

University of California, San Diego
HIUS 116: War and American Society, Spring Quarter, 2009
Abraham Shragge, Lecturer

Lectures: MWF 9:00 – 9:50 AM, in CSB 001
Office: 317 Social Sciences Research Building
Office Hours: Mon., 3:00 - 4:15 and Thur. 4:00 – 5:15, and by appointment.
Phone: (858) 534-8176
e-mail: ashragge@ucsd.edu

Course Description:

The course consists of lectures, discussions, readings, and film presentations that will examine some of the complex historical connections between American society and the wars in which the nation has engaged. It will explore the role of war in American social, political, economic, and cultural development, as well as the relationship between war and popular culture. Other topics include militarism, patriotism, the impact of the nation's wars on class relations, labor, ideologies of race and gender, and relationships between the nation's history and current events.

The Academic Internship Program (AIP) offers a 2-unit in-service fieldwork option in conjunction with this course. Students selecting this option will work in one of several historical or cultural institutions in San Diego for approximately **6-7** hours per week (**or a minimum of 50 hours total**) during the quarter. A representative from AIP will visit the class on Wednesday, April 1 to discuss the program in detail and solicit indications of interest. Further information pertaining to this option appears as addenda below.

Required Texts:

The following books are required reading for the course. All are available for purchase at the University Bookstore, and *may* be on reserve at Geisel Library.

Bacevich, Andrew J. *The New American Militarism: How Americans Are Seduced by War.*

Lewis, Adrian R. *The American Culture of War: The History of U.S. Military Force from World War II to Operation Iraqi Freedom.*

Terkel, Studs. *The Good War: An Oral History of World War II.*

Zieger, Robert H. *America's Great War: World War I and the American Experience.*

There is also a **Course Reader** that includes several articles, government documents, and chapters from other books. **These items are required reading for the course.** The *Reader* is available from University Readers, and may be purchased online at <http://www.universityreaders.com>. A copy of the *Reader* will be placed on reserve at the Geisel Library.

Course Requirements:

- A. Class Meetings:** All students are expected to attend lectures, and to come to class prepared to discuss the assigned readings. Five full-length films will be screened during the quarter, and all students are expected either to attend *at least three* of the screenings or otherwise to make private arrangements to view *at least three* of the films, which are an essential element of the course. The films will be shown on specified Wednesday evenings during the quarter, will begin at 7:00 PM, and will include a brief introduction by the instructor.
- B. Examinations:** There will be an in-class midterm examination (fifty minutes in length) and an in-class final examination (three hours in length). Use of bluebooks is required for the exams. Students may expect to be questioned on any and all course material, including lectures, assigned readings, and films.
- C. Independent Writing Assignment:** An essay, eight to twelve pages in length, is due on **Friday, May 22**, at the beginning of class. The essay is to be based on a combination of primary- and secondary-source research. Complete instructions on the Independent Writing Assignment appear below.
- D. Course Grades:** The midterm exam is worth 25% of the course grade; the final exam is worth 35% of the course grade; and the research paper is worth 40% of the course grade. In order to pass the course, students must hand in the research paper on time. *Late papers will be accepted only in emergencies, and only by arrangement with the instructor prior to the regular due date.*
- E. Deadlines, Punctuality, Courtesy and Attendance:** The essay assignment deadline is firm. Papers are due at the start of class on the due date—**Friday, May 22**. Students are expected to attend all lectures. Class will begin on time, so please arrive promptly. Latecomers are a nuisance to your classmates and your instructor. Turn cell phones and pagers off before entering the classroom, and leave them off until class is dismissed. Eat your breakfast before or after, but *not* during class.
- F. Extra Credit: Ex-POW Recognition Event.** Students will have the opportunity to meet members of the San Diego Chapter, American Ex-Prisoners of War (AXPOW), view their personal displays of memorabilia, and conduct interviews as primary-source material for the independent writing assignment. The AXPOW group will host students on April 6, 8 and 10, from 10:00 AM to 2:00 PM at the Mission Valley VA Outpatient Center, 8810 Rio San Diego Drive, 4th Floor. A small but significant amount of extra credit will be added to the course grade for verified attendance at one or more of the three available sessions.

Independent Writing Assignment

The nation's two most important foundational documents, the Declaration of Independence and the Constitution, express in the language of their time (and in very spare terms) the ideas that later generations of Americans reconfigured as the "American dream." The Declaration presents the "self-evident" truths that all men are created equal, and that all people possess the "unalienable rights" to life, liberty and the pursuit of happiness. The Preamble to the Constitution establishes a somewhat more precise set of expectations that the terms in the body of the Constitution will attempt to ensure: justice, domestic tranquility, provision for the common defense, promotion of the general welfare, and the "blessings of liberty to ourselves and our posterity."

For most people, the popular cultural notion of the "American dream" embodies expectations that may be more tangible than those found in the founding documents, such as equal opportunity, upward mobility, material prosperity, security and privacy. The myth of American exceptionalism—that the United States enjoys divine sanction and therefore moral leadership in the world—further informs the American dream.

War is nearly as ever-present a phenomenon in American life as is the dream. Even during periods in history when the nation has not been actively engaged in a war, Americans reminisce about and memorialize past wars, care for those who have participated in war, and prepare for the next war. In some ways, war and the American dream seem inextricably intertwined.

How has war shaped Americans' expectations and values? Conversely, how have Americans' values and expectations shaped the American experience of war?

In a well organized and clearly argued essay, compare and contrast one American war that occurred between 1898 and 1975 (i.e., Spanish-American; WWI; WWII; Korea; Vietnam; Cold War) and one that has occurred since 1975 (i.e., Gulf War; Iraq; Afghanistan, "Global War on Terror"), with particular regard to the two questions posed above. Change over time—the central historical question—should be at the heart of your essay. The cultural interpretation and analysis of war offered by Adrian Lewis may be especially useful in formulating a coherent argument, and other course readings may also supply ideas and facts in support of your thesis.

A few thematic ideas:

- Adrian Lewis asserts that during and after World War II, Americans adopted a "new way...of war" (6). What was the old way? Has the dream evolved along with the American culture of war?
- How have American regard for and treatment of its war veterans changed over time?

- How has the stature of the United States among the nations of the world changed over time due to American participation in war, and why? How have those changes affected the dream?
- How has war affected American ideals of citizenship, rights, and equality, and how have those ideals changed over time?

Additional General Requirements for the Essay:

Length and Form: The paper is to be eight to twelve pages in length, typewritten and double-spaced. Margins should be of standard dimensions (no more than 1.25 inches) and typeface no larger than “12-pitch.” Please do not go over the maximum length of twelve pages. Failure to comply with any of these requirements will result in a reduced grade for the assignment.

Sources: You should use evidence found in a combination of primary and secondary sources to argue and support your thesis.

- **Primary sources** may include many different categories of materials *produced at the time of the events to which they refer*, such as newspapers, magazines, films, speeches, sound recordings, interviews with participants in the events, government documents, photographs, etc.
- **Secondary sources** may include articles in scholarly journals (e.g., *American Historical Review*, or *Journal of Military History*); professional periodicals such as *Proceedings of the U.S. Naval Institute*; or magazines such as *Naval History*; and books written some time after the events. You are welcome to use course texts as sources, but do not rely upon them exclusively!

Documentation: You must acknowledge your intellectual debts to the outside readings, course readings, and interviewees, through the use of footnotes or endnotes, which are always required for direct quotations, paraphrases, or the restatement of someone else’s ideas, as well as for the presentation of specific factual information. You are instructed to use the standard citation form utilized by historians, abundant examples of which appear in the assigned texts. For book reference, use the author’s full name, title of book, place of publication, publisher, date of publication, and pages referenced. To cite an article from a journal, use the author’s full name, title of article, journal in which it appeared, volume number, date, and page numbers. If citing from a lecture, use the lecturer’s name, title of lecture, and the date and place it was presented. When using material from an oral history or an interview, cite the name of the interviewee and the date. If you have any questions about citations, inquire of the instructor, or consult with one of the many guides that are available.

Turnitin.com: Before the paper is due, instructions will be distributed in lecture on how to submit the essay electronically via WebCT. Students agree that by taking this course the final essay will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site. Proven cases of plagiarism on any work, like cheating on exams, will result in an “F” on the assignment and, in some cases, an “F” in the course. Moreover, the college reserves the right to impose additional sanctions on all cases of proven academic misconduct or plagiarism.

Academic Misconduct: Academic misconduct includes cheating on assignments and exams, and plagiarizing. All such transgressions can result in serious penalties. Plagiarism – presenting the *words* or *ideas* of another as your own – is particularly serious. If at any time you are unclear about the definition of plagiarism or how to avoid it, please ask. You are encouraged to review the University’s “Policy on Integrity of Scholarship” on the Student Policies and Judicial Affairs home page at:

<http://ugr8.ucsd.edu/judicial/JudicialAffairs.htm>

Deadlines, Punctuality, Courtesy and Attendance: The essay assignment deadline is firm. Papers are due at the start of class on the due date. Students are expected to attend all lectures. Class will begin on time, so please arrive promptly and plan to stay for the entire class session. Late arrivals and early departures are a nuisance to your classmates and your instructor. Turn off cell phones, Blackberries, pagers and MP-3 players/iPods before entering the classroom, and leave them off and out of sight until class is dismissed. Laptop computers may be used in the classroom only for the purpose of taking notes, a privilege which may be withdrawn at any time. Eat your breakfast before or after, but *not* during class.

Course Readings, Assignments, and Events:

WEEK/DATES	READINGS	EVENTS
1. 3/30 – 4/3	Lewis, Introduction; Chapters 1, 2. Zieger, Introduction; Chapters 1, 2, 3. Reader: Clausewitz	
2. 4/6 – 4/10	Lewis, Chapters 3, 4. Zieger, Chapters 4, 5, 6. Reader: Robinson, Cooper, Wiegley.	Film 1: <i>Return With Honor</i>
3. 4/13 – 4/17	Lewis, Chapters 5, 6. Zieger, Chapters 7, 8. Reader: General Board of the Navy.	
4. 4/20 – 4/24	Lewis, Chapters 7, 8. Terkel, 1-191. Reader: Robinson; Cooper; Weigley	Film 2: <i>Bataan</i>
5. 4/27 – 5/1	Lewis, Chapters 9, 10. Terkel, 191-400; Reader: Munson Report.	
6. 5/4 – 5/8	Lewis, Chapters 11, 12. Terkel, 400-591. Reader: Miller.	Midterm, Monday, 5/4 Film 3: <i>The Green Berets</i>
7. 5/11 – 5/15	Lewis, Chapters 13, 14. Bacevich, Introduction, Chapter 1. Reader: Melman	
8. 5/18 – 5/22	Lewis, Chapters 15, 16. Bacevich, Chapters 2, 3. Reader: Nicosia.	Film 4: <i>Fog of War</i> Paper Due Friday, 5/22
9. 5/25 – 5/29	Lewis, Chapters 17, 18. Bacevich, Chapters 4, 5. Reader: Goldfield; Chomsky; Boal; Finlayson;	
10. 6/1 – 6/5	Bacevich, Chapters 6, 7, 8. Reader: Fenner	Film 5: <i>Dr. Strangelove, or How I Learned to Stop Worrying and Love the Bomb</i>
Finals Week	Final Exam	Weds. June 10, 8:00 – 11:00AM