

HIST 380T, War and Society in the Modern US

CRN 23263, University Union 202, Tuesday/Thursday 10:05-11:30am



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Ortiz Office Hours: Tuesday 1:15am-4:15pm; Wednesday 3:00-4:30pm **and** by appointment.

King Office Hours: Wed. 1-4pm and by appointment in LNG 262

Course Description:

This course examines war's cultural, social, economic, and political impact on the modern United States (approximately 1898-1991). While covering a century dominated by military conflict, the course will focus on four key periods for exploration: World War I, World War 2, the Cold War, and the Vietnam era. We will do this by considering a number of issues associated with war: the experiences of the servicemen and servicewomen who fought in America's wars, life on "the homefront," the economic developments sparked by war, the relationship between war and American political development, the relationship between veterans and American society, and the impact of war on both race and gender relations (and vice versa). 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. To ensure people read the material, an undetermined number of unannounced quizzes will be given throughout the semester. If we have 10-12 quizzes, two will be dropped; 13-15, 3 drops. 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. There will be one cumulative exam given at the end of the semester. For writing assignments, you will write one 10-page

paper derived from research into World War 2-era *Time* magazine, one summary and reaction paper on a special guest reading and visit, and a reflective essay on the state of the field in War and Society. 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 Exam	25%
Special Guest summary/reaction paper	5%
Time/Newsweek Magazine Paper	20%
Quizzes	30%
War and Society reflection paper	5%
Participation (as defined below)	15%

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: None. All readings will be found in Blackboard.

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 or your TA. 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

Sept 1 Course Introduction; and personal introductions

Segment I: WWI

Sept 3 **Lecture: WWI overview**

WEEK 2:

Sept 8 WWI Reading in **Blackboard (BB)**: Zeiger, "Schoolhouse vs Armory and and Zeiger, "She Didn't Raise her Boy to be a Slacker."

Sept 10 WWI Reading in (BB): Vuic chapters from forthcoming book
Special Guest: Prof. Kara Dixon Vuic, Texas Christian University

WEEK 3

Sept 15 **NO CLASS**

Sept 17 WWI Reading in (BB): Jennifer Keene, "The Long Journey Home" and Chad Williams, chapter 2 *Torchbearers for Democracy*

WEEK 4

Sept 22 WWI Reading in (BB): Annessa Stagner, "Healing the Soldier, Restoring the Nation: Representations of Shell Shock" and Jessica Adler chap. 3 from forthcoming book

Sept 24 WWI Reading in (BB): Adler, chap. 5
Special Guest: Prof. Jessica Adler, Florida International University

WEEK 5

September 29 WWI Reading in (BB): David Williams, "The Bureau of Investigation and its Critics," [Schenck v US](#) opinion, and Christopher Capozzola, "The Only Badge Needed is Your Patriotic Fervor: Vigilance, Coercion, and the Law in World War I America"

Segment 2: WWII

October 1 **Lecture: WWII Overview**

WEEK 6

October 6 WWII Reading in (BB): Leisa D. Meyer, chap from *Creating GI Jane* and Hegarty, chapter from *Khaki-Whackies and Patriotutes*

October 8 WWII Reading in (BB): Justin Hart, "Making Democracy Safe for the World" and [Korematsu v. US](#) and [FDR Executive Order 9066](#)

WEEK 7

October 13 WWII Reading in (BB): Rebecca Sklaroff "Constructing G. I. Joe Louis: Cultural Solutions to the 'Negro Problem' During World War II, and Bailey/Farber chapter from *First Strange Place*

October 15 WWII Reading in (BB): **Chapter tbd**
Special Guest: Prof. Kurt Piehler, Florida State University

WEEK 8

October 20 **Time Magazine World War 2 on the Homefront Papers due**

October 22 WWII Reading in (BB): Mark Wilson essay: *The Advantages of Obscurity: World War II Tax Carry-back Provisions*
Special Guest: Prof. Mark Wilson, UNC-Charlotte

Segment 3: Early Cold War (1945-1961) and Korean War

WEEK 9

October 27

Lecture: Overview of early Cold War era

October 29

CW Reading: Audra Jennings, 'An Emblem of Distinction': The Politics of Disability Entitlement, 1940-1950, and David Gerber, 'Heroes and Misfits-The Troubled Social Reintegration of Disabled Veterans in the Best Years of Our Lives'

WEEK 10

Nov. 3

CW Reading: Johnson chapter from *Lavender Scare* and Canaday, 'Building a Straight State: Sexuality and Social Citizenship under the 1944 G.I. Bill'

Nov. 5

CW Reading: Huebner Chapter from *The Warrior Image*

Special Guest: Prof. Andrew Huebner, University of Alabama

WEEK 11

Nov. 10

Phillips, *War! What is it Good For?* Chapter 4 and Zeiger, *Entangling Alliances*, chapter 5

Nov. 12

CW Reading: Laura McEnany, book chap(s) from *Civil Defense Begins at Home*

Special Guest: Prof. Laura McEnany, Whittier College

Segment 4: Vietnam and late Cold War: Sarah King co-instructing

WEEK 12

Nov. 17

Lecture by Sarah King: Vietnam and beyond

Nov. 19

Reading VN and Beyond: DeBenedetti *The American Ordeal*, chap 10 and Hunt, *The Turning*, chap 1 (SK)

WEEK 13

Nov. 24

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

Phillips, *War! What is it Good For?* Chapter 5

Nov. 26

Thanksgiving—no class

WEEK 14

Dec. 1

Final exam questions handed out.

Reading VN and Beyond: Stur 2 chapters

Special Guest: Prof. Heather Stur, Univ. of Southern Mississippi

Dec. 3

Reading VN and Beyond: Robert McMahon essay and "From Hanoi to Hollywood." chapter (SK)

WEEK 15

Dec. 8

Reading VN and Beyond: Bailey JAH and Mittelstadt chapter 3

Dec. 10

Reading VN and Beyond: Mittelstadt chapter 4

Special Guest: Prof. Jennifer Mittelstadt, Rutgers University

WEEK 16

Dec. 15

War and Society Essay Due

Special Guest: Prof. Beth Bailey, University of Kansas

Final exam due as scheduled by university, Dec 17 , 10:25am-12:25pm UU 202