

University of Oregon
WOMEN AND MILITARISM: WGS 399
Spring Term, 2003

Dr. Gwyn Kirk M/W 10.00-11.50
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COURSE OVERVIEW AND OBJECTIVES

This upper-level undergraduate course will explore connections and contradictions between feminist perspectives, militarism, war, and peace. It will examine the role of militarism in the nation-state and the global economy, and the deployment of gender in military activities, values, and ideologies. The course will look at women's roles within the military, in armed resistance movements, and as participants in grassroots peace movements, as well as feminist critiques of militarism. It draws on material from the social sciences, feminist debates, and activist projects, and is both analytical and reconstructive.

CORE READING

Books available at Mother Kali's Bookstore (720 E. 13th Ave):

- Cynthia Enloe. 2000. *Maneuvers: The International Politics of Militarizing Women's Lives*. Berkeley: University of California Press.
- Cynthia Cockburn. 1998. *The Space Between Us: Negotiating Gender and National Identities in Conflict*. New York: Zed Books.

A Course Folder is on reserve for you to copy at The Copy Shop (539 E. 13th Ave).

COURSE REQUIREMENTS and ASSIGNMENTS

Regular class attendance and participation are expected. Articles assigned for each class should be read prior to class and you should come prepared to discuss, question, argue, and perhaps rethink your ideas. Each student will be expected to bring questions for class discussion. You may need to watch videos outside class time.

Assignments (see details below)

1. Media analysis—group project. **Due Wednesday, April 16—presentation in class**
2. Topic paper. **Due Wednesday, May 7—discussion in class**
3. Memorial Day project. **Due during the week before Memorial Day**
4. Final paper. **Due Monday, June 3—discussion in class**

EVALUATION

Your final grade will be based on these assignments and your participation in class. Late work will be downgraded unless there are compelling reasons, which you discuss with me before the deadline. Please note: I do not think of A as an average grade! I give A's for excellent work and use the following criteria for specific grades:

A = consistently extended learning to include relevant outside readings and activities; asked and answered questions beyond what was required; brought relevant materials to class such as news clippings, articles, suggestions for videos; attended all classes and submitted all assignments on time and of excellent quality (analytical, insightful, integrated theory and practice, well written, proof-read etc.); always responsible and dependable in collaborative work.

B = went beyond the basics. Occasionally did some of the things named above.

C = met all requirements adequately. Inconsistent or uneven in areas named above.

No incompletes will be given.

If you need particular attention or facilities on account of a disability please talk to me about it.

GUIDELINES FOR CLASS DISCUSSION

Discussion works best when class members:

- make a commitment to participate regularly in the discussion
- listen to each other and try to build on one another's points rather than trying to show what each individual knows
- attend to developing a central argument rather than developing tangents
- who have already spoken give others a chance to speak before speaking again do not repeat a point that has already been made
- check that everyone who wanted to speak to a point has spoken before changing the subject
- do not interrupt or finish each other's thoughts

In addition, we agree:

CLASS SCHEDULE

I. HOW DO YOU UNDERSTAND THE WAR ON TERRORISM? THEORETICAL FRAMEWORKS

Monday, March 31 Introductions: Ourselves and the course

What do you know about militarism? feminism?

What do you want to know? How does this relate to you?

What are your sources of information?

Reading in class: Enloe, "Sneak Attack: The Militarization of U.S. Culture"

Paley, "Inherit the war"; Patel, "Eater of Death"

Wednesday, April 2 Analytical frameworks: What are the stories behind the headlines?

Gender, race, class, culture, nation as a matrix of oppression and resistance

Micro, meso, macro, and global levels of analysis

Reading: Starhawk, "Code Pink: Women's pre-emptive strike for peace" (copy)

Lee, "Memories in the making and other national fictions" (copy)

hooks, "Feminism and Militarism: a comment" (copy)

Takahashi, "U.S. concentration camps and exclusion policies: Impact on Japanese American women" (copy)

II. MILITARISM and MILITARIZATION

Monday, April 7 Defending the nation- state

Reading: Bunch, "Whose Security?" (copy)

Allen, "Gender, sexuality and the military model of U.S. national community" (copy)

Yuval-Davis and Anthias, "Woman-Nation-State –Introduction" (copy)

Enloe, Ch. 1. "How do they militarize a can of soup?"

Also recommended: Anderson, "Cultural roots" from *Imagined Communities*. Ch.2. (copy)

Wednesday, April 9 Women and the Economics of Military Spending

Handouts: materials from Women's Actions for New Directions (WAND), War

Resisters' League, National Priorities Project.

Video: *Arms for the Poor* (Maryknoll, 2000).

Monday, April 14 Militarism and Globalization

Reading: Staples, "The relationships between globalization and militarism" (copy)

Kirk & Okazawa-Rey, "Neoliberalism, militarism, and armed conflict-- Introduction" (copy)

Handout: international budget comparisons (Ruth Leger Sivard).

Video clip: arms-sales fair (from Marilyn Waring, 1995)

Wednesday, April 16 Media representations of militarism and war

Group presentations of media analysis projects in class (assignment #1).

Video clip: *No Man's Land: Women frontline journalists* (First Run/Icarus Films, 1994).

III. THE DEPLOYMENT OF GENDER

Monday, April 21 Militarized masculinity --guest speaker: Dr. Margo Okazawa-Rey

Reading: Enloe, Ch. 3. "The prostitute, the colonel, and the nationalist" & Ch.4. "When soldiers rape"

Takazato, "Report from Okinawa: Long-term U.S. military presence and violence against women"(copy)

Sancho, "The 'comfort women' system during World War II: Asian women as targets of mass rape and sexual slavery by Japan" (copy)

Wednesday, April 23 The military needs women: mothers and wives

Reading: Enloe, Ch. 5 "If a woman is 'married to the military' who is the husband?"

Miriam Cooke, "Subvert the dominant paradigm" (copy)

Video: *Regret to Inform*

Monday, April 28 Women's military work: soldiers and nurses.

Reading: Enloe, Ch. 7, "Filling the ranks"

Jean Grossholtz, "The Search for Peace and Justice: Notes toward an Autobiography" (copy)

Melinda Smith Wells, "The Women in Blue" (copy)

Salas, "Soldaderas: new questions, new sources" (copy)

Handout: Women in the U.S. military

Video clip: *Silver Wings and Santiago Blue* (PBS Documentary, 1988)

Also Recommended: Enloe, Ch. 6, "Nursing the military"

Wednesday, April 30 Women's military work : munitions workers

Germain and Gorrie, "Piece makers: the women behind the bombs" (copy)

Gluck, "What did it all mean?" from *Rosie the Riveter Revisited* (copy)

Video: *Rosie the Riveter*

IV. FEMINIST CRITIQUES OF MILITARISM

Monday, May 5

Reading: Reardon, "Sexism and the war system" (copy)

Walker, "Only justice can stop a curse" (copy)

Ruddick, "Notes toward a feminist peace politics" (copy)

Omolade, "We speak for the planet" (copy)

Handout: Ten Reasons Why Women Should Oppose the US 'War on Terrorism'

Wednesday, May 7

Reading: Women's Pentagon Action, "Unity Statement" (copy)

Video clip: *Women's Pentagon Action*

Topic Papers due—short class presentations (assignment #2).

Also recommended: Declaration of the African Women's Anti-war Coalition (copy)

East-Asia-US-Puerto Rico Women's Network Against Militarism—statement (copy)

V. WOMEN AND PEACE-MAKING: Case studies

Monday, May 12

Reading: Cockburn, Introduction and Ch. 1.

Handouts: Beijing Platform for Action; UN Security Council Resolution on women's participation in peace negotiations.

Wednesday, May 14 Northern Ireland

Reading: Cockburn, Chs. 2 and 3.

Also recommended: Dowler, "The mother of all warriors" (copy)

Monday, May 19 Israel/Palestine.

Reading: Cockburn, Chs. 4 and 5.

Also recommended: Sharoni, "Gendered identities in conflict: the Israeli-Palestinian case and beyond" (copy)

Svirsky, "The impact of Women in Black in Israel" (copy)

Wednesday, May 21 Bosnia-Herzegovina

Reading: Cockburn, Chs. 6 and 7.

Also recommended: Corrin, "Post-conflict reconstruction and gender analysis in Kosova" (copy)

Hansen, "Gender, nation, rape: Bosnia and the construction of security" (copy)

Memorial Day project due this week (assignment #3).

Monday, May 26 MEMORIAL DAY – NO CLASS MEETING

VI. REDEFINING SECURITY

Wednesday, May 28 Visions of security/de-militarization.

Discussion of Memorial Day projects

Reading: Cockburn, Ch.8.

Enloe: Conclusion

Burkes, "Full moon: The imagery of wholeness and celebration" (copy)

Roy, "Confronting Empire" (copy)

Also recommended: Boulding, "Building a culture of peace: Some priorities" (copy)

Reardon, "women's visions of peace: Images of global security" (copy)

Monday June 3

Final papers due – in class discussion (assignment #4).

Evaluation and closing

ASSIGNMENTS

1. Media analysis project. Choose a medium of communication (TV news, feature films, novels, textbooks, music videos, magazines, ads, children's books, internet, newspapers etc.) and analyze the portrayal of women and war, or military activities more generally. Use the theoretical perspectives discussed in class (the matrix of oppression and resistance, and micro-global levels of analysis) to frame your analysis. Bring a 1-2 page summary of your sources and findings to present in class. You will need to watch at least 3 movies, TV news everyday for at least a week, 5 text books or children's books etc.) Groups of 3-4. **Due Wednesday, April 16.**
2. Topic paper (4-6 double-spaced pages + references). Research a topic of your choice related to the themes of this course. Come to my office hours to discuss topics. Bring a one-page summary of your main points and key sources to share with the class. **Due Wednesday, May 7.**
3. Memorial Day project. In the week before Memorial Day – a national holiday to commemorate those who died in war -- communicate some of your learning in this course with a wider audience. Decide who your audience is, what you want to tell them, and how best to get your “message” across. Write up a 2-page evaluation describing what you did, why you chose this material, why you chose this audience, and how effective you think you were. This can be a group project.
Evaluation due May 28 at the latest + short presentations in class.
4. Final paper (5-6 double-spaced pages + references). What is your vision of security? What will it take to achieve it? Give examples from your reading this term and include three additional examples of your own. Use the analytical frameworks we have discussed as a basis for your work. Give a brief synopsis in class. **Due Monday, June 3.**