**HIS 270: War & Society in U.S. Culture**

Fall 2016

**Instructor:** David Kieran  **Email:** dkieran@washjeff.edu

**Class Time:** TR 11:45AM-12:50PM **Class Location:** OM 203

**Office:** OM 209C **Office Hours:** MW 1:00-3:00, or by appointment

This course examines the relationship between war, the military, and U.S. culture. We will focus less on how the military has been used in particular instances or on the history of particular wars and instead ask broader questions that emerge from understanding the military as critical cultural institution. Among them will be: What should the relationship between the military and the nation be during times of war and peace? How have Americans, including service members and veterans, sought to define the military's place in American culture? How have wars and militarism created spaces for debating larger questions about national identity, race, class, gender, sexuality, and citizenship?

Among the topics we will consider are the relationship between military service, citizenship, and civil rights; debates about the citizen’s obligations during wartime; military recruiting, the draft, and the transition to an all volunteer force; debates about the appropriate roles of women and gay and lesbian service members; and veterans issues.

Texts for the Course:

The following books are required for the course and can be purchased at the bookstore. Other readings marked with \*\* are available on Blackboard.

Bailey, *America’s Army: Building the All-Volunteer Force*

Heefner, *The Missile Next Door: The Minuteman in the American Heartland*

MacLeish, *Marking War at Fort Hood: Life and Uncertainty in a Military Community*

Perez, *Citizen, Student, Soldier: Latina/o Youth, JROTC, and the American Dream*

Phillips, *War! What is it Good For? Black Freedom Struggles & the U.S. Military from World War II to Iraq*

Course Requirements:

To pass this course, you must complete all assignments and earn a passing grade on the final project.

* *Weekly Reading Analysis (20%):* Each week, you will prepare a one-page response in which you will choose what you consider to be a key passage from the reading and write a well-organized paragraph in which you explain its relevance to the readings for that day or an issue that we have been discussing in the course. This passage might point to a key theme, concept, or idea that recurs within the text, might demonstrate a literary device or stylistic technique that you think is interesting or important, might be central to a question that emerged for you while you were reading, or might be a place where you see a link between the primary and the secondary reading or to our earlier conversations and other readings.
	+ The class will be divided into two groups, Monday and Wednesday. Each is worth up to two points. **You must complete TEN of the thirteen responses; you may skip THREE weeks at your discretion**. If you complete more than ten, I will choose the ten highest grades.
	+ Papers will graded “check -” (1.25/2), “check” (1.75/2), and “check +” (2/2).
	+ You MUST BRING A PAPER COPY OF YOUR RESPONSE TO CLASS; if you are absent, you MUST EMAIL ME YOUR RESPONSE PRIOR TO THE START OF CLASS. Please note that ABSOLUTELY NO LATE PAPERS will be accepted.
* *Two Short Papers (4-5 pages) (30%):* You will write two short papers in this class. More details, including possible topics, will be presented in class two weeks ahead of each due date.
* *A Critical Review Essay (20%):* You will wrote a review essay of about 8 pages, due at the start of the scheduled final exam period. The paper will ask that you choose an issue or topic that we have discussed over the course of the semester and offer an analysis of how it has been central to issues of war and society in U.S. culture since 1945. This paper will require that you connect readings from across the course and that you do some outside research to find additional sources. More details will be distributed in class.
* *A Final Exam (15%):* You will take a final exam at the time scheduled by the registrar. More details will be provided in class.
* *Active Class Participation (15%):* This course will be primarily discussion-based, and it will thus depend on all of us coming to class each session having prepared by carefully reading and thinking about the course materials.
	+ Active, engaged participation means paying close attention to remarks of the instructor and other students, taking notes, offering comments and questions for discussion, and respectfully but critically engaging with the ideas of others.
	+ **My expectation is that every member of the class will contribute to class discussion in every session, and that those contributions will demonstrate the students’ thoughtful engagement with the course readings**. As such, this will be the standard for “B” quality participation; the overall quality of the comments and questions offered will enable students to earn higher grades.
	+ You will receive a grade each day for class participation:
		- 0: The Student is absent or disruptive.
		- 1: The Student is obviously distracted.
		- 2*:* The Student is engaged and attentive but does not speak. Alternately, the student offers comments for discussion that display a lack of preparation or which inhibit the discussion.
		- 3*:* The Student offers one or a few meaningful, contributory comments and questions during the discussion and demonstrates that s/he has prepared for class.
		- 4*:* The Student offers several meaningful, contributory comments during discussion and/or displays particular insight.

Because everyone has bad days, I will count the twenty-five highest grades towards your final grade. As well, I will take into account improvement over the course of the semester.

A few notes on class participation:

1. Please note as well that in this course, we will read, view, and discuss materials that often deal with disturbing and at times politically-charged subjects. It is inevitable that these materials will evoke a personal response from us, and it is important to be aware that that response may be unsettling, may prove challenging to come to terms with, and might not be universally shared by your colleagues. The success of the course depends in large part on our striving to be aware of and sensitive to our responses to these reactions as well as those of our colleagues, to interrogate *why* we are responding as we are, and to encourage ourselves and each other to read and discuss these materials in a way that produces positive intellectual and personal growth while remaining respectful of differences of opinion.
2. Microaggressions:[[1]](#footnote-1) Please be aware of, and sensitive to, microaggressions in the classroom (and, for that matter, elsewhere). “Microaggressions,” according to *Psychology Today*, “are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.”[[2]](#footnote-2) They are often intended to be innocuous, or even complimentary. However, comments like “You speak good English,” “When I look at you, I don’t see color,” or “I’m not a racist. I have several Black friends” are, in turn, derogatory and insulting, denials of the ways in which identity differences are manifest and real, and elisions of the speaker’s privilege.[[3]](#footnote-3) I encourage you to be cognizant of the assumptions hat underlie your thinking, to consider how your comments might be perceived, and to work towards engagements that in which you are consciously respectful of difference and privilege. If you find that you are experiencing a microaggression or witness one, I would encourage you to respond in the way that you feel most comfortable. You might speak with me or someone in the office of Diversity Programs and Multicultural Affairs (<http://www.washjeff.edu/diversity-programs>). You might use it as a teachable moment, and constructively engage the other person in dialogue. In each case, what is important is that we strive for a classroom and campus environment in which all identities and perspectives are respected and valued.
3. I understand that class participation is difficult for some people, and I am happy to meet with you to discuss ways in which you might improve the quality or quantity of your participation.

**Course Policies:**

My understanding is tha*t by remaining enrolled in the course, you agree to adhere to the following policies.* It is your responsibility to read the syllabus and be aware of policies, assignments, due dates, etc. To that end, please be sure that you read the syllabus in its entirety and make note in your calendar of important dates. When you have finished reading the syllabus, please email me a picture of a dinosaur.

* **Attendance is required***.* You may miss **FOUR** classes without penalty, and no excuses or explanations are required regarding your absence. Beginning with your **FIFTH** absence, your final grade will fall by 1/3 (e.g. from a *B* to a *B-)* with *each* absence. Repeated absences could, therefore, result in a failing grade *regardless of your other work in the course*. In extraordinary circumstances (i.e. extreme illness, death in the family), this policy may be waived pending appropriate documentation.
* **Late Arrival to Class:**Class will start promptly at the scheduled time. I expect you to arrive in class on time and prepared. If you are late, please enter the room and take a seat near the door in order to cause as little disruption as possible. I will excuse one late arrival. Beginning with the second late arrival, I will deduct one point from your final grade for class participation each time that you are late.
* **Distractions and the like:** It pains me to have to include this on a syllabus, but it is increasingly necessary to remind students that class meetings should be spent paying careful attention to and participating in class activities. Other activities – checking your email, updating Facebook, trying to finish an assignment, sleeping, reading the *New York Times*, sending text messages, doing a crossword puzzle, shoe shopping – disrespect the instructor, your colleagues, and the overall purpose of higher education. Participation in such activities will be construed as evidence of your lack on engagement in the course and will be taken into account in the evaluation of your participation.
* **Electronic Devices:** To promote discussion and help you avoid distraction, I do not allow the use of laptops in class without written authorization that they are necessary for your academic success. Students should silence and put away cell phones, etc. Recording of any portion of the course in any form is not allowed without the written permission of the instructor and all members of the class. Use of electronic devices in class will be construed as evidence of your lack on engagement in the course and will be taken into account in the evaluation of your participation.
* **Extensions:** Extensions will be given only under the most extraordinary circumstances. Please note:
	+ *I will be the sole judge of what constitutes an extraordinary circumstance*. In most cases, my granting an extension will require that you submit a note from a doctor or other appropriate official.
	+ *Extensions must be negotiated in advance of the date that an assignment is due*.
	+ *Sending me an email or leaving me a voice mail does not constitute “negotiating” an extension*. Unless you we have spoken and agreed on a new date, the original date stands.
	+ *If you are seeking an extension within 48 hours of the date an assignment is due, you should be prepared to submit your work to that point* (e.g. an outline or draft of the paper, etc.).
	+ *Malfunctioning computers, printers and so on are not reasonable grounds for an extension*. Save your work regularly and in multiple locations, including to the cloud, and be prepared to print your work in a computer lab if necessary.
* **Late Work:**Late work will not be accepted. It is your responsibility to either submit work by the due date or negotiate an extension. An assignment not submitted by the due date will receive a grade of 0 which will, in turn, result in a failing grade for the course. Barring extraordinary circumstances, the failure to take an exam on the assigned date will result in a grade of zero and students arriving late to an exam will receive the remainder of the allotted time to complete it.
* **Submitting and Returning Work:** Papers should be submitted electronically to dkieran@washjeff.edu. I will return all written work with comments and grades within two weeks, with the exception of the final exam which will be available for pick-up at the start of the next semester. Please note:
	+ You should retain an electronic copy of your work and the sent mail containing the attachment until you receive your returned paper. In the event that work goes missing, this will provide the *only acceptable* evidence that you turned in a particular assignment.
	+ You should also save all graded work until you receive your final grade in the course. In the event that you final grade gets miscalculated, this will provide the *only acceptable* evidence that you received a particular grade.
* **Academic Honesty:** I expect that you will hold yourself to high standards, adhere to Washington & Jefferson’s Academic Dishonesty policy, and take all efforts to avoid plagiarism. Intentional plagiarism undermines the very goals of a liberal arts education. It also has the potential to jeopardize your career here and in the future. Cases of intentional academic dishonesty will be dealt with according to university regulations and may result in significant academic penalties. Please note that W&J’s academic misconduct policy is quite clear that “If a course instructor believes that the student is guilty of intentional or major academic misconduct, the instructor may give the student an ‘F’ for the course” and that “If the Office of Academic Affairs has a record of previous academic misconduct, or if a single infraction is judged to be sufficiently serious, the Office of Academic Affairs may impose an additional penalty, up to and including dismissal from the College.”[[4]](#footnote-4)

These issues are, thankfully, easy to avoid. I recommend that you purchase the recommended handbook that details the Chicago citation style. As well, we will spend time in class discussing how to responsibly incorporate the ideas of others into your work, but *please* see me if you have any questions in this regard.

In the meantime, here are five do’s and don’t’s:

* + ***DO*** *Know the Policy:* You are responsible for reading before the next class, and then adhering to during the semester, the College’s Academic Honesty Policy (http://wiki.washjeff.edu/display/CATALOG2015/Academic+Honesty+Policy). Please see me if you have any questions!
	+ ***Do*** *Your Own Work*. With the exception of the final project, you will not need to consult outside sources to complete class reading and writing assignments. By making sure that you are relying solely on class readings and your own thoughts and words, you will avoid any problems in this regard.
	+ ***DO*** *Be Responsible With Citations*. There will be occasions in which you will consult secondary materials. In such cases, you must carefully format and appropriately cite all sources quoted, paraphrased, and consulted using the format described in the *Chicago Manual of Style*.
	+ ***DO*** *Err on the Side of Caution:*When in doubt, cite the source. There are some tricky questions – what’s a summary, and what’s a paraphrase? What counts as common knowledge? – if you’re not sure, it’s better to cite the source.
	+ ***DON’T*** *Try To Pass Someone Else’s Work Off As Your Own:* Cut-and-paste from the Internet, buying papers from term paper mills, having someone write a paper for you, turning in a paper you or someone else wrote for another class, and other obvious forms of dishonesty are the most egregious forms of this violation. They are also, as it turns out, the easiest to notice.
* **Student Support Services:** Students needing assistance in any way should let me know as early in the semester as possible. Students needing accommodations are encouraged to consult with Disability Support Services: http://www.washjeff.edu/disability-support-services
* **PAL Program:** The Peer Assisted Learning Program (<http://www.washjeff.edu/pal>) is an excellent resource for helping you conceptualize, organize, and revise your papers. I encourage you to make good use of it. Students who visit a tutor with a draft of their papers for this course will earn extra-credit.
* **Office Hours and Contacting Me:** Please feel free to come see me about any issue relating to the course, about the History major, or just to chat. I am happy to work with you to improve your participation or your writing or to offer suggestions for your papers. *If you find yourself struggling with the concepts or the workload, or are having any other sort of difficulty see me sooner rather than later. The last week of the semester is not the best time to ask how you are doing in the course and how you can improve your grade.* I respond to emails and voicemails received during the week (Monday through noon on Friday) within 24 hours; I respond to emails received over the weekend by 5:00PM on Monday.

**Schedule of Readings and Assignments:**

**Please Note:**

* My expectation is that you will spend 3-4 focused hours preparing for each class session. Those who do so can expect to do well.
* All readings are due on the date indicated. Please bring your readings to class with you so that we may refer to them during discussion.
* Readings and due dates may change as the semester progresses. These changes will be announced in class and/or via email.
* If you are absent, be sure to check with a colleague to see what you have missed.

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| **Day** | **Date** | **Topics / Readings Due in Class** | **Writing Due in Class** |
| T | 9/6 | **Introductions: About You, About Me, and About the Course*** In class: John Southard, “Beyond ‘A Company, B Company’ History: A Military History State of the Field,” *American Historian*, August 2014, 20-23.
* Military advertising and the relationship between military and society
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| R | 9/8 | **The Second World War and American Identity:*** Franklin D. Roosevelt, “The Four Freedoms.”\*\*
* Watch: U.S. War Department, “Why We Fight” (1943)\*\*
* U.S. National Archives, *Powers of Persuasion: Poster Art from World War II*. (http://www.archives.gov/exhibits/powers\_of\_persuasion/use\_it\_up/use\_it\_up.html)\*\*
 | R1 |
| T | 9/13 | **Race and the Second World War:*** Phillips, *War! What is it Good For?,* Ch.1
* *Pittsburgh Courier*, “*The Courier*’s Double ‘V’ For a Double Victory Campaign Gets Country-Wide Support.”\*\*
* *Watch:* U.S. War Department, “The Negro Soldier” (1944) (<http://www.aacvr-germany.org/index.php/movies-8/the-negro-soldier-1944>)

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| R | 9/15 | **Race and the Second World War, Part II: Soldiers’ Experiences*** Hohn and Klimke, “‘We Will Never Go Back to the Old Way Again:*’* African-American GIs and the Occupation of Germany,” from *A Breath of Freedom*: *The Civil Rights Struggle, African-American G.I.s, and Germany*.\*\*
* View Images of African-American soldiers in Europe: <http://www.aacvr-germany.org/index.php/images-7>
 | R2 |
| T | 9/20 | **Race and the Second World War, Part II: The Homefront*** Maureen Honey, “War Work,” from *Bitter Fruit: African American Women in World War II*\*\*
 | T1 |
| R | 9/22 | **Gender and the Second World War, Part I:*** Roberts, “Soldier, Liberator, Tourist,” from *What Soldiers Do: Sex and the American GI in World War II France*\*\*
 | R3 |
| T | 9/27 | **Gender and the Second World War, Part II: The Home Front*** Elizabeth R. Escobedo, “Reenvisioning Rosie: Mexican Women and Wartime Defense Work,” from *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Home Front*\*\*
* Doris Weatherford, *American Women and World War II*, Ch. 11 & 13\*\*
 | T2 |
| R | 9/29 | **Korea and the Remaking of the American Military** * Phillips, *War! What is it Good For?,* Ch.3-4
 | R4 |
| W | 10/3 | **Bill Ehrhardt Lecture – Time and Location TBA (Optional)** |  |
| T | 10/4 | **Cold War Domesticity and the U.S. Military*** Donna Alvah, “Unofficial Ambassadors,” from *Unofficial Ambassadors: American Military Families and the Cold War, 1946-1965*\*\*
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| R | 10/6 | **Cold War Militarism at Home:*** Heefner, *The Missile Next Door*, Ch. 1-2
 | R5 |
| T | 10/11 | **Cold War Militarism at Home:*** Heefner, *The Missile Next Door*, Ch. 3-5
 | T3 |
| R | 10/13 | **Library Session: Finding Sources for Your Review Essay** | R6 |
| F | 10/14 | **Paper #1 Due by 12:00PM** |  |
| T | 10/18 | **Class, Citizenship, and Obligation During the Vietnam War:*** Christian G. Appy, “Life Before the Nam, from *Working Class War: American Combat Soldiers and Vietnam\*\**
* Michael Foley, “Filtered Resistance: Draft Resisters’ Image and Reality,” from *Confronting the War Machine: Draft Resistance During the Vietnam War*\*\*
* Robert Self, “Last Man to Die: Vietnam and the Citizen Soldier,” from *All in the Family: The Realignment of American Democracy Since the 1960s*.\*\*
 | T4 |
| R | 10/20 | **Military Life in Vietnam:*** Kyle Longley, “The First Wave: The American Infantryman in Vietnam, 1961-1968,” from *Grunts: The American Combat Soldier in Vietnam*\*\*
* Meredith H. Lair, “This Place Just Isn’t John Wayne: U.S. Military Bases in Vietnam” and “The Things They Bought: G.I. Consumerism in Vietnam” from *Armed With Abundance: Consumerism and Soldiering in the Vietnam War*\*\*
 | R7 |
| T | 10/25 | **American Women in Vietnam:*** Kara Vuic, “‘Helmets and Hair Curlers:’ Gender and Wartime Nursing,” from *Officer, Nurse, Woman: The Army Nurse Corps in Vietnam*\*\*
* Heather Stur, “‘She Could Be The Girl Next Door:’ The Red Cross SRAO in Vietnam,” from *Beyond Combat: Women and Gender in the Vietnam War Era*\*\*
 | T5 |
| R | 10/27 | **Protesting Vietnam, Part I*** Phillips, *War! What is it Good For?*, Ch. 6
* Lorena Oropeza, “‘Branches of the Same Tree:’ Aztlan and Vietnam” from *Raza Si! Guerra No!: Chicano Protest and Patriotism During the Viet Nam War Era*\*\*
* Martin Luther King, “A Time to Break the Silence” (1967)\*\*
* “Salute to Vietnamese Freedom Fighters and Message to Our Brothers in Arms,” *Soulbook Magazine*, 1967.\*\*
* Huey P. Newton, “To the National Liberation Front of South Vietnam” (1970)
* Chicano Draft Help, “La Batalla Esta Aqui” (1972)
 | R8 |
| F | 10/28 | **One-Page Precis of Your Final Paper with Five Scholarly Sources Due by 5:00 PM** |  |
| T | 11/1 | **The All-Volunteer Force:*** Bailey, *America’s Army*, preface and Ch. 1-3
 | T6 |
| R | 11/3 | **The Military as the Welfare State*** Jennifer Mittelstadt, from *The Rise of the Military Welfare State*\*\*
 | R9 |
| T | 11/8 | **Race and Gender in the Post-Vietnam Military*** Bailey, *America’s Army*, 4-6
 | T7 |
| R | 11/10 | **Ronald Reagan and the Remilitarization of America*** Andrew Bacecvich, “California Dreaming,” from *The New American Militarism: How Americans Are Seduced By War*\*\*
* Watch: *Top Gun* (1986)
 | R10 |
| T | 11/15 | **Gender and Sexuality in the Post-Cold War Military:*** Beth Bailey, “The Politics of Dancing: ‘Don’t Ask, Don’t Tell,’ and the Role of Moral Claims,” *Journal of Policy History* 25:1 (2013), 89-113.\*\*
 | T8 |
| R | 11/17 | **Military Citizenship After the Cold War:*** Bailey, *America’s Army*, Ch. 7
* Perez, *Citizen, Student, Soldier*, Intro, Ch.1
 | R11 |
| M | 11/21 | **Revised Precis and Annotated Bibliography of 7-10 Scholarly Sources for Paper Due by 12:00PM** |  |
| T | 11/22 | **Military Citizenship After the Cold War:*** Perez, *Citizen, Student, Soldier*, Ch.2-4, conclusion
 | T9 |
| R | 11/24 | **No Class: Thanksgiving Break!** |  |
| T | 11/29 | **Gender, Ethnicity and Citizenship in the Iraq War*** Irene Garza, “Advertising Patriotism: The “Yo Soy El Army” Campaign and the Politics of Visibility for Latina/o Youth,” *Latino Studies* 13:2 (2015), 245-68.\*\*
* Watch: *All She Can* (2011)
 | R12 |
| R | 12/1 | **Women in the Contemporary U.S. Military*** Elizabeth Mesok, “Affective Technologies of War: US Female Counterinsurgents and the Performance of Gendered Labor,” *Radical History Review* 123 (2015).\*\*
* Watch: *The Invisible War* (2012)
 | T10 |
| F | 12/2 | **Paper #2 Due by 12:00PM** |  |
| T | 12/6 | **Military Life During the War on Terror*** MacLeish, *Making War at Fort Hood*, Prologue, Intro, Ch. 1-2
 | T11 |
| R | 12/8 | **Military Life During the War on Terror*** MacLeish, *Making War at Fort Hood*, Prologue, Intro, Ch. 3-5, conclusion
 | T12 |
| F | 12/9 | **Final Paper Due by 5:00PM** |  |
|  | TBD | **Final Exam** |  |

1. This paragraph is adapted, with permission, from Claire Bond Potter, “Microagressions: An Intervention,” Claire Bond Potter, July 13, 2016. Available: https://clairepotter.com/2016/07/13/microaggressions-an-intervention/ [↑](#footnote-ref-1)
2. Derald Wing Sue, “Microagressions: More Than Just Race,” *Psychology Today*, November 17, 2010. Available: https://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race [↑](#footnote-ref-2)
3. “Examples of Microaggressions,” University of Minnesota School of Public Health, n.d. Available: http://sph.umn.edu/site/docs/hewg/microaggressions.pdf [↑](#footnote-ref-3)
4. “Procedures for Academic Dishonesty,” Washington and Jefferson College, n.d. Available: http://wiki.washjeff.edu/display/CATALOG2015/Procedures+for+Cases+of+Academic+Misconduct [↑](#footnote-ref-4)