

University of California, San Diego
HIUS 116: War and American Society, Spring Quarter, 2005
Abraham Shragge, Lecturer

Lectures: TuTh 8:00–9:20, in Ledden Auditorium (2250 H&SS)
Office: 134 Sequoyah Hall
Office Hours: Mon. and Thur., 4:00-5:15 and by appointment.
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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.

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.

O'Leary, Cecilia E. *To Die For: The Paradox of American Patriotism.*

Turner, Fred. *Echoes of Combat: Trauma, Memory, and the Vietnam War.*

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

Wright, Evan. *Generation Kill: Devil Dogs, Iceman, Captain America and the New Face of American War.*

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, a representative of which will visit the classroom early in the quarter, from whom students may purchase the *Reader* directly. Students may also order their Reader 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 (eighty 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 **Thursday, May 19**, 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—**Thursday, May 19**. 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.

Independent Writing Assignment

Students *are encouraged* to incorporate at least one of the main course themes in the paper's general argument. Students *are required* to use as an initial point of departure one of the three following sources:

1. A live interview with an American former prisoner-of-war:
 - A. All students will have an opportunity to meet a group of American former prisoners-of-war at a special class event to be held on Saturday, April 16. A flyer describing this event is attached to the Syllabus. The course instructor will assist any student wishing to arrange an individual

interview thereafter, and will provide students with a suggested oral-history protocol.

- B. Students choosing this option must take special care to ensure the accuracy of information derived from their interviews, e.g. spelling of their subject's name, place names, dates, sequence of events, etc.
 - C. For extra credit, students may submit a revised draft of essays based on ex-POW interviews for possible internal publication by the Veterans Administration Medical Center. The revised draft is due no later than the day and time of the final examination.
2. A conventional research essay based on the following prompt:
- A. Define and analyze the impact *any one* of the following wars has had upon American society (the types of the impacts you discuss may include social, economic, political and cultural issues): the Civil War; the Spanish American War; World War I; World War II, Korea; Vietnam; or the Cold War. Remember to keep the length of this part of the essay proportionate to the total assignment—you are not going to be able to “write the book” on the impact any of these wars in the space allotted.
 - B. Then, analyze the impact war has had upon American society *since 1990* (i.e., the Gulf War, the “Global War on Terrorism,” Operation Iraqi Freedom) in comparison and contrast to the earlier war you have chosen.
 - C. You will need to define the specific wars you are discussing, and discuss the extent to which you believe Clausewitz’s three most famous dicta apply and/or remain valid:
 - 1. “[W]ar is an act of force, and there is no logical limit to the application of that force.”
 - 2. “[W]ar is not merely an act of policy but a true political instrument, a continuation of political intercourse, carried on with other means.”
 - 3. “[E]ven the ultimate outcome of a war is not always to be regarded as final.”
3. There is a third and entirely different type of project available on a strictly limited basis: A history of women in the U.S. Army and a history of women in the U.S. Air Force, in conjunction with an ongoing project at the Veterans Museum and Memorial Center. **Students interested in choosing this option must consult with and obtain approval from the course instructor before the end of the second week of class.**

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, 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!

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.

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, for example, *The Chicago Manual of Style* or the *Keys for Writers*, by Ann Raimes.

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>

Course Readings, Assignments, and Events:

WEEK/DATE S	Readings	Events
1. 3/29 – 3/31	Wright, 1-176; Reader: Hoar; Hersh 1, 2; Baum	
2. 4/5 – 4/7	Wright, 177-354; Reader: Hersh 3; Ignatieff	Film 1: <i>Return With Honor</i>
3. 4/12 – 4/14	O’Leary 1-4; Reader: Clausewitz, Quarles	Ex-POW event, VMMC, Saturday, April 16, 10:00AM Extra Credit Available!
4. 4/19 – 4/21	O’Leary 5-8; Reader: Robinson; Cooper; Weigley	Film 2: <i>Bataan</i>
5. 4/26 – 4/28	O’Leary 9-12; Reader: Netsky & Beach;	
6. 5/3 – 5/5	Terkel, 1-191; Reader: Gen. Bd. of the Navy	Midterm, Tues. 5/3 Film 3: <i>The Green Berets</i>
7. 5/10 – 5/12	Terkel, 191-400; Reader: Munson; War Dept.	
8. 5/17 – 5/19	Terkel, 400-591; Reader: Miller; Melman	Film 4: <i>Fog of War</i> Paper Due Thurs 5/19
9. 5/24 – 5/26	Turner, Chapters 1 - 5; Reader: Goldfield; Chomsky; Boal; Finlayson; Nicosia	
10. 5/30 – 6/2	Turner, Chapters 6 - 9; Reader: Fenner	Film 5: <i>Dr. Strangelove, or How I Learned to Stop Worrying and Love the Bomb</i>
Finals Week		Weds. June 8, 8:00 – 11:00AM