

Prof. Cynthia Enloe
cenloe@clarku.edu

Fall, 2006

Office Hrs.: IDCE House, 3rd fl - Monday mornings, 9:30 – 11:00 - or by appointment

Seminar time: Mondays 2:40 – 5:30 --(Aug. 28 – Oct.16); 1/2 credit

Place: Carriage House, ground floor, Women's Studies Seminar Room

Seminar: Gender, Militarization and Development IDCE 30207? Women's and Gender Studies

During these INTENSIVE seven weeks we will be exploring the process of militarization - how that process depends on both the manipulation of notions and practices of *masculinity* and of *femininity* AND the control of diverse women in different ways to sustain militarization.

-----In addition to these manipulations, we will question how women experience and sometimes challenge – militarization. To understand how this happens – and when it fails – we will also delve into the politics of masculinity: who has a stake in which sort of ideas about, and practices of manliness; what they do to entrench those ideas and practices; who resists them and how.

We will be delving into the lives and thoughts of women and men in several countries at specific historical periods: e.g., *South Korean* women living and working around US military bases and male soldiers in the 1960s, 1980s and early 2000s; young *Ugandan* girls recruited or abducted into early 2000s male-led rebel armies; American civilian women and men working in good-paying industrial wartime factory jobs in 1940s *US*; civilian women working as technicians in a late 1980s *US* masculinized nuclear weapons scientific laboratory; *Rwandan* women in early 1990s, pre-genocide, 1994 genocidal and early 2000s post-genocide Rwanda; women, occupation and humanitarian aid in *Afghanistan* and *Iraq*; women as soldiers - in *Canada, US, South Africa*; women as anti-militarism activists in 1980s-early 200s *Argentina*; women in *the UN* and *Haiti, Sierra Leone and Liberia* working to hold UN male soldiers accountable for abuses of local women.

As we learn about and think about each of these women's lives, we will be asking two over-arching questions:

- What exactly does taking seriously women's lives and ideas reveal about the causes and consequences of militarization?....
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- What precisely does tracking closely the blatant and subtle processes of militarization tell us about gender (the constructions and contests over meanings of femininity and masculinity), about patriarchy, and about the study of women?

Course structure, assignments and grading:

As members of a graduate seminar, we will enjoy collective contributions, lively exchanges and supportive conversations. That means everyone should try to be present for every one of our Monday afternoon gatherings. *This is an intensive short seminar. So do keep up with all the reading and do engage in every seminar discussion.*

****Do let me know beforehand if you find that you have to miss any session.**

* *Films:* There will be 2 documentary films shown during the seminar sessions. We will treat them as integral to our explorations. (Thus be sure that you *take down the films' full citations * and to take any notes on the films you think useful; if you don't, you won't be able later to use/cite any of the 2 films' information or insights in your Research Paper or in your Final Take-home Exam).

In addition to these weekly contributions which you'll be making, you'll be investing time and thought into 2 principal graded written assignments:

- A **Research "Observation Paper"** – You'll choose some aspect of ordinary life and try to figure out if and how it may be informed by militarized assumptions – and how and if it relies on certain ideas and practices of femininities or masculinities. **DUE in class, October 2.** (40% of final course grade)
- A **Take-home Final Essay Exam** – (it will be handed out *in class* and you'll have at least 2 weeks to think about it, ask questions about it in class, draft it and write your revised final version) – **DUE in MAIL ROOM, IDCE HOUSE - before Noon, Friday, Oct. 20.** (40% of the course grade)

****ALERT – NO papers or exams sent via e-mail can be accepted.****

Thus your *final seminar grade* will be the result of three contributions: 1) Your presence and prepared participation in our weekly conversations (20%); 2) Your Research Paper (40%) and ; 3) Your Final Take-home Essay Exam (40%).

- *Late papers* will have to have their grades *reduced* (don't make me do this!)

Required Readings:

++ ALL (except 1 – the “ Collected Readings”)) of these readings are available for purchase at the Clark Bookstore.

++ In addition, ALL (except 2 – Seager's *Atlas* and *Maneuvers*) of these Assigned Readings are *also* available in the Goddard Library – on 2 hour Reserve.

*** When you use a Reserve library copy, be sure to take careful notes – *with full citations – and with specific book page numbers* (if you don't have all this information, you won't be able to cite/use any of these readings in your Research Paper or in your Final Take-home Exam!)

Hugh GUSTERSON, *Nuclear Rites: A Weapons Laboratory at the End of the Cold War*, University of California Press.

Katharine MOON, *Sex Among Allies: Military Militarization in US-Korea Relations*, Columbia University Press.

Cynthia ENLOE, *Maneuvers: The International Politics of Militarizing Women's Lives*, University of California Press.

Susan MCKAY and Dyan MAZURANA, *Where Are The Girls?* (girls in state militaries and insurgent forces in 3 African war zones and post-war zones), Rights and Democracy (ICHRD, Montreal).

Rita ARDITTI, *Searching for Life: The Grandmothers of the Plaza De Mayo and the Disappeared Children of Argentina*, University of California Press.

Joni SEAGER, *The Penguin Atlas of Women in the World*, Penguin Books.

****ALSO --- sold in class (\$13) – will be a bound “Collected Readings”.

The “Collected Readings” includes: * *Human Rights Watch*, *Shattered Lives*; +*Carol Cohn, et al*, on weapons of mass destruction; **Paul Higate and Marsha Henry* on sexual assumptions by UN peacekeeping soldiers, +*Rhonda Copelon* on feminist lobbying for the international crimes court, **Felicity Hill and Nadine Puechguirbal and Carol Cohn* on UN Security Resolution 1325, feminist UN politics and peacekeeping +*Vanessa Farr* on women in ending armed conflicts, and **Refugees International* on UN male peacekeeping soldiers’ and commanders’ sexual abuses.

Schedule of Readings and Assignments:

Mon. Aug. 28 – “Where are the women?”

What do we gain analytically by asking this question when trying to make sense of (chart, explain) militarization?

- Start reading – *Gusterson*, entire - PLUS Carol Cohn, et al. on WMD in “Readings”

AND in *Maneuvers*: Preface and Chapter 1 and 2

Mon., Sept 4– Labor Day – NO CLASS – continue your reading.

Mon., Sept. 11 - Masculinities and femininities in a militarized scientific laboratory

And in nuclear diplomacy :

- Read and be ready to discuss: all of *Gusterson* **and** *Cohn, Hill and Ruddickl. and Maneuvers* (Preface, 1, 2)

*** Handed out – and discussed - IN CLASS: the Research “Observation Paper” assignment.**

Mon. Sept 18 – Militarized prostitution: What does the notion of “the oldest profession” hide? The case of US bases in South Korea

- Read and be ready to discuss: *Moon*, entire - PLUS *Maneuvers*, Chap. 3

PLUS Seager – map on sex trafficking

Film shown in class: - “The Women Outside”

Mon. Sept. 25 – “Systematic wartime rape” – the making of an international feminist concept – and its policy implications for states and for women: the case of Rwanda

-- Read and be ready to discuss: In “Readings”: *Human Rights Watch*, “Shattered Lives”

- Also: in *Maneuvers*: Chap. 4 - AND BRING TO CLASS – Seager *Atlas*

- *Before class* – VISIT Women’s Studies Library – 2nd floor here in Carriage House –

- **look** in 3 files (not just books on the shelves) that you think might be in some way relevant to “Shattered Lives.” Be ready to discuss what you’ve discovered.

Mon., Oct. 2 – Girls and the politics of post-conflict peace-making: the case of Uganda, the implications for “development”

- Read and be ready to discuss: *McKay and Mazurana*, entire.

ALSO: in “Readings”- Vanessa Farr - AND Copelon - AND UNSC 1325---

ALSO in “Readings” – Hill, Puechguirbal, Cohn, Higate/Henry, and Refugees International (i.e. readings # 5, 6, 7 and 9) Yes, this is a LOT!!

BRING TO CLASS - Seager *Atlas*

Film shown in Class: “The Soldier’s Heart”

**HANDED OUT IN CLASS – Final Take-Home Essay Exam Question

HAND IN AND DISCUSS in CLASS – Your “Observation Paper”

Mon. Oct. 9 – Fall Break – No class -- catch up on readings; think about your Final Essay. *Start reading : Arditti.*

Mon, Oct. 16 – How do women discover and decide how to resist the militarization of their lives? How long does genuine de-militarization take? The case of Argentina:

- Read and be ready to discuss: *Arditti*, entire --- BRING Seager *Atlas*.

***** FRIDAY Oct. 20 - Your Final Take-Home Essay Exam is DUE – before NOON
– in MAIL ROOM, (“Dilma’s Office”) – IDCE HOUSE *******