

Department of International Relations  
 Faculty of Social and Political Science  
 Universitas Gadjah Mada  
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## GENDER AND POLITICS

GENERAL DETAILS	
<b>Subject Code (from Faculty)</b>	SPB 3506IUP /
<b>Subject Title</b>	Gender and Politics / <i>Gender dan Politik</i>
<b>Credit Points</b>	3 SKS
<b>Semester</b>	August - December
<b>Language of Instruction</b>	English / Indonesian
<b>Total of Class Sessions</b>	14
<b>Location (Room)</b>	BA 201
<b>Schedule (Day, Hour)</b>	Thursday, 01.00-03.00 p.m.
<b>Program (IUP, Regular, Immersion)</b>	IUP, Regular

LECTURER CONTACT	
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TUTOR CONTACT	
<b>Name</b>	TBA
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SUBJECT DESCRIPTION	
<p>This course explores the nexus between gender and power and its particular implications to international relations. The main questions to be discussed in this course are: (1) What is gender relation and what produces it? (2) What are the consequences of gender relations to power organisation? In doing so, this course will first examines basic terminologies, perspectives and methodology of gender analysis. Secondly, it will explore the existing knowledge and research on selected global issues shaped in the relations between gender and power.</p>	

SUBJECT INTENDED LEARNING OUTCOMES	
<b>Upon successful completion of this subject, students should be able to:</b>	
<b>1</b>	Understand gender related terminologies (A1)
<b>2</b>	Explain basic assumptions that builds various gender perspectives (B2)
<b>3</b>	Demonstrating critical ability to explain global issues with an identifiable gender perspective (B1)

SESSION PLAN			
Session	Date	Topic	Methods
1		Why studying gender and politics?	Discussion
2		Gender perspectives 1: Liberal and Marxist	Lecture
3		Gender perspectives: radical, post-structuralist, and post-colonial	Lecture
4		Methodology of feminism research	Lecture
5		Topic 1: Gender and democracy: women's citizenship and representation	Lecture
6		Topic 2: Gender and security: rape as a weapon of war	Lecture
7		Topic 3: Gender and identity: intersectionality and rights recognition	Lecture
<b>MID TERM EXAMINATION</b>			
8		Topic 4: Gender and environmental change	Lecture
9		Topic 5: Gender, welfare and poverty	Lecture
10		Topic 6: Gender and disaster	Lecture
11		Presentation of student research paper outline	Presentation
12		Presentation of student research paper outline	Presentation
13		Presentation of student research paper outline	Presentation
14		Presentation of student research paper outline	Presentation
<b>FINAL EXAMINATION</b>			

WEEKLY SCHEDULE	
<b>Week 1, Why studying gender and politics?</b>	
Short Introduction	This session discusses (1) the importance of gender as a system of power in international relations (2) emancipation as the antidote of patriarchy (3) the relationship between feminism and gender (4) syllabus and class rules
Class Activities	Lecture and discussion
Required Reading	<ul style="list-style-type: none"> <li>Hoffman, J (2001) <i>Gender and sovereignty</i>. New York: Palgrave. Ch.2 &amp; 3</li> <li>Syllabus</li> </ul>
Assignment	N/A
<b>Week 2, Feminist perspectives part 1: liberal and Marxist</b>	
Short Introduction	This session discusses basic assumptions of liberal feminist and Marxist feminist about what produced gender and the prospect of power emancipation
Class Activities	Lecture & discussion
Required Reading	<p><b>Liberal feminist:</b></p> <ul style="list-style-type: none"> <li>Wendell, S. (1987). A Qualified Defense Of Liberal Feminism. <i>Hypatia</i>, 2 (2): 65-93</li> <li>Marilley, S. (1996). Women Suffrage and The Origins of Liberal Feminism in the United States , 1820-1920. Cambridge: Harvard University Press. Ch. 1</li> </ul> <p><b>Marxist feminist</b></p> <ul style="list-style-type: none"> <li>MacKinnon, C.A. (1982). Feminism, Marxism, Method, and the State. <i>Journal of Women in Culture and Society</i>, 7 (3): 515-544</li> <li>Weeks, K. (2014). "Foreword: Re-encountering Marxist Feminism"</li> </ul>

	in Barret, M. <i>Women's Oppression Today</i> . London: Verso
Assignment	N/A
<b>Week 3, Feminist Perspectives Part 2: radical, post-structural, and post-colonial</b>	
Short Introduction	This session discusses what produces gender and the prospect of power emancipation from the perspective of radical, post-structural and post-colonial feminist
Class Activities	Lecture & discussion
Required Reading	<p><b>Radical feminism</b> Mackay, F. (2015). <i>Radical feminism: feminist activism in movement</i>. New York: Palgrave Macmillan. Ch. 3</p> <p><b>Post-structural feminism</b> Malson, H. (1998). <i>The thin woman: Feminism, post-structuralism and the social psychology of anorexia nervosa</i>. London: Routledge. Ch.2</p> <p><b>Post-colonial feminism</b> Jones, R.B. (2011). <i>Postcolonial representations of women: critical issues for education</i>. New York: Springer, Ch. 2</p>
Assignment	
<b>Week 4, Methodology of feminist research</b>	
Short Introduction	This session discusses how to conduct research inquiry using a feminist perspective. It is concerned with research as a gendered process involving the relations between researcher and the research subject as well as how various gender is represented in the construction of knowledge.
Class Activities	Lecture and discussion
Required Reading	Ramazanoglu, C., and Holland, J. (2002). <i>Feminist Methodology: Challenges and Choices</i> . London: Sage Publications, Ch.1, 3, 8 Letherby, G. (2003). <i>Feminist Research in Theory and Practice</i> . Buckingham: Open University Press.
Assignment	N/A
<b>Week 5, Topic 1: Gender and democracy: women's citizenship and representation</b>	
Short Introduction	Why do women tend to occupy an unequal political position in a gendered democracy? What kinds of problems might come up when we try to take on the issue of women's citizenship in a democratic, yet gendered political structure? Why do we have to and how can we advocate for gender emancipation in such a setting?
Class Activities	Lecture
Required Reading	Maloutas, Maro Pantelidou. <i>The Gender of Democracy: Citizenship and Gendered Subjectivity</i> . New York: Routledge, 2006.
Assignment	N/A
<b>Week 6, Topic 2: Gender and security: rape as a weapon of war</b>	
Short Introduction	Taking on the case of rape and sexual abuse as weapons of war, why do violence needs the perpetuation of objectification over women's bodies? Why is it important to consider gender relations in the efforts to build peace and provide security? How can we advocate for gender emancipation in peace-making, peace-keeping, and peace-building?
Class Activities	Lecture and discussion
Required Reading	<ul style="list-style-type: none"> <li>Peterson, V. Spike dan Anne Sisson Runyan. <i>Global Gender Issues in</i></li> </ul>

	<p><i>the New Millennium</i>. Colorado: Westview Press, 2010, Ch. 4.</p> <ul style="list-style-type: none"> <li>• Tickner, J. Ann. <i>Gender in International Relations: Feminist Perspectives on Achieving Global Security</i>. New York: Columbia University Press, 1990, Ch. 2.</li> </ul>
Additional reading	<ul style="list-style-type: none"> <li>• Kunz, Rahel. "Gender and Security Sector Reform: Gendering Differently?" <i>International Peacekeeping</i> Vol. 21, Issue 5 (2014): 604-622.</li> <li>• Neudorfer, Kelly. "Reducing Sexual Exploitation and Abuse: Does Deterrence Work to Prevent SEAs in UN Peacekeeping Missions." <i>International Peacekeeping</i> Vol. 21, Issue 5 (2014): 623-641.</li> <li>• UNMIL. <i>Gender Mainstreaming in Peacekeeping Operations Liberia 2003 – 2009: Best Practices Report</i>. 2010.</li> </ul>
Assignment (prior to class)	Watching <i>The Whistleblowers</i> (2010) and answering a set of question made by the lecturer, to be discussed during the class.
<b>Week 7, Topic 3: Gender and identity: intersectionality and rights recognition</b>	
Short Introduction	Why does intersectionality matter in any discussion about gender? How does gender inequality interact with other identity-based bias thus creating layered oppressive and discriminative structure? How does the discussion about intersectionality breed a whole different field within gender studies, such as black feminism, Islam feminism, queer studies, etc.? What strategies can we take to advocate for rights recognition that also pays attention to the problem of intersectionality
Class Activities	Lecture and discussion
Required Reading	<ul style="list-style-type: none"> <li>• Fraser, Nancy. <i>Unruly Practices: Power, Discourse, and Gender in Contemporary Social Theory</i>. Minneapolis: University of Minnesota Press, 1989, Ch. 7.</li> <li>• Fraser, Nancy. "From Redistribution to Recognition? Dilemmas of Justice in A 'Post-Socialist' Age." <i>New Left Review</i> Vol. 1, No. 212 (July-August 1995).</li> <li>• Hines, Sally. <i>Gender Diversity, Recognition, and Citizenship: Towards A Politics of Difference</i>. New York: Palgrave Macmillan, 2013.</li> </ul>
Additional reading	<ul style="list-style-type: none"> <li>• Hooks, Bell. <i>Ain't I A Woman: Black Women and Feminism</i>. New York: Routledge, 2015.</li> <li>• Wilson, Colin. "Queer Theory and Politics." <i>International Socialism</i> Issue 132. Accessed from: <a href="http://isj.org.uk/queer-theory-and-politics/">http://isj.org.uk/queer-theory-and-politics/</a>.</li> <li>• Mojab, Sharzad. "Theorizing the Politics of 'Islamic Feminism'." <i>Feminist Review</i> Vol. 69, Issue 1 (November 2001): 124-146.</li> </ul>
Assignment (prior to class)	Watching <i>She Is My Son: Afghanistan's Bacha Posh, When Girls Become Boys</i> (2016) and writing 2-page review to be discussed during the class.
<b>Week 8, Topic 4: Gender and environmental change</b>	
Short Introduction	The emergence of environmental problems such as pollution, deforestation, climate change, and desertification is not gender neutral. This session discusses how gender relations intertwine with the construction of environmental change. It traces the mechanisms through which human access and control on environmental change is gendered. It also seeks to identify some existing ways through which gender-based approach politically viable in transforming human mutual relations with nature.
Class Activities	Lecture & discussion
Required Reading	Warren, L.J. (1997). <i>Ecofeminism: women, culture, nature</i> . Bloomington and Indianapolis: Indiana University Press

	Warren, L.J. (1991). Ecological Feminism and Ecosystem Ecology, <i>Hypatia</i> , 6 (1), 179-197 Cudworth, E. (2005). Developing ecofeminist theory: the complexity of difference. New York: Palgrave Macmillan
Assignment	N/A
<b>Week 9, Topic 5: Gender, welfare and poverty</b>	
Short Introduction	This session discusses the relevance of gender in the production of economic welfare and poverty based on the context in developed and developing countries. It also discusses problems surrounding the impacts of gender on access and control over global development resources.
Class Activities	Lecture and discussion
Required Reading	Staudt, K. (2008). Gendering development. In Goertz, G., and Mazur, A.G (eds). <i>Politics, Gender, and Concepts: Theory and Methodology</i> . Cambridge: Cambridge University Press.
Assignment	N/A
<b>Week 10, Topic 6: Gender and disaster</b>	
Short Introduction	This session discusses how gender matters in the emergence of human vulnerabilities and how it interacts with hazards as it produces disaster. It also seeks to answer questions such as how various gender roles operate in the transformation of human vulnerability.
Class Activities	Lecture and discussion
Required Reading	Ariyabandu, M.M. (2009). Sex, gender and gender relations in disasters. In Enarson, E., and Dhar Chakrabarti, P.G. (eds) <i>Women, gender and disaster: global issues and initiatives</i> . Loncon: Sage publications
Assignment	N/A
<b>Week 11, Presentation of student research paper outline 1</b>	
Short Introduction	
Class Activities	Student presentation
Required Reading	TBA
Assignment	
<b>Week 12, Presentation of student research paper outline 2</b>	
Short Introduction	
Class Activities	Lecture & discussion
Required Reading	
Assignment	N/A
<b>Week 13, Presentation of student research paper outline 3</b>	
Short Introduction	
Class Activities	Student presentation
Required Reading	TBA
Assignment	
<b>Week 14, Presentation of student research paper outline 4</b>	
Short Introduction	
Class Activities	Discussion
Required Reading	
Assignment	N/A

ASSESSMENT			
No	Assessment Methods	Weight	Description
1	Attendance	10%	In accordance to faculty regulation, students must attend 11

			out of 14 meeting in order to be eligible for final examination.
2	<i>Mid-term oral examination</i>	35%	Students answer two questions from lecturer in 7-10 minutes in order to demonstrate their comprehension on terminologies and various feminist perspectives
3	<i>Presentation of final essay outline</i>	20%	Students are required to present an outline of final essay (500 word) that states (1) a clear research title (2) problems or issues to be discussed (3) detailed research question (4) specific perspective to be developed as research approach (5) tentative argument (6) sources of research data
4	<i>Final essay</i>	35%	Students submit 3000-word essay as a substitute to final examination. Please consult the rubrics for grading criteria

### CLASS REGULATION

1	Students are considered late for class if they arrive after roll has been taken and this will be charged as an absence.
2	Talking to classmates during class disrupts the normal learning environment. Students will be asked to leave class if they would like to engage in such behavior and their attendance on that particular session will not be counted.
3	Students will not be permitted to use cellular phone and laptop to open materials that may interfere with the class process.
4	Drink is allowed in classroom provided they do not interfere with the educational process.
5	Sleeping in class is not acceptable. If student is tired they might as well get home and sleep.

### GRADE DESCRIPTORS (RUBRICS)

Grades will be assessed on the scale of A, B, C and D.

Grade A represents excellent quality in all aspects of the student's work. To earn an A, a student must have actively and authentic contribution to class discussion in most of the meetings in class; excellent comprehension, well-researched use of reference and sophisticated use of language in all of the written assignments and examination; demonstrated an excellent delivery and engagement during class presentation or oral examination with significant contribution the understanding of the subject of the course; and satisfied any other requirement in the course.

Grade B represents good quality in all aspects of the student's work. To earn an B, a student must have actively and good contribution to class discussion in minimum 80% of the meetings in class; good comprehension, good-researched use of reference and effective use of language in all of the written assignments and examination; demonstrated a good delivery and engagement during class presentation or oral examination with good contribution the understanding of the subject of the course; and satisfied any other requirement in the course.

Grade C represents fair quality in all aspects of the student's work. To earn a C, a student must have fair contribution to class discussion in minimum 75% of the meetings in class; fair comprehension, fair use of reference with ineffective use of language in all of the written assignments and examination; demonstrated a fair delivery and engagement during class presentation or oral examination with significant contribution the understanding of the subject of the course; and satisfied any other requirement in the course.

Grade D represents poor quality in all aspects of the student's work. To earn a D, a student give poor contribution to class discussion in most of the meetings in class; poor comprehension, poor use of reference and poorly use of language in all of the written assignments and examination;

demonstrated a poor delivery and engagement during class presentation or oral examination with significant contribution the understanding of the subject of the course; and poorly performed in any other requirement in the course.

Component	Principles	Grade			
		A (4.00/4.00)	B (3.00/4.00)	C (2.00/4.00)	D (1.00/4.00)
Paper	Substance	excellent comprehension and analysis	good comprehension and analysis	fair comprehension and analysis	poor comprehension and analysis
	Process	well-written, effective and sophisticated use of language	well-written, effective use of language	fairly-written, ineffective use of language	poorly written, ineffective use of language
	Relations	well-researched, excellent understanding of one's position in the literature, exemplary use of references	well-researched, good understanding of one's position in the literature, good use of references	fair understanding of one's position in the literature, fair use of references	poor understanding of one's position in the literature, poor use of references
Presentation	Substance	excellent comprehension, well-elaborated explanation on the subject	good comprehension, good explanation on the subject with no/little elaboration	fair comprehension, inadequate explanation on the subject	poor comprehension, poor explanation on the subject
	Process	excellent delivery, holds full attention of audience, effective time management	good delivery, holds attention of half the audience, satisfactory time management	fair delivery, holds attention of few audience, leaves little time for discussion	poor delivery, no attention from the audience, overtime
	Relations	excellent engagement, significant contribution for audience's understanding on the subject	good engagement, raises audience's interest towards the subject	fair engagement, raises interest but left several confusion to the audience	poor engagement, fails to increase the interest of the audience
Participation	Substance	excellent, authentic contribution to class activities	good contribution to class activities	fair contribution to class activities	poor contribution to class activities
	Process	full attendance and always on	good attendance (minimum 80%)	fair attendance (minimum 75%)	poor attendance (less than 75%)

		time			
	Relations	thoroughly attentive, mindful of others	attentive, mindful of others	fairly attentive, fairly mindful of others	not attentive, not mindful of others
Oral exam	Substance	excellent comprehension and analysis	good comprehension and analysis	fair comprehension and analysis	poor comprehension and analysis
	Process	excellent, eloquent and logical argument	good and logical argument, little hesitation/pauses	fair argument, some hesitation/pauses	poor argument, clear hesitation/many pauses
	Relations	well-researched, exemplary use of reference	well-researched, good use of reference	fair use of reference	poor use of reference