

**Ethnic Studies 155**  
**US Militarism and its Legacies**  
**Spring 2011**

Wednesday 5 – 7:50 PM  
Peterson 104

Professor: Adria L. Imada  
Office: Social Science Building 230  
Mailbox: Department of Ethnic Studies, SSB 201  
Email: [alimada@ucsd.edu](mailto:alimada@ucsd.edu) (best method of contact)  
Phone: 858-534-8935  
Office Hours: Monday 12:30 – 2:00 pm, Wednesday 1 – 2:30 pm

**COURSE DESCRIPTION**

As the United States experiences its largest global armed conflict since World War II, this course considers rationales for and responses to American military expansion as well as its social, environmental, and cultural consequences. Utilizing feminist analyses of militarism, we will examine racialized, gendered, and sexualized militarized institutions and everyday practices, including settler colonialism, tourism, the construction of the “terrorist” in popular culture, visual technologies, and sex work. The course has a particular emphasis on contemporary manifestations of US militarism in Asia and the Pacific Islands, but also considers militarism as practiced by other nation-states.

**Note:** This course counts toward the Critical Gender Studies major and minor; please contact the CGS program about receiving credit.

This syllabus is subject to change; the syllabus of record is kept updated and posted on the course WebCT site (url below).

**Required Text** (available at UCSD Bookstore, 452-9625, and on reserve at SSH Library;  
[DS518.1 .M545 2010](#))

1) Setsu Shigematsu and Keith L. Camacho, eds. *Militarized Currents: Toward a Decolonized Future in Asia and the Pacific* (Minneapolis: University of Minnesota Press, 2010). ISBN-13: 978-0816665068

Articles and chapters indicated with the notation “\*” in the syllabus are available as pdf documents through the course website on WebCT: <http://webctweb.ucsd.edu>. I strongly advise that you print out **all** of the articles at the beginning of class to avoid any problems with downloading and printing.

Each week a short reading guide will be posted on WebCT. Students are expected to complete and comprehend the material by the beginning of class. By this, you are required not only to read the material but to read *critically* and process it, whether that means taking notes, writing an outline, or reviewing with classmates. Please bring **all assigned readings** for the current week and previous week to class.

## **Requirements**

### **1) Participation: 15%**

Attendance is critical and mandatory for you to succeed in this class. Lateness and absenteeism will result in deductions from your participation grade. Merely being present and sitting passively means you will receive a failing participation grade, while those who actively listen and contribute to class discussion or group work will be rewarded. Moreover, I recognize thoughtful and quality participation, not quantity. If you have a documented medical reason or other emergency, please e-mail professor and submit your signed documentation.

### **2) In-class assignments, reading and media quizzes (dates unannounced): 15%**

### **3) Midterm examination (week 5, April 27): 25%**

### **4) Research Presentation (week 9, May 25): 15%**

### **5) Research Paper (due week 10, June 1): 30%**

## **Course Policies**

- Classroom conduct: Please be respectful to other students and the professor. The use of laptops is not allowed in class unless there is a documented disability or medical reason. If laptop use is approved by professor, you must sit in the first row of the class. Phones and PDAs must be turned off in the classroom. Please do not arrive late or leave early, read unrelated material while in class, or converse about unrelated topics.
- No early or make-up quizzes and assignments will be scheduled, and no incompletes will be given in this course. All assignments must be submitted or completed to receive a passing grade. There will be no make-ups for missed in-class presentations.
- Media shown in class will not be available for re-screening.
- Writing assignments are due at the beginning of class and must be submitted as hard copies; no e-mailed papers accepted unless previously approved. Late papers will receive one-half letter grade deduction for each day they are submitted past the due date, and no papers will be accepted more than one week after the due date. Professor reserves the right to make copies of student papers and assignments.
- If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please bring a notification letter from the Office for Students with Disabilities (858-534-4382) outlining your approved accommodations.
- Students are responsible for following all oral and written directions for assignments. Please keep in mind that your grade may be adversely affected for disregarding guidelines. Please ask questions if you require clarification.
- Your grade is not an entitlement; it must be earned. Furthermore effort alone will not guarantee a high grade. If you submit careless and mediocre work, you will receive a grade that correlates with your submission. However, continual excellent work will be rewarded.

## **Academic Honesty**


Plagiarism is a serious violation, whether intentional or inadvertent. Easily recognized, plagiarism is insulting to those who take the time to read your work, but an embarrassment to you most of all. All work submitted in this course must be your own and original. You may not

copy sentences or paragraphs from books, websites, or any other source. The use of sources such as ideas, quotations, paraphrases, or anything written by someone else must be properly acknowledged and cited. If you have questions about when and how to use citations, please refer to this guide: Charles Lipson, *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*. Chicago: University of Chicago Press, 2004.

Each student is expected to be familiar with and abide by UCSD's Policy on Integrity of Scholarship, available at <http://www-senate.ucsd.edu/manual/appendices/app2.htm#AP14>.

## Course Schedule


### Week 1 -- March 30, 2011 – Introduction

In-Class Media 	"Half-Life: A Parable for the Nuclear Age" (dir. Dennis O'Rourke, 86 min., 1986)
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### Week 2 – April 6, 2011

#### Settler Colonialism and Indigeneity (Native North America and Pacific Islands)


#### Conducting Research on Militarism

Readings	<p>*Cynthia Enloe. "How do they Militarize a Can of Soup?" in <i>Maneuvers: The International Politics of Militarizing Women's Lives</i>. University of California Press, 2000. 1-34.</p> <p>*Andrea Smith. "Rape of the Land." in <i>Conquest: Sexual Violence and American Indian Genocide</i> (Boston: South End Press, 2005). 55 - 78.</p> <p>* Ward Churchill and Winona LaDuke. "Native America: The Political Economy of Radioactive Colonialism," <i>Critical Sociology</i> (1986).</p> <p>* Valerie Kuletz. "The Movement for Environmental Justice in the Pacific Islands," in Joni Adamson, Mei Mei Evans, and Rachel Stein eds. <i>The Environmental Justice Reader</i> (University of Arizona Press, 2003), 125-144.</p>
In-class Media 	"Homeland: Four Portraits of Native Action" (2005); "Insular Empire" (2010)


### Week 3. April 13, 2011.

#### Masculinities – Military Recruiting and Participation


#### Library Research Session

Readings	<p>*"Guam and Northern Marianas." in <i>Resistance in Paradise: Rethinking 100 Years of Involvement in the Caribbean and the Pacific</i> (1998). 110-114</p> <p>Keith L. Camacho and Laurel A. Monnig. Ch 7. "Uncomfortable Fatigues: Chamorro Soldiers, Gendered Identities and the Question of Decolonization in Guam." in <i>MC</i>, 147-180.</p> <p>Theresa Cenidoza Suarez. Ch. 8. "Militarized Filipino Masculinity and the Language of Citizenship in San Diego." In <i>MC</i>, 181-204.</p> <p>*Julie Sze. "The Hummer: Race, Military, and Consumption Politics." In <i>The Hummer: Myths and Consumer Culture</i>, ed. Elaine Cardenas and Ellen Gorman (Lexington Books, 2007), 221-232.</p>
In-class Media 	TBA


**Week 4 -- April 20, 2011****Watching War, Playing War**

Readings	<p>*Jennifer Terry. "Killer Entertainments," <i>Vectors</i> online journal. Access at:  <a href="http://www.vectorsjournal.org/projects/index.php?project=86&amp;thread=AuthorsStatement">http://www.vectorsjournal.org/projects/index.php?project=86&amp;thread=AuthorsStatement</a></p> <p>*Susan Sontag, "Regarding the Torture of Others." <i>New York Times Magazine</i>, 23 May 2004. 24-29, 42.</p> <p>*Peter Maas, "The Toppling," on media event of toppling of Saddam Hussein statue, <i>New Yorker</i>, 10 January 2011.</p>
In-class Media 	YouTube videos; TBA
Assignments Due	Research Paper Topic, Methodology, and Bibliography (1-2 pages, typed)

**Week 5 -- April 27, 2011****Sexuality and Women's Bodies**

Readings	<p>* Katherine Moon, Ch. 6, "South Korean Movements against Militarized Sexual Labor." in <i>MC</i>, 125-146.</p> <p>* Cynthia Enloe. "When Soldiers Rape." in <i>Maneuvers</i>, 108-152.</p> <p>*Kazuko Watanabe, "Trafficking in Women's Bodies, Then and Now: The Issue of Military 'Comfort Women.'" <i>Women's Studies Quarterly</i>, Vol. 27, No. 1/2, (Spring - Summer, 1999), 19-31.</p>
In-class Media 	"The Women Outside " (2000; 52 min.)
Assignments Due	Midterm Examination in class

**Week 6 -- May 4, 2011****Mili-tourism**

Readings	<p>Teresia Teaiwa, Ch. 2, "bikinis and other s/pacific n/oceans," in <i>MC</i>, 15-32.</p> <p>*Cynthia Enloe. "On the Beach: Sexism and Tourism," in <i>Bananas, Beaches, and Bases: Making Feminist Sense of International Politics</i> (University of California Press, 2000), 19-41.</p> <p>*Adria L. Imada. "The Army Learns to Luau: Imperial Hospitality and Military Photography in Hawai'i." <i>Contemporary Pacific</i> 20 (2008): 329-361.</p>
In-class Media 	"Terenesia" (CD); TBA

**Week 7 -- May 11, 2011****Demilitarizing Strategies and Decolonizing Futures**

Readings	<p>Wesley Iwao Uenten, Ch. 5, "Rising Up From a Sea of Discontent: The 1970 Koza Uprising in U.S.-Occupied Okinawa." in <i>Militarized Currents</i>, 91-124.</p> <p>*Kyle Kajihiro. "Resisting Militarization in Hawaii." in <i>The Bases of Empire: The Global Struggle Against U.S. Military Posts</i> ed. Catherine Lutz. New York University Press, 2009. 299-322.</p>
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	*Kozue Akibayashi and Suzuyo Takazato, "Okinawa: Women's Struggle for Demilitarization." in <i>The Bases of Empire</i> . 243-269.
In-class Media 🎬	"Noho Hewa" (dir. Anne Keala Kelly, 2010); SuperFerry clips

## Week 8. May 18, 2011

### Terrorism, Profiling, and Sexuality

Readings	<p>*Nadine Naber. "Look, Mohammed the Terrorist is Coming," in <i>Race and Arab Americans Before and After 9/11: From Invisible Citizens to Visible Subjects</i>. ed. Amaney Jamal and Nadine Naber. Syracuse University Press, 2008. 276-304.</p> <p>*Jasbir K. Puar. <i>Terrorist Assemblages: Homonationalism in Queer Times</i>. Duke University Press, 2007. Ch. 4, 'The Turban is not a Hat': Queer Diaspora and Practices of Profiling." 166-202.</p>
In-class Media 🎬	"24"

## Week 9. May 25, 2011 -- Research Conference

## Week 10. June 1, 2001 -- Wrap-Up and Futures

Readings	Walden Bello, "From American Lake to a People's Pacific," in <i>MC</i> , 309-322; plus TBA.
In-class Media 🎬	TBA
Assignments Due	Research Papers Due in class

### Ethnic Studies Major or Minor at UCSD

Many students take an Ethnic Studies course because they're interested in the topic or simply need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet have no information about the major or minor and don't realize how close they are to a major, minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Yolanda Escamilla, Undergraduate Advisor, Department of Ethnic Studies at 858-534-3277 or [yescamilla@ucsd.edu](mailto:yescamilla@ucsd.edu).