

IP21620, IP31620 Women and Military Service

Semester One, 2017-2018

Module Handbook

**MODULE IP21620/IP31620
Women and Military Service**

Introduction

This module is about the roles that women have played and continue to play in and in relation to militaries from the First World War to the post-9/11 conflicts in Iraq and Afghanistan. The main focus will be on women soldiers, but there will be the opportunity to explore at least some of the other ways in which women support or oppose the work of militaries. The module will begin with some consideration of the concept of gender and how that concept has been applied to women's and men's roles in militaries. The very idea of women as soldiers has long been contentious, even (or perhaps especially) for feminists, and both sides of the academic (and popular) debates on this topic will be explored. Students will examine historical and contemporary cases, such as the First and Second World Wars, the Persian Gulf War of 1990-91 and 21st century conflicts, making use of the personal accounts of women who were involved in these conflicts as well as the academic literature. Students will also consider the involvement of women in civil wars and wars of resistance, looking at examples from around the world and examining the similarities and differences between women's experiences in state militaries and their experiences in non-state forces (as well as what happens to the women when non-state forces are victorious and are transformed into state militaries). The concept and practice of military culture will be discussed as well as possible links between military culture and sexual discrimination and abuse in the military. Students will explore the debates which link citizenship with military service as well as debates about women in combat roles.

Module Convenor:

Dr Jenny Mathers

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Structure of the Module

The module will be organized into 16 lectures (2 lectures per week for 8 weeks) and 8 seminars (1 seminar per week for 8 weeks). All lectures and seminars are 50 minutes long. Lectures will start in the first week of teaching and seminars will start in the second week of teaching.

There will be a revision class before the examination period begins. Date, time and location to be confirmed.

A series of feature films about women and militaries/women and war will be shown on selected Fridays, 10:10-12noon in the Main Hall. Full details to be confirmed on Blackboard. Attendance at film showings is optional.

Lecture and Seminar attendance is compulsory and is monitored.

A record of your attendance is kept online and taken into account when reference letters are written for you in future.

If you are unable to attend a seminar for any reason, you must email the seminar tutor/module convenor with an explanation for your absence.

Students may not change seminar groups without permission; if you have a timetable clash or another valid reason necessitating a change from your allocated group then see Elaine Lowe, Academic Operations Administrator (ell@aber.ac.uk).

Failure to attend classes can carry severe penalties, including being reported to the Institute Director as an unsatisfactory student and being excluded from examinations.

Assessment

The module is assessed by:

- Seminar performance (including the requirement for each student to give one 3-minute presentation during the course of the module) worth 10% of the module mark
- A 2,000 word essay worth 40% of the module mark
- A 2 hour examination worth 50% of the module mark

Seminar Performance (10% of module mark)

Students are expected to have read ALL the essential reading for each seminar topic (available electronically on Aspire), to have given some thought to the seminar question for the topic and to come to the seminar prepared to discuss (and question!) the reading. The further reading on Aspire is intended mainly for essay and exam preparation, but students are welcome to delve into it for seminars as well.

The module convenor/seminar tutor will direct the discussion and will take note of each student's contributions to large and small group conversations. Each student will receive a mark for each seminar and a separate mark for their three minute presentation, for a total of nine marks for the seminar performance element of the module. The average of these marks will form the seminar performance mark. A mark of zero is recorded for seminar absence or failure to give a three minute presentation unless the student provides a satisfactory reason.

The three minute presentations are based on short documents available through the module's Blackboard site. In the first seminar, there will be a demonstration of a three minute presentation and students will be asked to choose their presentation topic.

Any students who might be anxious about assessed performance or presentations should speak to the module convenor/seminar tutor.

Essay (40% of module mark)

Essays are intended to give students the opportunity to write about a topic in some depth, using the essential and further reading on Aspire. Students should choose from the list of essay questions in this module handbook and on Blackboard.

Exam (50% of module mark)

The exam is intended to give students the opportunity to write about broader themes relevant to the module, and exam questions may ask students to make comparisons across different parts of the module. Students will be required to answer two questions out of eight on the exam paper. A mock exam that shows the type and style of questions will be available for the revision class.

Reading for the Module

All essential and further readings for the module are listed on Aspire. All essential and many further readings are available in electronic form, although please note that some items of further reading are books or chapters in books that are only available in hard copy from the University library.

Students are not required to buy any books for this module, but for those who wish to do so, the following are available for purchase in the Arts Centre Bookshop:

Gerard De Groot and Corinna Peniston-Bird, eds, *A Soldier and a Woman*, Routledge, 2000 – this book has chapters relevant to nearly every seminar topic

Megan Mackenzie, *Beyond the Band of Brothers*, Cambridge University Press, 2015 – very good on the question of women in combat roles but also discusses broader issues of women's military service

Use of Twitter

There is a large community of academics and practitioners who use Twitter to share links and ideas about many of the topics we will be discussing in the module. Students are invited to follow the module convenor (@jgmaber), who will tweet links and comments relevant to the module using the hashtag #IP31620 (not to exclude students taking the level 2 version of this module, but it is more efficient to use just one hashtag). Students are encouraged to use the module hashtag themselves in any tweets they want to send about women and militaries. Tweets using the module hashtag will be visible on Blackboard.

Details of Lectures and Seminars

Lectures (Twice weekly, 50 minutes each)

1. Introduction to the module: Why study the relationships between women and military service?
2. Nature versus nurture in the creation of soldiers
3. Women and the international peace movement at the start of the 20th century
4. Women's active support for war: 1914-1918
5. World War II: American women in military service
6. World War II: Women's military service in other combatant countries
7. World War II: Women and resistance movements
8. World War II: Women and wartime intelligence
9. Women in civil wars and wars of resistance: China, Spain, Nicaragua
10. Women in civil wars and wars of resistance: Vietnam, Palestine, Africa
11. Discrimination, abuse and scandal
12. How do military families fit into military culture?
13. Women soldiers in the wars of the 1990s
14. 9/11 and after: women's military roles in the wars in Afghanistan and Iraq
15. Universal military service: the example of women in the Israeli Defence Force
16. Should there be limits on women's military service? Debates about women in combat roles

Seminars (Once a week, 50 minutes each)

1. Gender and militaries

Women have always been involved in wars and militaries, although the extent of their participation is still being discovered and debated. As an introduction to the issues that we will be discussing throughout the module, please read the key sources for this seminar carefully and come to the seminar prepared to identify some of the ways that militaries and wars are gendered, what that means for men and women soldiers and civilian society, and why this gendering is important.

Essential reading:

M.E. Baaz, M. Stern, "Whores, Men, and Other Misfits: Undoing 'Feminization' in the Armed Forces in the DRC", *African Affairs*, Vol. 110, No. 441, 2011, pp. 563-585

Claire Duncanson and Rachel Woodward, "Regendering the Military: Theorizing Women's Military Participation", *Security Dialogue*, Vol. 47, No. 1, 2016, pp. 3-21

Annica Kronsell and Erika Svedberg, "The Duty to Protect: Gender in the Swedish Practice of Conscription", *Cooperation and Conflict*, Vol. 36, No. 2, 2001, pp. 153-176

2. Women and the First World War

During the First World War, many of the combatant states mobilized women to support the war effort. In the seminar we will discuss the key readings, and in particular will consider the ways that women were encouraged to support the war and also how war work was linked to citizenship in the eyes of some.

Essential reading:

Helen Boak, "Forgotten Female Soldiers in an Unknown Army': Germany Women Working Behind the Lines 1914-1918", *Women's History Review*, Vol. 23, No. 4, 2014, pp. 577-594

Maureen Healy, "Becoming Austrian: Women, the State, and Citizenship in World War I", *Central European History*, Vol. 35, No. 1, 2002, pp. 1-35

Janet S.K. Watson, "Khaki Girls, VADs and Tommy's Sisters: Gender and Class in First World War Britain", *The International History Review*, Vol. 19, No. 1, 1997, pp. 32-51

3. Women and militaries in the Second World War

If the First World War witnessed large numbers of women contributing to their countries' war effort, then the Second World War was remarkable for the acceptance of women into military service on a large scale by several of the combatant countries. This seminar will consider women's military roles as well as the relationships between civilian women and male soldiers.

Essential reading:

M. Michaela Hampf, "Dykes' or 'Whores': Sexuality and the Women's Army Corps in the United States During World War II", *Women's Studies International Forum*, Vol. 27, No. 1, 2004, pp. 13-30

Tessa Stone, "Creating a (Gendered?) Military Identity: The Women's Auxiliary Air Force in Great Britain in the Second World War", *Women's History Review*, Vol. 8, No. 4, 1999, pp. 605-624

Pyong Gap Min, "Korean 'Comfort Women': The Intersection of Colonial Power, Gender, and Class", *Gender and Society*, Vol. 17, No. 6, 2003, pp. 938-957

4. Women in Covert Roles during the Second World War

Many women engaged in some form of covert activity during the Second World War, whether as part of an organised group or as individuals. This seminar will consider their experiences, the gendered nature of their roles and make some comparisons between women's covert roles and the other ways that women contributed to the Second World War.

Essential reading:

Paula Schwartz, "Partisanes and Gender Politics in Vichy France", *French Historical Studies*, Vol. 16, No. 1, 1989, pp. 126-151

Hamzah Muzaini, "(In)Formal Memoryscapes and the Unma(s)king of a Malaysian War Heroine", *Singapore Journal of Tropical Geography*, Vol. 35, No. 3, 2014, pp. 382-396

Juliane Furst, "Heroes, Lovers, Victims: Partisan Girls during the Great Fatherland War", *Minerva: Quarterly Report on Women and the Military*, Vol. 18, Nos 3-4, 2000

5. Women in civil wars and wars of resistance

Many countries have experienced (and are experiencing) conflict on their own territories against an "internal" enemy. This seminar will discuss the roles that women have played in such conflicts, with a particular focus on women's participation in armed groups. How do women's roles in these conflicts compare with the roles that women played in the First and Second World Wars?

Essential reading:

Reed M. Wood and Jakana L. Thomas, "Women on the Frontline", *Journal of Peace Research*, Vol. 54, No. 1, 2017, pp. 31-46

Aaronette M. White, "All the Men are Fighting for Freedom, All the Women are Mourning Their Men, But Some of US Carried Guns: A Raced-Gendered Analysis of Fanon's Psychological Perspectives on War", *Signs: Journal of Women in Culture and Society*, Vol. 32, No. 4, 2007, pp. 857-884

Saraswati Sunindyo, "When the Earth is Female and the Nation is Mother: Gender, the Armed Forces and Nationalism in Indonesia", *Feminist Review*, No. 58, 1998, pp. 1-21

6. Gender and military culture

Militaries have their own distinct cultures: sets of values, assumptions, ways of behaving and relating to insiders and outsiders. This seminar will explore the roles that women and gender play in the creation and maintenance of those cultures, including the way that military families are affected by military culture and why sexual harassment, abuse and assault seem to persist in militaries.

Essential reading:

Lindy Heineken, "Conceptualizing the Tensions Evoked by Gender Integration in the Military", *Armed Forces and Society*, Vol. 43, No. 3, 2017, pp. 202-220

Meytal Eran-Jona, "Married to the Military: Military-Family Relations in the Israeli Defense Forces", *Armed Forces and Society*, Vol. 37, No. 1, 2011, pp. 19-41

Sabine T. Koeszegi, Eva Zedlacher, Rene Hudribusch, "The War Against the Female Soldier? The Effects of Masculine Culture on Workplace Aggression", *Armed Forces and Society*, Vol. 40, No. 2, 2014, pp. 226-251

7. Women soldiers in the post-Cold War period

Since the end of the Cold War the numbers of women joining state militaries around the world has increased, as have the nature and number of roles that women soldiers perform in those militaries. This seminar will explore some of those changes and consider whether they represent fundamental shifts in the ways that women experience military service.

Essential reading:

Synne Laastad Dyvik, "Women as 'Practitioners' and 'Targets'", *International Feminist Journal of Politics*, Vol. 16, No. 3, 2014, pp. 410-429

Lesley J. Pruitt, "All-Female Police Contingents: Feminism and the Discourse of Armed Protection", *International Peacekeeping*, Vol. 20, No. 1, 2013, pp. 67-79

Gerhard Kummel, "Complete Access: Women in the Bundeswehr and Male Ambivalence", 2002

8. Citizenship and military service

The final seminar of the module returns to some of the questions that began the module, with a particular focus on some of the most controversial issues surrounding the relationship between women and militaries, such as whether women should be conscripted, why women in combat roles continues to be so controversial, and the relationship between citizenship and military service.

Essential reading:

R. Claire Snyder, "The Citizen-Soldier Tradition and Gender Integration of the US Military", *Armed Forces and Society*, Vol. 29, No. 2, 2003, pp. 185-204

Carol Cohn, "How Can She Claim Equal Rights When She Doesn't Have to Do As Many Push-Ups as I Do?", *Men and Masculinities*, Vol. 3, No. 2, 2000, Pp. 131-151

Martin van Creveld, "Less Than We Can Be: Men, Women and the Modern Military", *Journal of Strategic Studies*, Vol. 23, No. 4, 2000, pp. 1-20

Essay

Some tips on writing essays

Writing essays is one of the most challenging things that students are expected to do in their university studies. Essays are where students demonstrate what they have learned, through reading and thinking about a topic, and where they seek to express their ideas about a topic in writing. The tips below reflect some of the most common problems with student essays – please have a careful read through before you begin writing your essay, and then again before you submit.

- Address the essay question. The single biggest problem that many undergraduates have in writing essays is failing to address the question. You need to read widely and to demonstrate your understanding of the topic, but do that by addressing the question directly. An essay that presents all the information you were able to find out about the topic but without a focus on the question will not get a very high mark.
- The opening paragraph or two should introduce the reader to the essay. You may or may not choose to do this by telling the reader your conclusions or a summary of your answer to the essay question, but you should at least indicate where the essay is headed.
- The closing paragraph or two should conclude the essay. You should take this opportunity to draw together the themes, summarise your argument and suggest some conclusions.
- The essay should make an argument.
- An argument is not a set of unsubstantiated assertions. You need to provide supporting evidence for the statements that you make.
- You must acknowledge your debt to other scholars if you have used their ideas or their words. You should do this in accordance with the accepted Department styles for referencing, set out in *Writing and Referencing in Interpol*.
- Every essay should include a bibliography of sources consulted. This list should be arranged in alphabetical order by the surnames of the authors.
- The research base for your essays should be as strong as possible. It is not sufficient to rely only on sources that provide an overview of the topic. You should read chapters, articles and books that focus on the topic to gain a deeper understanding of the relevant issues.
- Pay attention to the presentation of your essay. It should be as well-written as you can make it. It should be clear. If the reader has to struggle to understand your argument, then you haven't done your job very well. Do everything you can to ensure that you have used words correctly, that you have spelled words correctly, that your essay is grammatically correct and that you have used the appropriate punctuation. If in doubt, ask a friend to read through the final draft before you submit it.

- For further guidance, see *Writing and Referencing in Interpol*. The module convenor and seminar tutor are happy to discuss essay writing with any student in their drop in hours.

Essay Questions

Students should choose one question from the list below and write an essay that addresses it, using sources in the essential and further reading on Aspire. Essays should be approximately 2,000 words long (plus or minus 10%, that is between 1,800 and 2,200). **The essay must be submitted no later than 12noon on Monday 4 December 2017 via Turnitin. Late submission without an extension or appropriate special case evidence will be penalized.**

1. Do you agree with Cynthia Enloe that “women may serve the military, but they can never be permitted to *be* the military”?
2. To what extent did women’s contributions to the war efforts challenge gendered expectations of their behaviour during the First World War?
3. How did combatant countries in the Second World War balance the need for women to adopt unconventional roles to support the war effort with the maintenance of social norms?
4. In what ways did gender shape the covert roles that women played in the Second World War?
5. Do women participate in civil wars and wars of resistance on an equal basis with men?
6. How important are masculinity and femininity in the culture of militaries?
7. Does the expansion of military roles open to women since the end of the Cold War mark an end to gendered divisions of work in state militaries?
8. Why is the issue of women’s conscription into military service so controversial?