

**Gender and War, Gender Studies 5765**  
**Spring 2013, (3 credit hours)**  
**OSH 230, M/W 11:50 am – 1:10 pm**

**Professor Matthew Basso:** 231 CTIHB, 585-6847, [matt.basso@utah.edu](mailto:matt.basso@utah.edu)  
(e-mail is the best way to reach me)

**Office Hours:** M/W 1:10 pm – 2:10 pm, and by appointment. \*I strongly recommend making an appointment as I often have long meetings with students and, occasionally, I'm called away for another meeting during my posted office hours. In short, I don't want to keep you waiting.

**Course Description and Objectives:**

The debate over whether women should serve in combat, evoked with some complexity by the furor surrounding Jessica Lynch's and Lynndie England's roles in the early phase of the Iraq war (and perhaps even more so in commentary about the experience of female soldiers currently in Afghanistan), is a stark example of the continued importance of exploring the links between war and ideas about gender. But the contest over women's roles in the Armed Forces is only one aspect of the complex nexus between war and identity formation. Ideas about masculinity, for example, are influenced just as much by war as ideas about femininity. In regard to U.S. gender roles and the current "Global War on Terror," we could – and should – pay as much attention to ex-National Football League player Pat Tillman's decision to become a U.S. Army Ranger, and his subsequent death by "friendly fire." Or to the decision by countless other American men not to follow Tillman's lead and enter the Army even though a man's duty during war is supposedly to defend his nation.

This course focuses on the history of the U.S. during the twentieth century, but employs both transnational and comparative methodologies so as to use an International lens to explore the relationship between gender and war. Because of this it fulfills the University of Utah's IR requirement.

We begin with a general and historically expansive consideration of men's and women's roles in war and peace. We will continue to use this expansive framework as a touchstone for analyzing changes in the gender-war nexus, as we transfer our attention to a series of recent conflicts. For example, we will look closely at Cuba and the Spanish American War at the end of the nineteenth century, and then shift to its partner conflict, the American War in the Philippines. From the U.S. standpoint both of these wars centered on proving middle-class American manhood, and on "civilizing" non-white nations. For Filipinos their battle against their former American allies also had much to do with class and race tensions within their nation. In contrast to these two

“popular” wars, Americans initially eschewed participation in World War I. They believed that “barbarous” Europe, unlike the Philippines and Cuba, could not be “civilized” and that national/masculine independence necessitated staying out of the fight. Australia and New Zealand, and the country they most famously fought in WWI, the Ottoman Empire, took a different approach. Each of these countries used participation in the war to stake their claim to independence, to varying degrees, from colonial powers. All of these national courses of action involved gendered components. So too did virtually every aspect of home front and frontlines experience during World War II, the Cold War (including the Korean War and the American War in Vietnam), the first Gulf War, and the post-9/11 conflicts in Iraq and Afghanistan. Our study of these wars will lead us to explore the interface between war and identity formation not just in the U.S., but also in the Pacific, Atlantic, and Middle Eastern worlds.

Our objective for this course is to achieve an in-depth knowledge – expressed verbally and in written form – of the relationship between war and gender formation, including the ability to compare different national experiences and to discuss the transnational aspects of this dynamic. This syllabus is subject to revisions. Your regular attendance in class will assure that you keep informed of any alterations.

### **Readings and Handouts:**

Books you are required to purchase:

- Cynthia Enloe, Maneuvers: The International Politics of Militarizing Women’s Lives (Berkeley: University of California Press, 2000).
- Joshua Goldstein, War and Gender: How Gender Shapes the War System and Vice Versa (New York: Cambridge University Press, 2001).

Articles and other shorter texts comprise a significant amount of your course readings. You can access these materials on the course’s CANVAS site.

\* As a reminder: I **REQUIRE** you to have a personal copy of each day’s reading in class.

### **Expectations, Evaluation, and Policies:**

- This is an advanced level undergraduate course, and as such it entails significant work on your part. Specifically, I will expect you to keep up with the required reading and to arrive at class prepared to discuss that reading. Small and large group discussions, lectures, and,

- occasionally, student presentations will characterize our in-class work for “Gender and War.”
- This point is important so I want to reiterate it. I expect you to attend class always; complete assignments – whether reading, viewing a film, or something other – prior to class; regularly (that means every day) and energetically participate in discussion. Your participation will be a major factor in your grade. Excused absences and other details are listed in the University’s general policy on attendance ([www.acs.utah.edu/sched/handbook/attend.htm](http://www.acs.utah.edu/sched/handbook/attend.htm)). Specific to this class, every unexcused absence will lower your attendance and participation grade, but three unexcused absences will result in the loss of a full letter grade. Unless otherwise stipulated, late assignments will be graded down automatically a letter grade for the first late day and a third of a grade for each day thereafter. (e.g. first late day = A to B, second late day = B to B-, etc.) If you cannot finish an assignment or participate let us know. If you fail to speak to us about any problems you are having, I can’t help you or show any flexibility. It is as simple as that.
  - Show respect for and thoughtful consideration of issues and ideas discussed in class and readings. **Support your opinions by consistently referencing either the texts under analysis or our background reading.** We will not always agree with each other, at least we hope that is the case. We will learn primarily through challenging conversations that promote both open sharing and listening. Reasonable people can disagree without engaging in personal attacks. We want an open and comfortable classroom where questions are encouraged and discussions flow freely.
  - Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with us at your earliest convenience. The University’s policy on accommodation is available at: <http://www.admin.utah.edu/facdev/index.html>
  - Prepare to on occasion complete unannounced written quizzes that ask you to respond directly to our reading assignments. These are often used to ‘spark’ discussion when the class seems to be having difficulty on getting started on a particular reading. They will be assessed as part of your participation grade.
  - Complete one short primary source analysis paper, two significant essays (one dealing with World War I or World War II, and one a

research paper and presentation), and a final exam. Descriptions of these assignments will be handed out in class and discussed in detail.

- Attendance and participation (including quizzes): 20%
  - Primary Source Analysis Paper: 10%
  - Final draft of World War I or II Essay: 20%
  - Final draft of the research paper and presentation 30%
  - Final Exam: 20%
- Grades will be assigned according to the standards reported in the class schedule: [www.acs.utah.edu/sched/handbook/grpolicy.htm](http://www.acs.utah.edu/sched/handbook/grpolicy.htm)
  - All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee."
  - In addition, I want to emphasize that no plagiarism or violations of academic integrity will be tolerated in this class. The University outlines its policies on academic integrity on line at <http://www.sa.utah.edu/code.html>. If I find that any students have violated this code, I will fail them in the class and bring up formal charges against them with the Academic Misconduct Committee.
  - The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

## GNDR 5765/ HIST 6330 SCHEDULE:

### Week 1

Mon Jan 7: **Course Introduction**

- Reading due: None

Wed Jan 9: **The Relationship between Gender and War I**

- Reading due: Goldstein, Chapter 1, from *War and Gender* (this book must be purchased)
- **IMPORTANT REMINDER: BRING YOUR COPY OF THIS READING TO CLASS! DO THIS FOR EACH DAY'S ASSIGNED READING. IT IS CRITICAL!**

### Week 2

Mon Jan 14: **The Relationship between Gender and War II**

Reading due: Goldstein, Chapter 3, from *War and Gender*

Wed Jan 16: **Militarism: War's Subjects and Limits**

- Reading due: Enloe, Chapter 1 and 2, from *Maneuvers* (this book must be purchased), and Bacevich, Introduction, from *The New American Militarism on Canvas*

## UNIT ONE

### **The Spanish-American and Philippine-American Wars: Gendering Elites**

### Week 3

Mon Jan 21: **Spanish-American War and the Rebirth of Martial Manliness**

- Reading Due: Bederman, "Theodore Roosevelt"; Hoganson, Chapter 2 and 3 from *Fighting for American Manhood on Canvas*
- **Assignment Distributed: Spanish-American or Philippine-American Wars Primary Source Analysis Paper**

Wed Jan 23: **Philippine-American War and Filipino and American Masculinity**

- Reading Due: Hoganson, Chapter 6 from *Fighting for American Manhood*, and Kramer, Chapter 3 from *Blood of Government on Canvas*

### Week 4

Mon Jan 28: **Philippine-American War and Filipino and American Femininity**

- Reading Due: Roces, "Is the Suffragist an American Colonial Construct? Defining 'the Filipino woman' in Colonial Philippines," and Hoganson, "As Bad Off as the Filipinos: US Women's Suffragists and the Imperial Issue at the Turn of the Twentieth Century," on Canvas

## UNIT TWO

### World War I: Gendering Common Folk

#### Wed Jan 30: **Heroic Men and Male Conquest**

- Reading Due: Goldstein, Chapter 5 and 6, from *War and Gender*
- **Assignment Distributed: World War I or World War II Propaganda Poster Interpretive Essay**

#### Week 5

#### Mon Feb 4: **Birth of a Nation: Australia, New Zealand, and Gallipoli**

- Have Watched: *Gallipoli* (1984), available in IMS
- Reading Due: Goldstein, Chapter 4, from *War and Gender*
- Writing Due: **PRIMARY SOURCE PAPER DUE**

#### Wed Feb 6: **Birth of a Nation Part II: Australia, New Zealand, and Gallipoli**

- Reading Due: Alistair Thomson, "A Crisis of Masculinity? Australian Military Manhood in the Great War," and selections from Jock Phillips, *A Man's Country? on Canvas*

#### Week 6

#### Mon Feb 11: **Women, Progressivism and Pacifism in the U.S. and Australia**

- Reading Due: Frances Early, "Feminist Pacifists and Conscientious Objectors," and Joy Damousi, "Socialist Women and Gendered Space: Anti-Conscription and Anti-War Campaigns, 1914-1918," on Canvas, and spend an hour taking notes on past and present efforts of the Women's International League for Peace and Freedom: <http://www.wilpf.int.ch/index.htm>

#### Wed Feb 13: **American Men and World War I: To Soldier or Not to Soldier**

- Reading Due: Jeanette Keith, "Politics of Southern Draft Resistance," and Zeiger, "She Didn't Raise her Boy to Be a Slacker: Motherhood, Conscription, and the Culture of the First World War" on Canvas

## UNIT THREE

### WORLD WAR II: Home Fronts, Front Lines, and Spaces In Between

#### Week 7

#### Mon Feb 18: **The Draft, Deferments, and American Manhood from Depression to War**

- Have Watched: *Caught in the Draft* (1941) or *Sergeant York* (1940), available in IMS
- Reading Due: Matthew Basso, "Redrafting Masculinity: Breadwinners, Shirkers, or 'Soldiers of Production'"

Wed Feb 20: **Military Masculinity During World War II**

- Reading Due: Selections from Terkel, *The Good War*, on Canvas

Week 8

Mon Feb 25: **Women on the American and European Home Front**

- Reading Due: Rupp, "Mobilization and Propaganda Policies in Germany and the United States," and Meyer "'Ain't Misbehavin'": The Slander Campaign Against the WAC" from *Creating G.I. Jane* on Canvas

Wed Feb 27: **Sex, Power, and War: The Pacific, Part I**

- Reading Due: Enloe, Chapter 3, Bailey and Farber, "Hotel Street" on Canvas

Week 9

Mon Mar 4: **Sex, Power, and War: The Pacific, Part II**

- Reading Due: Enloe, Chapter 4, and Yoshiaki, "How Were the Women Rounded Up? Comfort Women Testimonies and Soldiers' Recollections" and "The Lives Comfort Women were Forced to Lead" on Canvas

**UNIT FOUR  
COLD WAR AND VIETNAM**

Wed Mar 6: **Cold War Gender**

- Have Watched: *Man in the Grey Flannel Suit* or *Manchurian Candidate*
- Reading Due: May, selections from *Homeward Bound*

Week 10

Mon Mar 11: **No Class** – Spring Break

Wed Mar 13: **No Class** – Spring Break

Week 11

Mon Mar 18: **The American War in Vietnam and Women**

- Reading Due: Enloe, Chapter 6, and Turner with Hao, "Through a Hairnet: Mothers, Warriors, and the Nation" and "Only Women: Maternal Soldiers" from *Even the Women Must Fight: Memories of War from North Vietnam* on Canvas
- Writing Due: **World War I or World War II Poster Essay**

Wed Mar 20: **The American War in Vietnam and Men**

- Reading Due: Foley, "The 'Point of Ultimate Indignity' or a 'Beloved Community'?: The Draft Resistance Movement and New Left Gender Dynamics," and O'Brien selections from *The Things they Carried* on Canvas
- **Assignment Distributed: Final Project**

## UNIT FIVE GENDER, WAR, AND THE MIDDLE EAST

### Week 12

#### Mon Mar 25: **Vietnam's Gendered Aftershocks: Israel and Iran**

- Reading Due: McAlister, selections from *Epic Encounters*, and Helman, "Militarism and the Construction of the Life-World of Israeli Males: the Case of the Reserves System" on Canvas

#### Wed Mar 27: **Reagan, Rambo, and the New American Military/Militarism**

- Reading Due: Burke, Chapters TBA, and Cohn, "Sex and Death in the Rational World of Defense Intellectuals," and Estes, "The Gulf War," and "The Ban" from *Ask & Tell: Gay and Lesbian Veterans Speak Out* on Canvas

### Week 13

#### Mon Apr 1: **Domestic Relations: Military Spouses**

- Reading Due: Enloe, Chapter 6, and Burke, Chapters TBA

#### Wed Apr 3: **G.I. Jane: Women in the Military**

- Reading Due: Enloe Chapter 7, and Burke, Chapters TBA

### Week 14

#### Mon Apr 8: **9/11, Iraq, and Afghanistan**

- Reading Due: Young, "Logic of Masculinist Protection," and Faludi, selections from *The Terror Dream*

#### Wed Apr 10: **Student Presentations**

### Week 15

#### Mon Apr 15: **Student Presentations**

- Writing Due: **RESEARCH ESSAY DUE IF YOU CHOOSE TO FOCUS ON UNIT FOUR!**

#### Wed Apr 17: **Student Presentations**

### Week 16

- Mon Apr 22: **Conclusion: Today's Gender and War Nexus**  
**TBA - FINAL EXAM**