

Introduction to the module

Week 1

PO3A7 Gender, Race and Militarism

My advice and feedback hours

- Wednesday 2-4 pm, please email me to set up a meeting.
- saadia.s.z.gardezi@warwick.ac.uk



Assessment

1. 1500-word reflective essay on a particular film/piece of fiction/artwork/museum exhibit/other form of aesthetic representation that has made you notice the relationship between gender, race and militarism. Due Wednesday, week 10, term 1
2. 1500-word feminist critical review on a military recruitment campaign. Due Wednesday, week 7, term 2
3. 3000-word research essay with the title devised by the student with input from the module convenor. The deadline for negotiated essay titles is Friday 9 February (week 5, term 2), and essay deadline is in the undergraduate handbook.

‘Wish list’ of
the type of
learning
environment
you want for
this module

For example

- How we communicate with one another in the classroom/online
- How seminar discussions are facilitated
- What you expect from me as module convenor and fellow students as academic peers
- What an anti-racist classroom looks/feels like in practice
- How you want to feel in the classroom

What does academic kindness
in the context of this module
look like to you?

Teaching anti-racism....

- Do we need to know the canon?

“The emotional reactions of students to non-traditional pedagogy...”
and “emotionally charged classrooms” Wagner, p 262

How you want to feel in the classroom?


Can we talk about “it”?

“White students, for instance, may feel silenced into guilt”

“It is also not uncommon for students from traditionally marginalized groups to adopt silence as a strategy of resistance, thereby refusing to provide the point of view of the ‘other’ for the benefit of the White students or teacher”

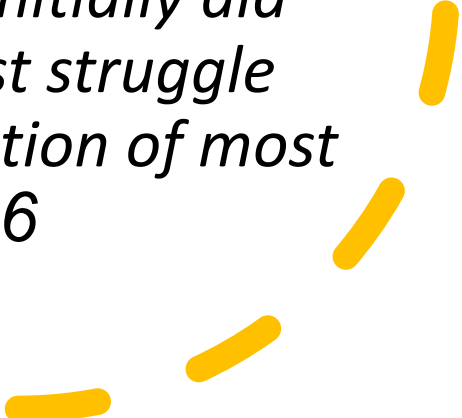
Wagner p 265.

- “The silences and denials surrounding privilege are a key political tool, which enable us to maintain the myth of meritocracy. This is the insidiousness of privilege; it has the semblance of ‘naturalness’ that in itself defends it from scrutiny. As a result, White people inhabit an invisible system which allows them to choose to recede into privilege and not worry about racism whenever they so choose, while racialized people do not enjoy such choice .” Wagner pg 269



hooks develops a critique of white feminist racism in [second-wave feminism](#), which she argued undermined the possibility of feminist solidarity across racial lines.

“Foregrounding gender meant that white women could take center stage, could claim the movement as theirs, even as they called on all women to join. The utopian vision of sisterhood evoked in a feminist movement that initially did not take racial difference or anti-racist struggle seriously did not capture the imagination of most black women/women of color.” pg 56



What does this have to do with the course?



Next week

- Think of a moment or moments when your gender and/or your race – either how you identify or how others have identified you – has impacted on how you have been treated/spoken to/how you have felt/moved through the world. The experience can be ‘positive’, ‘negative’ or ‘neutral’; it can be largely inconsequential (e.g. someone holding a door for you...or not) or have left more of an impact (e.g. someone speaking over you in class). Think about how gender and/or race was at play in this situation. Did you identify any other relations of power at work? In what ways did they intersect with gender and/or race?
- 