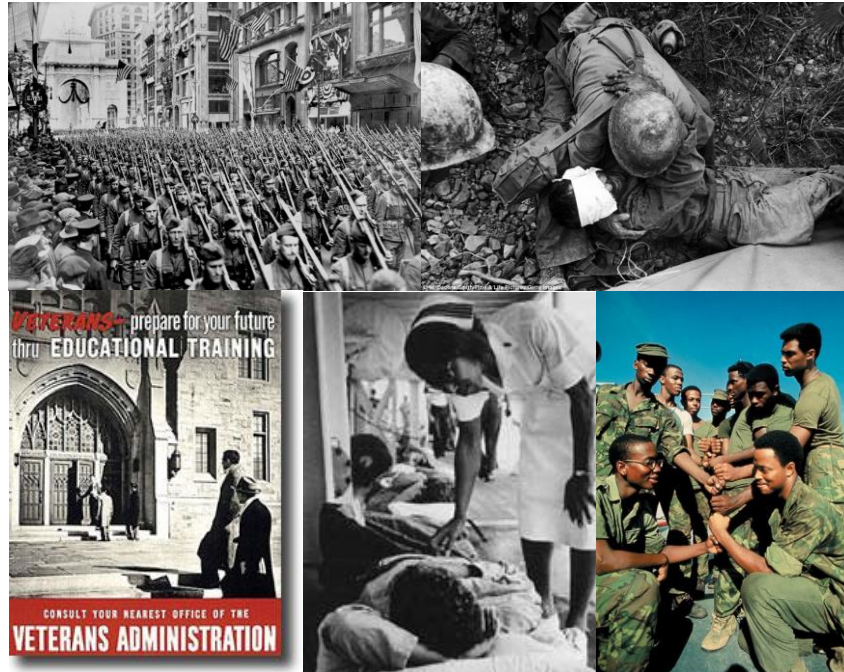


**HIST 380G, Soldiers/Veterans in the Modern US**  
CRN 28608, LN G335, Tuesday/Thursday 10:05-11:30am



**Instructor:** Stephen R. Ortiz

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**Ortiz Webpage:** <https://sites.google.com/a/binghamton.edu/ortiz-homepage/>

**Ortiz Office and phone #:** College in the Woods Onondaga 109; 777-2646

**Ortiz Office Hours:** Monday: 10-11am and 1:00-4pm; Wednesday: 1-3pm; Thursdays  
1:30-4:30pm **and** by appointment.

**Course Description:**

This course will examine war's impact on the modern United States by examining the historical experiences of soldiers and veterans in a century dominated by military conflict. The course will focus on three key conflicts and their aftermaths: World War I, World War 2, and the Vietnam War. We will do this by considering the specific experiences of the servicemen and servicewomen who fought in America's wars, the experiences of veterans dealing with the aftermath of war, and the relationship between soldiers and veterans and American society and politics. The course will use quizzes, 2 short papers, one longer final paper project, and participation for assessment. It carries Harpur College "W" and Gen-Ed "N" designations and is crafted for history majors and non-majors alike.

**Course Requirements:**

This course is a 4-credit course, which means that in addition to the scheduled meeting times, students are expected to do at least 9.5 hours of course-related work outside of class each week during the semester. This includes time spent completing assigned readings, participating in discussion sessions, studying for tests and examinations, preparing written assignments, and other course-related tasks.

Our meetings will combine limited—but scintillating—lecturing with extensive class discussions on common readings and videos. To ensure people read the material, 9 unannounced quizzes will be given throughout the semester. Two will be dropped. With free drops, there are no make-ups for missed quizzes other than those missed for religious observance (must receive pre-approval) or documented medical reasons. Do not ask for exceptions. For writing assignments, you will write two analytical summaries of 5-6 pages on two of three segments. You will be doing some kind of final project in this class. And you will be forced to discuss it with me in advance. More on this throughout the semester. Last, but very important, you will be given a grade based on your participation in this class. Detailed instructions will be provided in advance for each written assignment.

**Grading Breakdown:**

Final Project (9-12 pages maximum or equivalent)	22%
2 short analytical summary/reaction papers (5-6pp)	30%
Quizzes on readings (9; drop 2)	21%
Final reflection paper (2 page max)	5%
Participation (as defined below)	22%

**A range**= always in class, always prepared, always *actively* engaged in discussion

**B range**= Always in class, usually prepared and usually engaged in discussion **or** Usually in class but when there, always prepared and always actively engaged in discussion

**C range**= usually in class, seldom prepared and not especially engaged in discussion **or** seldom in class but when there, always prepared and always actively engaged in discussion

**D**= Almost never in class, but when there, at least somewhat prepared or somewhat engaged in discussion

**F**= Almost never in class, and when there, not prepared or engaged in discussion

**Grading Scale:**

A	100-93
A-	92.99-90.0
B+	89.99-87.0
B	86.99-83.0
B-	82.99-80.0
C+	79.99-77.0
C	76.99-73.0
C-	72.99-70.0
D	69.99-60.0
F	59.99-below

**Required Books:**

Andrew Huebner, *Love and Death in the Great War* (will need right away in semester)

Kara Dixon Vuic, *Officer, Nurse, Woman* (used in final 1/3 of semester)

## **Rules, Regulations, and Critical Information:**

1. Attendance is **not** mandatory. It should be pointed out, though, that rarely attending class will negatively affect your participation and quiz grades, and, in general, just isn't a smart thing to do in college. In short, it is difficult, if not impossible, to do well in this course without attending class regularly.
2. Disruptive behavior will not be tolerated. If you do not want to be in class and plan to make it known to everybody by disturbing your fellow students or instructors, just don't come to class. If you insist on coming and doing disruptive things, after one warning you will be asked to leave. If this happens, it will lower your participation grade **two full letter grades**.
3. While late arrival to class is not a crime, it can be a distraction to your professor and your fellow students. Please do not let it become a persistent problem. If you are having trouble getting to class on time because of the location of your preceding class, just come talk to me.
4. For the sake of your professors' delicate sanity, **PLEASE** turn your ringing electronic devices **OFF** when you come into the classroom. **Laptops and tablets are acceptable for notetaking, etc.— until we catch you using it for facebook or otherwise non-class related functions. If we catch you doing this, you will get one warning. The next time, your privilege will be revoked for the remainder of the course and you will lose two full letter grades on participation.**
5. We will be discussing many contentious issues throughout the semester. While different opinions are expected—indeed, encouraged!—please show courtesy and respect to your fellow students and TAs at all times. If you don't, we will have a long unpleasant talk.
6. While not encouraged, late papers will be accepted with penalties. You will lose a letter grade for every two days an assignment is late. But it is better to turn in a late paper than to plagiarize in order to get a paper in on time. Why? Because...
7. Academic misconduct of any sort—cheating, plagiarism, etc.—will be punished severely and filed with Harpur College's Committee on Academic Honesty. In writing papers, be certain to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else's work. Failure to give credit by quoting and/or footnoting is PLAGIARISM and is unacceptable. See this BU Library site on avoiding plagiarism: <http://library.binghamton.edu/research/guides/plagiarism.html> Please also review the Student Academic Honesty Code: <http://www2.binghamton.edu/harpur/students/index.html> .
8. If you have any questions about what constitutes academic misconduct, please come speak with me. Do not jeopardize your standing at Binghamton University by failing to abide by these rules.
9. Students requiring classroom accommodations must follow the University's Services for Students with Disabilities procedures for accommodations found at <http://www2.binghamton.edu/ssd/> . Please do so as soon as possible so accommodations can be made early in the semester and you do not get behind in your studies.
10. Please do not hesitate to contact me during the semester if you have any individual concerns or issues that need to be discussed. It is always better to contact me sooner rather than later with any potential problems.
11. Please check your BU email account regularly.

## History Learning Outcomes

- 1) Learn to read primary and secondary sources with a critical eye and express these ideas in effective papers; to analyze a variety of different types of written texts (or in some cases material evidence or oral accounts) and identify how each of them is shaped by author, audience, and the context in which they were constructed.
- 2) Develop the ability to communicate effectively in writing in a manner that is coherent, well-developed, and expressive of complex thought.
- 3) Improve the ability to think critically and to argue effectively.
- 4) Learn about the interactions between different groups within a single society and how these relationships have affected the development of respective regions, ethnicities or identities.
- 5) Improve the ability to recognize and develop connections between historical issues and life outside the classroom.
- 6) Enhance the ability to examine current issues from a historical perspective.

## Students in N courses will demonstrate

- 7) **Knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology.**
- 8) An understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks.

## Our Responsibilities

- 1) Select and present course content
- 2) Identify themes to be emphasized
- 3) Lead discussions
- 4) Evaluate student historical understanding and skills
- 5) Communicate these evaluations to students in a timely manner
- 6) Assist students in improving their skills

## Student Responsibilities

- 1) Complete required readings
- 2) Attend class regularly
- 3) Participate in class activities and discussions
- 4) Communicate with instructors (using office hours, e-mail, blackboard message board, by telephone during office hours, or by any other way you can think of.)
- 5) Notify instructors if you are having any difficulties that are having a negative impact on your performance in the course (illness, personal problems, athletic schedule, etc.)
- 6) Complete assignments on time
- 7) Notify instructors of any disabilities at the beginning of the semester
- 8) Check campus email account regularly

## CALENDAR OF EVENTS (INCLUDING READINGS)

### WEEK 1

Aug 22 Course Introduction; and personal introductions

### WEEK 2:

#### *Segment 1: WWI*

Aug 27 **Lecture: WWI overview:** WWI roundtable optional  
Aug 29 **WWI Reading in Blackboard (BB):** Jennifer Keene chap. and Chad Williams, chapter 2 *Torchbearers for Democracy*

### WEEK 3

Sept 3 **WWI Reading in (BB):** Keene and Williams; Lost Battalion  
<https://www.worldwar1centennial.org/index.php/finding-the-lost-battalion-epic-in-the-argonne.html>

Sept 5 **WWI Reading in (BB):** Kimberly Jensen article and  
<https://www.green-wood.com/2017/a-twin-tragedy/>

### WEEK 4

Sept 10 **WWI Reading:** Huebner pp. 1-82

Sept 12 **WWI Reading:** Huebner: pp. 83-159

### WEEK 5

September 17 **WWI Reading:** in (BB): Keene, “The Long Journey Home” and Jessica Adler chap. 3

Sept 19 **WWI Reading:** Huebner, pp 160-232

### WEEK 6

Sept 24 **WWI Reading:** Huebner pp. 233-286; [Hemingway](#) short story  
Special Guest: Prof. Andrew Huebner, University of Alabama

#### *Segment 2: WWII*

Sept. 26 Lecture: WWII Overview; **segment 1 papers due**

### WEEK 7

October 1 **no class meeting**

October 3 WWII Reading in (BB): *Last of the Old Breed* selection and Normandy invasion article

### WEEK 8

October 8 WWII Reading in (BB): *Red Tail Captured* memoir; Bailey/Farber chapter from *First Strange Place*

October 10 **WWII Reading in (BB):** Piehler chapter; chaplain oral history

### WEEK 9

October 15 **WWII Reading in (BB):** Leisa D. Meyer, chap from *Creating GI Jane and WAC* oral history

October 17 **WWII Reading in (BB):** WASPs with reading, oral history, and Special Guest: Skype visit from Prof. Sarah Myers

**WEEK 10**

October 22

**WWII Reading in (BB): TBD (Berube)**

October 24

**WWII Reading in (BB):** David Gerber, Heroes and Misfits-The Troubled Social Reintegration of Disabled Veterans in the *Best Years of Our Lives*

*Segment III: Vietnam*

**WEEK 11**

Oct 29

**Lecture: Vietnam Overview, segment 2 papers due**

Oct 31

**Reading VN:** Appy, *Working-Class War* chap 2

**WEEK 12**

Nov. 5

**Reading VN: 3 oral histories**

Nov. 7

**Reading VN: Vuic part 1, pp. 1-70**

**WEEK 13**

Nov. 12

**No class meeting**

Nov. 14

**Reading VN:** Herman Graham chapter, and oral history

**WEEK 14**

Nov. 19

**Reading VN: Vuic part 2, 71-112**

Nov. 21

**Reading VN: Vuic part 3, 113-188**

Special Guest: Prof. Kara Dixon Vuic, Texas Christian University

**WEEK 15**

Nov. 26

Reading VN: veterans tbd; segment 3 papers due

Nov. 28

**Thanksgiving—no class**

**WEEK 16**

Dec. 3

Luke Ryan visit; readings in Blackboard

Dec. 5

Final projects due

Final Exam: reflection essays