

GSWS 293/INTR 228
Gender, War, and Militarism

What has been militarized can be demilitarized. What has been demilitarized can be remilitarized.
—Cynthia Enloe

Instructor

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Office Hour

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COURSE DESCRIPTION

This course examines the contemporary interplay among gender, war, and militarism through engagement with feminist international relations and critical masculinities scholarship on these themes, as well as an exploration of their representation in media, popular culture, and television news coverage. We will identify the historical and sociopolitical conditions that enable the militarization of a society and give rise to war by considering examples from around the world, including 20th and 21st century conflicts in Cambodia, Somalia, Guatemala, Serbia, and Afghanistan. We will pay particular attention to the social construction of femininity, masculinity, and gender relations in a militarized culture. Topics will include security, foreign policy, development, peacekeeping, and human rights.

COURSE GOALS

The purpose of this class is to explore the fundamental principles of war and militarism as locally and globally constructed. This class takes for granted that a key component in understanding definitions and experiences of war, conflict, and the process of militarization by various social groups is based on gender and other relations of power and authority. This critical feminist framework will allow us to explore the racializing and gendering processes of war at the global and local levels throughout history, across cultures, and in our everyday lives.

REQUIRED TEXTS AND MATERIALS

Our texts should all be available to you without cost. Some low-cost paperbacks are available in the university bookstore and many online resources if you would like to purchase them, or you have a scholarship to do so. All texts are either available as ebooks or will be provided through course reserves. **If it is difficult for you to purchase textbooks and you need hard copies, please alert your instructor right away.** A feminist-informed classroom requires that we maintain democratic and equitable access to knowledge and course material.

Sensitive Material: Please be aware that much of the class readings/viewings contain material that may be unsettling or disturbing. In our discussions and written responses, our engagement with such material must always be critical and relevant, reflecting an understanding of our own sensitivity and the sensitivity of others. Feel free to talk to me if you have any questions or concerns.

CLASSROOM ENVIRONMENT

This is a feminist-informed classroom where we aim to engage with each other in respectful and thoughtful conversations about the relationship between social relations and injustices surrounding the topics of Gender, War, and Militarism. Some of these conversations can easily become personal since we are all individuals who are exposed to war and conflict either directly or through mass media. Some in the classroom will have more direct experience with war and militarization. Please keep in mind the feminist approach to this class and to knowledge in general; knowledge comes from a variety of places and is often embodied in

ways that impact emotions deeply. I encourage you to think through your comments and the way they might affect others. Please ask questions when you are in doubt and curious about individual experiences. Under no circumstances is personal information about things said in class to be shared with anyone outside of class (even anonymously) and doing so will affect not only your participation grade but your success in this class. **Because a significant part of the course will be classroom discussion, a major assignment is keeping up with the readings, participating in classroom dialogue in an informed way, and providing feedback to others in the room.** In each classroom session, you will be responsible for identifying the ideas that engage you, describing the intentions of writers and speakers, and situating your own responses, remembering to always ask critical questions. For each of us, there is information that we are not yet aware of and identifying gaps and spaces in your understanding can help you ask these critical questions respectfully. Please also recognize your movement and change as you explore new ideas.

COURSE STRUCTURE

Each week, we will begin with discussion framing that will explore the major themes of the course and set them in context. Students may also choose to meet with peers or others outside of class to discuss course themes, analyze assigned readings in greater detail and develop writing, reading, and other academic skills. Regular attendance at classroom time is required, and since we are only meeting twice per week, it is imperative that all students attend all classroom sessions. Students are expected to have all materials outlined for the appropriate week and to be prepared to actively participate in discussions. **Your success in this course will depend very substantially on the degree of commitment you make to weekly topics and classroom discussion of them.** The subject matter of this course will be challenging, and the workload will be relatively heavy. As an instructor, I will work hard to make the course engaging, comfortable, and informative; in turn, what I ask of students is a serious commitment to it.

Participation: Attendance and participation are crucial to our collective learning environment, especially since this is primarily a discussion class. Your presence and input matter, so please come to class on time and be ready to engage with course material. Keep in mind that participation is not limited to speaking in class; it also includes active listening, asking questions, reading aloud, sharing written responses, group work, completing in-class activities, submitting assignments on time, being prepared for in-class presentations, and regular communication with your instructor. Multiple unexcused absences will negatively impact your participation grade.

ASSESSMENT AND GRADING

Class Participation, Critical Reading Questions, and Discussion Prompt 20%

For each class, a set of readings that are related are assigned to frame our discussion. Your task will be to identify common elements and offer a brief overview of those questions and themes raised, especially around methods and approaches. For each reading, you will be required to summarize main points, locate key terms and define them, and ask critical questions. Each class, we will begin our discussion with these summaries, key terms, and questions. *This means that students will be asked to share their reflections during class time.* You will also be asked to lead one discussion with a 5-minute summary of themes from readings, and 2-3 discussion questions during the semester, alone or in pairs. Discussion questions should be based on the given day's readings and are meant to stimulate discussion, intellectual curiosity, and engagement. You might introduce your question by telling us why you began thinking about this question, what you found puzzling about this topic and why, and how you relate to it personally.

Reflective Writing (4 out of 6 possible prompts) 20% (5% each)

You will write **four** 2-3 page responses that reflect on a week's course readings and their intersections (3-4 pages for students taking the Writing Intensive or 400-level section). Late essays will not be accepted; *please write four of the six options* on dates that work for you.

Essays (3) 60% (20% each) 4-5 pages (6-7 for students taking Writing Intensive section)

- 1) **Feminist theories of war and militarism**—Please choose 2-3 readings from the theoretical readings that begin the semester. Why does gender matter to their understanding of global politics and what

arguments do they make for this perspective? Respond to their viewpoints with your own opinions. In what ways are global politics and militarism gendered, and to what extent is gender analysis useful in understanding them? **Due September 30th**

- 2) **Conflict analysis**—Choose one of the 20th or 21st century conflicts or events we have studied so far (or another one, if you would like to add additional research, but it is not necessary). In what ways does a gendered analysis offer us an understanding of this conflict? What might we miss about this global political event if we ignore a gendered analysis? **Due October 28th**
- 3) **Media analysis**—Consider two sets of media coverage of war, or films or pieces of popular culture that cover or reflect on one event. (You are welcome to use material we have looked at for class or look around for media coverage or an example of popular culture on your own.) Analyze their differences, as well as how they consider gender (if at all) in their coverage. What would a truly critical interpretation of this conflict or example, with social, political, historical, and especially gendered context look like? What is missing? **Due November 25th**

Credit hours: *This course follows the College credit hour policy for four-credit courses and meets two times weekly for three academic hours per week. The course also includes independent out-of-class assignments and equivalent activities for an average of nine academic hours per week.*

RESOURCES

This course welcomes students of all backgrounds and abilities. Services and accommodations are available to students with temporary and permanent disabilities, those with undocumented or DACA status, those facing mental health issues or other personal situations, and to students with other kinds of learning needs. Please let me know if there are circumstances affecting your ability to fully participate in class. *Office of Disability Resources* (disability@rochester.edu; (585) 276-5075; Taylor Hall) *Undocumented/DACA Student Support* rochester.edu/college/ccas/undergraduate/daca/support.html

COURSE SCHEDULE

UNIT 1: THEORETICAL PERSPECTIVES ON GENDER AND MILITARISM

Week 1: Critical International Relations: Field, Theory, Practice

Mon. Aug. 26

Note: All readings/viewings for this day will be done in class, just bring yourself!

Defining Militarism—in-class reading from *Maneuvers: The International Politics of Militarizing Women's Lives* (Conclusion, pg. 291) by Cynthia Enloe

"The Colonel" by Carolyn Forché

"15 Years into the War in Afghanistan, an Embedded War Artist Looks Back." *Creative Time Reports*. October 18, 2016. View: Female Barracks in Samarra

Discussion: Why are feminists interested in war?

Wed. Aug. 28

Whitworth, Sandra. "Feminism." *The Oxford Handbook of International Relations*, eds. Christian Reus-Smit and Duncan Snidal, 2008.

Wibben, A. T. (2018). "Why we need to study (US) militarism: A critical feminist lens." *Security Dialogue*, 49(1–2), 136–148.

Optional Readings: Conway, P. R. (2021). "Radicalism, Respectability, and the Colour Line of Critical Thought: An Interdisciplinary History of Critical International Relations." *Millennium*, 49(2), 337–367.

Milburn, Amanda. "Women, War, and Peace" from OER textbook *Women Worldwide*, 2022.

NO CLASS MON. SEPT. 2—LABOR DAY

Week 2: Theories of Gender and War

Wed. Sept. 4

Enloe, Cynthia. "Gender Makes the World Go Round." Chapter 1 of *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, 2014.

Cohn, Carol. "Women and Wars: Toward a Conceptual Framework." Chapter 1 in *Women and Wars: Contested Histories, Uncertain Futures*. Edited by Carol Cohn. Polity, 2012.

Youngs, G. (2004). "Feminist International Relations: a contradiction in terms? Or: why women and gender are essential to understanding the world 'we' live in." *International Affairs (London)*, 80(1), 75–87.

Optional Readings: Enloe, Cynthia. "Foreword: Gender Analysis Isn't Easy." In *Women and Wars: Contested Histories, Uncertain Futures*. Edited by Carol Cohn. Polity, 2012.

Stöckmann, J. (2018). "Women, wars, and world affairs: Recovering feminist International Relations, 1915–39." *Review of International Studies*, 44(2), 215–235.

Reflective Writing 1: What is your relationship to the military or militarism? How have you interacted with the military in your own life? What is your impression of those who are in the military or those you see in news coverage?

Week 3: Masculinity, Femininity, and Global Politics

Mon. Sept. 9

Riley, Robin. "Women and War: Militarism, Bodies, and the Practice of Gender." *Sociology Compass* 2/4 2008.

Greenburg, Jennifer. "Soothing Occupation: Gender and the Strategic Deployment of Emotional Labor." At *War With Women: Military Humanism and Imperial Feminist in an Era of Permanent War*, 2022. (Chapter 4)

Cockburn, Cynthia. "Gender Relations as Causal in Militarization and War." *International Feminist Journal of Politics*, 12:2, 139-157. 2010.

Optional Readings: Kirk, G. (2023). "Wartime's 'Undeniable Linkages': Feminist Studies of Everyday Militarisms across Time and Space." *Catalyst* 9(1).

Vosters, H. (2013). "PIECE/PEACE WORK: Engendering 'rationalities of care' through a thread-by-thread deconstruction of militarism." *Performance Research*, 18(2), 4–14.

Sjoberg, Laura. "Where are the Women?" Chapter 2 of *Gender, War, and Conflict*, 2014.

Wed. Sept. 11

Cvetkovich, A. (2002). "9-11 Every Day." *Signs: Journal of Women in Culture and Society*, 28(1), 471–473.

Anker, E. (2012). "Feminist Theory and the Failures of Post-9/11 Freedom." *Politics & Gender*, 8(2), 207–215.

"50 Years After 'the Other 9/11': Remembering the Chilean Coup." September 11, 2023. *The Nation*.

Faúndez Abarca, X., Bravo Vidal, D., & Gamboa Morales, D. (2023). "Women's Memories of the Day of the Chilean Coup in the City of Valparaíso." *Journal of Interpersonal Violence*, 38(17–18), 9613–9640.

Optional Readings: Petchesky, R. (2011). "Phantom Empire: A Feminist Reflection Ten Years After 9/11." *Women's Studies Quarterly*, 39(3/4), 288–294.

Reflective Writing 2: Find an example of militarism (a uniform, a statue, references to military, etc.) on campus or in your everyday life and reflect on the way you see gender (or perhaps race or imperialism) present in the representation of war or conflict. In what ways might this example and its placement lead to further militarization?

UNIT 2: GLOBAL ECONOMIES OF WAR, MILITARISM, AND VIOLENCE

Week 4: Security and Militarized Masculinity

Mon. Sept. 16

Eichler, Maya. "Militarized Masculinities in International Relations." *Brown Journal of World Affairs*, 2014.

Peterson, V. Spike. "Thinking through Intersectionality and War." *Race, Gender, and Class*, Vol. 14, 2007.

Millar, K. M. (2019). "What do we do now? Examining civilian masculinity/ies in contemporary liberal civil-military relations." *Review of International Studies*, 45(2), 239–259.

Wed. Sept. 18

Marchand, MH. "Citizen security revisited: Whose security/ies are we talking about?" *Latin American Policy* 2024.

Basham, V. M. "Liberal militarism as insecurity, desire and ambivalence: Gender, race and the everyday geopolitics of war." *Security Dialogue*, 49(1–2), 32–43. 2018.

Cai Wilkinson. "Queer Our Vision of Security." Chapter 6 In *Feminist Solutions for Ending War* (2021).

Optional Reading: Hossein-Zadeh, Ismael. *The Political Economy of US Militarism*, pg 1-26 or 39-74

Week 5: War and Sexual Violence

Mon. Sept. 23

Enloe, Cynthia. *Maneuvers: The International Politics of Militarizing Women's Lives*, Chapter 4: "When Soldiers Rape" (pgs. 108-152)

Meger, Sara. "The Fetishization of Sexual Violence in International Security." *International Studies Quarterly*, Vol. 60 No. 1, March 2016.

Schulz, P., & Touquet, H. (2020). "Queering explanatory frameworks for wartime sexual violence against men." *International Affairs* (London), 96(5), 1169–1187.

Optional Reading: Goldstein, Joseph. "U.S. Soldiers Told to Ignore Sexual Abuse of Boys by Afghan Allies." NYT Sept. 20, 2015.

Wed. Sept. 25

Dowell, Leilani (2013). "Violence Against Women: The US War on Women" (pp. 219-223) in *Feminism and War: Confronting US Imperialism*. Zed Books.

de Koeijer, V., Parkinson, S. E., & Smith, S. J. (2023). "'It's Just How Things Are Done': Social Ecologies of Sexual Violence in Humanitarian Aid." *International Studies Quarterly*, 67(3).

Natalya Clark, J. (2022). "'The Everyday Work of Repair': Exploring the Resilience of Victims-/Survivors of Conflict-Related Sexual Violence." *Millennium*, 50(2), 456–493.

Optional Readings: Kirby, P. (2020). "The body weaponized: War, sexual violence and the uncanny." *Security Dialogue*, 51(2/3), 211–230.

Week 6: Peacekeepers and War Zones

Mon. Sept. 30– FIRST ESSAY DUE

To start in class: *Quo Vadis Aida* (2022) film

Optional Readings: "Bearing witness to genocide: 'Quo Vadis, Aida?' is a shattering, essential film. (2021, April 24) *The Conversationist*

"The horror of Srebrenica: How Quo Vadis, Aida? bears witness to genocide." from Middle East Eye 2021.

Carpenter, R. C. (2003). "'Women and Children First': Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95." *International Organization*, 57(4), 661–694.

Wed. Oct. 2

Whitworth, Sandra. *Men, Militarism, and UN Peacekeeping*. (Chapter 3, Cambodia)

Razack, Sherene. *Dark Threats and White Knights: The Somalia Affair, Peacekeeping, and the New Imperialism*, 2004. Pages 51-57, 67-86, 91-101

Watch: Nations, U. (2013). "UN Peacekeeping Is" [YouTube Video]. Link on Blackboard.

Reflective Writing 3: Select a scene from the *Quo Vadis Aida* film and analyze the significance of this scene in the context of the film. Use specific reference to the characters' choices or a quote to detail why the scene says something about the entirety of the film (and perhaps gender and war).

Week 7: Militarizing Care

Mon. Oct. 7

Enloe, C. (2019). "Wounds: Militarized nursing, feminist curiosity, and unending war." *International Relations* (33(3), 393–412.

D'Arcangelis, G. (2019). "Confronting Public Health Imperialism: A Transnational Feminist Analysis of Critical Nurse Responses to the National Smallpox Vaccination Program of 2002." *Frontiers (Boulder)*, 40(1), 95–121.

Ash, H. A. (2021). "Rhetorical Vessels: Public Womanhood as Visual Warrant in World War II Venereal Disease Campaigns." *Women's Studies in Communication*, 44(3), 360–379.

Optional Reading: Hobbs, J. (2023). "Capacitating militarised masculinity: Genitourinary injuries, sex/sexuality, and US military medicine." *Review of International Studies*, 49(4), 657–675.

Terry, J. (2009). "Significant Injury: War, Medicine, and Empire in Claudia's Case." *Women's Studies Quarterly*, 37(1/2), 200–225.

Salih Can Aciksoz. (2015). "Medical Humanitarianism Under Atmospheric Violence: Health Professionals in the 2013 Gezi Protests in Turkey." *Culture Medicine and Psychiatry*, 40(2), 198–222.

Wed. Oct. 9

Enloe, Cynthia. *Maneuvers: The International Politics of Militarizing Women's Lives* (pgs 166-170)

Watch: Three Chaplains Documentary (link on Blackboard)

Reflective Writing 4: Browse recent issues of the key journal in the field of Feminist International Relations on the library website: *International Feminist Journal of Politics (IFJP)*, for topics missing from this course—is there one article that surprises you? Skim the article and reflect on it. How does it seem to approach gender and global politics? What other topics or readings from the course does it make you think of? Would you argue to include it in the course?

NO CLASS MON. OCT. 14—FALL BREAK

Week 8: Experiences of War

Wed. Oct. 16

On military experience with Lyle Jeremy Rubin

Read: Rubin, Lyle Jeremy. *Pain Is Weakness Leaving the Body: A Marine's Unbecoming*, 2022 (excerpts to be handed out in class)

West, H., & Antrobus, S. (2023). "'Deeply odd': women veterans as critical feminist scholars." *Critical Military Studies*, 9(1), 24–39.

Reflective Writing 5: Reflect on both the reading and the talk today and choose a line you read or heard (or both) to explore what it says about gender and militarized masculinity, especially for those who work as soldiers.

Week 9: War Crimes and Torture

Mon. Oct. 21

Richter-Montpetit, Melanie. "Empire, Desire, and Violence: A Queer Transnational Feminist Reading of the Prisoner 'Abuse' in Abu Ghraib and the Question of 'Gender Equality'." *International Feminist Journal of Politics* 9, no. 1 (2007): 38–59.

Puar, J. K. (2005). "On Torture: Abu Ghraib." *Radical History Review*, 2005(93), 13–38.

Wed. Oct. 23

"Sepur Zarco: Q'eqchi' women set a precedent in Guatemala with first-ever conviction for sexual and domestic slavery." (March 2016).

Nimatuj, Irma (2021). "The Case of Sepur Zarco and the Challenge to the Colonial State." In *Indigenous Women and Violence* (pp. 100-). University of Arizona Press.

Burt, J. M. (2021). "The justice we deserve: War crimes prosecutions in Guatemala." *Latin American Research Review*, 56(1), 214–232.

Optional Reading/Viewing: “Jennifer Harbury on the Refugee Crisis: As Mike Pence Visits Guatemala, Jennifer Harbury Discusses the U.S. Role in the Refugee Crisis.” Democracy Now 2022.
 Posocco, S. (2022). “Sepur Zarco, Guatemala: ‘Bodging Forth’ and forensic aesthetics of witnessing in the courtroom and beyond.” *Feminist Anthropology* 3(1), 12–27.
 Tell, W. (2016). “Victim Witnesses Tell of Atrocities at Sepur Zarco.” *International Justice Monitor*.

Week 10: Who Serves?

Mon. Oct. 28 – SECOND ESSAY DUE

Wed. Oct. 30

Duncanson, C., & Woodward, R. (2016). “Regendering the military: Theorizing women’s military participation.” *Security Dialogue*, 47(1), 3–21.
 Connell, C. (2017). “Now that we can ask and tell: The social movement legacy of the DADT repeal.” *Sociology Compass*, 11(9).
 Gleisberg, A. I., & Upadhyay, N. (2023). “Against Trans Inclusion in the Military: A Trans of Color Abolitionist Critique.” *Frontiers* 44(3), 68–91.
Optional Readings: Montegary, L. (2015). “Militarizing US Homonormativities: The Making of ‘Ready, Willing, and Able’ Gay Citizens.” *Signs: Journal of Women in Culture and Society*, 40(4), 891–915.
 Dolan, E., & Danilova, N. (2023). “‘To those who choose to follow in our footsteps’: making women/LGBT plus soldiers (in)visible through feminist ‘her-story’ theater.” *International Feminist Journal of Politics*, 434–460.
 Spade, D., & Belkin, A. (2021). “Queer Militarism?” *GLQ*, 27(2), 281–307.

Week 11: Peace and International Development

Mon. Nov. 4

Otto, D. (2020). “Rethinking ‘Peace’ in International Law and Politics from a Queer Feminist Perspective.” *Feminist Review*, 126(1), 19–38.
 Jessica Russ-Smith. (2021). “Giyira: Indigenous Women’s Knowing, Being and Doing as a Way to End War on Country.” In *Feminist Solutions for Ending War* (pp. 15–). Pluto Press.
 Azarmandi, M. (2018). “The Racial Silence within Peace Studies.” *Peace Review* 30(1), 69–77.
Watch: Nations, U. (2014). “Women & Peacekeeping: A growing force” [YouTube Video].

Wed. Nov. 6

Ferguson, L. (2015). “‘This Is Our Gender Person’: The messy business of working as a gender expert in International Development.” *International Feminist Journal of Politics*, 17(3), 380–397.
 McCormack, K., & Gilbert, E. (2022). “The geopolitics of militarism and humanitarianism.” *Progress in Human Geography*, 46(1), 179–197.
 Quataert, J. H. (2014). “A knowledge revolution: Transnational feminist contributions to international development agendas and policies, 1965–1995.” *Global Social Policy*, 14(2), 209–227.
Watch: Nations, U. (2024). “Advocating for Equality: 2023 Military Gender Advocate of the Year.” *United Nations* [YouTube Video].
Optional Reading: Hope, J. (2022). “Globalising sustainable development: Decolonial disruptions and environmental justice in Bolivia.” 54(2), 176–184.

UNIT 3: RHETORICS OF WAR

Week 12: Mass Media and War

Mon. Nov. 11: Political Institutions

Jaramillo, D. L. (2009). *Ugly war, pretty package : how CNN and Fox News made the invasion of Iraq high concept*. Indiana University Press. Conclusion, pp. 198-217

Carney, Z. H., & Stuckey, M. E. (2015). "The World as the American Frontier: Racialized Presidential War Rhetoric." *The Southern Communication Journal*, 80(3), 163–188.

Watch: PBS NewsHour. (2021). President George W. Bush's full address announcing first U.S. strikes in Afghanistan - Oct. 7, 2001 [YouTube Video].

Post, W. (2021). Biden's speech on official Afghanistan withdrawal, in 3 minutes [YouTube Video].

C-SPAN. (2013). President Bush Announces Start of Iraq War [YouTube Video].

News, C. (2011). Obama ends Iraq war [YouTube Video].

News, N. (2021). From 2003: Colin Powell Addresses United Nations Security Council On Iraq [YouTube Video].

Optional Reading: Razack, Sherene. *Dark Threats and White Knights: The Somalia Affair, Peacekeeping, and the New Imperialism*, 2004. Pages 119-124, 129-135, and 141-152

Wed. Nov. 13: Consuming Humanitarianism

Carpenter, R. Charli. "'Women, Children and Other Vulnerable Groups': Gender, Strategic Frames and the Protection of Civilians as a Transnational Issue." *International Studies Quarterly* 49, no. 2 (2005): 295–334.

Benton, A. (2016). "Risky Business: Race, Nonequivalence and the Humanitarian Politics of Life." *Visual Anthropology* 29(2), 187–203.

James, M. (2022). "Humanitarian fables: morals, meanings and consequences for humanitarian practice." *Third World Quarterly*, 43(2), 475–493.

Watch: Human, S. (2019). "AdWatch: Save The Children / Most Shocking Second A Day Video"

Amnesty International. (2012). "When You Don't Exist" [YouTube Video].

Rodriguez, J. (2019). "Ad for United Nations Refugee Agency (UNHCR) - Original Song 'Qué harías tú' - TV Campaign." [YouTube Video].

Optional Reading: Bouchard, D. (2017). "Daring to Look: Women without 'Faces' and Humanitarian Resentment." *Feminist Formations*, 29(3), 110–131.

Week 13: Popular Culture

Mon. Nov. 18: Entertainment and/as Advertisement

Jenkins, T., & Secker, T. (2020). "Battling for the Future of Space in Superhero Movies: NASA, the United States Space Force, The Avengers and Captain Marvel. *Journal of American Culture* (Malden, Mass.), 43(4), 285–299. <https://doi.org/10.1111/jacc.13205>

Kaempf, S., & Stahl, R. (2023). "Elimination Games: The Global Rise of Military Reality TV and the Shaping of the Citizen Subject." *Millennium*, 51(3), 643–662.

Watch: UK, H. (2018). "Generation Kill – Trailer" Official HBO UK [YouTube Video].

Entertainment, M. (2018). "Marvel Studios' Avengers: Infinity War - Official Trailer" [YouTube Video].

GoArmy. (2023). "FIRST ARRIVAL | BE ALL YOU CAN BE | GOARMY" [YouTube Video].

Play Pause Video. (2018). U.S. Marine Corps - "The Few. The Proud. The Marines." Commercial (2003)

Marine Corps Recruiting. (2022). "Shifting Threats: U.S. Marine Corps Commercial" [YouTube Video].

Optional: Kaempf, S. (2019). "'A relationship of mutual exploitation': the evolving ties between the Pentagon, Hollywood, and the commercial gaming sector." *Social Identities*, 25(4), 542–558.

Warner Bros. Pictures. (2016). Dunkirk - Trailer 1 [HD] [YouTube Video].

Rotten Tomatoes Classic Trailers. (2014). "Dirty Dozen (1967) Official Trailer" - Lee Marvin, John Cassavetes World War 2 Movie HD [YouTube Video].

Wed. Nov. 20: Video Games

Godfrey, R. (2022). "The politics of consuming war: video games, the military-entertainment complex and the spectacle of violence." *Journal of Marketing Management*, 38(7–8), 661–682.

Berents, H., & Keogh, B. (2019). "Dominant, damaged, disappeared: imagining war through videogame bodies." *Australian Journal of Political Science*, 54(4), 515–530.

Austin, J. (2022). "'I suppose I'll be patching you up, as usual': Women's roles and normative femininity in a team-based video game." *New Media & Society*, 24(5), 1116–1132.

Watch: GameSpot Trailers. (2022). "Call of Duty: Modern Warfare II Worldwide Reveal Trailer" [YouTube Video].

Joystiq. (2007). "America's Army Gamer Ad" [YouTube Video].

Optional: GameSpot. (2014). "This War of Mine - Teaser Trailer" [YouTube Video].

Mirrlees, T., & Ibaid, T. (2021). "The Virtual Killing of Muslims: Digital War Games, Islamophobia, and the Global War on Terror." *Islamophobia Studies Journal*, 6(1), 33–51."

Week 14: Pop Culture Cont.

Mon. Nov. 25—THIRD ESSAY DUE

VR Experience—Please meet at STUDIO X, located on the first floor of Carlson Library

NO CLASS WED. NOV. 27--THANKSGIVING

Week 15: Military Training, Combat, Return

Mon. Dec. 2

Whitworth, S. (2004). Chapter 6: "Militarized Masculinities and Blue Berets" in *Men, Militarism, and UN Peacekeeping : A Gendered Analysis*. Lynne Rienner Publishers.

King, A. (2016). "The female combat soldier." *European Journal of International Relations*, 22(1), 122–143.

Wadham, B. (2017). "Violence in the Military and Relations Among Men: Military Masculinities and 'Rape Prone Cultures.'" *Palgrave International Handbook of Gender and the Military* (pp. 241–256).

Optional Reading:

Clark, L. C. (2018). "Grim reapers: ghostly narratives of masculinity and killing in drone warfare." *International Feminist Journal of Politics*, 20(4), 602–623.

Elmore, C. (2024). "Selling to soldiers: warrior hero masculinity and missing military women in Stars and Stripes' Iraq war advertising." *Feminist Media Studies*, 24(3), 559–574.

McMullin, J. R. (2021). "Decent and indecent exposures: naked veterans and militarized (counter-)violences after war." *International Feminist Journal of Politics*, 23(1), 27–57.

Week 16: Anti-War Resistance and Peace Activism

Wed. Dec. 4

Coburn, J. (2021). "'Basically Feminist': Women Strike for Peace, Maternal Peace Activism, and Memory of the Women's Peace Movement." *Journal of Women's History*, 33(2), 136–162.

Anderson, M. J., & Eskandari, M. F. (2023). "From Peace Talks to Pandemics: The Continuum of Feminist Peace Activism." *Global Studies Quarterly*, 3(2).

Lawson, E. S., & Flomo, V. K. (2020). "Motherwork and gender justice in Peace Huts: a feminist view from Liberia." *Third World Quarterly*, 41(11), 1863–1880.

Optional Reading:

Bui, K. X. (2024). "Napalm's University: Abolitionist Visions from the Anti-War Movement." *Frontiers (Boulder)*, 45(1), 91–105.

Burgin, S. (2012). "Understanding antiwar activism as a gendering activity: A look at the U.S.'s anti-Vietnam war movement." *Journal of International Women's Studies*, 13(6), 18–31.

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Reflective Writing 6: Reflect on the experience you had in Studio X and the ways gender and militarism are represented. Where did you see each in the experience and how do the concepts interact?

Mon. Dec.9

Wrap Up, Self Evaluations