POLIM 3013 Feminisms and International Relations

Teaching Block: 1
Weeks: 1-12

Unit Owner: Jutta Weldes
Co taught by: Charlotte Hooper
Level: M/7
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Credit points: 20
Email: jutta.weldes@bris.ac.uk
Prerequisites: None
Office: G4, 10 Priory Road
Curriculum area: N/A

Timetabled classes:

Please check your online timetable for day, time and venue of each seminar.

You are also expected to attend ONE seminar each week. Your online personal timetable will inform you to which group you have been allocated. Seminar groups are fixed: you are not allowed to change seminar groups without permission from the office.

Weeks 6, 12, 18 and 24 are Reading Weeks; there is NO regular teaching in these weeks.

In addition to timetabled sessions there is a requirement for private study, reading, revision and assessments. Reading the required readings in advance of each seminar is the minimum expectation. The University Guidelines state that one credit point is broadly equivalent to 10 hours of total student input.

Learning Outcomes

The diligent student completing the requirements of this unit will develop:

- the ability to deploy diverse feminisms to issues in world politics as a practice and International Relations as a discipline;
- the ability to deploy gender as a category of analysis to issues in world politics as a practice and International Relations as a discipline;
- an understanding of the gendered character of International Relations as a discipline and of the diverse practices of foreign policy and world politics;
- knowledge and understanding of the basic literatures applying feminist theories and concepts to the study of world politics.

Requirements for passing the unit:
- Satisfactory attendance at seminars.
- Completion of all formative work to an acceptable standard.
• Attainment of a composite mark of all summative work to a passing standard (50 or above).

Details of coursework and deadlines

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• Instructions for the submission of coursework will be emailed prior to the submission deadline.
• Assessment in the school is subject to strict penalties regarding late submission, plagiarism and maximum word count. See section 2 of the Postgraduate Taught Handbook.
• Marking criteria can be found in Section 2 of the Postgraduate Taught Handbook.

If one recognizes all theorizing as storytelling, then it is also possible that the epistemic violence of existing paradigms and frameworks can be resisted, mitigated, or confronted by telling stories differently.¹

Unit Description
This unit explores both 1) the impact of diverse forms of feminist scholarship on the discipline of International Relations (IR) and 2) gendered practices of foreign policy and world politics. The contributions and insights offered by feminist scholarship are articulated in relation to concerns such as gendered structures of power and practice, differences and similarities among women and men in their experiences of world politics, the problems and tensions presented by any project of theorising ‘women’ and ‘men’ in IR, the implications of diverse constructions of femininity and masculinity, and the implications of all of these concerns for both the study of IR and the practices of foreign policy and world politics. The unit highlights both the intersectionality of gender with race and other systems of privilege and the importance of popular culture in constructing our understandings of gender. The unit further explores key issues in foreign policy and world politics — notably nationalism, human rights, in/security, political economy, development — from various feminist and gendered perspectives.

Unit Objectives
The objectives of the unit are:
• to examine the implications for the study of IR of taking feminisms and gender seriously;
• to illustrate what and how feminist and other gendered approaches contribute to our understanding of issues in IR / world politics;

to examine the gendered nature of the diverse practices of foreign policy and world politics.

Transferable Skills
This unit will help you to develop most of the following transferable skills:

- developing and designing your own research project
- presenting your research in writing in an organized and accessible way
- writing clearly and concisely
- working in small groups
- collecting, organizing, and presenting material orally
- responding critically to the oral presentations of others
- organising your own time without direct supervision
- locating and assessing complex information
- interpreting complex information
- communicating complex information both orally and in writing

Seminar Schedule
Week 1 Introduction: feminisms, gender and IR (I)
Week 2 Feminisms, gender and IR (II)
Week 3 Feminisms, gender, race and (post)colonialism
Week 4 Feminisms, gender, popular culture and world politics
Week 5 Feminisms, gender, nationalism and the state
Week 6 Reading week
Week 7 Feminisms, gender and human rights
Week 8 Feminisms, gender, in/security and the ‘war on terror’
Week 9 Feminisms, gender and the international/global political economy
Week 10 Feminisms, gender and development
Week 11 Conclusion: feminisms, gender and theories of IR – to supplement or radically to revise?
Week 12 Reading/Writing week

Teaching Arrangements
Teaching in this unit is organized into ten two-hour seminars (Weeks 1-5, 7-11). Attendance is required. [Week 6 is a reading week and week 12 is devoted to writing your research paper.] All students must, at a minimum, complete the ‘essential reading’ for each week’s topic. Seminars also provide you with an opportunity to ask questions about things that you don’t understand and require the full participation of all students in order to make them effective learning environments. You are REQUIRED to come prepared!

The seminars will generally, but may not always, consist of a brief discussion relating feminist and gender theory/analysis to contemporary news articles, an individual or joint student presentation on the week’s topic, and seminar-wide discussion of the weeks’ topic and readings. It may also include other group activities.

At the first seminar, you will be allocated a seminar presentation either alone or with one or more colleagues. Joint presentations need to be genuinely joint, so be sure to work together. You will also be allocated a week to bring in a news article – from newspapers, magazines, online, or any other source – of direct relevance to feminisms, gender, IR/world politics and the week’s more specific topic. We will discuss these articles each week in order both to relate theory to contemporary events and to integrate themes across the seminar topics. Please email your article to me in advance, so I can circulate it to all seminar members to read before class.

Requirements for Credit Points
For points to be awarded for this unit, you must complete the presentation, the research proposal and annotated bibliography, and the research paper, and have no more than two un-excused seminar absences.

Summative Assessment: Research Paper (100% of unit assessment)
The summative assessment for this unit is a research paper of 4000 words. You are to develop your own specific research question within the broad rubric of feminisms, gender and International Relations/world politics. You are to deploy and explain whatever analytical tools are best suited to answering your research question. Please note that you cannot duplicate your presentation in your research paper.
• **Research Proposal and Annotated Bibliography [formative, required]:** You must submit your research proposal and an annotated bibliography to me by email in week 5 (by 5 pm Friday). You should identify a topic, specify a prospective research question, and provide a one-page summary that outlines what you think your paper will be about. This summary should, if possible, include the empirical focus of the paper, the theoretical framework or analytical tools that you plan to deploy, and the main line of argument or analysis. **You MUST get the topic approved by me before writing the research paper.** You must also include a preliminary bibliography of 10-15 entries. The bibliography must contain accurate references (as defined by the SPAIS Study Guide, available on Blackboard) and a short, 2-3 sentence annotation (description) of each reading’s argument and/or how it is relevant to your proposed research. Please include your name and the date submitted on this assignment.

• **Detailed outline [formative, OPTIONAL]:** I will read a detailed paper plan/outline of no more than 4 sides of A4 and provide feedback on the research question, structure, analytical argument, case selection, and so on. The outline is due to me by email in week 9 (by 5 pm Friday). I will get them back to you by week 11 at the latest. Please include your name and the date submitted on the outline.

• **Completed research paper:** Please ensure that you 1) proofread your research paper carefully before submission and 2) follow SPAIS submission guidelines (see below and Blackboard).

“Frequent Faults”: Some common failings in past research papers that have led to students losing marks include the following:

- Not specifying a precise and doable research question.
- Attempting to cover too much and so not going into enough depth.
- Arguing by assertion rather than providing evidence for claims; offering a credo – “I believe”, “I feel” – rather than a reasoned and evidenced academic argument.
- Not organizing the argument logically (and not signposting that organization with headings).
- For specific guidelines, please see the ‘Desiderata’ for the research paper on Blackboard.

The deadline for the research paper is on the cover sheet. You can access the Blackboard site via [https://www.ole.bris.ac.uk/webapps/login/](https://www.ole.bris.ac.uk/webapps/login/) by using your University login and password. The Graduate Office will circulate detailed information on how to submit your work before each hand-in date. Only electronic submission is accepted. Full details about generic requirements and rules regarding written assessments – including formatting, submission, pass marks, extensions, feedback, resubmissions – are in the School’s Graduate Studies Handbook on Blackboard.

**Formative Assessment: Seminar Presentations**

You are required to make an oral seminar presentation either alone or jointly. Seminar presentations will be allocated in the first seminar. The rules are as follows:

1. **The presentation** should be no more than twenty minutes in length. As with the word limit on the research paper, part of the exercise is learning to be concise. It must be presented from notes, not read out word-for-word. When preparing for and practising your presentation, bear in mind the quality of the handout and any visual (e.g., power point) materials, your presentation style (pace, volume and time management), and presentation content (how it contributes to the seminar). Make sure that the presentation – a single, integrated presentation, even if there is more than one presenter – directly addresses the question/topic assigned for the week and contains a theoretical framework and/or a set of analytical tools and an argument statement. **NB:** You cannot simply reproduce the week’s readings but must go significantly beyond them. At the end of the presentation, there will be some time for you to answer questions from other students in the group.

2. **The required handout** is limited to two sides of A4 (12 font, single-spaced) and should clearly indicate the structure of the presentation. It must contain all necessary bibliographic information. Please bring enough copies for the seminar or email the handout to me at least 24 hours in advance of the seminar.

3. **The required slides** (or equivalent) should be easily readable: do not cram them with too much text.

4. Presentations offer the chance to develop a variety of **transferable skills:** teamwork, internet research, critical reading and analysis, time management and prioritisation, communication/public speaking, and thinking on your feet. Please take them seriously. The classes are much more interesting if the presentations are carefully thought out, well-researched and enthusiastically delivered.

5. A **feedback** sheet with comments will be emailed to you within two weeks of your presentation.
Readings

Core Text
We will read all of – but not only – this core text, which is a wonderful, accessible introduction to feminisms and IR. You are strongly encouraged to purchase it. It is also physically and virtually in the library.


NOTE:
- If you are new to gender, this classic feminist IR text by Enloe (above) is the best place to start! Just read chapter 1 – ‘Gender makes the world go round’ – and then browse.
- If you are new to IR, a good introductory text that you can also browse is John Baylis, Steve Smith and Patricia Owens, eds., *The Globalization of World Politics: An Introduction to International Relations*, 7th ed., Oxford University Press (any edition will do).


You may want to peruse one or more of the following texts, which are also relevant to much of the course:


Whitworth, Sandra (1994) *Feminism and International Relations*, Basingstoke: Macmillan. JX1391 WHI


Essential Reading: Each week's seminar will proceed on the assumption that you have completed all of that
week’s essential – i.e., required – reading. This is the reading that we will have in common. The essential reading is all listed on TALIS, and are available in the core text and through eJournals, eBooks, TALIS, or Blackboard. I have noted in the syllabus where each of the essential readings can be found, and have provided the DOI where possible/applicable.

**Recommended Reading:** The syllabus contains a substantial amount of recommended reading. You should read some entries from this list each week and explore the Internet for sources relevant to the topics under discussion to supplement the required reading. You can also use these lists as a place to find additional reading for your presentation and your research paper. These are illustrative not exhaustive lists of feminist and gendered work relevant to the week’s topic. Entries are arranged alphabetically, not in order of importance. Not all are in the University library. I have also posted an ‘additional reading list’ on Blackboard under ‘Course Documents’, which you can use to supplement your research.

**eBooks:** Some books, including the core text, are available electronically through the library.

**eJournals:** Be sure that you always check the library’s eJournals, which are easily accessible at http://www.bristol.ac.uk/library/resources/eresources/ejournals/. You can also browse eJournal contents pages for useful articles. The *International Feminist Journal of Politics* is particularly relevant for feminist IR. A non-exhaustive list of relevant journals is at the end of this syllabus.

**TALIS:** All essential readings for this unit, except those in the textbook, can be accessed through TALIS.

**Short Loans:** Items in the unit guide marked with an asterisk (*) have been placed on 1-day loan to make them more easily accessible.

**Internet Sources:** You are encouraged to explore internet sources for your presentations and essays, but remember that these cover a wide range of standards, from appropriately scholarly to pure drivel. Google Scholar is a useful resource that accesses academic work. Some internet sources are also on the unit’s Blackboard site under ‘External Links’. I have begun to compile a list of web sites relevant to this unit; a non-exhaustive list is at the end of the syllabus. Please send me any links to add that you think would be useful.

**Blackboard:** is the University’s Online Learning Environment <http://www.ole.bris.ac.uk>. All unit materials – e.g., unit guide, announcements – are available on Blackboard and you are expected to access them there.

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**Week 1: Introduction: Feminisms, Gender and IR (I)**

**Questions to guide your reading:** What do feminisms add to IR? Why ‘feminisms’ in the plural? Does IR marginalise women? If so, in what ways? Does IR marginalise feminisms? In what ways are gender and/or feminism(s) relevant to the theories and practices of International Relations (the discipline)?

**Presentation:** There is no student presentation this week.

**Learning outcome:** To develop a basic understanding of the concepts of feminism and gender as they have been articulated and deployed in International Relations as a discipline.

**Essential reading:**

1. *Enloe, Chapter 1, ‘Gender makes the world go round: Where are the women?’ and Chapter 9, ‘Conclusion: The personal is international; the international is personal’.* [text / eBook]

To complement/update McRobbie, you could also have a look at http://www.theguardian.com/world/2013/dec/10/fourth-wave-feminism-rebel-women ‘The fourth wave of feminism: Meet the rebel women’ [accessed 22 July 2014].

Recommended reading:
Browse the list of core texts on page 5 above.


Men and feminism:

Week 2: Feminisms, Gender and IR (II)

Questions to guide your reading: How would you characterise the engagements between feminist and non-feminist IR? How do these compare with the interactions between positivist and post-positivist IR more generally? Why, if at all, have feminist approaches been marginalized in IR? To what effect? Might it be good to be marginal?

Presentation: There is no student presentation this week.

Learning outcome: To develop an understanding of some of the dialogues and interactions between feminist and mainstream IR scholars in their original context.

Essential reading:

NB: We will also be discussing the readings from Week 1.
Engagement #1

Engagement #2

If you are interested, and for an update, you could have a look at the short pieces in the ‘Conversation’ about ‘manels’ [all-male panels] in *International Feminist Journal of Politics*, 18(3), 2016.

Recommended Reading:
Zalewski, Marysia (1998) ‘Where is woman in international relations? “To return as a woman and be heard”.’
Week 3: Feminisms, Gender, Race and (Post)Colonialism

*** Don’t forget: We begin the presentations and discussing the news articles this week. ***

Questions to guide your reading: In what ways is IR raced as well as gendered? To what extent are global racial and gender hierarchies ingrained in contemporary IR and world politics? How and why should feminists be attentive to intersectionality? What is a post-colonial (feminist) approach to IR?

Presentation: Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship(s) between feminisms, gender, race, and (post)colonialism.

Learning outcome: To develop an understanding of the global configurations and intersections of race and gender in their specific local and historical contexts and the implications for IR and world politics.

Essential reading:

Recommended reading:


Intersectionality:


Week 4: Feminisms, Gender, Popular Culture and World Politics

Questions to guide your reading: How are IR/world politics phenomena such as wars gendered in popular culture? How do gendered popular cultural representations relate to official or academic representations of IR/world politics?

Presentation: Drawing on both theoretical and empirical material, present an argument that critically assesses the mobilisation of gendered identities in popular cultural representations of world politics.

Learning outcome: To develop an understanding of the ways in which gender is mobilised in popular cultural representations of the practices of IR/world politics.

Essential reading:


You might have a look at

Recommended Reading:

An, Ning, Chen Liu and Hong Zhu (2016) ‘Popular geopolitics of Chinese Nanjing massacre films: A feminist approach,’ *Gender, Place & Culture,* 23(6), pp. 786-800.
Chowdhury, Elora Halim (2010) ‘Feminism and the “other”: Representing the “new woman” of Bangladesh,’ *Gender, Place & Culture,* 17(3): 301-318.


Puar, Jasbir (2011) ‘Citation and censorship: The politics of talking about the sexual politics of Israel,’ Feminist Legal Studies, 19(2): 133-142.


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**Week 5: Feminisms, Gender, Nationalism and the State**

*** PLEASE NOTE: Research proposal with annotated bibliography due by 5 pm Friday this week ***

Questions to guide your reading: How do forms of nationalism mobilise and embody gendered structures, identities and stereotypes, and vice versa? How do such mobilisations connect with practices such as systematic rape in the Bosnian war? In what ways are state structures gendered? How does ‘the (gendered) nation’ relate to ‘the (gendered) state’?

Presentation: Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship between feminisms, gender, nationalism, and the state.

Learning outcome: To develop an understanding of the phenomenon of nationalism, and its relationship to the state, from diverse feminist perspectives.

Essential reading:

1. *Enloe, Chapter 3, ‘Nationalism and masculinity: The nationalist story is not over – and it is not a simple story’ and Chapter 5, ‘Diplomatic and undiplomatic wives’. [text / eBook]


**Recommended reading:**


Faria, Caroline (2013) ‘Staging a new South Sudan in the USA: Men, masculinities and nationalist performance at a diasporic beauty pageant,’ *Gender, Place & Culture*, 20(1): 87-106.


Özkaleli, Unut and Omür Yilmaz (2015) “‘What was my war like?’” Missing pages from gendered history of war in Cyprus,’ *International Feminist Journal of Politics*, 17(1): 137-56. DOI: 10.1080/14616742.2013.833700


*Yuval-Davis, Nira (1997) *Gender & Nation*, London: SAGE.*

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**Week 6: Reading week**

There is no seminar during this week.

Start doing more in-depth reading for your research projects!

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**Week 7: Feminisms, Gender and Human Rights**

**Questions to guide your reading:** How, if at all, are human rights gendered? What are the central feminist issues concerning human rights? What tensions, if any, exist between ‘women’s rights’ and ‘human rights’?

**Presentation:** Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship between human rights and women’s rights.

**Learning outcome:** To develop an understanding of the diverse debates about the different bases for rights-claims and to assess the potential that rights discourses offer for feminist politics.

**Essential reading:**


**Recommended Reading:**


Week 8: Feminisms, Gender, In/Security and the ‘War on Terror’

**Questions to guide your reading:** How, if at all, is war a gendered concept? Have traditional definitions of security – such as national security – provided women with security? How is gender implicated in origins and practices of the ‘war on terror’?

**Presentation:** Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship between and among feminisms, gendered identities, and either militarism, war or the ‘war on terror’.

**Learning outcome:** To develop an understanding of feminist and gendered analyses of in/security, militarism, war and the ‘war on terror’.

**Essential reading:**

1. *Enloe, Chapter 4, ‘Base women’.* [text / eBook]


Recommended Reading:
*Niva, Steven (1998) 'Tough and tender: New World Order masculinity and the Gulf war,' in Marysia Zalewski


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**Week 9: Feminisms, Gender, and the International/Global Political Economy**

*** PLEASE NOTE: Optional outlines of research papers are due this week, by 5 pm Friday ***

**Questions to guide your reading:** How is the global/international political economy gendered? What is a feminist approach to IPE? How does global neoliberal restructuring affect gender and how does gender affect global restructuring? How might women experience neoliberalisation differently?

**Presentation:** Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship between feminisms, gender and [neoliberal] economic globalisation.

**Learning outcome:** To develop an appreciation of the ways in which feminist scholarship has highlighted the limitations of conventional approaches to political economy, and of the multiple and complex ways in which the global/international political economy embodies and reproduces gendered practices.

**Essential reading:**

1. *Enloe, Chapter 6, ‘Going bananas! Where are women in the international politics of bananas?’*, Chapter 7, ‘Women’s labour is never cheap: Gendering global blue jeans and bankers’, and Chapter 8, ‘Scrubbing the globalised tub: Domestic servants in world politics’. [text / eBook]


**Recommended reading:**


Deb, Apurba Krishna, C. Emdad Haque and Sirley Thompson (2015) “‘Man can't give birth, woman can't fish’; Gender dynamics in the small-scale fisheries of Bangladesh,” *Gender, Place & Culture*, 22(3), pp. 305-324. DOI: 10.1080/0966369X.2013.855626

Ehrkamp, Patricia (2013) “‘I’ve had it with them!' Younger migrant women's spatial practices of conformity and resistance,' *Gender, Place & Culture*, 20(1): 19-36.


Spanger, Marlene (2013), ‘Gender performances as spatial acts: (F)e)male Thai migrant sex workers in Denmark,’ *Gender, Place and Culture*, 20(1): 37-52.


Week 10: Feminisms, Gender and Development

Questions to guide your reading: How is the project of ‘development’ gendered? What are feminist approaches to development? How might women experience ‘development’ differently?

Presentation: Drawing on both theoretical and empirical material, present an argument that critically assesses the relationship between feminisms, gender and development.

Learning outcome: To develop an appreciation of the ways in which feminist scholarship has critiqued conventional approaches to development and of the multiple and complex ways in which development embodies and reproduces gendered practices.

Essential reading:


If possible, please also look at


Recommended reading:

Gender and Development, 24(1), 2016: special issue on (gender and) “Sustainable Development Goals”.
Gender & Development, 21(1), 2013: special issue on ‘Working with men on gender equality’.


**WEEK 11: Feminisms, Gender and Theories of IR – To Supplement or Radically to Revise?**

**Questions to guide your reading:** Has feminism become part of the mainstream of IR? Can IR as a discipline be reformed in feminist terms? What, if anything, might be gained by remaining on the margins? Do feminists need to retain a focus on women?

**Presentation:** There is no student presentation this week.

**Learning outcome:** To consolidate and develop further an understanding of the relationship between feminisms and the discipline of International Relations.

**Essential reading:**

There is no specific required reading for this seminar. Instead, you are asked to bring to seminar the piece of academic analysis that has most influenced you with regards to feminisms / gender and International Relations / world politics over the course of the unit. It can be something that made you change your mind about a specific issue, or something that you vehemently disagreed with! Be prepared to give a very short synopsis of the article to the rest of the class and explain why it made an impression on you. We will use these as the starting point for a summary discussion of the unit’s main foci (so remind yourselves of the unit’s learning objectives and learning outcomes).

**Recommended Reading:**

Browse the list of readings on pages 5 and 8 of this syllabus. See also *Alternatives* (1993), Special Issue, ‘Feminists Write International Relations,’ 18(1).


Sawer, Marian (2010), ‘Premature obituaries: How can we tell if the women's movement is over?’ *Politics & Gender*, 6(4): 602-609.


**Week 12: Reading/Writing week**

During this week you should be working on your research papers.
A Non-Exhaustive List of Journals Relevant to Feminisms, Gender and IR / World Politics

Ada: A Journal of Gender, New Media and Technology [http://adanewmedia.org/]
Asian Journal of Women’s Studies
Australian Feminist Studies
Camera Obscura: Feminism, Culture and Media Studies
Estudos Feministas
Feminist and Gender Research
Feminist Economics
Feminist Media Studies
Feminist Review
Feminist Studies
Feminist Theory
Gender and Development
Gender and History
Gender and Society
Gender, Place and Culture: A Journal of Feminist Geography
Gender, Technology and Development
Gender, Work and Organization
Genders
Indian Journal of Gender Studies
International Journal of Transgenderism
International Journal of Sexuality and Gender Studies
Journal of Gender Studies
Journal of GLBT Family Studies
Journal of International Women’s Studies
Journal of Middle East Women’s Studies
Journal of Women, Politics and Policy
Journal of Women’s History
Men and Masculinities
Politics and Gender
Sexualities
Signs: Journal of Women in Culture and Society
Social Politics: International Studies in Gender, State and Society
Studies in Gender and Sexuality
Violence against Women
Women’s Studies International Forum

A Non-Exhaustive List of Websites Relevant to Feminisms, Gender and IR / World Politics

[http://www.badreputation.org.uk/] ‘A feminist pop culture adventure’ (UK)
[http://cgrs.uchastings.edu/] Center for Gender and Refugee Studies (US)
[http://www.codepink4peace.org/] Code Pink (US)
[http://www.endviolenceagainstwomen.org.uk/] End Violence against Women Coalition (UK)
[http://www.womenlobby.org/] European Women’s Lobby
[http://www.fawcettsociety.org.uk/] The Fawcett Society (UK)
[http://www.feminist.com/] Feminist.com (US)
[http://www.feministe.us/blog/] Feministe: ‘In defense of the sanctimonious women’s studies set’
[http://www.thefword.org.uk/] The F-Word: Contemporary UK Feminism
[http://fwsablog.org.uk/] Feminist and Women’s Studies Association (UK and Ireland)
http://www.ihollaback.org/ ‘Hollaback’ (to end street harassment)
http://www1.umn.edu/humanrts/iwraw/index.html  International Human Rights Action Watch (UN/US)
http://www.ippf.org/  International Planned Parenthood Federation
http://www.iwhc.org/  International Women’s Health Coalition
http://www.iwpr.org/  Institute for Women’s Policy Research (US)
http://www.madre.org/  Madre: International Human Rights Organisation
http://www.rawa.org/index.php  Revolutionary Association of Women of Afghanistan
http://www.sewa.org/  Self-Employed Women’s Association (India)
http://www.stopstreetharassment.org/  Stop Street Harassment
http://www.trustwomenconf.com/  Trust Women Conference
http://www.thewip.net/  The Women’s International Perspective
http://ukfeminista.org.uk/  UK Feminista
http://www.undp.org/content/undp/en/home/ourwork/womenempowerment/overview.html  UNDP Women’s Empowerment
http://www.unwomen.org/  UN Women
http://vagendamag.blogspot.co.uk/  Blog (UK)
http://www.vaw.umn.edu/  vaw → ‘violence against women’ (US)
http://womensenews.org/  Women’s e-News (US)
www.wedo.org/  Women’s Environment & Development Organization
http://blogs.indiewire.com/womenandhollywood/  Women and Hollywood (US)
http://www.women-without-borders.org/  Women without Borders/Frauen ohne Grenzen (AT)
Appendix A
Instructions on how to submit essays electronically

1. Log in to Blackboard (https://www.ole.bris.ac.uk/) and select the Blackboard course for the unit you are submitting work for. If you cannot see it, please e-mail f.cooper@bristol.ac.uk with your username and ask to be added.
2. Click on the "Submit Work Here" option on the left hand menu and then find the correct assessment from the list.
3. Select ‘view/complete’ for the appropriate piece of work. It is your responsibility to ensure that you have selected both the correct unit and the correct piece of work.
4. The screen will display ‘single file upload’ and your name. Enter your candidate number as a submission title, and then select the file that you wish to upload by clicking the ‘browse’ button. Click on the ‘upload’ button at the bottom.
5. You will then be shown the essay to be submitted. Check that you have selected the correct essay and click the ‘Submit’ button. This step must be completed or the submission is not complete.
6. You will be informed of a successful submission. A digital receipt is displayed on screen and a copy sent to your email address for your records.

Important notes
- You are only allowed to submit one file to Blackboard (single file upload), so ensure that all parts of your work – references, bibliography etc. – are included in one single document and that you upload the correct version. You will not be able to change the file once you have uploaded.
- Blackboard will accept a variety of file formats, but the School can only accept work submitted in .rtf (Rich Text Format) or .doc/.docx (Word Document) format. If you use another word processing package, please ensure you save in a compatible format.
- By submitting your essay, you are confirming that you have read the regulations on plagiarism and confirm that the submission is not plagiarised. You also confirm that the word count stated on the essay is an accurate statement of essay length.
- If Blackboard is not working email your assessment to f.cooper@bristol.ac.uk with the unit code and title in the subject line.

How to confirm that your essay has been submitted
You will have received a digital receipt by email and if you click on the assessment again (steps 1-4), you will see the title and submission date of the essay you have submitted. If you click on submit, you will not be able to submit again. This table also displays the date of submission. If you click on the title of the essay, it will open in a new window and you can also see what time the essay was submitted.
Appendix B
Summary of Relevant School Regulations
(Further details are in the Postgraduate taught handbook, which takes precedence)

Attendance of Seminars
SPAIS takes attendance of and participation in seminars very seriously. Seminars form an essential part of your learning and you need to make sure you arrive on time, have done the required reading and participate fully. Attendance at all seminars is monitored, with absence only condoned in cases of illness or for other exceptional reasons.

If you are unable to attend a seminar you must inform your seminar tutor. You should also provide evidence to explain your absence, such as a self-certification and/or medical note, counselling letter or other official document. If you are ill or are experiencing some other kind of difficulty which is preventing you from attending seminars for a prolonged period, please contact the Postgraduate Office or the Graduate Administration Manager who can advise on how to proceed.

Requirements for credit points
To be awarded credit points for a taught unit, students must:

• Have a satisfactory attendance record.
• Pass the summative assessment

Where there are multiple summative assessments in a unit, students must achieve the pass mark for the weighted average of the assessments (i.e. in the mark for the unit overall). They do not need to pass each individual piece of assessment.

If any of these conditions are not met, then your ability to progress through your degree may be affected.

Presentation of written work
Coursework must be word-processed. As a guide, use a clear, easy-to-read font such as Arial or Times New Roman, in at least 11pt. You may double–space or single–space your essays as you prefer. Your tutor will let you know if they have a preference.

All pages should be numbered. Ensure that the essay question appears on the first page.

Students are required to complete and include a cover page for essay/summative submissions – the template cover page will be available via the online submission point for students to complete.

Candidate numbers are required on summative work in order to ensure that marking is anonymous. Note that your candidate number is not the same as your student number. This number can be viewed in StudentInfo (https://www.bris.ac.uk/studentinfo). You should regard this number as personal to you and not share it with anyone else. The number is used to ensure that the marking of a student’s work is done anonymously. Please ensure that you memorise your candidate number as you will need to write it on every assessment.

Assessment Length
Each piece of coursework must not exceed the stipulated maximum length for the assignment (the ‘word count’) listed in the unit guide. Summative work that exceeds the maximum length will be subject to penalties. The word count is absolute (there is no 10% leeway, as commonly rumoured). Five marks will be deducted for every 100 words or part thereof over the word limit. Thus, an essay that is 1 word over the word limit will be penalised 5 marks; an essay that is 101 words over the word limit will be penalised 10 marks, and so on.

The word count includes all text, tables, numbers, footnotes/endnotes, Harvard referencing in the body of the text and direct quotes. It excludes the cover page, bibliography, headers and appendices. However, appendices should only be used for reproducing documents, not additional text written by you.
Students are advised that any attempt to circumvent word count limits by changing essay format, e.g. by removing spaces in references, will be investigated. In these cases, penalties will be applied if the actual word count is exceeded and further disciplinary action may be taken.

*Students should be aware that word count penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.*

**Referencing and Plagiarism**

Students are required to reference the source materials used to inform their submitted work. Students are expected to use the Harvard referencing system as set out in the relevant section of the SPAIS Study Guide. Unless otherwise stated, essays must contain a bibliography. Students should consult the SPAIS Study Guide for full details (students can access this via the SPAIS MSc-Dip Admin Blackboard site).

Inadequate referencing in submitted work can run the risk of plagiarism. Plagiarism is the unacknowledged inclusion in a student’s work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. “Work” includes internet sources as well as printed material.

Plagiarism is a serious academic offence and penalties will be applied in such cases, as is set out in the SPAIS Postgraduate taught handbook. See also the relevant section of the School Study Skills Guide for more information.

*Please note that plagiarism may lead to penalties that may prevent students found guilty of such an offence from progressing in their programme of study.*

**Extensions**

Extensions to coursework deadlines will only be granted in exceptional circumstances. If you want to request an extension, complete a Coursework Extension Request Form (available at Blackboard/SPAIS MSC/Dip Administration/forms) and submit the form with your evidence (e.g. medical certificate, death certificate, or hospital letter) to Faye Cooper in the Postgraduate Office, 11 Priory Road or f.cooper@bristol.ac.uk.

Extension requests will not be considered if there is no supporting evidence.
All extension requests should be submitted at least 72 hours prior to the assessment deadline. If the circumstance occurs after this point, then please either telephone or see the Graduate Administration Manager in person. In their absence you can contact Faye Cooper in the PG Office, again in person or by telephone.

Extensions can only be granted by the Graduate Administration Office. They cannot be granted by unit convenors or seminar tutors.

You will receive an email to confirm whether your extension request has been granted or not.

**Submitting Essays/Work for assessment**
Formative work: Where applicable, details on how to submit formative work for assessment will be contained in this unit guide.

Summative work: All summative submissions *must be submitted electronically via Blackboard.*

Electronic copies enable an efficient system of receipting, providing the student and the School with a record of exactly when an essay was submitted. It also enables the School to systematically check the length of submitted essays and to safeguard against plagiarism.

**Late Submissions**
Penalties are imposed for work submitted late without an approved extension. Any kind of computer/electronic failure is not accepted as a valid reason for an extension, so make sure you back up your work on another computer, memory stick or in the cloud (e.g. One Drive, Dropbox or another equivalent system). Also ensure that the clock on your computer is correct. The following schema of marks deduction for late/non-submission is applied to both formative work and summative work:

- Up to 24 hours late, or part thereof *Penalty of 10 marks*
- For each additional 24 hours late, or part thereof *A further 5 marks deduction for each 24 hours, or part thereof*
- Assessment submitted over one week late *Treated as a non-submission: fail and mark of zero recorded. This will be noted on your transcript.*

- The 24 hour period runs from the deadline for submission, and includes Saturdays, Sundays, bank holidays and university closure days.
- If an essay submitted less than one week late fails solely due to the imposition of a late penalty, then the mark will be capped at 50 and recorded as a second attempt.

*Students should be aware that late penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.*

**Marks and Feedback**
In addition to an overall mark, students will receive written feedback on their assessed work.

In accordance with the Faculty’s Regulations and Code of Practice for Taught programmes, marks and feedback are typically returned within fifteen working days of the relevant submission deadline, unless exceptional circumstances arise in which case students will be informed of the deadline for return. The process of marking and providing detailed feedback is a labour-intensive one, with most 4000 word essays taking at least 45 minutes to assess and comment upon. Summative work also needs to be checked for plagiarism and length and moderated by a second member of staff to ensure marking is fair and consistent.

If work is submitted late, then it may not be possible to return feedback within fifteen working days.
Fails and Resits
If you fail the unit overall, you will normally be required to resubmit or resit unless you do not meet the progression requirements for your programme. Your School Office will contact you if this is the case.
Appendix C

Level 7 Marking and Assessment Criteria (Postgraduate)
All MSc/Diploma marking in the School is out of 100 on the following scale and with the following classifications:

70 and above Distinction
60-69 Merit
50-59 Pass
Below 50 Fail

Work within each of the classifications is expected to demonstrate the following attributes. Please note that markers do not weight each of these attributes equally when finalising the mark. Markers may also take into account the extent to which achievement of unit-specific intended learning outcomes (see unit guide) has been demonstrated when assessing work and arriving at the mark.

**70-100: DISTINCTION**

*Addresses the Question Set*
The work is a highly appropriate response to the question or assignment task that has been set. Coverage and selection of content is exemplary. There is clear analysis of the question or topic. Clear ability to analyse and synthesize ideas is demonstrated. At the upper end of the distinction range (marks of 80+), work will be outstanding in (where appropriate) its incorporation and use of empirical evidence/theoretical frameworks/methodological approaches in addressing the question.

*Contains coherent structure and argument*
The assignment is internally consistent, extremely coherent, concise and well-structured. The introduction is well focused and provides a clear indication of the rationale, key literature base used and organisation of the work. The central argument/structure of the work has a clear and logical sequence of progression. The conclusion draws insights which are logically developed from the analysis. At the upper end of the distinction range (marks of 80+), work will be outstanding in the extent to which the structure facilitates the answer to the question.

*Demonstrates understanding of key concepts and/or data*
A detailed understanding of key concepts and/or data will be demonstrated. At the upper end of the distinction range (marks of 80+) sustained evidence of critical understanding of concepts and/or critical analysis of data will be demonstrated.

*Supports argument with appropriate evidence*
The assignment demonstrates that an excellent knowledge of the topic has been gained from careful research and wide ranging reading that goes well beyond the prescribed reading list. The selection, interpretation, comparison, evaluation, and integration of evidence and source material to support the argument is extremely effective. At the upper end of the distinction range (marks of 80+), work will indicate
outstanding ability to deal with complexity, contradictions or gaps in the existing academic literature.

**Demonstrates critical evaluation**
Work at this level will indicate a detailed and critical understanding of central theoretical and/or methodological issues as appropriate. At the upper end of the distinction range (marks of 80+) work will show extensive evidence of coherence, creativity, originality and imagination in addressing the question or topic.

**Writing, Background Reading, Referencing and Bibliographic format**
The work is extremely well presented, with minimal grammatical or spelling errors. It is written in a fluent and engaging style that demonstrates sufficient background reading, with exemplary referencing and bibliographic formatting in accordance with the required conventions. At the upper end of the distinction range (marks of 80+), the work will be virtually error-free in these respects.

**60-69: MERIT**

**Addresses the Question Set**
The work is a very appropriate response to the set question or assignment task. The question is addressed comprehensively, and a convincing and coherent argument is maintained in doing so. There is very good coverage of content and some evidence of an ability to think critically in relation to the question or topic will be shown. Where appropriate, the work will illustrate good comprehension of the theoretical implications of the set question or assignment.

**Contains coherent structure and argument**
The structure of the assignment is sound. The introduction is relevant and provides the reader with a clear guide to the central argument and the overall structure of the work. The conclusion will highlight and reflect upon the key points of argument developed within the main body of the essay and relative to the set question or assignment.

**Demonstrates understanding of key concepts and/or data**
A sound understanding of relevant key concepts and/or date has been developed and demonstrated, with key related issues and debates identified and discussed.

**Supports argument with appropriate evidence**
Overall there is a very good selection and use of sources which are well integrated, interpreted and evaluated. The work will demonstrate the ability to be selective in the range of material used. Some independent reading and research that goes beyond the prescribed reading list will be demonstrated, although the range of evidence used will be more restricted in comparison with an assignment awarded a higher grade.
Demonstrates critical evaluation
The work will clearly demonstrate a capacity to synthesise and critically evaluate source materials and/or
debates in relation to the set question or assignment rather than simply describe or summarise them.

Writing, Background Reading, Referencing and Bibliographic format
The work is clear and fluent and largely conforms to referencing and bibliographic conventions. It has
been well edited and demonstrates sufficient background reading. Proof-reading has resulted in there
being few grammatical or spelling errors.

50-59: PASS
Addresses the Question Set
The work is a reasonably appropriate response to the set question or assignment task. All aspects of the
set question or topic have been addressed. The work will show some comprehension of the underlying
theoretical/methodological implications of the question where appropriate, but there may be limitations in
the understanding of how these issues relate to the question.

Contains coherent structure and argument
The assignment has been effectively structured, although more careful editing may have improved the
overall coherence of argument. The introduction is well focused and provides a sense of the central
argument and overall organisation. The conclusion provides a summary of the discussion, although may
be primarily descriptive in nature and may fail to reflect upon or support the argument fully.

Demonstrates understanding of key concepts and/or data
A basic level of understanding of relevant key concepts and/or data has been demonstrated, though there
may be some errors and/or gaps in the knowledge and understanding. Key related issues have been
identified and discussed but without many significant insights being developed.

Supports argument with appropriate evidence
The argument will be supported by reference to and incorporation of some relevant evidence, but with
scope for greater range and depth of evidence. The work will indicate a generally clear understanding of
appropriate evidence, but this may be presented in an uncritical/descriptive manner and/or insufficiently
incorporated into the overall argument in response to the set question or assignment task.

Demonstrates critical evaluation
A good range of relevant content has been covered, and there is some attempt at analysis but a tendency
to be descriptive rather than critical. Work in this classification may also exhibit a tendency to assert/state
points of argument rather than argue on the basis of reasoning and evidence.
Writing, Background Reading, Referencing and Bibliographic format
The style of writing is appropriate and presents few comprehension difficulties for the reader. The assignment is not as fluently written as it might have been, and there may be scope for improvement in spelling and grammar. There is evidence of sufficient background reading. Referencing and bibliographic formatting generally conform to the conventions, but there may be scope for further improvement in accuracy and consistency in accordance with the required conventions.

0-49 FAIL
Addresses the Question Set
Although some attempt will have been made, the work largely fails to address and/or significantly misunderstands the set question or assignment task. At the lower end of the fail range (marks of 0-40) there is little or no understanding of the set question or assignment task in evidence.

Contains coherent structure and argument
The work does not contain a sufficiently structured argument, and may be ineffectively organised. The introduction may lack a clear rationale or statement of argument, and/or may lack a clear outline of the overall structure of the assignment. The conclusion may lack any indication of insights in relation to the set question or assignment task. At the lower end of the fail range (marks of 0-40) the structure of the work may be incoherent or illogical, and/or the work may lack a clearly developed argument.

Demonstrates understanding of key concepts and/or data
There is limited knowledge and understanding of key concepts and/or data, with significant errors and/or omissions in this respect. At the lower end of the fail range (marks of 0-40) there may be significant lack of awareness or understanding of key concepts and/or data.

Supports argument with appropriate evidence
Few key points of appropriate evidence are identified and/or there may be very little attempt at analysis of evidence, with the work tending towards excessive description. At the lower end of the fail range (marks of 0-40) evidence referred to and included in the work may not be relevant to the addressing the set question or assignment task.

Demonstrates critical evaluation
The approach is typified by a general lack of critical evaluation in relation to relevant literature and issues. Work that simply asserts rather than argues a case may also fall into this classification. The use of sources may be excessively derivative of existing work, with little or no indication of an ability to independently analyse relevant material. At the lower end of the fail range (marks of 0-40) there is little or no evidence of critical evaluation.
Writing, Background Reading, Referencing and Bibliographic format

The standard of writing presents difficulties for the reader, with frequent grammatical and spelling errors to a degree that inhibits communication. The range and depth of background reading may be insufficient. The approach to referencing and bibliographic formatting does not follow the required conventions to a sufficiently consistent level. At the lower end of the fail range (marks of 0-40) the use of language may present considerable comprehension difficulties for the reader. The assignment may not meet stipulations in terms of layout and/or length, and the approach to referencing may not meet expected conventions.