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Office Hours:

Monday 2:30 – 3:30 pm
Wednesday 6 –7 pm
Friday 11 am – 12 pm
(Drop in or sign up in advance).

Gender and the Culture of War

Monday/Wednesday/Friday ♦ 1:10 – 2:00 p.m. ♦ Spring 2007

This upper division, undergraduate course (ENGL 214 pre-requisite) is designed to analyze the gendering of war and state violence in a cultural context. Using historical, theoretical, fictional, and cultural texts, students will discuss the political, cultural and ideological configurations of war as a masculine pursuit in conjunction with case studies of men and women's involvement in different violent conflicts. Topics will include the gender of nationalism and imperialism, intersections of race, gender, sexuality and nation in representations of violent conflict, the relation of fiction to ideologies of war, gendered representations of the military in the media, and the role of sexuality in constructions of nationalism and violence.

Assigned Texts

Required Texts

- *Three Guineas* by Virginia Woolf.
- *Aristophanes' Lysistrata*: translated with Introduction and notes by Jeffery Henderson. Focus Classical Library
- *When Heaven and Earth Changed Places: A Vietnamese Women's Journey from War to Peace* by Le Ly Hayslip.
- *Drag King Dreams* by Leslie Feinberg, 2006.
- Much of the course required readings is be available from SFSU's Electronic Reserve. Go to <http://eres.sfsu.edu>. Password: *military*.

A Note

This is a course about war and violence. Much of the material in the course readings, lectures, or films is disturbing. Texts and images may be violent, sexually explicit, or otherwise challenging. If you are concerned about this issue, please let me know via email or by discussing your concerns with me in my office hours.

Course Requirements & Grading

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|-----|--|-----------------------------------|
| 20% | Class participation, short assignments, and attendance | |
| 20% | Essay 1 (5 pages) | Due Friday, February 23 |
| 20% | Essay 2 (5 pages) | Due Friday, April 6 |
| 20% | Research Project | Final work due Wednesday, May 2 |
| 20% | Cumulative Final Exam | Friday, May 25 10:45 am – 1:15 pm |
- *Class participation* and attendance consist of a major part of the final grade (20%) for this course. Participation grade includes attendance, daily preparation, class participation, group work, and short in class writing assignments, announced and unannounced.
 - Because this course is a seminar, it requires rigorous and consistent class preparation by all students. You must be prepared to initiate discussion as well as think through questions and ideas posed by the assigned material, the instructor, and your classmates.
 - Missing more than three class meetings *will* result in a lowered final grade. If, due to unavoidable circumstance, you need to miss a class, contact the instructor as soon as possible and get class notes from a classmate. *You are responsible for all course material even when you are absent.*
 - All assignments must be turned in on time. *Late assignments are penalized one third of a grade for every day late* (a paper due Friday and turned in on Tuesday, for example, is four days late. An A- grade would then become a C+). Extensions are granted only well in advance.
 - *Essay Revision Policy:* Students who wish to revise Essay 1 or Essay 2 must meet with the instructor to make a substantive revision plan. At that meeting, a due date for the revision will be set. The original, graded paper must be turned in with the revision. Final grade is an average of the grades earned on the original and revised drafts.
 - *Extra Credit Opportunities:* You may attend and write a 2-3 page assessment of one event or lecture sponsored the Women Studies Department for extra credit. See assignment handout for more details.

Classroom Conduct

- This class is a seminar and thus all students are expected to be active members of a community of learners. Expect to speak up in class, participate in small group work, and engage in various class activities.
- Be respectful of differing opinions expressed by your classmates, professor, or in assigned readings. A community of learners has room for a wide range of experiences and opinions, as long as no individual or group is disrespected. Be tolerant of others and respectful of differences among your classmates.
- Make sure that before you come to class, all beeping, buzzing, singing, or ringing devices are *turned off*. You may not listen to music players or respond to pages or phone calls in class.

- ❑ You may bring beverages to class, as long as you take care not to spill them. However, please do not eat in class or chew gum loudly. If you have a medical condition that requires you to eat in class, please discuss this situation with me.
- ❑ Be sure to periodically check the course web-site for copies of assignments, handouts and other course-related information. (link at <http://online.sfsu.edu/~dcohler>)

Course Objectives

- ❑ To provide a historical and cultural context for present-day representations of violence and war.
- ❑ To read critically how women and men are represented as having different roles and stakes in state-sponsored and oppositional violence and to complicate essentialist views of “men as inherently violent” and “women as universally peaceful” prevalent in Western culture.
- ❑ To enable students to critically engage with the rhetorics of state-sponsored and oppositional arguments for and against the use of violence and war-making.
- ❑ To forge connections between history, culture, politics; gender, race, class, sexuality and nationalism.
- ❑ Through engaged reading, writing, and thinking, to advance student’s critical thinking skills.

Academic Dishonesty

I do not tolerate cheating or plagiarism. While plagiarism can be accidental, it carries severe penalties at SFSU and other universities, ranging from loss of credit on an assignment, to loss of credit for a class, suspension or expulsion.

“Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an "F" grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action. (Quotation taken from "College of Humanities Plagiarism Resources, <http://www.sfsu.edu/~collhum/plagiarism.html>)

Avoid plagiarism by citing your sources, whether books, periodicals, web-sites, unpublished manuscripts, or even discussions with classmates.

If you are unclear about what constitutes plagiarism, consult with me or refer to the College of Humanities Plagiarism Resources at <http://www.sfsu.edu/~collhum/plagiarism.htm>.

Accessibility

I wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. You are invited to communicate with me at the outset of the course or at your discretion about any accommodations that will improve your experience of or access to the course. You can also contact the Disability Resource Center at 415-338-2472 (Voice/TDD).

Syllabus**Fall, 2005**

January

W 24 – First day of class – introductions and logistics

Beginnings

F 26 Lucia Mae Pitts, “A WAC Speaks to a Soldier” (1944-5)
 Siegfried Sasson, “Glory of Women” (1917)
 Virginia Woolf: “Thoughts on Peace in an Air Raid” (1940)

M 29 Jennifer Turpin “Many Faces: Women Confronting War”

W 31 Nira Yuval-Davis. “Women and the Biological Reproduction of The Nation”

February

F 2 Baccheta et al ‘Transnational Feminist Practices Against War’ (2001)
 Alwis et al. "Meridians Roundtable on Peace" (2000)

I. Theorizing Gender and Cultures of War

February

M 5 Ilene Rose Feinman, “Feminist Antimilitarism/ Feminist Egalitarian Militarism”

W 7 Claudia Herbst, “Shock and Awe: Virtual females and the sexing of war”
 Nancy Gibbs, “When Mom Goes To War.” *Time Magazine*

Militarism, Gender, and Sexuality

F 9 Cynthia Enloe, “How Do They Militarize a Can of Soup?”

M 12 Melissa S. Herbert, “Dykes or Whores: Sexuality and the Military.”

W 14 Cynthia Enloe, “When Soldiers Rape”

F 16 Allan Berube, "Marching to a Different Drummer: Lesbian and Gay GIs in World War Two"

Race, Nation, and Masculinity

M 19 David Serlin, “Crippling Masculinity: Queerness and Disability in U.S. Military Culture, 1800-1945.”

W 21 Adam Gaynor, “‘Neither Shall They Train for War Anymore’: Reflections on Zionism, Militarism, and Conscientious Objection”
 Yuki Terazawa, “the Transnational Campaign for Redress for Wartime Rape by the Japanese Military: Case for Survivors in Shanxi Province”

F 23 Marian Mollin “The Limits of Egalitarianism: Radical Pacifism, Civil Rights, and the Journey of Reconciliation”
Essay 1 due in class

"Women" Theorizing Peace

M 25 Virginia Woolf, *Three Guineas* - Chapter 1

W 27 Virginia Woolf, *Three Guineas* - Chapter 2

March

F 2 Virginia Woolf, *Three Guineas* - Chapter 3

M 5 Sara Ruddick, "Notes towards a Feminist Maternal Peace Politics."

Working for Peace in War Zones

W 7 Lepa Mladjenovic and Vera Litricin. "Belgrade Feminists 1992: Separation, Guilt, and Identity Crisis."

F 9 Gila Svirsky, "Local Coalitions, Global Partners: The Women's Peace Movement in Israel and Beyond"
 Philippa Strum, "West Bank Women and the Intifada: Revolution within Revolution"

II. Representing Gendered Identities in War and Conflict*Looking to the Ancient Greeks*

M 12 Aristophanes, "Lysistrata" (read the Introduction and the play for Monday)

W 14 Aristophanes, "Lysistrata"

F 16 Aristophanes, "Lysistrata"
Research project – initial statement due

World War I, Pacifist Soldiers, and British Masculinity

M 19 World War I poetry by Rupert Brooke, Edward Thomas, Siegfried Sassoon, Wilfred Owen and May Wedderburn Cannan

W 21 more WWI poetry discussions

Gender and Anti-Colonial Struggle

F 23 *The Battle of Algiers* (to be screened prior to class meeting)

M 26 *The Battle of Algiers*

Charles Freund, "The Pentagon's Film Festival: A Primer for *The Battle of Algiers*"

Franz Fannon – "Algeria Unveiled" (1959)

W 28 *The Battle of Algiers*

Marnia Lazreg, "Nationalism, Decolonization and Gender"

F 30 **Cesar Chavez Day – no classes**

The U.S. War in Vietnam

April

M 2 Le Ly Hayslip, *When Heaven and Earth Changed Places* pages iv-164

W 4 Le Ly Hayslip, *When Heaven and Earth Changed Places* 164-235

F 6 Le Ly Hayslip, *When Heaven and Earth Changed Places* 236-end
Essay 2 due in class

April 9-13 Spring Break

M 16 Susan Jeffords, from *The Remasculinization of America: Gender and the Vietnam War*

W 18 *Rambo II: First Blood* (to be screened prior to class)
Research project – prospectus and bibliography due

F 20 Show and Tell: Hollywood reinvents the US War in Vietnam (bring in clips to share)

Documenting Resistance, Making Violence Visible

M 23 “Las Madres’: The Mothers of the Plaza de Mayo” (to be screened prior to class)

W 25 More on “Las Madres” – readings TBA

III. The Current Moment: Race, Sexuality, and Gender after 9/11

F 27 Inderpal Grewal, “Transnational America: Race and Gender after 9/11”

M 30 Runway Peace Project: Fashion Resistance to Militarism (in class screening)

May

W 2 **Research presentations**
All final bibliography and presentation script due

F 4 **Research presentations**

M 7 *Drag King Dreams* ix-108

W 9 *Drag King Dreams* 109-210

F 11 *Drag King Dreams* 211-end

M 14 Final exam review – students bring in questions

W 16 Course evaluations and celebrations

F 25 **Final Exam, 10:45-1:15 pm**

Congratulations...you are finished!

List of Readings on Electronic Reserve

- ❑ Lucia Mae Pitts, “A WAC Speaks to a Soldier.” Bitter Fruit: African American Women in World War II. Edited by Maureen Honey. University of Missouri Press, 1999.
- ❑ Siegfried Sasson, “Glory of Women” (1917)
- ❑ Virginia Woolf: “Thoughts on Peace in an Air Raid.” *The Death of the Moth and Other Essays*. London: Hogarth Press, 1942. 154-57.
- ❑ Jennifer Turpin “Many Faces: Women Confronting War” *The Women and War Reader* Eds. Lois Ann Lorentzen and Jennifer Turpin. 1998. 3-18.
- ❑ Nira Yuval-Davis. “Women and the Biological Reproduction of The Nation.” *Women’s Studies International Forum* 19.1-2 (1996): 17-24.
- ❑ Baccheta, Paula, Tina Campt, Inderpal Grewal, Caren Kaplan, Minoo Moallem, and Jennifer Terry. "Transnational Feminist Practices against War." Meridians: feminism, race, transnationalism 2.2 (2002): 302-8.
- ❑ Alwis, Malathi de, et al. "Meridians Roundtable on Peace." *Meridians* 2.1 (2001): 92-111.
- ❑ Ilene Rose Feinman, “Feminist Antimilitarism/ Feminist Egalitarian Militarism” *Citizenship Rites: Feminist Soldiers and Feminist Antimilitarists*. NY” NYU Press, 2000. 11-12, 19-43.
- ❑ Claudia Herbst, “Shock and Awe: Virtual females and the sexing of war” Feminist Media Studies 5.3 (2005): 311-24.
- ❑ Nancy Gibbs, “When Mom Goes To War.” *Time Magazine*. 2003, 161: 26-33.
- ❑ Cynthia Enloe, “How Do They Militarize a Can of Soup?” in *Maneuvers: The International Politics of Militarizing Women's Lives*. Berkeley, CA: University of California Press, 2000. 1-34.
- ❑ Melissa S. Herbert, “Dykes or Whores: Sexuality and the Military.” *Camouflage Isn’t Only for Combat: Gender, Sexuality and Women in the Military*. NY: NYU Press, 1998. 55-80.
- ❑ Cynthia Enloe, “When Soldiers Rape” in *Maneuvers* 108-152.
- ❑ Allan Berube, "Marching to a Different Drummer: Lesbian and Gay GIs in W.W.II" Hidden from History: Reclaiming the Gay and Lesbian Past. Eds. Martin Bauml Duberman, Martha Vicinus and Jr. George Chauncey. New York: 1989. 383-94.
- ❑ David Serlin, “Crippling Masculinity: Queerness and Disability in U.S. Military Culture, 1800-1945.” *GLQ* (.1-2, 2003. 149-179.
- ❑ Adam Gaynor, “‘Neither Shall They Train for War Anymore’: Reflections on Zionism, Militarism, and Conscientious Objection” NWSA Journal Vol 18, no 3, Fall 2006, 181-190.
- ❑ Yuki Terazawa, “the Transnational Campaign for Redress for Wartime Rape by the Japanese Military: Case for Survivors in Shanxi Province” NWSA Journal Vol 18, no 3, Fall 2006,133-145.
- ❑ Marian Mollin “The Limits of Egalitarianism: Radical Pacifism, Civil Rights, and the Journey of Reconciliation.” *Radical History Review*, Issue 88. Winter 2004. 113-138.

- Sara Ruddick, "Notes towards a Feminist Maternal Peace Politics." *Maternal Thinking: Toward a Politics of Peace*. 1989, 219-252.
- Lepa Mladjenovic and Vera Litricin. "Belgrade Feminists 1992: Separation, Guilt, and Identity Crisis." *Feminist Review*. No. 45 (1993)
- Gila Svirsky, "Local Coalitions, Global Partners: The Women's Peace Movement in Israel and Beyond" *Signs* 29.2 (2003).
- Philippa Strum, "West Bank Women and the Intifada: Revolution within Revolution." *Palestinian Women of Gaza and the West Bank*. Ed. Suha Sabbagh. Bloomington: Indiana University Press, 1998. 63-77.
- World War I Poetry by Sigfried Sasson, Wilfred Owen, etc.
- Charles Freund, "The Pentagon's Film Festival: A Primer for *The Battle of Algiers*" Slate.com 8/27/2003
- Franz Fanon – "Algeria Unveiled" *A Dying Colonialism*. 1959. New York: Grove Press, 1965. 35-67.
- Marnia Lazreg, "Nationalism, Decolonization and Gender" *The Eloquence of Silence: Algerian Women in Question* NY: Routledge, 1994. 118-141.
- Susan Jeffords, from *The Remasculinization of America: Gender and the Vietnam War*, pages 1-22, 48-53.
- Inderpal Grewal, "Transnational America: Race and Gender after 9/11." *Transnational America: Feminisms, Diasporas, Neoliberalisms*. Next Wave: New Directions in Women's Studies. Eds. Inderpal Grewal, Caren Kaplan and Robin Wiegman. Durham: Duke University Press, 2005. 196-220, 238-240.
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