**Provost’s Learning Innovations Grant**

**FINAL REPORT**
Submitted July 9, 2007

**Project Title:**
Curricular Strategies for Teaching about Issues on War and Terror.

**Principal Investigators:**
Uli Linke and Danielle Taana Smith

**Grant Period:**
July 2006-June 2007
Funding level: $18,610.

**Abstract:**
The perpetual formation of new military conflicts and regimes of warfare, the increasing magnitude of acts of terror and counter terror, and the growing intensity of political, ethnic, and social violence across the globe make it critically imperative that college classrooms provide teaching strategies that enable students to analytically engage the contemporary realities of war and terror with a judicious and humanistic approach.

Our curricular modules as well as course syllabi are designed to encourage student understanding of the human experiences, historical contexts, and social dimensions of violence, war, and terror. We offer a mix of educational techniques through a combination of readings, exercises, projects, and films that allows students to arrive at a more informed assessment about the ways in which cultural, ethnic, and gender differences are played out in these global arenas of war and terror. The intensification of violent encounters in the intercultural zones of contact worldwide makes this an increasingly important endeavor.

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Contact

Uli Linke is Associate Professor of Anthropology in the Department of Sociology and Anthropology at RIT. She received her B.A. in Anthropology, Sociology, and International Studies from Macalester College, St. Paul (1979); and her M.A. and Ph.D. in Anthropology from the University of California at Berkeley (1986). She teaches Cultural Anthropology, Anthropology of Mass Media, Visual Anthropology, Cultural Images of War and Terror, Global Cities, Bodies and Culture, Gender and Sexuality, and Divided Europe. Her research specialties include cultural politics of memory, visual culture and violence, political anthropology of the body, and trauma and genocide. Dr. Linke has done fieldwork in urban Germany on modern forms of violence, especially the violence directed at immigrants and refugees. She is the author of several books: German Bodies (1999), Blood and Nation (1999), and Denying Biology (1996). Other publications include over thirty articles in journals and edited books on genocide.

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Danielle Taana Smith is Assistant Professor of Sociology in the Department of Sociology and Anthropology at RIT. She received her B.A. in English, Language and Literature from Dartmouth College; her M.B.A. in Business Administration from Saint Martin's College (Washington); and her Ph.D. in Sociology from the University of South Carolina. She currently teaches Foundations of Sociology, Population and Society, and Diversity in the City. Courses taught also include Minority Group Relations; Service, Citizenship and Community; and Social Problems. Her research specialties include economic sociology, developing entrepreneurship in disenfranchised communities, and examining resettlement processes among refugees from war zones now living in Rochester, New York. Dr. Smith has published extensively on the economic struggle of racialized minorities in the U.S. She is currently completing a book manuscript on the aftermath of war and trauma by examining the integration of African refugees in Rochester.

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Summary of Accomplishments

During the grant period, we completed our proposal objectives. Each of the objectives and results are discussed below.

1. Course Modules
We developed four curricular modules for insertion into courses in sociology, anthropology, international studies, and women’s and gender studies. These multi-week modules are designed to encourage students to assess the lived experiences, socio-political dimensions, and historical contexts of war and terror. The title and description of each module follows.

- **War, Terror, and Globalization**
  This *multi-week module* explores how social, political and economic issues are closely related to war and terror that we are experiencing around the world. Globalization processes have been linked to war and terrorism as continued exploitation as well as the widening gaps between the haves and the have-nots contribute to increasing discontent and extremism around the world.

- **Visual Culture of War and Terror**
  This *multi-week module* examines the visual media culture of war and terror in a global world. The ubiquitous encounters with violence require a new form of visual literacy that not only highlights the intersection of the local and the global, but also recognizes the ways in which visual technologies, cultural politics of memory and history, national ideologies, and the collusion of media practices and militarism intervene in the formation of a visual culture of violence.

- **War, Terror, and the Global Refugee Crisis**
  This *multi-week module* examines how war, violence, and terror have created a refugee crisis of global proportions. The course module focuses on how the rights and the dignity of refugees can be protected in the course of displacement, resettlement, and repatriation. A most important concern is how the trauma of displacement can be minimized.

- **Gender, War, and Terror**
  This *multi-week module* offers an overview of the gendered dimensions of war and terror. Women across the world have increasingly been the primary targets of massacres, mass-orchestrated rapes, and organized sale into sexual servitude. The rape of women is an accompaniment to war, tied integrally to warfare as yet another form of effective domination.

2. Syllabi
We developed two sample syllabi for undergraduate courses on war and terror that can be taught in anthropology, sociology, international studies, and women’s and gender studies.

- **Global Exiles of War and Terror**
  War, violence, persecution, and modes of terror increasingly affect the lives of human beings, and especially women and children, around the globe. War and terror have created a global refugee crisis. In addition to the loss of human life and potential, the ensuing consequences of violent displacement include poverty, disease, physical and
psychological trauma, hopelessness, and vulnerability to human rights abuses. In this course we explore how the rights and dignity of refugees can be protected and how the trauma of violent displacement can be minimized through humanitarian aid and community activism.

- Cultural Images of War and Terror
  This course examines the visual culture of war and terror in a global world from a diversity of perspectives. Images of violence are endlessly transmitted on television, on the internet, in print media, in cinema, and recreational games to become part of our everyday visual culture. Whether disseminated as news, documentary truth, or entertainment, the ubiquitous encounters with violence require a new form of visual literacy that not only highlights the intersection of the local and the global, but also recognizes the ways in which visual technologies, cultural politics of memory and history, media practices, and national ideologies intervene in the formation of a visual culture of violence.

3. New Course Development and Implementation
   As per our grant proposal, we used the above course syllabi and developed two new upper-division courses to be taught in the Department of Sociology and Anthropology (with possible future cross-listing in International Studies and Women and Gender Studies being considered). We submitted the courses proposals in the required ICC format to our departmental faculty in spring 2007. The courses were unanimously approved by the department and are awaiting review and approval by the department chairs in the College of Liberal Arts. We expect to have these two courses approved in the fall of 2007 to be taught in the following year.

4. Evaluation and Feedback
   We implemented several of our course modules in a range of courses: in Foundations of Sociology (winter 2006-07, spring 2007), Visual Anthropology (winter 2006-07), and Anthropology of Mass Media (spring 2007). Students responded positively to the collective engagement in designing and implementing the War and Terror modules. They critiqued and selected films to accompany the modular themes. They created works of art, essays, and poems as a form of creatively expressing their feelings and reflections about war and terror. These student projects will be published on our website. Students also provided feedback on how to improve the module topics through curricular exercises and suggested readings.

5. Student Projects @ RIT
   This assignment is a semester long exercise from the teaching module War, Terror, and Globalization. It begins with individual reflection and expression, and then progresses to sharing these ideas with classmates and to a larger audience through postings on our website. The learning objective is to provide an opportunity for students to research the issues of war, terror and violence and to develop their own ideas based on their research. These ideas will be expressed through writing and art. Students will present and discuss their ideas with their classmates in small groups, noting how and why they share similar or dissimilar ideas. Students will also present ideas emerging out of group discussions to the entire class. Selected individual literary and artistic works are posted on an on-line exhibit of our website to be shared by a larger audience.
6. Dissemination
We have begun to disseminate our project results to faculty at RIT and at other institutions through academic talks, a website, and several publications.

a) Talks
We are presenting the results of our project in an academic forum via a talk on “Curricular Strategies: Teaching about War and Terror”. We are scheduled participants in a session at the next American Sociological Association meetings in New York in August 2007. The session title is: Teaching Workshop on the Sociology of Peace, War, Military Institutions, and Social Conflict, organized by Morten G. Enders. Other participants include Randall Collins, Aleksandra Milicevic, and David R. Segal and Mady Wechsler Segal. Presentation date: August 2007.

b) Website
As per our proposal, we created a website that enhances the dissemination of our curricular strategies and teaching materials on war and terror to faculty at RIT and at other universities.

This website offers a selection of educational resources to enable students to think through the various political, social, and cultural dimensions of war and terror and to acquire an enhanced understanding of the impact of war and/or terror on the lives of men, women, and children in different parts of the world. Our goal is to make available a range of visual resources, reading materials, and teaching strategies that we find useful in introducing our students to issues of global violence. The materials we generated can be used by educators across multiple disciplines, including sociology, anthropology, international studies, and gender studies. We hope that faculty from different academic specialties might incorporate these curricular resources effectively into existing courses and subsequently educate students about the complexities of war and terror with solid engagement.

Website: War and Terror: Curricular Strategies.
http://www.rit.edu/~693bwww/warterror/index.html

c) Publications
We are disseminating our project results through academic publications in journals, edited volumes, and newsletters in order to make our curricular strategies and teaching materials available to the community of educators at RIT and elsewhere.

Smith, Danielle T. and Uli Linke
2006-07 “Curricular Strategies: Teaching about War and Terror”. In: Scholarship@RIT newsletter (winter 2006-07), p. 6.

Smith, Danielle T. and Uli Linke

Smith, Danielle T.
Smith, Danielle T. and Uli Linke

7. Future Considerations
During the summer 2007, we plan to begin work on an edited book volume titled War and Terror: A Reader, in which we will assemble the results of our grant project for publication.

The manuscript will include: 1. Introduction; 2. War, Terror, and Globalization; 3. Global Exiles of War and Terror; 4. Gender, War, and Terror; and 5. Visual Culture of War and Terror.

8. Appendices
We have enclosed our project work and results in the attachments.

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Uli Linke             Danielle Taana Smith

CC: Dr. Murli Sinha, Chair
CC: Dean Glen Kist
Appendix I: Course Modules

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