

Women, War, and the Military

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Fall, 2006
Hours: M & W 11:30- noon
M & W - 1:00-2:00 pm &
by appointment

*These are my new office and phone numbers. Until I finish moving to my new space, please look for me in Saunders 613, phone 956-8835.

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? 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?

We will look at some of the gendered effects of war: civilian deaths and injuries; environmental destruction; and assaults on indigenous communities (by using their land and water as training venues and waste disposal sites). We will contrast the reliance on poor, working class and immigrant kids as the base for a volunteer force with the social and economic impact of conscription. We will examine the enormous economic consequences as programs needed or supported largely by women are sacrificed to military budgets.

Required texts:

Cynthia Enloe, *Maneuvers*

Katharine Moon, *Sex among Allies: Military Prostitution in U.S.-Korea Relations*

Susie Jacobs, Ruth Jacobson, and Jennifer Marchbank, eds., *States of Conflict: Gender, Violence, and Resistance*

Arundhati Roy, *War Talk*

Virginia Woolf, *Three Guineas*

Cynthia Enloe, *The Curious Feminist: Searching for Women in a New Age of Empire*

Assignments:

- 1. Everyone is required to do the reading before coming to class, and to be prepared to re-read the material. Please bring your books 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 difficult passages. Attendance is required; attendance means not just physically being in the room but being intellectually alert and prepared. Everything we study in the 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; speaking in small group discussions; participating in group presentations; speaking with me in during office hours about the class; raising questions on email or Web CT; and being an active, attentive, listener. (Participation is 10% of the final grade.)
- 3. Everyone is required to post at least one journal per week on Web CT in response to the class readings, films, and discussions.** You are welcome to post more; one per week is the minimum number for a passing 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. You could also connect current events or material from other classes to our class, or you could write about the war zone or the peace group that you are researching. Sometimes I will give you a question or comment for you to respond to in your journal; other times I will leave the journal topic up to you. Journal entries should be about one - two paragraphs long. **The due-date for each week’s journal is Sunday night at midnight.** (20% of final grade)
- 4. Everyone is required to complete the on-line assignments in a timely manner.** The dates for the on-line classes are on the syllabus, and are marked with *** to call your attention to them. **On those dates, THERE WILL BE NO FACE-TO-FACE CLASS.** These assignments will take the place of face-to-face class for that period. For these classes, I will either post a lecture and ask you to respond to it, or give you an out-of-class assignment and ask you to write about it, or guide you through a close reading of a text. **The due-date for your postings for the on-line classes is marked on the syllabus.** (20% of final grade)

5. **Everyone is required to work with a team of fellow students to learn about a current war, other than the war in Iraq.** We will spend considerable time talking about the current war in Iraq, which we could think of as the “main war” in this violent time. Other wars or conflicts that you can select for your team report and presentation are: Afghanistan; Israel/Palestine; Ireland; Congo; Sudan; India/Pakistan; Israel/Lebanon; the Philippines; any other armed conflict in the world.

Your team will produce both an oral presentation of 10-15 minutes and a written report of 5-10 pages. You should address the following topics: identify the main parties to the conflict; give a brief history of the conflict; 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; supply a brief account of who is working to end the conflict and whether they are having any success. Your group needs to work together to assure that the sections of the paper fit together, read smoothly, and make a coherent whole. Papers must be typed, double spaced, with ordinary margins, 12 point font, and proper grammar, punctuation, and spelling. **The presentations will take place during the final exam period and the papers are due at that time.** (30% of final grade)

6. Everyone is required to write a two-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” (for example, if you are studying Israel/Palestine, you might also study Women in Black) but you are not required to do so. Some examples of contemporary movements and organizations include: Women in Black (which began in Israel but is now world-wide); New Profile (Israel); Code Pink (U.S.); Jerusalem Link (Israel and Palestine); and many, many others. The papers are due on the last day of class. (20 % of final grade)

Distribution of grades and due dates:

Participation	Journals	On-line classes	War report	Peace report
10%	20%	20%	30%	20%
Every day	Sunday at midnight for the previous week	Indicated in syllabus	Final exam	Last day of class

Important points to note:

1. ALL CELL PHONES and PAGERS must be OFF during class sessions.

2. On-line classes. Some segments of this course will take place on-line using Web CT. Everyone must learn to use Web CT. Go to <https://wct01.hawaii.edu>, click on log-in in the upper right hand corner, and log in with your UH email user name (in lower case) and password. Please contact me immediately if you have trouble. The on-line classes will replace the face-to-face sessions for the specified time. The on-line classes have specified completion dates and are a required part of the course. During the days that classes take

place on-line, I will not be available for face-to-face office hours but will be available by email.

3. Visiting Teacher. Some classes will be conducted by Bianca Isaki as Visiting Teacher. Her classes and assignments are also a required part of the course. If you have trouble with Web CT during the first two weeks of the semester, Bianca will be able to assist you. Ph: 956-6944; Office: Saunders 617.

4. 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.

5. Plagiarism. Plagiarism means that you claim some one else's work as your own. It is cheating. You will fail the course at the first instance of plagiarism or cheating of any kind on any assignment.

6. 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.

7. Grading policy. For the papers, presentation, and final grade: A = excellent work. B = good but not yet excellent work. C = adequate work. D = pretty bad but I can see you are trying. F = completely inadequate.

The on-line writing is graded more crudely: + (plus) = excellent. √ (check) = ok. – (minus) = poor.

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. Go to <http://www.socialsciences.hawaii.edu/pages/tech/lab/labschedules.html> for locations and hours.

I. Introduction

M 8/21: Getting started:

- Studying painful things
- Why take this course?

II. The current war in Iraq

W 8/23: Iraq

- Film: "Battleground" (first half)(82" total)
- Reading: *Curious Feminist*, Intro, pp. 1-10; ch 13-18

F 8/25: Iraq (con)

- Film: "Battleground" (second half)
- Reading: Roy, "Come September," pp. 45-76

III. Militaries and globalization

****M 8/28 (on-line class): What happens to militaries as the world globalizes?**

- Reading: *Curious Feminist*, Ch 2-3, pp. 19-56
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****W 8/30(on-line class): Globalizing militaries (con)**

- Reading: *Curious Feminist*, Ch 4-5, pp. 57-82
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****F 9/1 (on-line class): Globalizing militaries (con)**

- Reading: Interview with Cynthia Enloe (posted on Web CT)

On-line assignments must be posted by Sunday, Sept 3, at midnight.

M 9/4: Holiday

IV. Militarization

W 9/6: What is militarization?

- Reading: *Maneuvers*, Preface, pp. ix-xix; ch 1 pp. 1-34

F 9/8: What is militarization? (con)

- Reading: Jacobs, Jacobson, and Marchbank, Ch 1, pp. 1-24, Ch 2, pp. 24-44

M 9/11: What is militarization? (con)

- Reading: Jacobs, Jacobson, and Marchbank, Ch 3, pp. 45-65, ch 12, pp. 215-237
- Film: "Alternative Perspectives on Militarization," "Afghan Women," (12")

V. Where are the women?

W 9/13: Women Soldiers in the U.S. military

- Reading: *Maneuvers*, ch 2, pp. 35-48, ch 7, pp. 235-287

F 9/15: Soldiers (con)

- Reading: Sara Zeigler, *Moving Beyond G.I. Jane: Women and the U.S. Military* (handout)

M 9/18: Soldiers (con): Should women be drafted?

- Reading: Lillian Pfluke, “Women should be required to register for the service draft” (hand-out)
- Reading: Cathy Young, “Women should not be required to register for the service draft”
- Film: “Politics and Warriors” (first half) (57” total)

W 9/20: Soldiers (con): Do you have to be a soldier to be a citizen?

- Reading: Jacobs, Jacobson, and Marchbank, ch 6, pp. 105-122
- Film: “Politics and Warriors” (second half)

F 9/22: Where are the women? Nurses

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

M 9/25: Nurses (con)

- Film: “Not on the Front Line” (28” total)

W 9/27 Where are the women? Military wives

- Reading: *Maneuvers*, ch 5, pp. 153-196

F 9/29: Where are the women? Workers

- Film: “Rosie the Riveter” (first 50”) (65” total)

M 10/2: Workers (con)

- Film: “Rosie the Riveter” (last 15”)
- Reading: Sherna Gluck, *Rosie the Riveter Revisited*, ch 1, pp. 3-18, and ch 12, pp. 259-270 (hand-out)

W 10/4: Where are the women? Refugees

- Reading: Jacobs, Jacobson, and Marchbank, ch 5, pp. 87-104

F 10/6: Initial reports from war teams: we will use this time to talk about each team’s progress, share information and sources, etc.

VI. Codes of masculinity and femininity

M 10/9: Encoding masculinity and femininity

- Reading: *Curious Feminist*, ch 7 -9, pp. 99-130

W 10/11: Encoding masculinity and femininity (con)

- Reading: *Curious Feminist*, ch 10-14, pp. 131-189

F 10/13 Encoding masculinity and femininity (con)

- Reading: Carol Cohn, “Sex and Death in the Rational World of Defense Intellectuals” (hand-out)

VII. Militarized sex: rape and prostitution

M 10/16: rape

- Reading: *Maneuvers*, ch 4, pp. 108-154

W 10/18: rape (con)

- Film: "Rape: A Crime of War" (first half) (59" total)

F 10/20: rape (con)

- Film: "Rape" (second half)

M 10/23: prostitution

- Reading: *Maneuvers*, ch 3, pp. 49-107

W 10/25: prostitution (con)

- Reading: *Maneuvers*, ch 3 (con)
- Film: "Pussycat III," (28" total)

F 10/27: prostitution (con)

- Reading: Moon, Prologue, ch 1-3, pp. 1-83

M 10/30: prostitution (con)

- Reading: Moon, ch 4- 6, Epilogue, pp. 84-160

****W 11/1: (on-line class)**

****F 11/3: (on-line class)**

****M 11/6: (on-line class)**

For this on-line segment, you have 3 choices:

- 1. How do we remember past wars?** Visit a war memorial on O`ahu: the Arizona Memorial at Pearl Harbor, the Fort DeRussy army museum in Waikiki, or the National Memorial Cemetery of the Pacific (Punchbowl cemetery). What sorts of memories are you encouraged to have in these places? What possible memories lay dormant or unstated?
- 2. How have comfort women remembered and resisted their abuse?** View two films: "Comfort Gay," a 97" feature film based on the actual experience of a gay Filipino man forced into military prostitution; and "Silence Broken," an 88" documentary about the memories and protests of Korean comfort women. (The films will be on reserve in Wong AV.)
- 3. Is there a global anti-war movement?** View the long 2004 documentary "Shocking and Awful," (210") on contemporary anti-war activities. (The film will be on reserve in Wong AV.)

You should pick one of these assignments. I will pose questions for each assignment on Web CT and your responses are **due by midnight on Tuesday, 11/7.**

VIII. Militarism in Hawai'i and the Pacific

W 11/8: Hawai'i

- Reading: Kathy Ferguson and Phyllis Turnbull, *Oh, Say, Can You See? The Semiotics of the Military in Hawai'i*, ch 1, pp. 1-42. (hand-out)

F 11/10: Samoa and Palau

- Reading: Teresia Teaiwa, (posted on Web CT)
- Film: "Islands on the Edge of Time," (first half) (58" total)

M 11/13: Palau (con)

- Film: "Islands on the Edge of Time,"(second half)
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W 11/15: Reflecting with Virginia Woolf

- Reading: Woolf, *Three Guineas*, pp. 1-84

F 11/17: M 11/20: Woolf (con)

- Reading: Woolf, pp. 85-144

M 11/20: Confronting Empire

- Reading: Roy, "War Talk," pp. 1-8, "Ahimsa," pp. 9-17

W 11/22: Empire (con)

- Reading: Roy, "The Loneliness of Noam Chomsky," pp. 77-103, "Confronting Empire," pp. 103-112

F 11/24: no class: happy thanksgiving

M 11/27: Women in struggle: Israel/Palestine and Ireland

- Reading: Jacobs, Jacobson, and Marchand, ch 10, pp. 179-198
- Reading: Kathy Ferguson, *Kibbutz Journal* (hand-out)
- Film: "Voices from the Frontline" (first third) (96" total)

W 11/29: Struggle (con)

- Film: "Voices from the Frontline," (second third)

F 12/1: Struggle (con)

- Film: "Voices from the Frontline" (last third)

M 12/4: How do we remember wars?

- Reading: Joni Seager,
- Film: "Regret to Inform" (first half) (72" total)

W 12/6: How do we remember wars?

- Film: "Regret to Inform" (second half)

Final exam: war teams presentations