

Race, Gender and Militarization

WGS410/510, Winter 2005

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What has been militarized can be demilitarized. What has been demilitarized can be remilitarized.

--Cynthia Enloe

The master's tools will not dismantle the master's house

--Audri Lorde

I. Course Description

In this course class we will examine the interplay between gender, race, and militarization through a serious engagement of feminist and non-feminist scholarship on these themes as well as a critical exploration of their representation in our media and popular culture. Through an exploration of examples from around the world we will work to identify the historical and sociopolitical conditions, complex processes, and multiple practices that enable the militarization of a society and give rise to a culture of violence. We will pay particular attention to the social construction of particular notions of femininity, masculinity, and gender relations in a militarized culture and to the role race and racism play in both reinforcing and challenging them.

The course will be taught in a dynamic workshop format and will help students examine sharpen their critical thinking and ability to relate theoretical materials to real-world experiences. By the end of the course, you should be able to address effectively the following questions, among others:

- What are the conditions, processes and practices that are needed to militarize and demilitarize a particular society?
- How are particular understandings of racial identities and race relations deployed to support and resist militarization?
- How are particular understandings of masculinity, femininity, and gender relations deployed to support and resist militarization?
- What do the "institutions" of racism, sexism, and militarism have in common? What are the key differences between them?
- What role does popular culture play in supporting and resisting militarization? How are race and gender deployed in this sphere?
- What are some of the most successful strategies that have been deployed to resist militarization around the world?

II. Course Readings

- Zillah Eisenstein, Against Empire: Feminism, Racism and the West, Palgrave, 2004
- Arundhati Roy, War Talk, South End Press, 2003.
- Enloe, Cynthia. Maneuvers: The International Politics of Militarizing Women's Lives, University of California Press, 2000.
- Kali Tal, Worlds of Hurt: Reading the Literatures of Trauma, Cambridge University Press, 1996
- Woolf, Virginia, Three Guineas (Paperback - June 1963)
- Selected articles (listed on syllabus)

The following books are required for Graduate Students, Recommended for everyone

- Ferguson, Kathy and Phyllis Turnbull, Oh, Say, Can You See? The Semiotics of the Military in Hawai`i. Minneapolis: University of Minnesota Press, 1999 (Undergraduates read selected chapters);
- Susan Jeffords, Hard Bodies: Hollywood Masculinity in the Reagan Era, Rutgers University Press, 1994.

III. Course Requirements

The requirements and assignments are designed to maximize your learning. They will help you integrate theoretical concepts and reading material with your own thinking and life experiences. In addition to prompting you to think about certain issues and questions in preparation for in-class workshops or discussions, assignments were designed to improve your critical thinking, writing and research skills. Because of the volume of material covered, it is very important that you don't fall behind and submit ALL your assignments on time.

You will have the option to re-write ALL your assignments and re-submit them with your final portfolio.

- ***Regular Attendance, participation & self-evaluation***

Because this class involves experiential learning in the classroom, which cannot be reproduced if missed, students are expected to attend ALL class sessions, arrive on-time and leave when class ends. You should notify me before class if an illness or emergency requires you to miss class. You should come to class prepared and bring with you notes you have taken while reading the assigned materials. Occasionally I will ask you to do a brief writing exercise at the beginning of class to get a sense of your reactions to the readings and enable students who are more comfortable expressing themselves in writing to participate in that manner. These in-class assignments will not be graded but will be factored into your final grade. On the last day of class, you will have to submit a one-page self-evaluation detailing what they have learned during the quarter and providing input as to what grade you expect to get. We will discuss this assignment and the process of self-evaluation as the quarter progresses. **(20%)**

- ***Media & popular culture Journal***

The journal should include at least one entry per week, examining conventional and alternative media items as well as music and other aspects of popular culture related to class themes. You should keep your journal up to date and bring it with you to class every week, as we will make an attempt to integrate your journals into our seminar discussions. A summary of your journal entries should be submitted twice during the quarter. **(30%)**

Length: 2-3 double-spaced and typed pages.

Due dates: January 20 & March 3

- ***Review of a film or novel***

Choose a film (documentary or feature film) or a novel that addresses class themes and critically examine it in relation to class readings and discussions. You may choose one of the films shown in the class *Gender and War in Film* whether you are taking that class for credit or not. The review should contain a brief description of the film's content but consist mostly of your ORIGINAL analysis of how the film or the novel addresses issues and questions that we have explored in class readings and discussion

You will receive more instructions on how to write a film/book review in class. **(20%)**

Length: 2-3 double-spaced and typed pages.

Due: February 17

- ***Research Paper***

You will have the opportunity to write a paper on a self-selected topic that relates to the issues we explored in class. In order to help you produce a quality paper, we will begin working on identifying a topic, conducting research and working on a rough draft of the paper early in the quarter

Length: 8-12 double spaced and typed pages. **For graduate students the paper's length should be 12-15 double spaces and typed pages. (30%)**

Due dates:

- One page topic proposal – January 27
- Introduction and preliminary bibliography – February 10
- Rough Draft – February 24. (2 copies please: one for me and one to exchange with a classmate)
- Final paper – March 9

Additional Requirements for Graduate Students:

1. You will act as small-group facilitators during class seminars about the readings and will be expected to summarize and present the content of the discussion in their group
2. You will write 2 short reflective essays in response to the two additional books you are required to read (2-3 page each)

IV. Course Schedule:**Week 1 – January 6: Introductions, community building, and conceptual overview****Week 2 – January 13: Race, Gender and Militarization in the Age of Empire**Read:

Zillah Eisenstein

Week 3 – January 20: The Politics of Violence and Non-violenceRead:

Arundhati Roy and selected articles

Due: Media and Popular Culture -- Paper #1

Week 4 – January 27: Militarizing Masculinities and FemininitiesRead:

Enloe, pp. 1--152

Laurence McKeown and Simona Sharoni, "Formations and Transformations of Masculinity in the North of Ireland and Israel-Palestine. Unpublished paper, 2002.

<http://www.oly-wa.us/simona/MasculinityUnpublished.pdf>

Due: Research paper: topic proposal (1-2 paragraphs)

Week 5— February 3: Militarizing Sex and SexualityRead:

Enloe, pp. 153--end

Week 6 – February 10: Homefront as Battlefield: War and Violence Against WomenRead:

- Kali Tal pp. 1-114
- Simona Sharoni, "Homefront at Battlefield: Gender, Military Occupation and Violence Against Women." In Tamar Mayer (ed.) Women and the Israeli Occupation: The Politics of Change, London: Routledge, 1994, pp.121-137.

<http://www.oly-wa.us/simona/HomefrontAsBattlefield.pdf>

Due: Research paper: introduction and preliminary bibliography

Week 7 – February 17: Militarization and Its Effects: Trauma, Healing and Recovery

Read:

Kali Tal, pp. 115—end

Due: Film/Novel review

Week 8 – February 24: Confronting Militarization: The Politics of Resistance

Read:

Virginia Wolf

- Simona Sharoni, “Gendering Resistance within an Irish Republican Prisoner Community: A Conversation with Laurence McKeown.” International Feminist Journal of Politics, Vol. 2, No. 1 (Spring 2000), pp. 104-123.

<http://www.oly-wa.us/simona/IFJPconversation.pdf>

Simona Sharoni, “Rethinking Women’s Struggles in Israeli-Palestine and in the North of Ireland.” In Caroline Moser and Fiona Clark (eds) Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence, London: Zed Books, 2001, pp. 85-98.

Due: Film/novel review

Week 9 – March 3: Another World is Possible: Envisioning a Non-Militarized World

Read:

Your classmate’s draft research papers

Due: Media and Popular Culture -- Paper # 2

Week 10 – March 10: Summary and presentations

Due:

--Research paper—final draft

--Self-evaluation

V. My background and teaching philosophy

We teach who we are

The courage to teach is the courage to keep one’s heart open in those very moments when the heart is asked to hold more than it is able so that teacher and students and subject can be woven into the fabric of community that learning, and living, require.

--Parker Palmer *The Courage to Teach*

Teaching for me entails more than the mere transmission of knowledge from teacher to student. I am committed to a type of pedagogy that focuses not only on the presentation of content, facts, and information, but also on the ways in which particular theories and topics could be taught so they resonate with your every day lives and experiences. I see academic institutions as sites for personal growth and social transformation, and teaching, mentoring, and supervising as the means to bring about this transformation. My professional training as a teacher, which includes a Masters of Arts degree in Education and Counseling and almost two decades of teaching experience, has provided me with a strong theoretical and practical basis in critical pedagogy and in experiential teaching.