

(De)Militarisms
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Location:
Office: Vigyazo u. 2. Room 216
Office Hours: by appointment
Credits: 4

Course Description

Feminist scholar Cynthia Enloe writes, “what has been militarized, can be demilitarized.” This course will look at the concept of militarization, the processes that work to militarize, and work to find strategies for demilitarization. We will at militarism on an individual, social, and societal level, and look at the ways these different levels interact with one another.

Course Objectives

The course aims to facilitate discussions that are currently taking place in the field of international relations around the issues of militarization. It will utilize many IR lenses including: security studies, critical military studies, feminism, classical theory, aesthetics, and decolonial theory. These sets of lenses work to break down what militarism is, how it effects our everyday lives, and works to create tactics for the attempt to demilitarize. When we begin to understand militarism we see that it is all around us, from the clothing we wear to the classrooms we sit in. The course aims to examine these processes and give students the tools to see, analyze, and problematize everyday militarism. The turn then would be to attempt to demilitarize, which we will look at emancipatory politics throughout history. Many questions arise in the concept of demilitarization as well, such as can it only be achieved through nonviolence, or is violence merely a tool to achieve power.

Aims

The course’s main aim is to provide students with a strong understanding of:

- The concept of militarism and how it is in our everyday lives.
- Provide tools and concepts for the student to implement in their own research.
- Begin to strategize on what demilitarization looks like in the 21st century.
- Exploration of different critical lenses essential to Critical International Relations.

Course Standards

Every student at CEU has the ability to succeed in my course. The difference between success and failure in my class is a matter of attitude, effort, and initiative. There is a difference between passively listening to lectures and critically engaging with complex texts. There is a difference between regurgitating facts and actively applying new concepts, just as there is a difference between taking multiple-choice tests and writing sophisticated papers. In this sense, successful students will be those who embrace growth and hard work. They will overcome self-defeating behavior (i.e. skipping class, not reading, writing half-baked papers), make use of available resources, and turn freely to others for help.

The course will demand that its members read critically, participate actively, and write effectively. Most of all, it will ask students work with their fellow members to create an environment where ideas and arguments matter. On a more mundane note:

- Students are expected to attend every class, please let me know if you are going to miss class.
- Students should expect to be involved in each class. I will work hard to ensure that everyone's voice is heard. In this regard, more than just showing up, you will need to offer meaningful contributions.
- Papers must be submitted via email to me as a Word document on the specified dates specified. Work submitted after that time will be penalized 10% per day.
- Students are expected to conduct themselves in a professional manner (i.e., respect your classmates, turn off cell phones, no outside work or reading, etc.). Those who fail to adhere to these basic guidelines will be removed from class

Reading Materials

All texts will be available on-line. You will need to have a well-marked hard or electronic copy in front of you to succeed in class.

Grading Criteria

- 20% Weekly Critical Engagements (200 points)
- 30% Critical Engagement Papers (300 points)
- 10% Active Participation (100 Points)
- 40% Final Paper (400 Points)

Total of 1000 points

Assignment: Weekly Critical Engagement: Depending upon class size, you will either present once a week or twice a week. This presentation will be no more than 5 minutes and you will discuss not only what you found interesting, but also try to figure out ways in which you can apply what you read to your own research. If it is a small class then you will present twice a week and each engagement will be worth 10 points, if it is a large class you will present once a week and it will be worth 20 points. You will be able to miss one presentation. Thus it is worth a total of 200 points.

Assignment: Critical Engagement Papers: Throughout the semester, you have to write 3, 1-page (aprox. 500 words) papers. Similar to the weekly critical engagement, I hope that you are able to break down what is being said and show how it relates to your own work. These can be done at any point throughout the

semester, HOWEVER, they must be turned in within a week of the readings that you cover in the paper. So for example, if you write a 1 page essay on Michel Foucault who we cover in week 4, your paper must be turned in by the end of week 5. It would be wise to get these done earlier in the semester rather than later. Each paper is worth 100 points. You will be graded on content more than anything else, however, do need to work on writing grammatically sound academic papers, so they must be cited properly as well. This is worth a total of 300 points.

Assignment: Active Participation: Beyond your weekly critical engagement, you are to also be active in discussion in and around my lecture. That means asking questions, answering questions, and participating in group discussions. This is a very subjective grade, as it is based on my perception of how engaged you are, so it would be best to be active. This is worth 100 points.

Assignment: Final Paper: This paper is to be a proper academic paper. Approximately 5,000-7,500 words. Times New Roman font, double spaced. As for formatting, you can use either APA or Chicago Style, as they are the two most used in our field of study. In this paper, you will use at least 3 of the authors we covered, break down what they are saying, and make an argument. Since we are trying to relate the concepts here to our own work, I am flexible in working with you to make what you write here usable for your MA thesis, but please talk with me about what you hope to write about. Again, while you will be graded primarily on your argument and the representation of what you are breaking down, you do need to make sure that your writing is grammatically sound and properly cited, as these will be graded too. This is worth 400 points.

ACADEMIC INTEGRITY AND STUDENT CONDUCT

Students are required to be respectful of their classmates and refrain from disruptive behavior in the classroom and on campus. **If you engage in cheating or plagiarism, you will receive an F (0.0) grade for the course and I will be forced to report you for academic dishonesty.**

Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved. If you can find it online, so can I. If you have questions regarding what does and does not constitute plagiarism, please ask me.

With that said, many people who plagiarize often do so out of desperation. Please come talk with me if you are feeling stressed or having problems with the assignments and we can work together in order to get you the resources in order to be successful.

COURSE CONTENT NOTE: Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Victim Blaming, Stalking, and Retaliation toward other students will not be tolerated in my course.

Course Breakdown

Week 1: What is Militarism

Tue: Introduction: What are YOUR connections to Militarism

Thu: Enloe, Cynthia. *Maneuvers: The International Politics of Militarizing Women's Lives*. 1st ed. University of California Press, 2000. Pgs: 1-34;

Cuomo, Chris. "War Is Not Just an Event: Reflections on the Significance of Everyday Violence." *Hypatia* 11, no. 4 (Autumn 1996): 30-45.

Week 2: What is Militarism Continued

Tue: Butler, Judith. *Frames of War*. Verso, 2009. Pgs: 1-32.;

Reid, Julian. "Vulnerable Subject of Liberal War." *The South Atlantic Quarterly*. 110:3, (Summer 2011). 770-779.

Thu: Galtung, Johan. "Violence, peace, and peace research." *Journal of peace research* 6, no. 3 (1969): 167-191;

Scarry, Elaine. *The Body in Pain*. Oxford University Press, 1987. Pgs: 60-91

Week 3: How does it happen

Tue. Foucault, Michel: "*Society Must Be Defended*": *Lectures at the Collège de France, 1975-1976*. Translated by David Macey. Reprint. Picador, 2003. Pgs: 1-21

Thu. Ibid. 239-272.

Week 4: Political Affect

Tue: Protevi, John. *Political Affect: Connecting the Social and the Somatic*. Minneapolis, MN: University of Minnesota Press, 2009. Pgs: 3-57

Thu: Ibid. 115-162.

Week 5: Entertainment & Militarism

Tue: Stahl, Roger. *Militainment, Inc.* (Documentary). WILL WATCH IN CLASS

Thu: Der Derian, James. "Virtuous War/Virtual Theory" *International Affairs* (Royal Institute of International Affairs 1944-), Vol. 76, No. 4. (Oct., 2000), pp. 771-788.

Week 6: Why does it happen

Tue: Butler, Smedley. "War is a Racket." (1935).
<https://ratical.org/ratville/CAH/warisaracket.html>;

Tamir, Yael. "Pro Patria Mori Death and the State." In, *The Morality of Nationalism*. Ed. McKim, Robert & McMahan, Jeff. Oxford University Press. 1997. Pgs: 227-244.

Thu. Dillon, Michael, and Luis Lobo-Guerrero. "Biopolitics of Security in the 21st Century: An Introduction." *Review of International Studies* 34, no. 02 (2008): 265-92. doi:10.1017/S0260210508008024.

Week 7: Beginning to DeMilitarize (Roots)

Tue: Ghandi, Mahatma. *Satyagraha*. Dover Publications. 2001. Pgs: 35-37, 41-57, 73-75, 81-83

King, Martin Luther, Jr. "Letter From A Birmingham Jail" (1963); "Beyond Vietnam" Speech (1967).

Thu: X, Malcolm, "Bullet or the Ballot" Speech (1967);

Fanon, Franz. *The Wretched of the Earth*. Grove Press. 1963. Pgs: 1-62

Week 8: Feminist Epistemologies

Tue: Eds. Sjoberg, Laura. Via, Sandra. *Gender, War and Militarism: Feminist Perspectives*. Praeger Security International. Santa Barbara. 2010. Pgs: 17-29, 69-79, 157-181.

Thu: Eds. Riley, Robin; Mohanty, Chandra; and, Pratt, Minnie. *Feminism and War: Confronting US Imperialism*. Zed Books, New York. 2008. Pgs: 19-26, 103-116, 243-263.

Week 9: (De) Militarizing Identity

Tue: Dunn, Timothy. *The Militarization of the U.S.-Mexico Border, 1978-1992: Low-Intensity Conflict Doctrine Comes Home*. University of Texas Books, Austin. 1995. 1-33.

Maringira, Godfrey. "Militarised Minds: The Lives of Ex-combatants in South Africa." *Sociology*. 2015, Vol. 49(1) 72-87

Thu: Shepherd, Laura. "Making war safe for women? National Action Plans And the militarisation of the women, peace and security agenda." *International Political Science Review*. 2016, Vol. 37(3) 324-335

Soysa, Indra and Neumayer, Eric. "Disarming Fears of Diversity: Ethnic Heterogeneity and State Militarization, 1988-2002." *Journal of Peace Research*. vol. 45, no. 4, 2008, pp. 497-518.

Week 10: Time

Tue: Shapiro, Michael. *Politics and Time*. Polity books. 2016. pgs.1-31

Thu: Ibid. 122-160.

Week 11: Revolution & Art

Tue: The Invisible Committee. *The Coming Insurrection*. Semiotext(e), 2007.

Thu: Schrader, Ben. *The Affect of Veteran Activism*. Critical Military Studies. 2017

Week 12: Summary

Course Summary & Writing Workshop