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Earth Sciences 722

ANTHROPOLOGY 343 Militarism and Militarization



Class time and location:

Mondays and Wednesdays, 2:00-3:15; AD 142

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 at 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 Desire 2 Learn class website. 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 surprise reading quizzes, students are expected to write one in-class midterm examination, a draft of a final exam question and 1 take-home final examination (questions will be provided in advance), due at the end of the semester. In the final exam question and the take-home final, you will be expected to discuss at least 5 texts (or documentaries) from throughout the semester.

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

Reading quizzes	20%
Midterm exam	30%
Final exam question draft	15%
Final take-home exam	35%

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.

Midterm examination:

Students will be administered an in-class midterm exam that will have three sections: multiple choice, short answer and one short essay question. Students will have two essay questions to choose from on the midterm exam. In the essay questions, students will be asked to discuss 2-3 texts from the semester thus far.

Final exam question draft:

Students will be provided with 5 possible final exam questions. They will be required to pick one and hand in a draft of the exam question. This will allow students to both prepare for the final, and to receive feedback on their writing. The exam question draft must be at least 4-6 pages long, double-spaced with 12 pt. Times New Roman font, not including bibliography. Students are encouraged to share their drafts with peers in preparation for the final take-home examination.

Final exam:

Of the 5 questions handed out to the class, two will appear on the final exam. Students will choose one of the questions, and write 6-8 page paper answering the final exam question of their choice. The final paper must be no longer than 8 pages, double-spaced with 12 pt. Times New Roman font, not including bibliography. You must include a bibliography with the paper and all sources must be properly cited. Within the final exam, students must also critically address and incorporate at least five class readings within the body of the paper.

Assessment for all written assignments (including essay questions on midterm and final exams):

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?)

Important to consider:

1) Deferred exams are possible only for serious reasons (and the request for a deferral must be backed up with written documentation). A missed exam automatically receives a grade of zero. In the event of an emergency, the office of the Department of Anthropology and Archaeology must be contacted immediately and before the start of the exam: (403) 220-6516.

2) Students are responsible for materials covered in the readings and in the lectures. Classroom materials missed due to absences are the sole responsibility of the student.

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 Faculty of Arts' policy on intellectual honesty:

<http://arts.ucalgary.ca/plagiarismcheating>

WRITING ACROSS THE CURRICULUM:

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

Academic Accommodations:

The academic accommodations policy can be found at <http://www.ucalgary.ca/access/accommodations/policy>.

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students that have not registered with the SAS are not eligible for formal academic accommodations. More information about the academic accommodations can be found at <http://www.ucalgary.ca/access>.

ACADEMIC MISCONDUCT:

Academic dishonesty is an unacceptable activity at the University of Calgary and students are

strongly advised to read the Student Misconduct section of the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are:

- 1) Presenting another student's work as your own
- 2) Presenting an author's work or ideas as you own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar. For detailed information on what constitutes academic misconduct, please refer to the following link:
<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

EMERGENCY EVACUATION ASSEMBLY POINTS:

In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

USRI:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference; please participate! Website: <http://www.ucalgary.ca/usri/>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT:

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act.

Please refer to the following link for detailed information:

<http://www.ucalgary.ca/secretariat/system/files/foip%20overview.pdf>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternate arrangements with the course instructor early in the term.

SAFEWALK INFORMATION:

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and a Safewalker or a Campus Security Officer will accompany you to your campus destination.

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES:

Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.
- Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca	arts2@su.ucalgary.ca
arts3@su.ucalgary.ca	arts4@su.ucalgary.ca

Required Texts:

Mitton, Kieran. (2015) *Rebels in a Rotten State: Understanding Atrocity in Sierra Leone*. Oxford: Oxford 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 12: Introduction

Introduction to the course materials

September 14: 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 19: 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 21: The Everyday Experience of Violence and Militarization

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

Kenyon, Peter. Life Under the Islamic State: Sharia Law and Few Services at npr.org Read article and listen to 3 minute audio at:

<http://www.npr.org/blogs/parallels/2014/08/29/343986937/life-under-the-islamic-state-sharia-law-and-few-services> [w]

Collard Rebecca. Life in Mosul Gets Back to Normal, Even with ISIS in Control at time.com. Read article at: <http://time.com/2901388/mosul-isis-iraq-syria/> [w]

Week Three: From Militarization to Securitization

September 26: The State and the Militarization of Everyday Life

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

September 28: Biopower

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

Week Four: Bodies, Biology and Biometrics

October 3: 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 5: Militarizing the Body

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

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

Week Five: Civilians and Militarization

October 12: How do civilians kill?

Mitton, Kieran. (2015) *Rebels in a Rotten State: Understanding Atrocity in Sierra Leone*. Oxford: Oxford University Press. Chapter 1: Introduction

Week Six: Civilians and Militarization II: The Role of The State

October 17: The New Wars

Mitton, Kieran. (2015) *Rebels in a Rotten State: Understanding Atrocity in Sierra Leone*. Oxford: Oxford University Press. Chapter 2: Anarchy

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

October 19: What is violence?

Mitton, Kieran. (2015) *Rebels in a Rotten State: Understanding Atrocity in Sierra Leone*. Oxford: Oxford University Press. Chapter 3: Order: Violence and Rational

Week Seven: Civilians and Militarization III: Violent Mobilizations

October 24: Marginalization

Mitton, Kieran. (2015) *Rebels in a Rotten State: Understanding Atrocity in Sierra Leone*. Oxford: Oxford University Press. Chapter 4: Shame

Callimachi, Rukmini. (2015) *ISIS and the Lonely American*. In *The New York Times*, June 27, 2015. <http://www.nytimes.com/2015/06/28/world/americas/isis-online-recruiting-american.html>

October 26: Division and Disgust

Mitton, Kieran. (2015) *Rebels in a Rotten State: Understanding Atrocity in Sierra Leone*. Oxford: Oxford University Press. Chapter 5: Disgust

Week Eight: Masculinity and Militarization

October 31: Variations of Brutalization

Mitton, Kieran. (2015) *Rebels in a Rotten State: Understanding Atrocity in Sierra Leone*. Oxford: Oxford University Press. Chapter 6: Systemic Brutalization.

Perie, Sabrina. *Silver Bosnia: Precious Metals and Society in the Western Balkans*. Forthcoming. Excerpts

November 2: REVIEW SESSION OF MIDTERM EXAM

Week Eight: Science, Technology and the State

November 7: MIDTERM EXAM

November 9: Science and Society

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

Weeks Nine and Ten: From WW2 Science to the Nuclear Age

November 14: 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)

November 16: Ethnography in a laboratory

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

November 21: Becoming a Weapons Scientist in Riverside

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

November 23:

Secrecy

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

Week Eleven: Nuclear Landscapes:

November 28:

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

November 30: 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

December 5: 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*

December 7: Military Realities and Wrap-up

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