

UNITED STATES AIR FORCE ACADEMY

DEPARTMENT OF HISTORY

SYLLABUS

HISTORY 331

War & Society

FALL 2020

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Welcome to History 331. This semester we'll be thinking about various groups that, for whatever reason, were blocked or otherwise restricted from fully participating in the American military. Questions about who can serve, and in what capacity, have occurred since the American Revolution, and have become especially persistent in the past generation.

KEY INFORMATION:

This class will be taught entirely online this semester, save, perhaps for our first meeting or two. My plan as I write this in mid-July is to execute the class online as I generally do in person, which is to say, have rollicking discussions about what we're reading. (We'll be meeting synchronously for every lesson.) I encourage you to disagree, including with me; just don't be disagreeable and have your facts at hand.

If this format isn't working for you, let me know. Really, don't be afraid to tell me. I want you to have the best possible experience with this because history is fun. OK, I'm a nerd, but it is. I want honest feedback, and I'm prepared to flex to meet your needs better.

Other than that, here are the most important pieces of information you'll need:

Platform: Blackboard

You will find an e-version of the syllabus here. This is where I'll post your grades and announcements and where you'll submit your work. I will create links to Teams for our meetings and post them in the Bb calendar. Also keep an eye on Bb's calendar if you forget when assignments are due.

Comms:

- You will hear from me via email and announcements on Bb. Please communicate with me by email. Do not communicate with me via Teams; I won't respond. Unless I specifically let you know otherwise, you will always hear back from me within 24 hours.
- If you have an *urgent* problem, text or call me on my cell. Please be judicious.
- Let me know ASAP if you get sick or encounter some other problem that will interfere with your ability to participate or complete assignments.

Expectations:

- Attend every lesson unless you have a medical or other written excuse. Every camera and mic should be on in every class meeting. I want to see your smiling faces and hear your angelic voices!
- Your profession right now is being a student. The online classroom is a professional/work setting so you must wear the proper uniform and ensure your appearance meets Air Force standards. Failure to abide by this guidance will result in 0 IP points for that half of the semester.
- Have all the reading done for each class meeting and be prepared to discuss (hot tip: use the periods when we don't meet to do your homework for the class). Every cadet should

participate in every class and should not be doing other tasks during our meetings. The class leader's grade depends on your participation; don't let your teammate down.

- Unless you have cleared it with me in advance, your research base should be articles in scholarly journals, scholarly books, and primary sources (newspapers or material you find in university libraries or archives, for instance). Otherwise, random online sources are *no bueno*. Assignments that cite dictionaries or encyclopedias as sources will be docked a full letter grade. Late assignments will be penalized 10% for every 24 hours unless you've made alternate arrangements in advance.

Required Book:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Chicago: University of Chicago Press, 2018.

The following readings are available using the hyperlinks (mostly through JSTOR):

[Aptheker](#), Herbert. "The Negro in the Union Navy." *The Journal of Negro History* 32, no. 2 (1947): 169-200.

[Bérubé](#), Allan. "Coming Out Under Fire." In *My Desire for History: Essays in Gay, Community, and Labor History*, edited by D'Emilio John and Freedman Estelle B., 100-12. Chapel Hill: University of North Carolina Press, 2011.

[Bérubé, Allan, and John D'Emilio](#). "The Military and Lesbians during the McCarthy Years." *Signs* 9, no. 4 (1984): 759-75.

[Carroll](#), Al. *Medicine Bags and Dog Tags: American Indian Veterans from Colonial Times to the Second Iraq War*. Lincoln; London: University of Nebraska Press, 2008.

[Chauncey](#), George. "Christian Brotherhood or Sexual Perversion? Homosexual Identities and the Construction of Sexual Boundaries in the World War One Era." *Journal of Social History* 19, no. 2 (1985): 189-211.

[Conn](#), Harry. "Military Civil Rights: A Report." *The New Republic*, October 18, 1952. <https://newrepublic.com/article/78402/military-integration-civil-rights-report>

[Dumenil](#), Lynn. "Over There: Women Abroad in World War I." In *The Second Line of Defense: American Women and World War I*, 105-54. Chapel Hill: University of North Carolina Press, 2017.

[Gawlinski](#), Allison. "'Bring Me Men ^ and Women:': The Integration of Women into the United States Air Force Academy." *Air Power History* 54, no. 2 (2007): 32-45.

[Knauer](#), Christine. *Let Us Fight as Free Men: Black Soldiers and Civil Rights*. University of Pennsylvania Press, 2014.

[Lyon](#), Cherstin M. *Prisons and Patriots: Japanese American Wartime Citizenship, Civil Disobedience, and Historical Memory*. Philadelphia: Temple University Press, 2012.

[McGuire](#), Phillip. "Desegregation of the Armed Forces: Black Leadership, Protest and World War II." *The Journal of Negro History* 68, no. 2 (1983): 147-58.

[National Defense Research Institute](#). National Defense Research Institute. *Sexual Orientation and U.S. Military Personnel Policy: An Update of RAND's 1993 Study*. RAND Corporation, 2010.

[Ngozi-Brown](#), Scot. "African-American Soldiers and Filipinos: Racial Imperialism, Jim Crow and Social Relations." *The Journal of Negro History* 82, no. 1 (1997): 42-53.

[Parker](#), Christopher S. "War, Military Service, and the Prospect for Change: A Glance at History." In *Fighting for Democracy: Black Veterans and the Struggle Against White Supremacy in the Postwar South*, 18-59. Princeton: Princeton University Press, 2009.

[Poirier](#), Noel B. "A Legacy of Integration: The African American Citizen–Soldier and the Continental Army." *Army History*, no. 56 (2002): 16-25.

[Rosales](#), Steven. *Soldados Razos at War: Chicano Politics, Identity, and Masculinity in the U.S. Military from World War II to Vietnam*. Tucson: University of Arizona Press, 2017.

[Samito](#), Christian G. "Epilogue: The Legacy of National Citizenship in the Era of the Civil War and Reconstruction." In *Becoming American under Fire: Irish Americans, African Americans, and the Politics of Citizenship during the Civil War Era*, 217-36. Ithaca: Cornell University Press, 2009.

[Schaefer](#), Agnes Gereben, Jennie W. Wenger, Jennifer Kavanagh, Jonathan P. Wong, Gillian S. Oak, Thomas E. Trail, and Todd Nichols. "History of Integrating Women into the U.S. Military." In *Implications of Integrating Women into the Marine Corps Infantry*, 7-16. RAND Corporation, 2015.

[Suran](#), Justin David. "Coming out against the War: Antimilitarism and the Politicization of Homosexuality in the Era of Vietnam." *American Quarterly* 53, no. 3 (2001): 452-88.

[Szayna](#), Thomas S., Eric V. Larson, Angela O'Mahony, Sean Robson, Agnes Gereben Schaefer, Miriam Matthews, J. Michael Polich, Lynsay Ayer, Derek Eaton, William Marcellino, Lisa Miyashiro, Marek Posard, James Syme, Zev Winkelman, Cameron Wright, Megan Zander Cotugno, and William Welser. "The Integration of Women and Other Excluded Groups into the U.S. Military: The Historical Experience." In *Considerations for Integrating Women into Closed Occupations in the U.S. Special Operations Forces*, 15-46. RAND Corporation, 2015.

[Tamura](#), Linda. "'Fighting for Good Uncle Sam': Nisei Enter the Military." In *Nisei Soldiers Break Their Silence: Coming Home to Hood River*, 48-61. Seattle; London: University of Washington Press, 2012.

[Tate](#), Michael L. "From Scout to Doughboy: The National Debate over Integrating American Indians into the Military, 1891-1918." *The Western Historical Quarterly* 17, no. 4 (1986): 417-37.

[Williams](#), Chad L. "Vanguards of the New Negro: African American Veterans and Post-World War I Racial Militancy." *The Journal of African American History* 92, no. 3 (2007): 347-70.

Assignments:

- **Intro:** Prepare a video or narrated PowerPoint presentation about yourself so we can get to know you a little. Where are you from? What do you like/don't like? What do you do in your spare time? I'll hang these on Bb, so we can all see how fabulous, charming, funny and smart we all are. **Due by Lesson 3.**
- **Class Lead:** Take the students through the assigned reading that day with probing, open-ended questions and follow-up questions. If you are covering more than one reading,

think how they fit together. As you prepare, also consider how the week's readings compare with earlier works the class read. You will lead one lesson during the semester. (Note: 10 cadets should lead before Prog, 10 after. *I'll adjust the schedule if necessary.*)

Rolling due dates. Sign up for dates here:

<https://docs.google.com/spreadsheets/d/1MjZrVoXvb7Cjlo7UuA3DrLRUtpLbYCF2bHEgQdqzPWI/edit?usp=sharing>

- **Op-Ed:** Should we remove the monument to the 54th Massachusetts Regiment in Boston? Be sure to understand the history of that regiment and the artistic value of the monument before forming an opinion. 3 pp. + bib. **Due Lesson 5.**
- **Podcast:** Interview a cadet, officer, or enlisted person at USAFA who is of another race, ethnicity, sexual orientation, or gender than you. In other words, someone not like you. Find out how their experiences in the AF or at USAFA have been different from yours. In the podcast, share the history of that other group's being accepted into USAFA or the Air Force. Grading will be based on the quality of your initial questions and your follow-ups, the quality of information you are able to solicit, your ability to put your interviewee's experience into historical context, and how articulate you are. Suggested recording software: Garage Band (Mac/iOS) or Audacious (PC). 15 min. Submit bibliography with at least three sources separately. **Due Lesson 12.**
- **Reflection:** Think about your podcast interview. What did you learn from that discussion and the research you did? Were there any surprises? Did you change your mind about anything as a result, or were your existing feelings/suspicions confirmed? 2 pp. + photo of you and the interviewee together. **Due Lesson 15.**
- **Annotated Bibliography:** This will support your research project (see below). Tell me what five secondary sources are about, including their argument. Also include five primary documents, again summarizing what they have to say that is relevant to your topic. 6-8 pp. **Due Lesson 24.**
- **Research Project:** With the exception of African-Americans in the armed forces, historical scholarship on "Others" in the American military is very thin. You can take one of three directions for this project, or pitch me if you have a better idea. 8-10 pp. **Due Lesson 32.**
 - Paper related to the experiences of women, Blacks, Latinos, Asian-Americans, Native Americans, Pacific Islanders, minority religious groups (Jews, Mormons, Muslims, atheists, Wiccans, etc.), gays, or lesbians in the U.S. military at any point in time. This should draw on primary and secondary sources.
 - Intellectual history of how another discipline (psychology, sociology, poli sci) has dealt with one of the subjects above. In this case, scholarly journals and monographs will be your primary sources. Be sure to pay close attention to change over time.
 - Paper on how another country has handled one of the subjects above, at any point in time. This should draw on primary and secondary sources.
- **Presentation:** Present your findings to the class in whatever format you would like. Be prepared for questions. **Rolling due dates.** Sign up for dates here:
<https://docs.google.com/spreadsheets/d/1MjZrVoXvb7Cjlo7UuA3DrLRUtpLbYCF2bHEgQdqzPWI/edit?usp=sharing>

Assignment Values

Op-Ed	100
Podcast	200
Reflection	100
IP Points	<u>50</u>
PROG TOTAL	450
Annotated Bibliography	100
Research Project	250
Presentation	100
Class Lead	50
IP Points	<u>50</u>
SEM TOTAL	1000

Schedule

LSN	TOPIC	READING	DELIVERABLES
AFRICAN AMERICANS			
1	Course Intro / Admin	Syllabus (BB)	
2	Overviews	Parker	
3		Poirier	Intro
5	Civil War Segregation	Aptheker; Samito	Op-Ed
8	Late 19th/20th c.	Ngozi-Brown; Williams; Knauer, intro & ch. 1	
10		Knauer, chaps 2 & 5	
12	Integration & Civil Rights	McGuire; Conn	Podcast
NATIVE AMERICANS, THE NISEI GENERATION, AND LATINOS			
15	Paradox	Tate; Carroll, ch. 6 & 9	Reflection
17		Carroll, ch. 10; Tamura	
20		Lyon, ch. 3 & 5; Rosales, ch. 3	
22		Rosales, ch. 5 & 6	
WOMEN			
24	Is This Integration?	Dumenil; Schaefer et al.	Annotated Bib
27		Gawlinski; Szayna et al.	
LGBT			

29		Chauncey; Bérubé	
32	Shifting Sands	Bérubé and D'Emilio; Suran	Research Project
34**		National Defense Research Institute, ch. 2 & 3	
35		Presentations	Presentation
36	Presentations		Presentation
37	Presentations		Presentation
38	Presentations		Presentation
39	Presentations		Presentation
40	Wrap		

** FROM L34 ON, CALENDAR IS SUBJECT TO CHANGE.

OTHER INFORMATION

I. Course Description

History 331. The History of War and Society. The History of War and Society expands the study of warfare beyond its military, diplomatic, and political dimensions by examining the social and cultural aspects of how societies go to war, experience war, and live with its consequences. Emphasis will be placed on the influence of societal and cultural beliefs on warfare, national military policies, the impact of war on social and cultural institutions, values, and practices, and the interaction between the home front and the battlefield. Cadets may also explore the relationships between war, identity, and historical memory. Final exam and/or final project. Prereq: History 100. Sem hrs: 3 fall of even-numbered years.

II. DFH Outcomes

DFH believes history courses in general, and the history major specifically, are ideally suited not only for the basic acquisition and research of historical facts, but also for developing critical thinking and communication skills. This class in particular will delve into the experiences of groups that have been historically underrepresented in the American military. We will seek to understand what drove people who were often mistreated to join the military, and to gain understanding and empathy for their position. History 331 supports the institutional Cadet Outcomes of: Critical Thinking and Clear Communication; the Human Condition, Cultures, and Societies; and Ethics and Respect for Human Dignity.

III. Course Objectives

History is the **interactive interpretation of the past and the present**. What we believe about the past colors our views of the present, and our cultural context colors what we think about the

past. In making interpretations, historians engage in (1) **gathering facts and materials accurately**, (2) **questioning, analyzing, and conceptualizing** those facts, and (3) **communicating** their findings. Cadets involved in the study of history must learn both the content and the process of history. The Department of History teaches cadets in stages of increasingly complex methods of working with historical data. All history students must recall information accurately and learn how historians have worked with data. More advanced students must be able to pursue research independently and to make their own interpretations.

By the end of the course, each student will be able to:

1. Understand major issues that have confronted the U.S. military in regards to un- or under-represented populations.
2. Identify and weigh relative strengths and weaknesses of historical arguments and interpretations.
3. Research and write better.

History centers on searching for and accurately analyzing and representing historical facts and themes. As you work through this and all your history courses, you need to be aware of the reliability of your sources. Issues such as the capriciousness of memory, political agendas, authorial integrity, ethics, and many others affect source and author reliability and credibility. In sifting and judging incomplete and often conflicting information, you will develop critical thinking skills that are crucial to presenting logical, well-constructed, and convincing historical arguments.

IV. Graded Events

1. Written Assignments

Unless otherwise specified by the instructor, all writing assignments must be typed and double-spaced, and must be submitted in Times New Roman 12 font. Formatting and documentation must follow Turabian, **not MLA**.

Documentation **must** include all of the following: 1) in-text citations in the form of footnotes or endnotes in Turabian format; 2) a separate works cited/bibliography page, also in Turabian format; and 3) a USAFA documentation statement.

For all writing assignments (i.e. all research paper preliminary assignments and the research paper itself), cadets will submit **only** in electronic format, in the form of a **single file** email attachment or uploaded to Blackboard.

Unless otherwise specified by the instructor, all writing assignments are due by **NLT 1700 MST** on the due date. Any assignments received from 1701 and after on the due date **will be considered late** and penalized in accordance with history department policy described below.

Failure to follow any of these instructions will result in a significant reduction in grade.

2. Oral Assignments (Podcasts, Presentations)

Must include a documentation statement.

3. Seminar Discussion

A. Participation

The class will only meet together as a group on days designated for discussion, approximately every third day. On days designated “Research & Reading” in the schedule, the class will not meet as a group, but students are still required to report to their instructor for attendance accountability. Students are encouraged to use “Research & Reading” days to meet with instructors if they have any questions/ concerns or want EI.

This is a seminar course, and as such, its success or failure depends on students’ participation in discussions. Therefore, students are expected to come to class prepared to discuss the assigned reading for the day, which means **having completed** the assigned reading. Failure to do so will result in a substantial reduction in the participation grade.

V. Course Administration

Plagiarism: Plagiarism is a serious academic and professional issue. Broadly defined, plagiarism is the failure to give credit in your paper for the original ideas advanced by other writers. Be certain to avoid even the appearance of wrongdoing by carefully consulting your instructor and course materials in order to ensure proper documentation. Your final word for understanding documentation is the style manual listed in this syllabus. We encourage you to discuss your written work with instructors and other cadets before you turn it in, but we require you to document any outside help received. That help may range from developing ideas for a paper to proofreading the final product for content or grammar. You must specify those individuals who provided any assistance. Statements such as "C1C Ney read my paper" are inadequate. You must cite the exact nature of the help (e.g., "C1C Foch read my paper for grammar and spelling" or "Lt Col Petain helped me develop the idea that technology played an integral role in warfare").

Bear in mind that instructors have the right to award no credit for an assignment that they believe to be intellectually dishonest regardless of any conclusions reached by wing honor boards. A zero on any major assignment can lead to a failing grade in the course regardless of final percentages. The Department of History reserves the right to use any methods at its disposal (including on-line plagiarism software) to detect plagiarism. Papers deficient in documentation are subject to a significant reduction in grade.

Documentation of Electronic Sources: All scholars carefully cite their sources when preparing their work both to give credit where it is due and to permit other scholars to locate and verify all research. The rapid proliferation of electronic sources requires all students to include the necessary information about the source’s electronic format when using electronic books or

digital sources instead of printed versions, in accordance with Turabian's Manual for Writers. Instructors may restrict students from using some or any digitally-accessed sources, and will check citations for accuracy and completeness, either for a grade or to ensure that students have upheld the standards of the discipline of History and the Air Force Academy.

Textbook Policy: You must be on the USAFA network to access JSTOR.

Paper Policy: Cadets are not allowed to turn in the same paper for two different courses. Cadets may write papers on the same topic for different courses, but there should be no more than 25% commonality between papers. Each paper should include substantially different bibliographies and footnotes that reflect significant additional research. Be sure to coordinate with your instructor(s) if you anticipate commonalities between papers.

Extra Instruction/Instructor Conferences: Your instructor will be available Monday through Friday for consultation; an appointment is required. If you make an appointment and cannot keep it, notify your instructor as early as possible but always prior to the appointed time.

Absences from Class: Always notify your instructor of known/projected absences by email before the class meeting time. If you miss a class, you must check with a classmate or your instructor to determine what you missed and decide if you need to schedule extra instruction. Your instructor is NOT responsible for notifying you that you missed important notices or significant course material. Within 24 hours of your return to duty you must communicate with your instructor to schedule makeup work. If hospitalized, work through your AOC/AMT/Cadet Staff to schedule missed exams. Finally, you must understand that your instructor has no authority to excuse you from class; work with your AOC, your medical caregiver, or the SCA process to obtain appropriate approvals.

Unexcused Lates/Absences: Your instructor will explain the academic penalties associated with unexcused lates and absences. Penalties will not exceed 2% of the total course points per occurrence.

Penalties for Late Work: If you are aware of an impending absence or other problem that could prevent you from turning in an assignment on time, you must make prior arrangements with your instructor. Unless the instructor specifies otherwise, assignments are due at the beginning of the period assigned. The course director may penalize late work up to 10% of the assignment value for every day late. Late assignments must still be turned in even if they receive no credit. Failure to turn in late work at all may result in a failing grade for the course or a controllable incomplete grade.

Supplemental Work: No supplemental work or extra credit work is authorized. Cadets should notify their instructors ahead of time should an issue arise that would preclude them from taking an exam or completing an assignment on time.

Restrooms: Leaving class to go to the bathroom is discouraged, as this activity disrupts both your learning and that of your classmates. Of course, if you experience an emergency and must

use the latrine during class, quietly stand and exit the classroom. My expectation is that such self-excusals will be very rare and take the minimum time possible.