

HIS 3308

# **WAR AND SOCIETY IN THE 20<sup>TH</sup> CENTURY**

Professor Terrence G. Peterson  
Department of History, Florida International University  
Fall 2019  
Tues/Thurs 12:30-1:45PM GL 100B

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## **Why study war *and* society?**

War is a social activity. War shapes societies – what they value, how they see themselves, and how they interact with other societies. But societies also shape war: ideas about masculinity, gender, race, and class all inform military culture and practice on and off the battlefield. Conflict has indelibly marked societies across the globe. Studying war and its impact can provide new insights into the history of the 20<sup>th</sup> century.

Beginning with the Great War and continuing through the present day, this course will examine war and society thematically around topics such as masculinity, homecoming, the home front, and more. The course focuses on international conflicts that embroiled Europe, its African and Asian Empires, and the United States, whose military might came to dominate the second half of the century. Alongside these topical histories of war, we will also study the ethics, methods, and practices of oral history. As the semester progresses, we will draw on our knowledge from both aspects of the course to plan and collect oral histories of war with local veterans and other Miami community members who have experienced armed conflict.

## **How will this course help you succeed?**

This is a discipline-specific Global Learning course that counts toward your Global Learning graduation requirement.

Studying the history of war and society helps us understand the history of war. More importantly, however, it also helps us learn to critically evaluate how wars are experienced, narrated, and remembered across different societies. This course will help you acquire a conceptual and practical framework for understanding the global impact of war in the 20<sup>th</sup> century. It will also teach you the basic ethical, methodological, and technical skills necessary for oral history fieldwork. Finally, this class will help you sharpen your ability to analyze and critically engage sources and refine your abilities to communicate complex ideas in writing and in person.

*Course Objectives.* By the end of the semester, you will be able to:

- ✓ Understand and explain key themes, concepts, and events related to the relationship between war and society in the 20<sup>th</sup> century.
- ✓ Critically analyze and assess oral and written primary and secondary sources.
- ✓ Construct original, coherent, and well-organized historical arguments, both in writing and orally in class discussions.
- ✓ Use what you have learned in class to plan, collect, and evaluate an oral history of war.

*Global Learning Objectives.* By the end of the semester, you will be able to:

- ✓ Construct evidence-based arguments demonstrating **both** how local, national, and transnational processes contributed to shaping a major global conflict **and** how major international/intercultural conflicts impacted the social development of different regions of the world. (Global Awareness).
- ✓ Construct an evidence-based argument that integrates multiple perspectives related to a historical armed conflict (Global Perspective).
- ✓ Engage contemporary local and global issues related to the study of war or armed conflict (Global Engagement).

### **How will you succeed in this course?**

*Attend and Participate.* We'll use our time in the classroom not only to learn important concepts and methods, but also to discuss and practice them. You should complete assigned readings before class and come prepared to discuss and write about the material with one of your best resources – your fellow students. Don't shortchange them or yourself by keeping quiet in class.

*Communicate.* This course addresses complex and sometimes controversial topics that often prove challenging. I am here to help you navigate these challenges, so I encourage you to reach out to me for help early and often.

Outside of class, I have office hours every week, and you can always reach me by email. I will always write back within 24 hours. You should also check your Canvas regularly for updates about the course and assignments.

In class, you should respect your fellow students by focusing on the conversation at hand. To this end, I do not allow cellphones in class, and I highly encourage students to take note by hand. Numerous studies (which I am happy to provide) suggest that students learn more – and more effectively – when they take written notes, rather than using a laptop. Students using laptops for non-class related reasons will be asked to stop.

*Take Risks.* In our class discussions, I don't expect you to know a 'right answer,' but to offer your interpretation of the readings. Likewise, I don't expect you to know all the ins and outs of archival work right away. Those are, after all, the big tasks we will tackle together this semester. The more you put into the process, the more you'll get out of it – and the better prepared you'll be for your assignments.

**How will I evaluate your progress?**

*Essay Exams (30%).* Writing is a powerful tool for reflecting, organizing ideas, and staking out your own positions. We will have two in-class, open-note essay exams over the methodological or theoretical perspectives of the authors we will read for class. These exams will give you the opportunity to connect the readings with larger themes discussed in the course.

I will distribute essay prompts and grading rubrics for both exams in advance. Students should bring a blue book to class the day of the exam.

*Attendance and Participation (25% total).* The best learning takes place in collaboratively.

Because of that, I place a heavy emphasis on participation. You are expected to attend all classes and to actively engage in classroom activities. All students get three free absences. For each absence after that, students will lose 15% of their attendance/participation grade.

*Attend a co-curricular activity (5%).* This semester, there will be several talks or events held on campus related to war and society. You must attend one of these events and write a brief (1-1.5 page) response paper reflecting on what you learned. I will maintain a running list of events on Canvas.

*Group Oral History Project (40%).* Throughout the course of the semester, we will study oral history as a tool for recording and understanding the experiences of wartime. Each Thursday, we will meet for ‘Oral History Lab,’ where we will learn about and practice the methods of oral history. We will learn how to prepare for interviews, techniques for conducting them, and how to operate recording equipment. We will also discuss the legal and ethical issues around interviewing human subjects as well as the impact of memory on oral histories.

As part of this training, students will complete a group oral history project. The project will culminate with student groups conducting and analyzing an oral interview with a local interviewee, and will involve several smaller assignments over the course of the semester such as writing questions, writing a consent form, etc. A rubric outlining the requirements of this project and due dates can be found below.

Grading Scale

A = 100-93	B+ = 89-87	B- = 82-80	C = 76-70	F = 59-0
A- = 92-90	B = 86-83	C+ = 79-77	D = 60-60	

Grade Breakdown

Active participation in Discussions and History Lab	25%
Attendance to one talk or event	5%
Two Essay Exams (15% each)	30%
Group Oral History Project	40%
<i>Pre-Interview Materials (10%)</i>	
<i>Recorded Oral Interview and Written Evaluation (25%)</i>	
<i>Final Presentation of Research (5%)</i>	
<b>Total</b>	<hr/> 100%

## Required Texts

All required readings for this course are **free** and available through Canvas. Please have these readings accessible during class discussions

## Academic Integrity

Academic misconduct is a serious matter which can result in the failure of this course or even expulsion. All the work that you submit should be your own, and must be properly cited. We will discuss proper methods of citing sources in class. If you haven't already, I encourage you to familiarize yourself with the FIU's Code of Academic Integrity. You can find it online at: <http://undergrad.fiu.edu/academic-integrity/index.html>.

## Outside Resources

I highly encourage you to take advantage of academic services that FIU offers to undergraduates. They are a valuable resource for students at all levels.

**The History Tutors:** The Department of History has several experienced upper-level history majors and graduate students who can meet with you to help with papers, preparing for exams, or keeping on top of class in general. To set up an appointment, please visit: <http://history.fiu.edu/tutoring>

**The Center for Excellence in Writing:** Located in Green Library Room 125, the Center for Writing provides an invaluable resource for students, and offers help with all stages of the paper-writing process: <https://writingcenter.fiu.edu/>

**Individual Tutoring:** The University Learning Center provides peer tutoring services and general academic help: <http://undergrad.fiu.edu/cas/learning-center>

## Accessibility and Inclusion

I am committed to meeting the needs of all my students. If you have a disability or a personal circumstance that will affect your learning in this course, please let me know as soon as possible so that we can discuss the best ways to meet your needs. Any student who needs accommodation for disabilities should also visit the Disability Resource Center in GC 190 ([drc@fiu.edu](mailto:drc@fiu.edu)) to obtain an official letter of accommodation for all their courses.

## Weekly Schedule

### Week 1 – Military History as a Window into Society

- 8/27 Course Introduction: Why study war *and* *society*?  
8/29 Lecture: The Great War: An Overview  
Discussion: The ‘social turn’ in military history

#### Readings:

- [For Thursday] Robert M. Citino, "Military Histories Old and New: A Reintroduction," *American Historical Review*, 112:4 (2007), pp. 1070-1090.

## PART ONE: THE GREAT WAR

### Week 2 – Making Civilians Soldiers

- 9/3 Lecture: Trench Warfare and the Experience of Soldiering, 1914-1918  
Discussion: Becoming a Soldier in the Great War  
9/5 Oral History Lab: What is Oral History?

#### Readings:

- [For Thursday] Samuel Hynes, *The Soldiers' Tale: Bearing Witness to Modern War* (New York: Penguin Press, 1997), pages 31-73.

### Week 3 – Making Soldiers Make War

- 9/10 Lecture: The European Great Powers at War  
Discussion: War and National Identity  
9/12 Oral History Lab: Truth and Memory in Oral History

#### Readings:

- [For Tuesday] Nicoletta Gullace, *The Blood of Our Sons: Men, Women, and the Renegotiation of British Citizenship During the Great War* (New York: Palgrave MacMillan, 2002). Chapters 1 and 2, pages 17-53.

- [For Thursday] Alessandro Portelli, "What Makes Oral History Different," in Robert Perks and Alistair Thomson, eds., *The Oral History Reader* 3<sup>rd</sup> Edition (London: Routledge, 2016), pages 48-58.

- [For Thursday] Jerry Lembcke, "Why Student Should Stop Interviewing Vietnam Veterans," *History News Network*, May 27, 2013.  
<http://historynewsnetwork.org/article/151921>

#### **Week 4 – The Home Front at War**

- 9/17      Lecture:      Mobilizing Society for the Great War  
             Discussion:    The War at Home
- 9/19      Oral History Lab:    Ethical and Legal Issues in Research with Human Subjects

##### Readings:

[For Tuesday]      Belinda J. Davis, “Homefront: Food, Politics, and Women’s Everyday Life during the First World War,” in Karen Hagemann and Stefanie Schüler-Springorum, eds., *Home/Front: The Military, War, and Gender in Twentieth-Century Germany* (Oxford: Berg, 2002), pages 115-138.

[For Thursday]      Beth McMurtrie, “Secrets from Belfast: How Boston College’s oral history of the Troubles fell victim to an international murder investigation,” *Chronicle of Higher Education*, 26 January 2014, <https://www.chronicle.com/interactives/belfast>.

#### **Week 5 – Race and the Great War**

- 9/24      Lecture:      African and African American Soldiers in the Great War  
             Discussion:    Race and the Great War
- 9/26      Oral History Lab:    Interviewer and Subject: A Complicated Relationship

##### Readings:

[For Tuesday]      Richard Fogarty, *Race and War in France: Colonial Subjects in the French Army, 1914-1918* (Baltimore: The Johns Hopkins University Press, 2008). Chapter 2, “Race and the Deployment of *troupes indigènes*,” pages 55-95.

[For Thursday]      Oral History Association, “OHA Principles and Best Practices,” pages 4-11.

#### **Week 6 – Making Soldiers Civilians**

- 10/1      Lecture:      Soldiers in Society after WWI  
             Discussion:    Coming Home after War
- 10/3      Oral History Lab:    Preparing for Interviews and Writing Questions

**Secure an interview subject and inform Dr. Peterson by THIS WEEK**

**Brief (1 page) description of your group research question due on Canvas by 5:00pm Friday 10/4**

##### Readings:

[For Tuesday] Maureen Healy, “Civilizing the Soldier in Postwar Austria,” in Nancy M. Wingfield and Maria Bucur, eds., *Gender and War in Twentieth-Century Eastern Europe* (Bloomington: Indiana University Press, 2006), pages 47-65.

[For Tuesday] Jessica Adler, “‘The Service that I Rendered Was Just as True’: African American Soldiers and Veterans as Activist Patients,” *American Journal of Public Health* 107 no. 5 (May 2017): 675-683.

[For Thursday] Before class, spend 20 minutes listening to an oral interview from the FIU ‘War and Health’ oral history project:  
<http://dpanther.fiu.edu/dPanther/collections/WAH>

## PART TWO: THE SECOND WORLD WAR

### Week 7 – Masculinity and Comradeship

- 10/8      Lecture:      National Socialism and the Outbreak of War  
            Discussion:    Masculinity and Order in the Military  
10/10      **In-class Essay Exam One**

#### Readings:

[For Tuesday] Thomas Kühne, *Belonging and Genocide: Hitler’s Community, 1918-1945* (New Haven: Yale University Press, 2010). Chapter 2, “Fabricating the Male Bond: The Racial Nation as a Training Camp,” pages 32-54.

[For Thursday] Kathryn Anderson and Dana C. Jack, “Learning to Listen: Interview Techniques and analyses,” in Perks Thomson, eds., *The Oral History Reader*, pages 179-192.

### Week 8 – Occupation and Resistance on the Western Front

- 10/15      Lecture:      German Blitzkrieg and the Fall of Europe  
            Discussion:    Life in Occupied France  
10/17      Oral History Lab:    Interview Techniques: Listening, Observing, Questioning

#### **Draft Interview Questions due on Canvas by 5:00pm Friday 10/18**

#### Readings:

[For Tuesday] Robert Gildea, *Marianne in Chains: Daily Life in the Heart of France during the German Occupation* (New York: Picador, 2002). Chapter 2: “Cohabitation,” pages 42-69.

[For Thursday] Valerie Yow, *Recording Oral History: A Guide for the Humanities and Social Sciences* (Lanham: Rowman & Littlefield, 2015), “Interviewing Techniques and Strategies,” pages 103-122.

### **Week 9 – Genocide and Military Culture on the Eastern Front**

- 10/22      Lecture:          The Holocaust and the Eastern Front  
                 Discussion:      Unit cultures and mass atrocities
- 10/24      Oral History Lab:      Oral History Technology at the Digital Scholars Studio

#### Readings:

- [For Tuesday]          Christopher R. Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper Perennial, 1998), pages 55-77.

### **Week 10 – Sex and Sexual Violence in Wartime**

- 10/29      Lecture:          Sex and Sexual violence in the Second World War  
                 Discussion:      Sex and Violence in Defeated Germany
- 10/31      Oral History Lab:      Drop-In Troubleshooting

#### **Final Draft Pre-Interview Materials due on Canvas by 5:00PM Friday 11/1**

#### Readings:

- [For Tuesday]          Atina Grossman, *Jews, Germans, and Allies: Close Encounters in Occupied Germany* (Princeton: Princeton University Press, 2007). Chapter 2: “Gendered Defeat: Rape, Motherhood, and Fraternization,” pages 48-86.

## **PART III: THE LONG ‘POST-WAR’**

### **Week 11 – Reconstructing the Postwar Social Order**

- 11/5      Lecture:          Rebuilding Civil Society after the War  
                 Discussion:      The Social Impact of World War Two
- 11/7      Oral History Lab:      Drop-In Troubleshooting

#### Readings:

- [For Tuesday] Henry Rousso, *The Vichy Syndrome: History and Memory in France since 1944* (Cambridge: Harvard University Press, 1991). Chapter I, “Unfinished Mourning (1944-1954),” pages 15-27.

### **Week 12 – Decolonization: Wars and Revolution**

- 11/12      Lecture:          Wars of National Liberation in Algeria and Kenya  
                 Discussion:      War as a tool of social order
- 11/14      Oral History Lab:      Evaluating and Using Oral Histories



**Complete your interview and inform Dr. Peterson by THIS WEEK**

Readings:

[For Tuesday] Joshua Cole, "Intimate Acts and Unspeakable Relations: Remembering Torture and the War for Algerian Independence," in Alec G. Hargreaves, ed., *Memory, Empire and Postcolonialism: Legacies of French Colonialism* (Lanham, MD: Lexington Books, 2005), pages 125-141.

[For Thursday] Claudia Koonz, *Mothers in the Fatherland: Women, the Family, and Nazi Politics* (London: Routledge, 1986), pages xv-xxxv.

**Week 13 – The Cold War: A New Era of War?**

- 11/19 Lecture: The Global Cold War  
Discussion: Changing views of 'wartime' and 'peacetime'
- 11/21 **In-class Essay Exam Two**

Readings:

[For Tuesday] Mary Dudziak, *War Time: An Idea, Its History, Its Consequences* (Oxford: Oxford University Press, 2012). Chapter 3, "What Kind of War was the Cold War?," pages 63-94.

**Week 14 – War and Memory**

- 11/26 Lecture War, Memory, and National Identity  
Discussion Memory, culture, and strategy
- 11/28 NO CLASS – *Happy Thanksgiving!*

Readings:

[For Tuesday] Jerry Lembcke, "From Oral History to Movie Script: The Vietnam Veteran Interviews for *Coming Home*," *Oral History Review* 26/2 (Summer/Fall 1999), pages 65-86.

**Week 15 – Final Project Presentations**

- 12/3 Group Presentations  
12/5 Group Presentations

**Finals Week**

**Oral History Project Portfolios due Monday, December 9<sup>th</sup> at 5:00PM.**

## ORAL HISTORY LAB

Over the course of the semester, we will study oral history as a tool for recording and understanding the experiences of wartime. Each Thursday, we will meet for ‘Oral History Lab,’ where we will learn about and practice the methods of oral history. We will learn how to prepare and conduct interviews, and how to operate technologies such as recording and transcription equipment. We will also learn to see oral interviews as a collaborative relationship between interviewer and interviewee. We will also discuss the legal and ethical issues tied to interviewing human subjects as well as the impact of memory on oral histories.

Attendance to Oral History Lab is mandatory, and counts toward the Attendance/Participation grade listed above.

### The Oral History Project

As part of this training, you will complete a Group Oral History Project. This project will culminate with students conducting and analyzing an oral interview with a Miami resident who has experienced conflict. This project will require both individual and collective work in groups.

To spread the burden of the project across the semester, the Group Oral History project will involve several smaller assignments over the course of the semester, detailed below. The weight of these assignments breaks down as follows:

Pre-Interview Materials	10%
Recorded Oral Interview and Written Evaluation	25%
Final Presentation of Research	5%
Total	<b>40%</b> (of your Final Grade)

These various assignments will be submitted in rough draft throughout the semester on the due dates listed above, and then again as part of a final portfolio containing all the materials from your project.

*Pre-Interview Materials (10%).* These pre-interview materials will consist of three separate documents, written collectively as a group:

- a) A 3-page description of your research question and the historical context needed to understand its significance
- b) A set of ten to fifteen questions you intend to ask during your oral interview
- c) A consent form that your interview subject will sign

*Recorded Oral Interview and Written Evaluation (25%).* The heart of the oral history project is the oral interview itself, as well as your analysis of it. As a group, you will find an interviewee, conduct one or more interviews that add up to at least an hour in length, and write an evaluation. All members of each group should be present for the oral interview, and

all members must contribute to the final written document. Transcribing the interview is not required, but you must draw substantively on the interview in writing your evaluation.

The written evaluation will be 10-15 pages in length, and include the following elements:

- a) A 1-page information sheet: the title of your project, the narrator's name (or pseudonym, if preferred), the date and place of the interview, the names of the interviewers, and some brief contextual information about the interview
- b) An analysis of your research question that critically assesses your interview
- c) A reflection on the interview experience and the process of conducting an oral history
- d) Paperwork including the basic factual information and metadata about your interview as well as the consent and copyright forms
- e) A digital copy of your interview and your interviewee's signed consent form.

*Final Presentation of Research (5%).* During the final week of class, each group will give a 20-minute presentation on their research question, the interview process, and any insights they gained.