

Brooklyn College
Department of History

The United States at War

in the 20th and 21st Century

Spring 2017
HIST. 3452, MW11
M, W 11:00am-12:15pm

Prof. Philip F. Napoli
Office Location: 1123A Boylan Hall
Office Hours: 12:15pm – 1:30pm or until the last student leaves. M, W
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I. What This Course Is About

Since 1898, the United States has engaged in six major wars, and estimated 433,556 U.S. service men and women have been killed in battle.¹ Today there are approximately 4,398,000 U.S. military veterans.² Given these numbers, it is plain that whether popular or unpopular, war has been a profound shaper of our national experience over the past century and continues to influence the way that Americans see themselves and their role in the world.

Using fiction, film, memoir and oral history, in addition to primary source materials and monographs, this course will study the connection between war and society in U.S. history since 1898. Rather than focusing on ‘guns and battles,’ the course will instead center on the experiences of the men and women, veterans and civilians, planning for, participating in, and remembering war in modern America.

Ultimately, this is a course about state-sponsored violence and its meanings. It will include discussions and images of subjects and issues that are often considered taboo in our society. None of this is included in the course gratuitously, or with the purpose of upsetting students, but rather because war is centrally concerned with killing and wounding, and there is simply no way to get around it.

The course assumes that we, as adults, have the capacity to deal with difficult topics in a mature way. Please consider this issue carefully as you decide whether or not to take this class.

¹ This number excludes those that died of wounds or from non-combat related injuries. Department of Defense (https://www.dmdc.osd.mil/dcas/pages/report_sum_all.xhtml, accessed December 14, 2016) and Department of Defense Defense Casualty Analysis System (<https://www.dmdc.osd.mil/dcas/pages/casualties.xhtml>) Accessed December 14, 2016.

² U.S. Department of Veterans Affairs, America’s Wars Fact Sheet (https://www.va.gov/opa/publications/factsheets/fs_americas_wars.pdf), Accessed December 14, 2016.

II. Learning Goals:³

This course will provide an overview of:

- The nature of the American military experience from 1898 to the present
- The connection between American culture and society and the way(s) that the United States wages war.

III. Learning Objectives:⁴

By the end of this course students will be able to:

- Show familiarity, both orally and in writing, with nature of the American experience of war from 1898 to the present
- Conduct, record and document the recording of oral histories
- Gather and present, in written form, evidence to support broader assertions about the connection between the way(s) the U.S. wages war and the nature of American culture and society

IV. What is expected of you?

- You are expected to know this syllabus and understand what it says. If you have questions, ask me.
- You must attend regularly and be on time for class. It matters.
- You are expected to take notes in class. These will be of assistance as you prepare for your final exam. Understand that what I say in class is what I consider important.
- Bring the assigned primary source materials to each class.
- Unless a physical ailment precludes you from doing so (and if it does, I need you to talk with me about it), I ask that you maintain your seat throughout a class session. Etiquette and simple civility suggest that you respect both your instructor and fellow classmates sufficiently to retain your seat.

V. Evaluation Mechanisms and Rules:

Research Paper	200 points
Weekly Reading Journal	100 points
Oral History Recordings, Paperwork and Essay	100 points
Final Examination	<u>100 points</u>
	500 points available total

Grade scale: 500-450=A through A-

³ **Learning Goals** describe large-scale aims of the course. They answer the question: What will students know and be able to do at the end of the course?

⁴ **Learning Objectives** describe the student behaviors that indicate that the students have accomplished the learning goals.

449-400=B+ through B-
399-350=C+ through C-
349-300=D+ through-D-

Attendance and Your Grade

I take attendance every day. Students are expected to attend all class meetings as scheduled. Failure to attend class will have a negative impact on your grade.

After the 4th unexcused absence, I will lower your mark for this course by 1/3 of a letter grade for each additional day absent.

An excused absence is one that is documented by something like a doctor's appointment, a court appearance or something similar. If you miss class, you must be prepared to document the reason.

Students who miss more than four class meetings can (and likely will) fail the course.

Late Assignments/Late Work

Late weekly reading journal entries – even those submitted for extra credit -- are *never* accepted.

Late papers *are* accepted, with an academic penalty of 1/3 of a letter grade *per day*. A paper that might have earned an A, arriving a day late gets an A-; a B+ paper that is 2 days late is a B, and so on.

Papers that have not been submitted by the day of the final exam are recorded as a zero "0" in my grade book.

To say the same thing in different words: The course ends on the day of the final exam.

Incompletes

I am *extremely* reluctant to grant incompletes. In my experience these are rarely converted into regular grades and frequently turn to F's.

I will only grant an incomplete if there has been regular consultation between us, and I get a written commitment from you regarding the date on which all necessary materials will be submitted. In general, I will grant an incomplete only because of something like a physical illness or a death in the family.

Requests for incompletes that arrive after the final exam will be ignored.

VI. Intellectual Diversity

The best classes are ones where a diversity of viewpoints is represented and articulated. I encourage students to form their own opinions about the issues raised in this course after investigating the evidence available and considering a variety of theoretical perspectives. Students are free to voice their viewpoints, and in fact will be rewarded for doing so, as long as

they are respectful to others in the class. Students' grades are based on their mastery of history, not their opinions about particular issues. In other words, students need not agree with the professor, the authors of assigned readings or other students; they simply need to understand their arguments.

I borrowed this paragraph almost directly (I changed a few words) from a syllabus prepared by Professor Ryan Moore, Florida Atlantic University, because it expresses my sentiments nicely.⁵

VII. Disabilities:

It is the policy of the City University of New York to comply with Section 504 of the Rehabilitation Act of 1973 as amended, the Americans with Disabilities Act (ADA) of 1990 as amended, state legislation (Executive Law 296), local law, and applicable regulations promulgated pursuant to these laws to prohibit the exclusion of qualified students with disabilities, solely by reason of their disability, from participation in college programs or activities. Brooklyn College, as a unit of the City University, does not and will not discriminate against qualified students with disabilities in access to its programs and/or services. Disability, for purposes of this policy, is defined to mean a "physical or mental impairment that substantially limits one or more major life activities," such as walking, seeing, hearing, speaking, breathing, or learning, for example.

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services, please provide me with the course accommodation form and discuss your specific accommodation with me.

VIII. Honesty:

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/web/about/initiatives.php>. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.

This class will strictly adhere to the above policy.

This means that **all** work you turn in for this class is subject to course and College rules regarding intellectual honesty.

⁵ Professor Ryan Moore, Ph.D., SYP 6645: Sociology of Popular Culture Syllabus, Florida Atlantic University, Spring 2006. (<http://graduate.fau.edu/gpc/110806/sociology%20of%20popular%20culture%20graduate%20syllabus.doc>). Accessed Dec. 28, 2008.

All assignments, including our Blackboard journal entries, are checked for plagiarism. Submitting plagiarized work will result in an automatic 0 for the assignment and possible disciplinary action. Additionally, if I find an instance of plagiarism in *any* of your submitted work, you will lose all *accrued* extra credit points and you will not be permitted to earn more.

According to the MLA style guide, plagiarism “is to give the impression you have written or thought something that you have in fact borrowed from someone else.” [Joseph Gibaldi and Walter Achtert, *MLA Handbook for Writers of Research Papers*, 3rd edition (New York: Modern Language Association of American, 1988), p. 21.] If you borrow an idea, a sentence, or more from a source, you must let the reader know what that source is. It's only fair to the original author.

If you are unsure about what plagiarism is, ask me, consult a work such as the MLA guide, or check out web sites like this one: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

IX. Nonattendance because of religious beliefs:

No one will be penalized for non-attendance because of religious beliefs. Students are, however, responsible to the course material covered while they are out. I will try to be helpful in this matter, but you should get class notes from a colleague. If you know that you will be absent because of religious beliefs, please notify me in advance.

X. Things You Get Graded On:

Journal Entries (100 points)

10 times during the semester you must submit a work journal to me. Each journal entry must be 300 words, *minimum*. That's 1 ½ pages and yes, I count. Journal entries that are too short risk earning fewer points.

Your journal entry will respond to a writing prompt or assignment that I will provide on Blackboard, and I'll post one each week.

Each journal entry is worth 10 points. If you submit more than 10 journals each additional one will be worth 5 extra credit points, for a total of 20 extra credit points available. It is, therefore, in your interest to submit a journal entry each week of the term.

Each journal entry writing prompt will have a due date or deadline and late journal entries and/or extra credit will not be accepted under **any** circumstances.

It is your responsibility to make sure that work is uploaded correctly. Double check your attachments.

Oral History Paper (100 points)

March 13, by midnight. A paper posted to Blackboard at 12:01am on March 14 is late, and late penalties accrue.

You will conduct and record at least 2 oral history interviews (more are acceptable) with individuals who have significant memories or opinions about U.S. involvement in war. The interviewees do not have to be veterans.

On the basis of these interviews you will prepare a 5-7 page paper (longer is fine, indeed, it could be necessary) that compares and contrasts the experiences of the individuals and places their experiences into historical perspective.

The recordings and the required associated paperwork will be turned in as part of the assignment. If you and your interviewee agree, the interview will be donated to the Brooklyn College Listening Project. Details to follow.

Pro tip: Begin to look for willing interviewees *right away*.

Research Paper (200 points)

May 17, by midnight. A paper posted to Blackboard at 12:01am on May 18 is late, and late penalties accrue.

You will write a traditional research paper that will consist of 10+ pages of text (excluding title page and bibliography) on a topic of your choice, selected in consultation with me. That means I need to see *everyone* in my office at least once to discuss the topic. (Not at the front of the classroom before or after class!) I use a spreadsheet to keep track of these conversations, so it will be important for you to find time to get to me.

At roughly midterm, I will ask you to submit a written paper proposal as one of your Blackboard journal entries. It will take you some time to prepare this, so I recommend that you begin early to think about this assignment.

This paper will be based on both primary and secondary source materials.

Topic suggestions can be found on Blackboard.

Submitting Papers

All papers will be submitted via Blackboard. It is your responsibility to see that your paper is uploaded properly. Double check your attachment.

You will also submit a “check list” reviewing the required elements of each essay along with the paper itself. This checklist is available on Blackboard. The checklist is required. Failure to submit the checklist with the paper will result in a 1/3 of a letter grade penalty.

That checklist forms the basis for my grading rubric, which is also available on Blackboard.

Format

- Essays must be typewritten, double-spaced, in a 12pt. font, and have one-inch margins. Fix the defaults on your word processor. I WILL deduct points for improperly formatted papers. You MUST follow instructions. (Anyway, it is easy.)
- Text on the 1st page must begin at the upper margin of the paper.
- Papers must bear a separate, standard title page.
- Other than the title page, each page must be numbered.
- Spelling counts. Use spell-check on your computer, or get someone to proofread for you.
- Citations, including footnotes and bibliography, must be in Chicago or Turabian style.

For help, see the Illinois Valley Community College Stylebook:
<https://www.ivcc.edu/stylebooks/stylebook5.aspx?id=14644>

Papers lacking these elements *will* be marked down.

Final Exam (100 points)

The final exam will be a take home, distributed at least 48 hours in advance of the due date.

The final exam will be submitted via Blackboard. It is your responsibility to see that the paper is uploaded properly. Double check your attachment.

XII: Class Texts:

Required:

The following books have been ordered through the College bookstore, and can be ordered through Amazon or other online bookstores.

Baritz, Loren. *Backfire: A History of How American Culture Led Us into Vietnam and Made Us Fight the Way We Did*. Baltimore: The Johns Hopkins University Press, 1998.

Dower, John W. *War Without Mercy: Race and Power in the Pacific War*. New York: Pantheon, 1987.

Keene, Jennifer D. *Doughboys, the Great War, and the Remaking of America*. Baltimore: The Johns Hopkins University Press, 2001.

Fountain, Ben. *Billy Lynn's Long Halftime Walk*. New York: HarperCollins, 2012.

Hershey, John. *Hiroshima* (1946). Any edition is fine, and the book is available for free on the web. We will read all of it. It is not that long.

All other readings are available on Blackboard.

Spring 2017 Teaching Calendar

Monday/Wednesday

Monday, January 30

First day of classes

Section I. General Reading:

Jennifer D. Keene, *Doughboys, the Great War, and the Remaking of America*,
(Baltimore: The Johns Hopkins University Press, 2001).

Wednesday, February 1

Introduction

Monday, February 6

Spanish-American War

READING: Josiah Strong, from *Our Country* (1885)

John Fiske, excerpt from "Manifest Destiny," (1885)

[<https://streitcouncil.org/uploads/PDF/John%20Fiske%20Political%20Ideals.pdf>]

Alfred T. Mahan on Sea Power, (1890)

[<https://www.mtholyoke.edu/acad/intrel/protected/alfred.htm>]

Frederick Jackson Turner, "The Significance of the Frontier in American History," (1893)

Richard Harding Davis, "Description of the Spanish Treatment of Cuban Pacifists," (1897)

Wednesday, February 8

Philippine-American War

READING: "Aguinaldo's Case Against the United States," *The North American Review*, vol. 169, issue 514 (September 1899).

[<http://nationalhumanitiescenter.org/pds/gilded/empire/text9/filipino.pdf>]

Albert J. Beveridge, "March of the Flag," 16 September 1898
[<http://www.fordham.edu/halsall/mod/1898beveridge.asp>]

Samuel Gompers, "Imperialism—Its Dangers and Wrongs," Oct. 18, 1898
[<http://www-tc.pbs.org/wnet/historyofus/web09/features/source/docs/C14.pdf>]

Ben Tillman, Address to the U.S. Senate, February 7, 1899
<http://nationalhumanitiescenter.org/pds/gilded/empire/text7/tillman.pdf>

Charles Denby, "Shall We Keep the Philippines?" (1898)

Carl Schurz, "The Issue of Imperialism," (1899)

Monday, February 13 college closed

Wednesday, February 15 administrative Monday

Introduction to Basic Interviewing Techniques

READING: Please review the Brooklyn College Listening Project documents on Blackboard

Monday, February 20 college closed

Wednesday, February 22

WWI: Home Front: Organizing People for War

READING: "The Slacker Raids," *New York Times*, Sept. 13, 1918

W.B. DuBois, "Close Ranks," (1918)

Eugene V. Debs, The Canton, Ohio, Speech - June 16, 1918.

A Statement made by John Deml of Outagamie County, Wisconsin, at Madison, Wisconsin, Tuesday, October 22, 1918.
[<http://historymatters.gmu.edu/d/1/>]

Speech of former US Ambassador to Germany James W. Gerard, (1917)
[<http://www.learnnc.org/lp/editions/nchist-newcentury/5764>]

American Mining Congress, Arizona Chapter. Deportations from Bisbee and a Resume of Other Troubles in Arizona. [1917].

Monday, February 27

WWI: Fighting and Aftermath

READING: Anonymous, "Shell Shocked – And After," *Atlantic Monthly*, December 1921, (pp. 738-749).

Wednesday, March 1

WWI: Remembering

VIEWING: *All Quiet on the Western Front* (1930)

Monday, March 6

WWI: Remembering

VIEWING: *All Quiet on the Western Front* (1930)

“Review: ‘All Quiet on the Western Front’,” *Variety*, May 7, 1930

[<https://variety.com/1930/film/reviews/all-quiet-on-the-western-front-1200410362/>]

Wednesday, March 8

Interwar Era

READING: Mauritz A. Hallgren, “The Bonus Army Scares Mr. Hoover,” *The Nation*, July 17, 1932. [<http://www.thenation.com/article/bonus-army-scares-mr-hoover>]

Charles Lindbergh's - September 11, 1941, Des Moines Speech

[https://www.youtube.com/watch?v=K_F48oaOskI]

Report of the Special Committee on Investigation of the Munitions Industry (The Nye Report), U.S. Congress, Senate, 74th Congress, 2nd sess., February 24, 1936, pp. 3-13. [<https://www.mtholyoke.edu/acad/intrel/nye.htm>]

Section II. General Reading:

John W. Dower, *War Without Mercy: Race and Power in the Pacific War* (New York: Pantheon, 1987).

Monday, March 13

WWII: Home Front, Propaganda

READING: Clayton R. Koppes and Gregory D. Black, “What to Show the World: The Office of War Information and Hollywood, 1942-1945,” *The Journal of American History*, Vol. 64, No. 1 (Jun., 1977), pp. 87-105.

DUE: 5-7 page oral history paper with recordings and paperwork

Wednesday, March 15

WWII: Home Front, People

READING: A. Philip Randolph, “Why Should We March?” (1942)

Ear Brown, “Why Race Riots: Lessons from Detroit” (1944)

[<https://repository.library.nd.edu/view/520/000153683.pdf>]

“Digest of War Department Policy Pertaining to Negro Military Personnel,” by J.S. Leonard, January 1, 1944

[http://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large/documents/pdf/12-7.pdf#zoom=100]

Presidential Proclamation: Aliens No. 2527 Alien Enemies--Italians

[<http://www.foitimes.com/internment/Proc2527.html>] (1942)

Instructions To All Persons Of Japanese Ancestry April 1, 1942

[<http://www.sfmuseum.org/hist9/evacorder.html>]

Monday, March 20

WWII: The Soldiers' War

READING: Documents from *Major Problems in American Military History*, ch 11.

Wednesday, March 22

WWII: Atomic War

READING: John Hershey, *Hiroshima* (1946) (all)

[https://archive.org/stream/hiroshima035082mbp/hiroshima035082mbp_djvu.txt]

Monday, March 27

WWII: Remembering

VIEWING: *The Best Days of Our Lives*

Wednesday, March 29

WWII: Remembering

VIEWING: *The Best Days of Our Lives*

Section III. General Reading

Loren Baritz, *Backfire: A History of How American Culture Led Us into Vietnam and Made Us Fight the Way We Did*

(Baltimore: The Johns Hopkins University Press, 1998).

Monday, April 3

Korea and The Cold War

READING: NSC-68 (1950)

NSC 124/2, June 25, 1952

Memos and press releases re: Executive Order 9981, July 26, 1948.

[http://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large/documents/pdf/2-7.pdf#zoom=100]

Letter from Douglas MacArthur to Joseph W. Martin, 20 March
1951 [http://www.cvce.eu/content/publication/1999/1/1/2dec57c6-52f6-4ef7-87dc-489085a99b78/publishable_en.pdf]

Eisenhower, Farewell Radio and Television Address to the American
People, January 17, 1961 (The military-industrial complex speech)
[<http://www.presidency.ucsb.edu/ws/?pid=12086>]

Wednesday, April 5

Roots of Vietnam

READING: President Eisenhower's News Conference, April 7, 1954, Public Papers of
the Presidents, 1954, p. 382.

The American Response to the Geneva Declarations, 3 July 21, 1954
[<http://vietnam.vassar.edu/overview/doc3.html>]

Program of the National Liberation Front of South Viet-Nam
[<http://vietnam.vassar.edu/overview/docnlf.html>]

National Security Action Memorandum No. 273 (1963)

Monday, April 10 no classes

Wednesday, April 12 no classes

Monday, April 17 no classes

Wednesday, April 19

Vietnam – The Commitment

READING: Lyndon Johnson Talks to Richard Russell, 1964

Excerpts from McGeorge Bundy's Memo to President Johnson, February
7, 1965 [<http://vietnam.vassar.edu/overview/doc10.html>]

Report by McNamara After Visit to Vietnam, 30 November 1965

Thursday, April 20 administrative Monday

Vietnam – The Fighting

READING: Jack Smith, “Death in the Ia Drang Valley, November 13-18, 1965,”
Saturday Evening Post, 28 January 1967.
[http://www.mishalov.com/death_ia_drang_valley.html]

Col. Robert D. Heinl, Jr., “The Collapse Of The Armed Forces,” *Armed
Forces Journal*, 7 June 1971. [<http://msuweb.montclair.edu/~furr/Vietnam/heinl.html>]

Monday, April 24

Vietnam at Home

READING: “In the Name of God Stop It,” *New York Times*, April 4, 1965.

Walter Cronkite Stalemate Broadcast, 1968

[<http://www.lib.berkeley.edu/MRC/pacificviet/cronkitevietnam.html>]

“More Than a Diversion,” *New York Times*, Feb. 2, 1968, pg. 34

Complete Testimony of Lt. John Kerry To Senate Foreign Relations Committee, From the Congressional Record (92nd Congress, 1st Session) Thursday, April 22, 1971, pages 179-210.

[<http://www.lib.berkeley.edu/MRC/pacificviet/kerry.pdf>] Read pages 1-10 of the testimony.

Wednesday, April 26

Vietnam – Remembering

VIEWING: *Dear America*

Section IV. General Reading

Ben Fountain, *Billy Lynn’s Long Halftime Walk*

(New York: HarperCollins 2012).

Monday, May 1

Cold War II

READING: CIA Studies in Intelligence article by Benjamin B. Fischer, "The 1983 War Scare in US-Soviet Relations," Undated, circa 1996.

“Evil Empire” Speech by President Reagan - Address to the National Association of Evangelicals, (1983) (<https://www.youtube.com/watch?v=FcSm-KAEFFA>)

NSDD 32: U.S. National Security Strategy (1982)

[<http://www.thereaganfiles.com/nsdd-32-us-national-securit.html>]

Wednesday, May 3

Gulf War I

READING: Brigham, Gulf War I documents

Monday, May 8

9/11 and It’s Consequences

READING: Brigham, Iraq War documents

Wednesday, May 10

Iraq

READING: Discussion of Ben Fountain, *Billy Lynn's Long Halftime Walk*

Monday, May 15

Afghanistan

Viewing: *Korengal*

Wednesday, May 17

Wrap Up

Monday, May 22 final exams begin

Thursday, June 1 undergraduate graduation

Administrative Calendar

SPRING 2017

December 16	Friday	Payment due for Registration through December 11
January 17	Tuesday	Payment due for Registration through January 9
January 23	Monday	Payment due for Registration through January 23
January 24-29	Tuesday-Sunday	Payment due Immediately
January 29	Sunday	Last day for 100% tuition refund
January 30	Monday	Classes begin
February 5	Sunday	Last day to add a course; Last day for 75% tuition refund
February 12	Sunday	Last day for 50% tuition refund
February 13	Monday	Lincoln's Birthday – College is closed
February 15	Wednesday	Classes follow a Monday schedule
February 19	Sunday	Last day for 25% refund; Census Date – Form-A cutoff; Last day to change or declare a major to be effective in Spring; Last day to drop without a grade of W
February 20	Monday	President's Day – College is closed; Course Withdrawal period begins. A grade of W is assigned to students who officially withdraw from a course
April 10-18	Monday – Tuesday	Spring Recess
April 19	Wednesday	Course withdrawal period ends. Last day to withdraw from a class with a grade of W
April 20	Thursday	Classes follow Monday schedule
May 19	Friday	Reading Day or Final Exams

May 20-21	Saturday-Sunday	Final Examinations – Weekend classes
May 22-26	Monday-Friday	Final Examinations –
May 26	Friday	End of Spring Term
May 29	Monday	Memorial Day – College is closed