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Oct.9: 1 – 2
Oct.30: 1 – 2
Nov.1: 11 – 12
Nov.8: 11 – 1

ANTHROPOLOGY 343

World Survey of Military Institutions

Class time and location:

Tuesdays and Thursdays, 9:30 – 10:45
EEEL 210

Course Description:

In the wake of World War II, while trying to understand the rise of National Socialism and why such horrifying atrocities were committed, German historian Michael Geyer described Nazi Germany as a 'militarized society.' He argued that it was not only an armed force that was necessary to the Nazi project and the Holocaust, but rather a much wider and more pervasive militarization of the entire population. He described *militarization* as "the contradictory and tense social process in which civil society organizes itself for the production of violence" (Geyer 1989:79)— this includes cultural, social, political and economic elements, Geyer argued. This course will build on Geyer's insights and attention to *militarization* in shaping global social life in the 20th century and today. It posits that we may study processes of militarization by looking a wide diversity of institutions (from militaries, to schools, airports, scientific laboratories and even the suburban home) and inquiring as to how these institutions are brought in synchrony with states' military goals.

Militarization can happen anywhere – but are there universal features of militarization and violence? Or is warring culturally or socially particular? Are militarization and violence necessarily linked, and if so, how? Studying *militarization* as a process allows us to move away from qualifications of violence as 'irrational,' 'unforeseeable' and 'unexplainable,' but rather towards an understanding of violence as centrally situated in the life of modern society, and in its key institutions.

Throughout the term, we will enact a critical anthropology of militarization by engaging with ethnographic texts, primary sources and journalistic texts to explore militarization as a global phenomenon but with very real local manifestations, consequences and entanglements.

Course Format:

This course will follow an interactive lecture and discussion style format, accompanied by the occasional film or documentary in class. Readings are crucial and students are expected to come to class having both read the readings and prepared to discuss them and ask questions. All course materials and information will be posted on the U of C Blackboard. A lecture outline for each class will be posted online immediately following the class. Only some of the supplementary video clips viewed in class will be available online.

Course Assignments and Assessment:

In addition to the readings and **5 reading quizzes**, students are expected to write **2 short papers (2-3 pages long, 12 pt. font, double spaced)**, **write a 300-word abstract for their final paper**, and **1 final paper**, due at the end of the semester. The final paper must be a research paper, and must, in addition to your research, treat at least five of the texts listed on the course outline.

Students will be evaluated on the basis of a 100-point system, whereby:

Reading quizzes	20%
Two Short papers	30%
Final paper abstract	10%
Final research paper	40%

The final mark out of 100, will then be converted to a letter grade as follows:

A+	94.9 – 100%	A	89.9 – 94.8%	A-	84.9 – 89.8%
B+	79.9 – 84.8%	B	74.9 – 79.8%	B-	70.9 – 74.8%
C+	66.9 – 70.8%	C	62.9 – 66.8%	C-	58.9 – 62.8%
D+	54.9% - 58.8%	D	49.9 – 54.8%	F	49.8% and below

Assignment details:

Reading Quizzes:

- Students will be administered **5 reading quizzes**, without advance warning, throughout the semester
- These reading **quizzes will cover very basic details** about the readings, to make sure that students have kept up with readings, and will not include complicated conceptual material or interpretations
- The quizzes will consist of **five multiple choice questions**, handed out at the beginning of class

- Though **5 quizzes will be administered, only the top 4 marks** from the quizzes will count toward the student's grade. The quiz with the lowest grade will be tossed out.

Short papers:

- The short papers must be **2-3 pages long**, double-spaced with 12 pt. Times New Roman font, and must address the readings and themes discussed leading up to the papers. **At least 2 readings from class** must be discussed.
- A set of **guiding questions will be handed out before each short paper is due**. You may pick one of these questions to answer in your paper.
- Papers are **due in class on their due date**, or, if you are unable to attend class, they should be emailed to the TA by the beginning of class

Paper abstract and Final Paper:

- The final paper must be **8-10 pages long**, double-spaced with 12 pt. Times New Roman font, not including bibliography.
- The final paper is a research paper. Students may choose any subject of their interest, and conduct library research on this topic as long as **they also critically address and incorporate at least five class readings** within the body of the paper. Each student must hand in a final abstract (300 words maximum) detailing the argument and aims of their research paper after reading week in November.

Assessment for all written assignments:

- Each writing assignment will be marked out of 20 points, where:
 - o **5 points will be awarded for language** (grammar, spelling, punctuation, correct bibliographical format etc);
 - o **5 points will be awarded for structure and clarity of the argument** (is there a thesis? Are there arguments that use evidence to support their claims? Is the argument clear throughout the paper? Is there a conclusion? Is the paper the correct length?);
 - o **5 points will be awarded for textual comprehension** (does the paper discuss the class readings? Does the student show a deep and clear understanding of the readings and their arguments?);
 - o **5 points will be awarded for the originality of the argument** (is the paper asking new and interesting questions? Does it have an anthropological angle?)

A note on plagiarism:

Any use of another person's words, ideas either taken *directly or indirectly* and *without citation* is cause for a plagiarism investigation. This includes material from the internet. You are too smart to plagiarize. And, trust me, it's not hard to spot plagiarism. Any plagiarism will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. If you have any questions about citation or bibliographical style, please contact the TA or the instructor. Please use the same bibliographical style on all written submissions. Students should familiarize themselves with the Anthropology Department's policy on intellectual honesty:

<http://anth.ucalgary.ca/home/links/intellectual-honesty-guidelines>

Required Texts:

Coulter, Chris. (2009) *Bush Wives and Girl Soldiers: Women's Lives through War and Peace in Sierra Leone*. Ithaca: Cornell University Press.

Gusterson, Hugh (1998) *Nuclear Rites: A Weapons Laboratory at the End of the Cold War*. Berkeley: University of California Press.

Week One: What is militarization? What is a military institution?

September 11: Introduction

Introduction to the course materials

September 13: How do you study 'militarization'?

Lutz, Catherine. Making War at Home in the United States: Militarization and the Current Crisis *In American Anthropologist* [w]

Film in class: excerpts from *The Triumph of the Will* (1935)

Week Two: Militarization and the Production of Violence

September 18: Violence in a variety of forms

Bourgois, Philippe. The Power of Violence in War and Peace: Post-Cold War Lessons from El Salvador. *In Ethnography* [w]

September 20: The Everyday Experience of Violence and Militarization

Green, Linda. Fear as a Way of Life *In Cultural Anthropology*. [w]

Hassan, Nasra. Letter from Gaza – An Arsenal of Believers: Talking to the “human bombs” *In The New Yorker*, November 19, 2001 [w]

Week Three: From Militarization to Securitization

September 25: The State and the Militarization of Everyday Life

Orr, Jackie. The Militarization of Inner Space *In Critical Sociology* [w]

September 27: Biopower

Foucault, Michel. The Right of Death and the Power over Life *In The History of Sexuality, Volume I* [w]

Week Four: Bodies, Biology and Biometrics

October 2: Biometrics and the “War on Terror”

Paul Rosenzweig, Alane Kochems, and Ari Schwartz. Biometric Technologies: Security, Legal, and Policy Implications,” *In The Heritage Foundation, Legal Memorandum* [w]

Maguire, Mark. Biopower, Racialization and new security technology *In Social Identities* [w]

October 4: Militarizing the Body

Foucault, Michel. Docile Bodies *In Discipline and Punish*, excerpts [w]

Mauss, Marcel. *Techniques du Corps*, excerpts [w]

Lande, Brian. Breathing like a soldier *In Sociological Review* [w]

Week Five: Gender and Militarization

October 9: Women and War

Ortner, Sherry. Is Female to Male as Nature is to Culture? *In Feminist Studies* [w]

Coulter, Chris. *Bush Wives and Girl Soldiers*, Introduction: pp 1-30

October 11: Women and War in Sierra Leone

Coulter, Chris. *Bush Wives and Girl Soldiers*, Chapter 1.

Documentary in class: *War Don Don* (2010)

SHORT PAPER #1 IS DUE IN CLASS TODAY.

Week Six: Gender and Militarization II: Violent Mobilizations

October 16: Gendered Life and Rebel Life

Coulter, Chris. *Bush Wives and Girl Soldiers*, Chapters 2 and 3

October 18: From Rape Victims to Soldiers

Coulter, Chris. *Bush Wives and Girl Soldiers* Chapter 4

Week Seven: After Violence

October 23: Reintegrating Men

Theidon, Kimberly. Reconstructing Masculinities: The Disarmament, Demobilization and Reintegration of Former Combatants in Colombia *In Human Rights Quarterly* [w]

October 25: Coming Home

Coulter, Chris. *Bush Wives and Girl Soldiers* , Chapters 5, 7 and Conclusion

Week Eight: Science, Technology and the State

October 30: Science and Society

Latour, Bruno. *Give me a laboratory and I will raise the world.* [w]

November 1: Killing is a Medical Matter

Baader, Lederer et al. Pathways to Human Experimentation, 1933-1945: Germany, Japan and the United States *In Osiris.* [w]

visit online exhibit:

<http://www.ushmm.org/museum/exhibit/online/deadlymedicine/>

Documentary in class: *In The Shadow of the Reich: Nazi Medicine; The Cross and the Star* (2003)

Weeks Nine and Ten: Creating the nuclear age

November 6:

Gusterson, Hugh. *Nuclear Rites: A Weapons Laboratory at the End of the Cold War*, I
Introduction and Chapter 1.

SHORT PAPER #2 IS DUE IN CLASS TODAY.

November 8: Becoming a Weapons Scientist in Riverside

Gusterson, Hugh. *Nuclear Rites: A Weapons Laboratory at the End of the Cold War*,
Chapter 3

November 13: NO CLASS

November 15: Secrecy

Gusterson, Hugh. *Nuclear Rites: A Weapons Laboratory at the End of the Cold War*,
Chapter 4

Week Eleven: Nuclear Landscapes:

November 20:

Gusterson, Hugh. *Nuclear Rites: A Weapons Laboratory at the End of the Cold War*
Chapter 5 and 6

THE FINAL PAPER ABSTRACT IS DUE IN CLASS TODAY.

November 22: Mutant Landscapes after (de)militarization

Masco, Joseph. Mutant Ecologies: Radioactive Life in Post-Cold War New Mexico. *In Cultural Anthropology*. [w]

Week Twelve: Military-tainment

November 27: Fallout

Gusterson, Hugh. *Nuclear Rites: A Weapons Laboratory at the End of the Cold War*, Chapter 7 to the end

Documentary in class: *Radio Bikini*

November 29: Military Realities

Gharavi, Maryam. Army Realness from NATO to NBC. *In The New Inquiry*. [w]
Allen, Robertson. Virtual Soldiers, Affective Laborers: Video Game Designers go to Basic Combat Training. *Unpublished manuscript*. [w]
http://depts.washington.edu/pcls/documents/research/Allen_VirtualSoldiers.pdf

Week Thirteen: Militarizing Today for War Tomorrow

December 4:

Ghamari-Tabrizi, Sharon. Stimulating the Unthinkable: Gaming Future War in the 1950s and 1960s. *In Social Studies of Science*. [w]

December 6:

Wrap up.

THE FINAL PAPER IS DUE ON FRIDAY, DECEMBER 14, 2012 BY 6PM.