

Women, War, and the Military

Professor Kathy Ferguson
Phone: 956-6933
Email: kferguso@hawaii.edu
Office: Saunders 640E

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Hours: Tues 10:30-11:30
& by appointment

Overview of the Course

This course explores the relationships between women and the military, and between gender and war. There are two levels of inquiry in our analyses:

1. What do women do in and with the military? What kinds of roles do women play in wars? What sorts of effect do wars have on women? Women are soldiers in regular armies, nurses and doctors in the field, fighters in guerrilla armies, mothers and wives of soldiers, sex workers servicing military clientele, political leaders sending (or opposing the sending) of soldiers to war, political activists opposing or justifying wars, refugees from wars, and so on. We will ask questions about the relation of militaries to various class, ethnic, and sexual communities. What role does the military serve in working class, immigrant, and poor communities? Why are men of color overrepresented in the US military, and men from Pacific Island nations most over represented of all? How do women in uniform change militaries? Or do they? We will also ask about the relation of military service to citizenship: what is the relation of civilian leadership to military experience? What is at stake for militaries that forbid gay and lesbian participation, as well as for those that do not?
2. How is war gendered? How are the cultural codes of masculinity and femininity at work in conducting, remembering, and opposing war? Here we look at the gendering of war as a manly heroic activity, as a regrettable necessity that “real men” accept for the sake of security, as a masculine rite of passage, and as a test of sovereignty. How are our memories of war produced? When governments justify war or remember past wars, what do they say? For whom are their arguments persuasive? How does our culture encourage us to view the soldier, the wounded soldier, and the veteran?

We will look at some of the gendered effects and causes of militarization and war: civilian deaths and injuries; environmental destruction; control of workers and protection of capital investments; trade in drugs, sex, and weapons; colonial legacies; militarized identities; bellicose cultural imaginaries; and assaults on indigenous communities (by, for example, using their land and water as training venues and waste disposal sites). We will examine the enormous economic consequences as programs needed or supported largely by women are sacrificed to military budgets.

Required texts (available in the UH book store):

- Cynthia Enloe, *Maneuvers: The International Politics of Militarizing Women's Lives*
- Katharine Moon, *Sex among Allies: Military Prostitution in U.S.-Korea Relations*

- Setsu Shigematsu and Keith L. Camacho, eds., *Militarized Currents: Toward a Decolonized Future in Asia and the Pacific*
- Helen Benedict, *The Lonely Soldier: The Private War of Women Serving in Iraq*
- Other essays on our class Laulima site(in “Resources”) or in class.

Assignments:

1. **Reading.** Everyone is required to do the reading before coming to class. *Please bring your reading to class.* Be prepared to show evidence of *active reading* - underline passages that seem important, make notes to yourself in the margins as you read; pose questions about challenging ideas. Attendance is required; attendance means not just being physically in the room but being intellectually alert and prepared. Everything we study in this class is controversial. Critical reading of the points of view from which the films and texts approach their subject is an important part of the class.
2. **Everyone is required to participate in class.** This can take several forms: making comments or asking questions during class discussions; participating in group presentations; speaking with me during office hours about the material; raising questions on email or Laulima; and being an active, attentive listener. (Attendance and participation are 10% of the final grade.)
3. **Everyone is required to post a total of 10 journal entries on Laulima in response to the class readings, films, and discussions.** You are welcome to post more for extra credit. You can find our class at <https://laulima.hawaii.edu/portal>. **The very first journal and the very last one are required: you can choose among the others to make your total of at least 10.** It is important to keep up with this assignment, writing your entries while the material is still fresh in your mind. (10% of final grade)

Your journal is an opportunity for you to think through your thoughts and feelings about the class material. Think of your journal as an opportunity to “write back” to the class material – raising questions, making connections to other material, or reflecting on the implications of the material. The best journal entries are those that connect your personal experiences or reflections to specific ideas from the reading, films, lectures, or discussions. Strong journal entries take a specific passage from the reading, an idea from the discussions, or a point raised in a post from one of your classmates, and discuss it in some depth. Journal entries should be one or two paragraphs long. You are welcome to return to earlier journal entries and respond to my comments or to the ideas of your classmates. **The due-date for each week’s journal is the following Sunday at midnight.** Late journals will be accepted for half credit (meaning two late journal entries would be needed to replace one on-time journal entry, assuming the quality is comparable). (10% of final grade)

4. **Everyone is required to visit a war memorial and write a 2-3 page paper on how we remember wars.** See the on-line war memorial assignment for details. Paper is due **Sunday, Oct 23** by midnight. (10% of final grade)

5. Everyone is required to work with a team of fellow students to learn about a current or very recent war. (50% of final grade)

Wars or conflicts that you can select for your team report and presentation include:

Iraq	Afghanistan	Israel/Palestine	Ireland	Congo
Bosnia	Chechnya	Darfur/Sudan	India/Pakistan	Sri Lanka
Libya	Rwanda	Somalia	Columbia	Mexico

For a reliable source of information on current wars, see <http://www.globalsecurity.org/military/world/war/index.html>. Please select your top three choices for the wars you want to study; I will collect this information and assign you to teams by **Thursday, September 15**. If there are particular students with whom you want to work, please plan ahead and propose your whole team.

Your team will produce both an oral presentation of 15-20 minutes (25% of final grade) and a written report of 15-20 pages (25% of final grade). You should address the following topics:

- identify the main parties to the conflict; explain who is fighting;
- give a brief history of the conflict; explain what they are fighting about;
- describe the actual conduct of the war; explain how they are fighting (including what sort of weapons they use, where do they get their weapons, who is the target, etc.);
- present an example of a significant role played by women in the conflict;
- give an example of a significant way in which the conflict is gendered;
- explain who is working to end the conflict and whether they are having any success.

General guidelines:

- If you have disagreements within your group over your assessment of the war, that's fine; *use them* to develop your analysis. Your paper can have multiple conclusions, or a "minority report," or in other ways reflect your differences. Learn from each other.
- Evaluate your sources carefully. Avoid kooks. Reliable papers of record include the Washington Post, the New York Times, the Los Angeles Times, and other large dailies in major US cities.
- Websites with "edu" at the end are universities and are usually reliable sources.
- Use at least one foreign (non-US) source. I recommend the *London Guardian* (available on line) or BBC news (available on cable TV).
- Use at least 2 scholarly refereed sources. This can include books published by academic presses and journals published by universities. The important quality here is that the work has been evaluated by experts with credentials in the field and judged to be meritorious. You may well find disagreements among these sources; the point is not that they will all agree, but that they will draw upon widely recognized evidence to advance their interpretations. Our librarian, Vicky

Lebbin, will show you how to use the various academic search engines to look for scholarly sources.

- Organize your group. Important goals include:
 - Exchange emails and phone numbers.
 - Establish times and places where your group can meet.
 - Make good use of the time provided in class for organizing your groups.
 - Identify the main tasks, including:
 - Find sources; this can include asking the instructor to suggest relevant sources.
 - Read and take notes.
 - Conduct interviews, if relevant.
 - Keep the group organized and moving ahead.
 - Divide up the writing.
 - Compose the first draft – make the parts flow together.
 - Get feedback and comments from instructor (highly recommended).
 - Re-write the final draft.
 - Edit and proofread.
 - Time the presentation – *Under no circumstances* should your team take more than 20 minutes.
 - Other tasks for the presentation include:
 - Creating a power point presentation, or a hand out, or some visual/auditory guide to go with your presentation
 - Make sure that everyone has an opportunity to speak.
 - Practice your presentation – make sure that your equipment works. Time spent messing around with your power point presentation will count as part of your 20 minutes.
 - Make sure that each person plays a useful role in the group. Do not expect others to “carry” you. At the end of the project, each student will do a self-assessment of her/his own contributions as well as the group’s accomplishments. While the project as a whole will receive a grade, I reserve the right to grade the members differently if it becomes apparent that some students are not contributing their share.
 - Papers must be typed, double spaced, with ordinary margins, 12 point font, and proper grammar, punctuation, and spelling.
 - Each group should select one short essay or news report on “your war” for the rest of the class to read prior to your presentation. Please give me your reading selection in electronic format by **Tuesday, November 22** and I will post it.
 - At the end of the semester, each of you will be asked to evaluate your team, reflecting on your success (or lack thereof) in distributing the work equitably, coordinating your efforts, and learning from one another.
 - **The papers are due by Thursday, December 15 at midnight.** Please turn in an electronic copy in your Laulima drop box.
4. **Everyone is required to write a 4-5 page paper about a current or recent peace movement.** You may choose a peace movement or anti-war movement that operates

within your “war zone” but you are not required to do so. Some examples of contemporary movements and organizations include:

Women in Black (global)	New Profile (Israel)	Code Pink (US)
Another Mother for Peace (US)	Leave My Child Alone (US)	Women’s International League for Peace and Freedom (global)
Mano River Women’s Peace Network (Africa)	East Asia-US-Puerto Rico Women’s Network (global)	Military Families Speak Out (US)
The Rukus Society (US)	Anarchists Against the Wall (Israel)	Women’s Peace Camps (Greenham, Seneca Falls, etc.)
Soldier, Say No (US)	American Friends Service Committee (global)	West Point Graduates Against the War (US)
Women Against Military Madness (US)	Women and Life on Earth (Germany)	Women Building Peace (England)
Women, Peace and Security (UN)	Women Peacemakers Program (global)	Okinawa Peace Network
Gold Star Families for Peace (US)	Neve Shalom/Wahat al Salam (Israel)	War Resisters League

Good sources of information include: “Women’s Peace Organizations,” at <http://womenst.library.wisc.edu/resources/research/international/peace-building.html> “Swarthmore College Peace Collection” at <http://www.swarthmore.edu/library/peace/peacewebsite/scpcWebsite/Documents/ResourcesPeaceOrgs.htm>

. Your papers should address the following questions:

- Who are these people?
- What problems or issues do they identify?
- What are they trying to accomplish?
- How and why?
- What do you think of their work?

You must notify me of your topic via email by Thursday, November 10. Please tell me the name of the peace group and a sentence or two explaining why you selected that group. The paper is due on **Thursday, December 15 by midnight.** Please submit your paper electronically in your drop box on our Laulima site.

Important note: You may turn in a rough draft of either paper for my comments and suggestions. The rough drafts are optional; if you choose to do so, please give them to me by **Tuesday, November 22 at midnight,** so I can get them back to you in time for you to make revisions. I guarantee that students who take the time and trouble to get comments and feedback, and then revise their papers accordingly, will have much better papers.

Distribution of grades and due dates:

Attendance and participation	Weekly Journals	Topic and teams for war project due	Topic for peace project due	War Memorial Paper	War report (oral presentation) including reading selection	Optional rough drafts and reading for your war	War report (written paper)	Peace report
10%	10%			10%	25%	0%	25%	20%
Every class	Sunday at midnight for the previous week	Thurs Sept 15	Thurs Nov 10	Midnight on Sunday, October 23	Nov 29 – Dec 8	Nov 22 at midnight	Topic due: Sept 16. Reading for class due: Nov 23. Paper due: Dec 15 midnight	Topic due: Nov 10. Paper due: Dec 15 midnight

Important points to note:

1. ALL CELL PHONES and PAGERS must be OFF during class sessions. Please do not use class time to check email or engage in other activities unrelated to our class. Please arrive on time and stay for the whole class, barring an emergency or unexpected event. Respect the class, please.

2. Ethics Focus. This course has an Ethics focus designation. A significant component of the class requires students to engage various ethical arguments, analyzing their presuppositions and implications. Students are expected to reflect on the degree to which the positions are compelling or lack persuasiveness, and to ask for whom the arguments might be persuasive, and why.

3. Plagiarism. Plagiarism is taking another person's words or ideas without crediting them. Anything cut and pasted from a website without quotation marks and proper citation is plagiarism. Copying anything from a book or journal or another person without putting it in quotation marks and citing your source is plagiarism. Plagiarism is cheating. There is no excuse for cheating. You will fail the course at the first instance of plagiarism or cheating of any kind on any assignment. No discussion, no negotiating.

Plagiarism usually occurs when students feel overwhelmed--by school, by finances, by illness, relationship problems, by an assignment they don't understand, etc. If anything like this happens to you, just let me know. We will work something out that will be a lot more beneficial to you than cheating.

4. Student learning objectives:

1. Application of critical thinking skills;
2. Application of key concepts in Women's Studies (in this class, we will focus on sex, gender, sexuality, militarization, globalization, colonialism, and intersectionality);

3. Improved writing skills;
4. Improved oral communication skills;
5. Understanding and applying analysis of gender, race, sexuality, and colonialism in the Asia-Pacific context;
6. Ability to connect the classroom with real world issues;
7. Awareness of issues of masculinity in addition to those of femininity.

5. Services to students with disabilities. If you are a student with any kind of disability (physical, mental, learning, etc.) and you have any concerns about access to the course or about completing the work for the class, I encourage you to contact the KOKUA program on the ground floor of the Student Services Center. KOKUA's phone number is 956-7511.

6. Grading policy. A or 4 = excellent work. B or 3= good but not yet excellent work. C or 2 = adequate work. D or 1 = pretty bad but I can see you are trying. F or 0 = completely inadequate.

7. Labs on campus: Computer labs are available on campus in Sinclair and Hamilton Libraries and Keller Hall. Go to <http://www.hawaii.edu/itslab/index.htm> for locations and hours. The College of Social Sciences also has computer labs in Saunders and Crawford Halls. For locations and hours go to <http://www.socialsciences.hawaii.edu/pages/tech/lab/labschedules.html>

I. Introduction

T 8/23: Getting started:

- Studying painful things
- Go over the syllabus
- Why take this course?
- Preview: Interview with Senator Dan Inouye (hand out)

II. What is militarization? How is it gendered? What happens to militaries as the world globalizes?

Th 8/25: Gender, militarization, globalization

- **Reading:** print and read my on-line lecture called "How Militaries Globalize." This lecture contains definitions of key terms, so please print it out so that you can refer back to it readily. It is on our Laulima site in Resources.
- **Reading:** Shigematsu and Camacho, "Introduction," in *Militarized Currents*

T 8/30: Gender, militarization, globalization (con)

- **Reading:** Enloe, *Maneuvers*, Preface and ch 1.
- **Reading:** Catherine Lutz, "Empire is in the Details," (on Laulima)

Th 9/1: NO FACE-TO-FACE CLASS. Please use this time to do three things:

1. Select your top three choices for your war project; if you already know people in the class with whom you want to work, please talk with them and agree on your preferences for topics.
2. Begin looking at women's peace organizations for your peace project.
3. Get started on Helen Benedict's book *The Lonely Soldier*.

T 9/6: Film: "Rethink Afghanistan" (75") [DVD 9050]

Th 9/8: Discuss "Rethink Afghanistan"

- **Reading:** Gillian Youngs, "Private Pain/Public Peace: Women's Rights as Human Rights and Amnesty International's Report on Violence Against Women" (on Laulima)

T 9/13: Gender, militarization, and globalization (con)

- **Reading:** Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals" (on Laulima)
- **Reading:** Naoki Sakai, in *Militarized Currents*, ch 9, pp. 205-222

IV. Where are the women?

Th 9/15: Where are the women? Women soldiers

- **Reading:** Ziegler and Gunderson, *Moving Beyond GI Jane* (on Laulima)
- **Reading:** Enloe, *Maneuvers*, ch 2, pp. 35-48
- **Reading:** Fumika Sato, in *Militarized Currents*, ch 11, pp. 251-276

T 9/20: Soldiers (con)

- **Reading:** Benedict, *The Lonely Soldier* (the whole book)
- **Reading:** read the article and watch/listen to interview with Staff Sgt Sandra Lee at: <http://www.opednews.com/articles/Military-Rape-Awarness-Wee-by-Elaine-Brower-091013-340.html>

Th 9/22: Where are the women? Militarized Rape

- **Film:** "Rape: A Crime of War" (59" total) [video 14438]
- **Reading:** Enloe, *Maneuvers*, ch 4, pp. 108-154

T 9/27: Class meets in Hamilton Library Room 306 at the regular time to learn about the electronic search engines offered by the library. This information will be helpful to you in writing your papers for this class, as well as your other studies. This is a regular class and attendance will be taken as usual. The presentation/discussion will take about an hour; you can use the remaining time to organize your war project groups.

Th 9/29: Militarized Rape (con)

- **Reading:** Insook Kwon, in *Militarized Currents*, ch 10, pp. 223-250.

- **Reading:** read the article and watch the video at:
<http://current.com/news/91272079 Rape-in-the-ranks-film-effectively-banned-in-the-us.htm>
- **Reading:** read the article and view the photos at:
<http://hamptonroads.com/2009/10/military-men-are-silent-victims-sexual-assault>
- **Reading:** <http://m.guardian.co.uk/society/2011/jul/17/the-rape-of-men?cat=society&type=article>

T 10/4: Where are the women? Militarized Prostitution

- **Reading:** Moon, *Sex Among Allies*, Prologue, ch 1-3, pp. 1-83
- **Reading:** Enloe, *Maneuvers*, ch 3, pp. 49-107.

Th 10/06: Prostitution (con)

- **Reading:** Moon, *Sex Among Allies*, ch 4- 6, Epilogue, pp. 84-160
- **Reading:** Kathy Moon, in *Militarized Currents*, ch 6, pp. 125-146

T 10/11: Where are the women? Peacemakers.

- **Film:** “ Pray the Devil Back to Hell” (72”)

NO FACE-FO-FACE CLASS: Thursday, 10/13, Tuesday, 10/18; Thursday, 10/20

- Assignment: Visit a war memorial.
- Download and print the reading from *Perilous Memories*.
- Download and print the on-line war memorial assignment.
- Download and print the cover sheet, and turn it in with your paper. (It can be in a separate document.)

T 10/25: Peacemakers (con)

- **Reading:** Nadjie Al-Ali and Nicola Pratt, *What Kind of Liberation?*, ch 4

V. Militarization in Hawai‘i and the Pacific

Th 10/27: Hawai‘i

- **Reading:** Jon Osario, in *Militarized Currents*, ch 1, pp. 3 – 14
- **Reading:** Kathy Ferguson and Phyllis Turnbull, *Oh, Say, Can You See?* Ch 1 (on Laulima)
- **Reading:** Ferguson and Turnbull, “The Military in Hawai‘i,” in *The Value of Hawai‘i* (on Laulima)

T 11/1: Samoa, Guam, and the Marshall Islands

- **Reading:** Teresia Teaiwa, in *Militarized Currents*, pp. 15 – 32
- **Reading:** Michael Bevacqua, in *Militarized Currents*, ch 3, pp. 33-64
- **Reading:** Camacho and Monnig, in *Militarized Currents*, ch 7, pp. 147-180

Th 1/3: Philippines, South Korea, and Okinawa

- **Reading:** Vernadette Gonzalez, in *Militarized Currents*, ch 4, pp. 63-90

- **Reading:** Theresa Suarez, in *Militarized Currents*, ch 8, pp. 181-201
- **Reading:** Gwen Kirk, “Environmental Effects of U.S. Military Security: Gendered Experiences from the Philippines, South Korea, and Japan,” in *Gender and Globalization in Asia and the Pacific*, ch 16, pp. 294-317.
- **Reading:** Wesley Ueunten, in *Militarized Currents*, ch 5, pp. 91-124

VI. Where are the Women? (con)

T 11/8: Where are the women? Workers

- Film: “Rosie the Riveter” (65” total) (Video 20835)

Th 11/10: Workers (con)

- **Reading:** Sherna Gluck, *Rosie the Riveter Revisited*, ch 1, pp. 3-18, and ch 12, pp. 259-270 (posted on Laulima)
- **Reading:** Maureen Honey, “The Working-Class Woman and Recruitment Propaganda during World War II: Class Differences in the Portrayal of War Work,” *Signs* 8:4 (Summer 1983), pp. 672- 687 (posted on Laulima)..

T 11/15: Where are the women? Military wives

- **Reading:** Enloe, *Maneuvers*, ch 5, pp. 153-196
- **Reading:** “Top 10 Things Not to Say to a Military Wife” (on Laulima)

Th 11/17: Where are the women? Military nurses

- **Reading:** Enloe, *Maneuvers*, ch 6, pp. 198-234

T 11/22: Where are the children? Child soldiers and children of war

- **Reading:** Patti Duncan, in *Militarized Currents*, ch 12, pp. 277-308
- **Reading:** Michael Wessels, *Child Soldiers*, ch 1 (on Laulima)
- **Film:** “Child Soldiers” (DVD 9997 or videotape 18292; 29”)

Thursday, Nov 24 – no class – Thanksgiving Day

T 11/29: War Project Presentations (con)

Th 12/1: War Project Presentations (con)

T 12/6: War Project Presentations (con)

Th 12/8: War Project Presentations (con) and discussion of peace projects.

Reading: Conclusion by Walden Bello, *Militarized Currents*, pp. 309-322

Friday, December 16: war reports and peace reports due. Please send me an electronic copy using your drop box on Laulima.