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## ANTHROPOLOGY 343 Militarism and Militarization

### Class time and location:

Tuesdays and Thursdays, 11:00 – 12:15; SS 113

**Pre-requisites:** Anth 203    **Anti-requisite:** Anth 315

### Course Description:

Nestled in an alcove outside a Calgary downtown building, gleaming pyramidal spikes establish a “no-go zone” for the city’s homeless. A donation box sits in an Istanbul ferry terminal, encouraging Ottoman citizens to help fund the indebted empire’s new dreadnought battleships. Flying through a trench on the surface of a moon-sized space station, a young pilot delivers a one-in-a-million blow against a fascist regime in a galaxy long, long ago.

These disparate scenes from real and imagined settings appear to have little in common at first. However, they all represent processes and outcomes of militarization in societies – defined by German historian Michael Geyer as “the contradictory and tense social process in which civil society organizes itself for the production of violence” (Geyer 1989:79). But these scenarios are not merely examples *of* militarization, but also of how militarization is *perceived, understood*, and in many cases, *adopted* and *emulated* by ordinary civilians in societies. Far from abstract phenomena, the concepts of militarism and militarization themselves occupy the popular imaginations of everyday societies. Although Geyer’s work was spurred by the question of how Nazi Germany’s horrific policies became accepted by an entire country’s population, the nature of militarization processes can be seen in much wider contexts - some with very different rational ends and objectives.

Through engaging academic, journalistic, and popular culture media, this course explores how militarism manifests across different temporal and spatial contexts. Using ethnographic approaches, the course asks not only how and why militarization occurs in societies, but how also how societies understand, constrain, and perpetuate violence both within and between themselves.

## 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 information will be posted on the U of C Desire 2 Learn (D2L) class website. Where copyright permissions allow, course readings will also be posted on D2L; else, books will be placed on reserve at the TFDL library. 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. Basic familiarity with some popular culture media, such as *Star Wars*, may be beneficial.

## 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 these two questions, and write 6-8 page paper answering the chosen question**.
- 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.

### **Academic accommodations:**

It is the student's responsibility to request academic accommodations. If you are a student with a documented learning need who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at: (403) 220-8237. You can also email them: [access@ucalgary.ca](mailto:access@ucalgary.ca). You are required to discuss your needs with your instructor no later than 14 days after the start of this course. Students who have not registered with Student Accessibility Services are not eligible for academic accommodation.

### **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 us, 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:

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

Many thanks to Dr. Sabrina Peric for allowing my modification and use of her previous outlines for this course.

### **Required Texts:**

Brooks, Max, John Amble, ML Cavanaugh, and Jaym Cates, eds. *Strategy Strikes Back: How Star Wars Explains Modern Military Conflict*. Lincoln: Potomac Books, 2018.

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

## **Week One: Welcome Back**

### **January 10: Introduction**

Introduction to the course, course materials, schedule, and evaluations.

## **Week Two: Civil-Military Relations...Ideally**

### **January 15: "...the continuation of policy by other means"**

Mahnken, Thomas G. "Strategic Theory." In *Strategy in the Contemporary World: An Introduction to Strategic Studies*, edited by John Baylis, James J. Wirtz, and Colin S. Gray. Oxford: Oxford University Press.

-Editions 2 through 5 are available from the TFDL. Any are fine and all contain this chapter.

Ferguson, R. Brian. "War is *Not* Part of Human Nature." *Scientific American*, September 1, 2018. <https://www.scientificamerican.com/article/war-is-not-part-of-human-nature/>.

### **January 17: Aspirations of Control**

Maurer, Daniel D. "Civil-Military Relationships in *Star Wars*." In *Strategy Strikes Back: How Star Wars Explains Modern Military Conflict*, edited by Max Brooks et al., 32-44. Lincoln: Potomac Books, 2018.

Golby, Jim. "The Jedi and the Senate." In *Strategy Strikes Back*, 7-16.

## **Week Three: Seeing and (Without) Being Seen**

### **January 22: Foucault and the Panopticon**

Orr, Jackie. "The Militarization of Inner Space." *Critical Sociology* 30, no. 2 (2004): 451-81.

Foucault, Michel. "3: Panopticism." In *Discipline and Punish: The Birth of the Prison*, 195-209. Translated by Alan Sheridan. New York: Vintage Books, 1979.

-Digitized text available from Social Theory in two parts, may require UCalgary library log in first:

Part I: <https://soth-alexanderstreet-com.ezproxy.lib.ucalgary.ca/cgi-bin/SOTH/hub.py?type=getdoc&docid=S10021788-D000024>

Part II: <https://soth-alexanderstreet-com.ezproxy.lib.ucalgary.ca/cgi-bin/SOTH/hub.py?type=getdoc&docid=S10021788-D000025>

Richardson, Joanna. "Emperor of Paris: Baron Haussmann, 1809-1891." *History Today* 25, no. 12 (December 1975): 843-849.

## **January 24: Biopower**

Foucault, Michel. "Part Five: Right of Death and Power over Life." In *The History of Sexuality, Volume 1: An Introduction*, 135-145. Translated by Robert Hurley. New York: Pantheon Books, 1978.

-Digitized text available from Social Theory, may require UCalgary library log in first:

<https://soth-alexanderstreet-com.ezproxy.lib.ucalgary.ca/cgi-bin/SOTH/hub.py?type=getdoc&docid=S10021790-D000012>

Ward, Jean Marie. "Jedi Mind Tricks: From the Reel to the Real." In *Strategy Strikes Back*, 95-112.

## **Week Four: "Military Operations Other Than War"**

### **January 29: "Peace Operations": From Sandbags to Sea Turtles**

Sharp, Truman W, Ray Yip, and John D Malone. "US Military Forces and Emergency International Humanitarian Assistance: Observations and Recommendations from Three Recent Missions." *JAMA* [Journal of the American Medical Association] 272, no. 5 (August 1994): 386-390.

Moore, Emma. "The Mission Creep of Sending Troops to the US-Mexico Border." *Task and Purpose* November 2, 2018. <https://taskandpurpose.com/mission-creep-troops-mexico-border/>.

### **January 31: Making Peace in War**

Brooks, Rosa. "The Full Spectrum." In *How Everything Became War and the Military Became Everything*, 79-103. New York: Simon & Schuster, 2016.

Jakobsen, Peter Viggo. "Stealing the Show: Peace Operations and Danish Defence Transformation after the Cold War." In *Defence Transformation in Europe: Evolving Military Roles*, edited by Timothy Edmunds and Marjan Malešič, 35-46. Amsterdam: IOS Press, 2005.

-E-copy available through TFDL

## **Week Five: Militarization in Civilian Life**

### **February 5: How do civilians kill?**

Lutz, Catherine. "Making War at Home in the United States: Militarization and the Current Crisis." *American Anthropologist* 104, no. 3 (2002): 723-35.

Bourgois, Philippe. "The Power of Violence in War and Peace. Post-Cold War Lessons from El Salvador." *Ethnography* 2, no. 1 (2001): 5-34.

### **February 7: Structuring Urban Violence**

Smith, Naomi and Peter Walters. "Desire lines and defensive architecture in modern urban environments." *Urban Studies* 55, no. 13 (2018): 2980-2995.

Collard, Rebecca. "Life in Mosul Gets Back to Normal, Even with ISIS in Control." *Time*. June 19, 2014. <http://time.com/2901388/mosul-isis-iraq-syria/>

"If Crisis or War Comes." Brochure. *Swedish Civil Contingencies Agency*. 2018.  
<https://www.dinsakerhet.se/siteassets/dinsakerhet.se/broschyren-om-krisen-eller-kriget-kommer/om-krisen-eller-kriget-kommer---engelska-2.pdf>.

### **Week Six: The Other 70% Of the Globe**

#### **February 12: Navalism**

Bönker, Dirk. "Chapter 8: Manufacturing Consent." In *Militarism in a Global Age: Naval Ambitions in Germany and the United States before World War I*, 200-223. Ithaca: Cornell University Press, 2012.  
-E-copy available via TFDL

Nohara, Jun J. "Sea power as a dominant paradigm: the rise of China's new strategic identity." *Journal of Contemporary East Asia Studies* 6, no. 2 (2017): 210-232.

#### **February 14: Militarization (?) of the Commons**

Nemeth, Stephen C., Sara McLaughlin Mitchell, Elizabeth A. Nyman, and Paul R. Hensel. "Ruling the Sea: Managing Maritime Conflicts through UNCLOS and Exclusive Economic Zones." *International Interactions* 40, no. 5 (2014): 711-736.

Jacobs, Andrew. "China's Appetite Pushes Fisheries to the Brink." *New York Times*, April 30, 2017. <https://www.nytimes.com/2017/04/30/world/asia/chinas-appetite-pushes-fisheries-to-the-brink.html>.

### **Week Seven: Reading Week**

February 19: Reading Week No Class

February 21: Reading Week No Class

## **Week Eight: Review and Midterm**

February 26: **REVIEW SESSION OF MIDTERM EXAM**

February 28: **MIDTERM EXAM**

## **Week Nine: The Art of War**

### **March 5: Influencing Civilian Culture**

Ward, Dan. "Lightsabers and Death Stars: Military-Technology Lessons from *Star Wars*." In *Strategy Strikes Back*, 106-112.

Elias, Ann. "Camouflage and Surrealism." *War, Literature & The Arts* 24, no. 1 (January 2012): 1-25.

### **March 7: Coopting Civilian Culture**

Silvestri, Lisa. "Mortars and Memes: Participating in pop culture from a war zone." *Media, War & Conflict* 9, no. 1 (2016): 27-42.

Farley, Robert. "Operation Red Sea: The Chinese Public's Introduction to Beijing's New Navy." *The Diplomat*, November 28, 2018. <https://thediplomat.com/2018/11/operation-red-sea-the-chinese-publics-introduction-to-beijings-new-navy>.

## **Week Ten: A War of Science: Part I**

### **March 12: Ethnography in a laboratory**

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

### **March 14: Becoming a Weapons Scientist in Riverside**

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

## **Week Eleven: A War of Science: Part II**

### **March 19: Secrecy**

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

Brooks, Rosa. "The Secret War." In *How Everything Became War and the Military Became Everything*, 104-128. New York: Simon & Schuster, 2016.

### **March 21:**

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

## **Week Twelve: Militarized Ecologies**

### **March 26: Changing Natures**

Masco, Joseph. "Mutant Ecologies: Radioactive Life in Post-Cold War New Mexico." *Cultural Anthropology* 19, no. 4 (November 2004): 517-550.

### **March 28: 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*

**\*Draft Exam Due In Class\***

## **Week Thirteen: Managing Militarism**

### **April 2: Demilitarizing Technology**

Smith, Brad. "Facial Recognition: It's time for action." *Microsoft*. December 6, 2018.  
<https://blogs.microsoft.com/on-the-issues/2018/12/06/facial-recognition-its-time-for-action/>

"Deceived by Design: How tech companies use dark patterns to discourage us from exercising our rights to privacy." *Forbrukerrådet* [Norwegian Consumer Council]. June 27, 2018.  
<https://fil.forbrukerradet.no/wp-content/uploads/2018/06/2018-06-27-deceived-by-design-final.pdf>.

### **April 4: Balancing the Civil-Military Relationship**

Burke, Crispin J. "Distant Warriors: Are Clones and Troops Too Separate from the Societies They Serve?" In *Strategy Strikes Back*, 17-24.

Cavanaugh, ML. "A Strategist, Yoda Was Not." In *Strategy Strikes Back*, 224-232.

## **Week Fourteen: Endgame**

### **April 9: Military Realities and Wrap-up**

Robinson, Nick. "Militarism and Opposition in the Living Room: The Case of Military Videogames." *Critical Studies on Security* 4, no. 3 (2016): 255-75.

### **April 11: Playback**

Extended review session or buffer session pending timing of final exam schedule and any schedule disruptions.

### **PLAGIARISM AND CHEATING**

Plagiarism: "to steal and pass off the ideas or words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology's policy on intellectual honesty

### **DEFERRED EXAMS:**

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

### **ACADEMIC ACCOMMODATIONS**

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

### **ACADEMIC INTEGRITY**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without

permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

### **TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)**

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/>

### **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, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

**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>

### **Freedom of Information and Protection of Privacy Act: 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/legalservices/foip>

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 alternative 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 Safewalkers 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? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs

- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Website: [arts.ucalgary.ca/undergraduate/](http://arts.ucalgary.ca/undergraduate/)

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.

Contacts for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca)

[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca)

[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**Ombudsman`s office:** <http://www.ucalgary.ca/ombuds/>