynthia Enloe, Michel Foucault, Chandra Mohanty, and Sherry Ortner) whose writings have been crucial for the development of feminist scholarship in gender, cross-cultural studies and international politics. We then turn to an examination of sex, sexuality and gender in specific sites in the international environment. We look at the politics of women's bodies, focusing especially on female genital mutilation/female circumcision. We explore the impact of war on women and gender politics in the military. We investigate prostitution and sex tourism. And we study the gender politics of the globalizing economy. Student research will enrich and complement our common readings, as they give presentations of their own research findings.

Course objectives: This course has five important objectives: (1) to give students the opportunity to think seriously about the ways in which the most intimate areas of human life may affect and be affected by international relations; (2) to expose students to a small portion of the growing multi- and inter-disciplinary scholarship in this relatively new area of international relations; (3) to assist students in conducting their own research into some aspect of gender, sex, and international politics; (4) to allow students to shape the substance and subject matter of a course through their own work; and (5) to help students develop research and writing skills, write a major paper and present it, and improve speaking and listening skills.

Readings: A course pack is available from Dollar Bill Copying at the Student Book Store. All five of the required books for this course are available at SBS:

Barbara Ehrenreich and Arlie Russell Hochschild (eds), Global Woman: Nannies, Maids and Sex Workers in the New Economy. Owl Books, 2004.

Wenona Giles and Jennifer Hyndman (eds), Sites of Violence: Gender and Conflict Zones. University of California Press, 2004.

Ellen Gruenbaum, The Female Circumcision Controversy. University of Pennsylvania Press, 2001.

Gary Lehring, Officially Gay: The Political Construction of Sexuality by the U.S. Military. Temple University Press, 2003.

Joyce Outshoorn (ed), The Politics of Prostitution: Women=s Movements, Democratic States and the Globalization of Sex Commerce. Cambridge University Press, 2004.

Course requirements: The major written work for this seminar consists of ANGEL dialoguing, a paper proposal, presentation paper, and final research paper (see below). The main oral requirements are to lead discussion of course readings and to present research findings to the class. Students are also expected to attend class regularly, to complete the readings prior to the class for which they are assigned, and to participate in class discussions and other activities. *In order to pass the course, it is necessary to participate in the seminar and complete all written assignments and the oral presentation.* Unannounced quizzes are possible.

Final grades will be determined as follows:

Participation	20%
ANGEL dialoguing	20%
Paper proposal	10%
Presentation/draft paper	10%
Oral presentation	10%
Seminar paper	30%

In-class participation: This is a seminar, not a lecture-style class, and so, attendance alone does not constitute participation, although it is a necessary precondition for participation. I expect you to come to class prepared to interact fully with other members of the class. (In other words, you should have read and thought about assigned readings prior to class.) In addition, you will be asked to make formal or informal presentations (possibly including debates) on a regular basis, and you will be asked to collect and prepare additional information outside class that will be presented in class. You are permitted three "free" absences from class during the semester; other absences will require a doctor's excuse/coroner's report, etc.. *Students who do not attend class regularly will receive a final course grade not higher than 1.0 and risk failing the course.*

ANGEL dialoguing: The purpose of ANGEL dialoguing is to improve understanding of the readings and the relationships between texts through out-of-class exchange and reflection. As such, it is both a major writing assignment and a means to elevate the quality of in-class discussions. Students will be divided into dialogue groups for the semester. I will give a question or prompt to help groups generate discussion, but dialogues can go well beyond the initial prompt. One student will be assigned to >kick off= the exchange and others will respond, raise issues or questions, and add information. ANGEL dialogues are expected to be substantive and detailed, drawing in specific textual references and making cross-references to other readings. At the end of the semester, I will ask you to assess your group=s dialoguing over the semester.

Student research--paper proposal, presentation paper, oral presentation, final paper: As a capstone seminar, one of the key objectives for this course is to enable students to engage in research on a project that examines some aspect of course themes. A wide range of topics is possible. You should consult with me in choosing a research topics. They will give a presentation of their research findings to the class; the final product of this research will be an extensive analytic paper. It is expected that the research paper will build on the common work of this class. To help you accomplish these tasks, the course is organized to require the submission of written and oral reports that demonstrate the accomplishment of discrete components of the research.

First among the written requirements for the research project is the proposal. The proposal should (1) indicate the topic of the research, (2) discuss its importance, (3) clearly state the question or hypothesis that is being addressed in the research, and (4) explain how the question will be answered or the hypothesis will be tested. The proposal should also stipulate the theoretical approach and research methodology to be employed, and it should include a preliminary annotated bibliography of at least 10 sources. In order to write a proposal that includes these elements, it will be necessary to do a substantial amount of research. To help you in this process, you will be asked to bring research project ideas to class on September 13. Next, on September 20, you should bring a draft proposal with working bibliography of 10 sources to class. Finally, on September 28, you will submit the final draft of the research proposal. Proposals must be typed, double-spaced, approximately 7-10 pages in length. Sub-standard proposals will not receive a grade; students *must* revise and resubmit all un-graded proposals in a timely fashion. *Un-graded, unrevised proposals will convert to a 0.0.* I encourage you to consult frequently with me outside class during the research process.

Students will present the findings of their research and the main arguments of their paper to the class in November and early December. As a way to prepare for this presentation and to secure feedback on an early draft of the research paper, students will prepare a first draft of the presentation paper (at least 10 pages in length, typed, double-spaced) which we will workshop in class on November 3. *Although it will not be graded, failure to have a draft on November 3 will reduce the final paper grade by 1.0.*

The feedback received in the workshop should help students as they continue to work on their papers. The presentation paper is due on November 6, by 5:00. For the convenience of course members, these papers will be posted on ANGEL. Student research presentations will begin in class on November 8; each student will have half of a class period. Another student will be assigned as discussant who will be responsible to raise questions about the paper and the presentation and to provide guidance on the writing/research process. Everyone, however, is expected to come to class prepared to listen, discuss, ask questions, and give advice.

Satisfactory completion of these stages of the process should help ensure the quality of the final paper. Final papers are due December 13, should be 25 - 30 pages in length (type-written, double-spaced) and include a bibliography of least 25 sources. I am happy to review and comment on drafts of papers when they are submitted in timely fashion. You are expected to use correct bibliographic and foot/endnote form. Turabian=s *The Manual for Writers of Term Papers, Theses, and Dissertations*, Gibaldi=s *The MLA Handbook*, or *The Chicago Manual of Style* are all excellent sources on paper format. The final paper is due by 5:00 on December 16. *Unexcused late papers will receive a 1.0 deduction per day late.*

Instructional Model: You should realize that because this course receives 5 credits for 4 in-class contact hours, you will be expected to do considerably more out-of-class work than for a regular 4 credit course. This out-of-class work will include consulting with me on a regular basis to ensure comprehension of course materials and successful completion of the research paper as well as engaging with other students outside of class to further explore course materials.

Academic Honesty: James Madison College and Michigan State University policies on academic integrity and plagiarism will be strictly enforced in this course. See the James Madison College Handbook section, Standards and Expectations, and the MSU Academic Programs catalogue, for

further information. If you have questions about what constitutes plagiarism, please see me.

Course Outline

Please complete the readings by the date assigned. In the event that we run ahead of or behind schedule, students should complete the readings in the order given, unless otherwise instructed. Due dates for major assignments are given in bold print.

- August 30 Introduction to the course and its requirements
- September 1 Sexual politics and global affairs: perspectives, theories
Reading: Cynthia Enloe, "Gender Makes the World Go Round" and "Nationalism and Masculinity," from Bananas, Beaches and Bases. University of California Press, 1989: 1-18 and 42-64 (in course pack); Sherry Ortner, Chapter Three, "The Virgin and the State," in Making Gender: The Politics and Erotics of Culture. Beacon, 1996: 43-58 (in course pack); R.W. Connell, "Hegemonic Masculinity and Emphasized Femininity," from Gender and Power. Stanford University Press, 1987: 183-188 (in course pack)
- September 6 Sexual politics and global affairs, cont'd
Reading: Simone de Beauvoir, "Introduction" to The Second Sex, available at <http://www.marxists.org/reference/subject/philosophy/works/fr/debeauv.htm>; Lehring, Chapter Two, Officially Gay; Judith Butler, "Imitation and Gender Insubordination," from Sara Salih (ed), The Judith Butler Reader. Blackwell, 2004: 119-137 (in course pack).
- September 8 Sexual politics and global affairs, cont'd (half class period)
Reading: Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," in Chandra Mohanty, Ann Russo and Lourdes Torres (eds), Third World Women and the Politics of Feminism. Indiana University Press, 1991. pp 51- 80 (in course pack) and "'Under Western Eyes Revisited': Feminist Solidarity Through Anti-Capitalist Struggles," SIGNS, Vol. 28, No. 2, available at <http://www.journals.uchicago.edu/Signs/journal/issues/v28n2/280214/280214.html>); and Michel Foucault, "Method," from History of Sexuality: An Introduction, Volume 1. Vintage Books, 1990: 92-102 (in course pack).
- September 11 **First ANGEL dialogue due by 5:00**
- September 13 Global body politics
Reading: Gruenbaum, The Female Circumcision Controversy: 1-47.
Research topic ideas due in class
- September 15 Explaining FC/FGM
Reading: Gruenbaum, The Female Circumcision Controversy: 48-132.
- September 20 Repercussions of FC/FGM

- Reading, Gruenbaum, The Female Circumcision Controversy: 133-221.
Draft proposal and bibliography due in class
- September 21 **Second ANGEL dialogue due by 5:00**
- September 22 Feminist approaches to conflict
 Reading: Giles and Hyndman, Sites of Violence: 3-72.
- September 27 Women in war
 Reading: Giles and Hyndman, Sites of Violence: 75-189.
- September 28 **Final draft of proposal and bibliography due by 5:00**
- September 29 Women and the consequences of conflict
 Reading: Giles and Hyndman, Sites of Violence: 193-315.
- October 4 Gendering the military: defining sexualities
 Reading: Lehring, Officially Gay: 9-33, 72-99.
- October 6 Gays in the military: policies and performance
 Reading: Lehring, Officially Gay: 100-136.
- October 11 Don=t ask, don=t tell
 Reading: Lehring, Officially Gay: 137-189.
- October 12 **Third ANGEL dialogue due by 5:00**
- October 13 Prostitution and democracy
 Reading: Outshoorn, The Politics of Prostitution: 1-102.
- October 18 Prostitution and women=s movements
 Reading: Outshoorn, The Politics of Prostitution: 103-204.
- October 20 Prostitution, the state, and feminism
 Reading: Outshoorn, The Politics of Prostitution: 205-292.
- October 25 Gender and international domestic labor
 Reading: Ehrenreich and Hochschild, Global Woman: 1-84.
- October 27 Women=s bodies, women=s work
 Reading: Ehrenreich and Hochschild, Global Woman: 85-205.
- October 28 **Fourth ANGEL dialogue due by 5:00**
- November 1 Moving women=s labor
 Reading: Ehrenreich and Hochschild, Global Woman: 207-274.
- November 3 Paper workshopping session
Draft of presentation paper due in class
- November 6 **Presentation paper due by 5:00**

November 8	<p>Student research presentations Presenter: Discussant:</p> <p>Presenter: Discussant:</p>
November 10	<p>Student research presentations Presenter: Discussant:</p> <p>Presenter: Discussant:</p>
November 15	<p>Student research presentations Presenter: Discussant:</p> <p>Presenter: Discussant:</p>
November 17	<p>Student research presentations Presenter: Discussant:</p> <p>Presenter: Discussant:</p>
November 22	<p>Student research presentations Presenter: Discussant:</p> <p>Presenter: Discussant:</p>
November 24	<p>University holiday & no classes</p>
November 29	<p>Student research presentations Presenter: Discussant:</p> <p>Presenter: Discussant:</p>
December 1	<p>Student research presentations Presenter: Discussant:</p> <p>Presenter: Discussant:</p>

December 6	Student research presentations Presenter: Discussant: Presenter: Discussant:
December 8	Student research presentations Presenter: Discussant: Presenter: Discussant: Senior Seminar Party at 6:30
December 9	Final ANGEL dialogue due by 5:00
December 13	Final papers due between 10 am and noon