

# **POLI 160C: Security, Conflict, Violence, War SYLLABUS – Summer 2015**

Tue/Thurs 9am-12:30pm SocSci 1 Room 161

**Instructor: Sam Cook salcook@ucsc.edu**

**Office Hours: Tuesday 1:30-3:30pm Merrill 141**

**TA: Joe Lehnert - jlehnert@ucsc.edu**

## **COURSE DESCRIPTION**

This course offers an introduction to thinking about the politics of “war” and about the connections between war and militarism. What is war? What does thinking about gender reveal about war? What are our connections to war either individually or collectively? How is it that we come to understand what war is? Can war be just? What is the link between war and everyday practices in so-called peacetime? What does peacemaking look like and where does it take place? While engaging a broad array of texts, this course chiefly explore these questions through women’s and feminist scholarship on war, violence and peace.

## **REQUIRED TEXTS**

The books below will be on reserve at McHenry Library and can be purchased at Baytree Books or online. The Sjoberg book is available as an ebook.

1. Laura Sjoberg, *Gendering Global Conflict* (Perseus, 2013)
2. Chris Hedges, *War is a Force that Gives us Meaning* (Perseus, 2014)
3. Cynthia Enloe, *Globalization and Militarism* (Rowan and Littlefield, 2007)

Required articles and other readings are noted in the course schedule. These will be available on ecommons. In each week/thematic section additional readings will be provided for the purpose of the class essay and for those interested in particular topics. This list will be available on ecommons.

**Note:** The reading list and schedule are subject to change – readings and timing may shift as we progress through the course and to account for unfolding events or emerging interests. Such changes will be announced in lecture and on ecommons. You will be responsible for content of readings later required that do not appear on this version of the syllabus.

**Academic Integrity:**

Familiarize yourself with the University's principles, policies, and procedures regarding breaches of academic integrity. These can be found on the "academic integrity" website at: [http://www.ucsc.edu/academics/academic\\_integrity/undergraduate\\_students/](http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/)  
If you are unsure about anything that you read on this website, or what is acceptable or not acceptable in completing assignments for this course, please come and see me. No offenses against standards of academic integrity will be tolerated and these will be processed through the campus system and the appropriate penalties imposed.

**Learning Support Services:**

Learning Support Services helps students find the resources they need to succeed academically. While there is no tutor specifically designated for this course, there are writing tutors available to all students; you should consider trying to use this service as you prepare to turn in the required paper. Learning Support Services are free of charge.  
For more information, please see: <http://www2.ucsc.edu/lss/>

**Accessibility and Disabilities:**

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., office hours) during the first week of the course.  
Contact the DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu> for more information on the requirements and/or process, or if you would like more information about the center. You are not obligated to use DRC services if you contact them, all information is confidential, and services are free of charge.

**Counseling and Psychological Services**

CAPS services are available during the summer including their drop-in counseling program for brief, confidential conversation with counselors to receive consultation, support, referrals, and advice. See <http://caps.ucsc.edu/about/index.html>

**COURSE REQUIREMENTS**

**Attendance and participation** at every class meeting is mandatory and a register will be taken. Although we will not have separate section meetings, there will be group discussions during the assigned lecture time during which your active participation will be evaluated.

**Assigned readings** should be completed by the beginning of the class for which it is assigned, and you are expected to be familiar with the material, even if you do not fully understand it. In the latter case, you should come to class and discussion prepared to ask questions for clarification.

## **Evaluation – Four Parts to your FINAL GRADE:**

Late Assignments: Ten percent (10%) per day will be deducted from your assignment grade for each day it is late. Assignments more than three days late will not be accepted unless you have made prior arrangements with the instructor. The TA cannot authorize late submissions.

### **1) Participation (15% of course grade)**

This means:

- doing *all* the assigned readings each week and bringing readings to class
- being prepared to discuss major themes, key points and to answer questions
- **engaging** in group discussions and **actively listening** to your colleagues, including giving others a chance to speak and NOT checking social media, messages etc during class time

### **2) Reading Response Papers (40% of course grade – 10% each):**

There are four written assignments required in this class, each of at least 2 pages and no more than 3 pages. These will be assigned every **Tuesday** and due on the following **Tuesday**.

These will be explained on the first day of class and will consist of two parts:

- a) A 300-word synopsis on one of the readings for the week
- b) Your response to prompt provided for that week

A synopsis is, in this instance, **not merely a summary of the reading but also a discussion of the central ideas or arguments in it.** For example: What is the author arguing? How do they make their argument? How does it fit in to class theme?

### **3) Course Journal / Scrapbook (15%)**

We will discuss this course requirement on the first day. You will be expected to hand in to me at the beginning of class on **21 July** a journal/scrapbook (which may be electronic) that you have kept of the first four weeks of the course, focusing in each week on the assignment set for that week. There will be a lot of flexibility built into this assignment but it will function as a collection of your thoughts and things you've found (texts, images, sounds, songs etc) related to the course themes.

### **4) Essay (30%)**

This will be a 5-7 page paper on a topic assigned to you in week 3 and this will be due the day after our final lecture – **Friday 24 July at noon – uploaded and hard copy to TA. NO LATE PAPERS .**

### **Citation and Documentation of Sources in Papers:**

All courses in the Politics department use one of two standard forms of citation (1) parenthetical or in-text citations *Modern Language Association* (MLA) and (2) footnotes - the *Chicago Manual of Style*. Familiarize yourself with the style guides on the Politics website :

<http://politics.ucsc.edu/undergraduate/citation.php>.

## CLASS SCHEDULE

### **Week 1: WHAT IS WAR AND HOW DO WE THINK ABOUT IT? (June 23, June 25)**

#### **Reading:**

\*Sjoberg, *Gendering Conflict* – Introduction and Chapter. 1 (p1-43) and Chapter 2 Gender Lenses Look at War(s) (p44-67)

\*Enloe, Globalization and Militarism – Chapter. 1 (p1-18)

\*Hedges, War is a Force that Gives us Meaning – Introduction (1-17)

Joshua S. Goldstein and Steven Pinker, "War Really Is Going Out Of Style," *The New York Times* (December 17, 2011) \***ecommons**.

Mead, Margaret. "Warfare is Only an Invention -- Not a Biological Necessity." 1940 \***ecommons**

### **Week 2: GENDER & THINKING CONNECTIONS TO & EXPERIENCES OF WAR (June 30, July 2)**

#### **Reading:**

\*Sjoberg, Chapter 5 Gender, States, and War(s) (p133-156) **and** Chapter 9 Living Gendered War(s)(p248-278)

\*Enloe, Chapter 2 Tracking the Militarized Global Sneaker, (p19-38)

\*Hedges, Chapter 1 The Myth of War (19-42) **and** Chapter 4 The Seduction of Battle and the perversion of war (83-121)

Christine Sylvester, *War as Experience* – Chapters 3 War as Physical Experience **and** Chapter 4 *War as Emotional Experience* (p66-110) \***ecommons**

Cheryl Mattingly, Narrating September 11: Race, Gender and the Play of Cultural Identities *American Anthropologist*, Vol. 104, No. 3 (Sep., 2002), (p. 743-753) \***ecommons**

### **Week 3: DECIDING TO ENGAGE IN/THROUGH WAR (July 7, July 9)**

#### **Reading:**

\*Sjoberg, Chapter 6 People, Choices and War(s)(p157-184)

\*Hedges, Chapter 2 Nationalism (43-61)

Charles Hirschkind, Saba Mahmood, *Feminism, the Taliban, and the Politics of Counter-Insurgency* *Anthropological Quarterly* 75.2 (2002) 339-354 \***ecommons**

African National Congress Umkhonto We Sizwe Military Code \***ecommons**

Subcomandante Marcos, EZLN, Fourth Declaration from the Lacondón Jungle (1996) (ecommons) <http://www.struggle.ws/mexico/ezln/jung4.html> \***ecommons**

**Week 4: FROM NATIONAL SECURITY TO DAILY MILITARISM  
(July 14 and July 16)**

**Reading:**

\*Enloe, Chapter 3 *How does national security become militarized* (p39-62) **and** Chapter 4 *Paying close attention to women inside militaries*

Susan Zeiger, "She Didn't Raise her Boy to Be a Slacker: Motherhood, Conscription, and the Culture of the First World War" *Feminist Studies* 22, no. 1 (1996) (p6-39) **\*ecommons**

Jennifer Allsopp and Zahra' Langhi, Libya: "Rejoicing at our bloody democracy"  
www.opendemocracy.net **\*ecommons**

Amina Mama, "Challenging Militarized masculinities" www.opendemocracy.net (June 2013)  
**\*ecommons**

Cohn, C., 'Sex and Death and the Rational World of Defense Intellectuals', 12 (4) *Signs*, (1987) 687  
**\*ecommons**

Janell Hobson, *Militarizing women in Film: Toward a Cinematic Framing of War and Terror*  
**\*ecommons**

**Week 5: RESISTING WAR, ADVANCING PEACE and COURSE CONCLUSION  
(July 21 and July 23) Essay and Journal Due this week.**

**Reading:**

\*Enloe, *Globalization and Militarism* – Chapter 6 *Demilitarizing a society in a Globalized World; or, Do you wear Camo?* (p117-136)

\*Hedges, *War is a Force that Gives us Meaning* – Chapter 7 *Eros and Thanos* (p157-185)

\*Sjoberg, *Gendering Conflict* – Conclusion (A) *Feminist Theory/ies of War(s)*(p248-278)

Carol Cohn, *Woman and War* – Chapter 5 Cohen and Jacobson, *Women and Political Activism in the Face of War and Militarization* (p102-123)**\*ecommons**

Cynthia Cockburn, *From Where We Stand* – Chapter 6 *Methodology of women's protest* (p156 - 205)**\*ecommons**

Madeleine Rees, "This is what a Feminist Foreign Policy Looks like", *Open Democracy* **\*ecommons**