

**Ethnic Studies 155  
US Militarism and its Legacies  
Winter 2014  
MWF: 3:00-3:50pm  
Solis 109**

**Instructor: Lila Sharif  
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Email: lsharif@ucsd.edu (best method of contact)  
Office Hours: Monday 12:00 – 1:30 pm, or by appointment**

**COURSE DESCRIPTION**

The United States is experiencing the largest global armed conflict since World War II. Militarism is a key feature of globalization and has been enabled by an ideology of U.S. moral hegemony and benevolent supremacy emerging from the so-called ‘War on Terror.’ In this course we will engage and deconstruct the master-narratives that continue to enable U.S. military expansion by examining the social, environmental, and cultural consequences of U.S. militarism. We will examine the racialized, gendered, and sexualized aspects of militarized institutions and practices through various texts about the contemporary manifestations of U.S. militarism. We will analyze cultural texts that circulate in conjunction with projects of empire and imperialism and also analyze post 9/11 discursive formations in order to ask relevant theoretical questions such as: in this moment of empire, whose humanity is privileged and why?

This course is not a comprehensive or linear history of U.S. militarism. It uses empirical examples, theories, literature and film as texts to be read as part of an ongoing dialogue about U.S. militarism and its different manifestations. As an Ethnic Studies course, it highlights accounts of U.S. militarism from the standpoint of communities who are most vulnerable to it. The purpose is to avoid falling into the common pattern of ‘speaking for’ communities and their pain, but, instead, learning to listen through different sensory engagements to their/our stories.

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

This syllabus is subject to change; the syllabus of record is kept updated and posted on TED. Students are required to check their campus email addresses regularly as it is the primary method of communication outside of the classroom.

**Required Texts**

1. Morrison, Toni. *Home*. Vintage: 2012.  
ISBN 978-0-307-74091-5

As a courtesy and to keep costs minimal, all articles and chapters will be available as pdf files through the course website on TED with the exception of Morrison's novel. I strongly advise that you print out all of the articles at the beginning of class to avoid any problems with downloading and printing.

Students 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 as we will be referring to them throughout the course.

### **Course 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) Reading reflections (6 reflections total, see instructions on TED): 20%

3) Paper 1: Film Analysis (due week 5, instructions to be distributed in class): 25%

4) Research Presentation (week 10): 10%

5) Paper 2: Analysis of militarized site (due week 10; instructions to be distributed in class): 30%

### **Course Policies**

- Classroom conduct: Please be respectful to other students and the professor. Phones must be turned off in the classroom. Please do not arrive late or leave early unless you have cleared this with the professor prior.

- 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 acceptable.

- 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 let me know. The Office for Students with Disabilities (858-534-4382) should provide documentation outlining your accommodations and the professor should receive a copy.
- Students are responsible for following all oral and written directions for assignments. Please keep in mind that your grade may be adversely affected for not following 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.

### **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, summaries, 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>.

### **Majoring or Minor in Ethnic Studies**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor  
858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)

## **COURSE SCHEDULE\***

***\*Note: Students must complete all readings/view all media BY the date under which they are listed.***

### **Week 1: Introductions and Historicizing U.S. Militarism**

January 6, 2014

Welcome, Introductions, Distribution of the Syllabus

January 8, 2014: Introduction to militarization

Watch:	"Origins of torture and counterinsurgency" Parts 1 and 2 by Neferti Tadiar  (This is a 2010 interview with Barnard College (New York) Professor of Women's Studies Neferti Tadiar)  <a href="http://www.youtube.com/watch?v=QCxyDwKh7b4&amp;list=PLQwQL-vuib8qnfZl7MyTTG_Uiu68rU4x&amp;index=30">http://www.youtube.com/watch?v=QCxyDwKh7b4&amp;list=PLQwQL-vuib8qnfZl7MyTTG_Uiu68rU4x&amp;index=30</a>
Read:	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.

January 10, 2014: What are the features of this post 9/11 moment?

Read:	Derek Gregory's "Chapter 2: The Architects of Enmity" from <i>The Colonial Present</i> (2004).  Edward Said, "Introduction" in <i>Orientalism</i> (1978).
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### **Week 2 – Settler Colonialism and Indigeneity**

January 13, 2014

Re-read:	Edward Said, "Introduction" in <i>Orientalism</i> (1978).
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January 15, 2014

Read:	Andrea Smith. "Rape of the Land." in <i>Conquest: Sexual Violence and American Indian Genocide</i> (Boston: South End Press, 2005). 55 -78.
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January 17, 2014

Read:	Ward Churchill and Winona LaDuke. "Native America: The Political Economy of Radioactive Colonialism," <i>Critical Sociology</i> (1986).
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### **Week 3: Masculinities – Military Recruiting and Participation**

January 20, 2014

*Martin Luther King, Jr. Holiday, no class.*

January 22, 2014

Read:	<i>Home</i> (2012) by Toni Morrison, chapters 1-7  Theresa Suarez, "Chapter 7: Militarized Filipino Masculinity and the Language of Citizenship in San Diego" in <i>Militarized Currents: Toward a Decolonized Future in Asia and the Pacific</i> , edited by Setsu Shigematsu and Keith L. Camacho, University of Minnesota Press: 2010 (pages 181-201).
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January 24, 2014

Read:	<i>Home</i> , chapter 8 – end.  Keith L. Camacho and Laurel A. Monnig. "Chapter 8: Uncomfortable Fatigues: Chamorro Soldiers, Gendered Identities and the Question of Decolonization in Guam." in <i>Militarized Currents: Toward a Decolonized Future in Asia and the Pacific</i> , edited by Setsu Shigematsu and Keith L. Camacho, University of Minnesota Press: 2010 (pages 147-180).
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### **Week 4 – Watching War, Playing War**

January 27, 2014

Read:	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>
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January 29, 2014

Read:	Susan Sontag, "Regarding the Torture of Others." <i>New York Times Magazine</i> , 23 May 2004. 24-29, 42.
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January 31, 2014

Read	Peter Maas, “The Toppling,” on media event of toppling of Saddam Hussein statue, <i>New Yorker</i> , 10 January 2011.
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### **Week 5 – Sexuality and Women’s Bodies**

February 3, 2014

Read:	“National Security” and the Violation of Women: Militarized Border Rape at the US-Mexico Border”, by Sylvanna Falcon published by INCITE!
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February 5, 2014

Read:	Cynthia Enloe, “When Soldiers Rape.” in <i>Maneuvers</i> , 108-152.
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February 7, 2014

Read:	Sunaina Maira, “Belly Dancing: Arab-Face, Orientalist Feminism, and U.S. Empire” in <i>American Quarterly</i> Vol. 60, No. 2 June 2008.
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NOTE: FILM ANALYSIS DUE.

### **Week 6 – Mili-tourism and Fantasy**

February 10, 2014

Read:	Vernadette Vicuna Gonzalez, “Introduction” in <i>Securing Paradise: Tourism and Militarism in Hawai’i and the Philippines</i> (Duke University Press, 2013): pp. 13-31.
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February 12, 2014

Read:	Adria Imada, “Hawaiians on Tour: Hula Circuits through the American Empire” in <i>American Quarterly</i> , Volume 56, Number 1, March 2004, pp. 111-149.
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February 14, 2014

Read:	Teresia Teaiwa, Ch. 2, “bikinis and other s/pacific n/oceans,” in <i>Militarized Currents: Toward a Decolonized Future in Asia and the Pacific</i> , edited by Setsu Shigematsu
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	and Keith L. Camacho, University of Minnesota Press: 2010
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### **Week 7 – The War on Terror, Part 1**

February 17, 2014

*President's Day, no class.*

February 19, 2014

Read:	Melani McAlister, "Conclusion: 9/11 and After: Snapshots on the Road to Empire," in <i>Epic Encounters: Culture, Media, and U.S. Interests in the Middle East Since 1945</i> (Berkeley and Los Angeles: University of California Press, 2005 [2001]), pp. 266-307.
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February 21, 2014

Read:	Eqbal Ahmad, "Terrorism: Theirs and Ours" A Presentation at the University of Colorado, Boulder, October 12, 1998.
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### **Week 8 – the war on terror, part 2: Terrorism, Profiling, and Sexuality**

February 24, 2014

*There are no readings assigned for this day. Please prepare a 1-2 page summary of your final paper project and schedule a meeting with me this week to discuss your methodology and argument.*

February 26, 2014

Read:	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.
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February 28, 2014

Read:	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.
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## **Week 9 – Demilitarizing Strategies and Decolonizing Futures**

March 3, 2014:

*No class.*

March 5, 2014

Read:	Neferti Tadiar, "Life-Times in Becoming Human" in <i>Occasion: Interdisciplinary Studies in the Humanities</i> v. 3 (March 15, 2012):  <a href="http://arcade.stanford.edu/sites/default/files/article_pdfs/OCCASION_v03_Tadiar_031512_0.pdf">http://arcade.stanford.edu/sites/default/files/article_pdfs/OCCASION_v03_Tadiar_031512_0.pdf</a>
Watch:	DAM's "Meen Erhabe" ("Who's the Terrorist?")

March 7, 2014

Read:	Walden Bello, "From American Lake to a People's Pacific," in 309-322
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## **Week 10 – Final Paper Presentations**

During this week, students will prepare 15-20 minute presentations. More information about each presentation will be distributed during lecture and will also be posted on the course website. (TED).

NOTE: FINAL PAPERS DUE.



### **Student Consent for Release of Student Information**

I hereby authorize the UCSD Ethnic Studies Department to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter:

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Course:

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Instructor:

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Student I.D.#:

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Print Name:

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Signature:

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