

STETSON UNIVERSITY
Program in American Studies and Department of History

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HIST 360J.JS (CRN#: 5652)
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TuTh 1-2:15
Sampson 225

War and Peace in American History

a History course with American Studies attribution, and a Social Justice Junior Seminar

Goals of the Course

This course will examine American culture through a special focus on the practices and policies of American military ventures and bids for peace from Native American warfare through the Civil War, American imperial outreach, the hot and cold wars of the twentieth century, and the contemporary “War on Terror.” Because the territory is so vast, we will take a page from General Douglas MacArthur’s strategy when fighting the Japanese in the Second World War: we will island hop through topics rather than try to cover every military engagement and every peace movement. The course will emphasize questions about characteristically American encounters with organized violence and the ways the past informs later events up to the present. As a result, the last few weeks will be devoted to the contemporary American global reach with its foreign policies of pre-emptive strike and nation building, and the anti-war reactions they have fostered. Through your work with the books and other texts, library research, films, class projects, lectures, and discussion, emphasis will be placed on your development of thinking, reading, writing, and speaking skills.

Please fill out a card so I can begin to get to know your academic interests right away.

Course Requirements and Grading

-Attendance in class, involvement in discussions, projects, and Explorations, and one-page Essays	}	20% of final grade
-One Paper including preparatory work		20%
-Two Mid-Term Exams		20% each
-Final exam		20%

Extra Credit: Attend a related event, write a one-page essay, and briefly report your experiences to class.

I assume academic honesty. Anything less will be taken seriously at the department and university levels. Your work for this class must be your own, with quotations or references to the work of others clearly cited. On this topic and for ways to improve writing, you have resources on the American Studies web page and at www.stetson.edu/honorsystem; the Writing Center (Flagler 209; 822-7717; writinglab.stetson.edu); the Writing Program (www.stetson.edu/writingprogram); and the Academic Resource Center (Stacy Collins, director, scollin1@stetson.edu, academicresources@stetson.edu), 101 CUB, 822-7127; and please contact the Resource Center if you have special learning issues.

Small classes are a privilege: make use of it! Because so much of this course involves exchange of ideas in class and consideration of subtle values, your *attendance and participation* are crucial parts of your learning, and they make up a significant part of your grade. There are many forms of participation, including careful listening, reviewing notes after class, essay writing, and, especially for the development of your oral communication skills, questions and discussion in class. Much of class time will build on your reading and will link to projects and films. More than three unexcused absences will be reported to the administration and put your grade in jeopardy. The class-time *Explorations* (EXP) will be student-led presentations for review of course readings, pursuit of further insights within them, and consideration of topics for your Paper; they are also exercises in the skill of oral communication, and contributions to the learning experience of all course members. Please choose groups of about four for each Exploration, present on key issues in your reading for about 10 minutes, and be prepared for questions.

The one-page Essays are places for you to capture your thoughts, practice writing, and prepare for class; in class, they can serve as a basis for comments and questions. The essays can allow you to test out ideas, even serving

as early drafts for explorations and papers. I encourage you to write, even if only briefly, every time you do some work for the class (before or after class, after reading, or after a project). In addition to this general advice, there are *ten one-page Essays* due as part of your participation grade—that is, one per week (allowing for a few crazy weeks!). Turn them in during the week of the material discussed; *Essays submitted late will contribute to a lower Participation grade*. Write a paragraph on one typed page in response to the class material; include 1) a fair-minded report on what you've learned and 2) your *reflections* in response to its facts and interpretations. This *type* of assignment will also be *a way to make up for excused absences*.

The work of the *Paper* will grow during the semester, and these *writing steps* on your own research project are separate from the ten one-page essays on the shared course material:

-Step 1: during the first month, think of questions for you to answer; a good paper begins with good questions, and often involves story hunting: you may find a live issue in relation to your life, coursework, major, career goals, or avocational interests; and consider class material as jumping off points (e. g., using the class-time *Explorations*) to the questions your Paper will seek to answer: *turn in choice of topic, with a paragraph explanation*;

-Step 2: in the next few weeks, use the library and other resources to consult sources, including primary and secondary sources, for your research: *at least one book*, plus book reviews, journal articles, encyclopedia entries, government documents, web pages, newspapers and magazines, audio-visual material, and/or interviews: *turn in a one-paragraph refined research topic and list of 5 sources with brief annotations (summary of what's in them)*;

-Step 3: by mid-semester, read your sources: think about how your new learning might change your initial questions and topic: *turn in a one-paragraph summary of what you have learned from one book and one other source*;

-Step 4: near the end of the semester, refine your topic and the argument you want to make about it: *turn in a statement of your thesis on the topic with a one-paragraph explanation of how you will explain it*; and

-Step 5: the Paper should at least be a report and evaluation of one book and about 5 other materials; during the last week of classes, *turn in your final written research paper of 10 typed pages*—earlier is welcome!

The *mid-terms* will be essay questions that ask you to analyze the material of the course. The *final exam* will also be in essay format; one part of it will be a “second mid-term” and the other will be comprehensive.

To encourage improvement in your writing, please turn in your earlier writing with each successive assignment. To avoid waste and clutter, please print on used paper or on two sides of new paper and turn in only your paper, clipped, without any folders or binders. In grading oral and written work, I will emphasize your understanding of the material, the persuasiveness of your argument, and your clarity of presentation. Please see the *American Studies Web Page* for many postings designed to help you do your best work in the course and in life in general. In particular, click on Faculty > my name > Teaching, or go directly to <http://www.stetson.edu/artsci/americanstudies/pcteaching.php> to see the Learning Guides, namely, the guides to learning, writing, research, grading, and speaking. On the same department web page, at the Learning By Doing link > Work to Learn/Learn to Work, or by going directly to <http://www.stetson.edu/artsci/americanstudies/worktolearn.php>, see, at the bottom of that page, documents that reach beyond this course and may contribute to your future work: an overview of What Students Can Learn from American Studies and the American Bar Association's Guide to Legal Education.

Books for Purchase

Gregory E. Dowd, *A Spirited Resistance* (recommended)

Max Boot, *The Savage Wars of Peace*

James McPherson, *What They Fought For*

Robert Zieger, *America's Great War* (recommended)

Michael Adams, *Best War Ever*

Elaine Tylor May, *Homeward Bound* (recommended)

George Herring, *America's Longest War*

Kenneth Pollack, *The Threatening Storm* (recommended)

Blackboard: This computerized bulletin board has copies of course documents and new and related material: “Content” has references to particular assignments, and “Information” has general information and these:
Lawrence LeShan, “Why We Love War, and what we can do to prevent it anyway,” Utne Reader (January-February 2003): 53-58 [summarizing his Psychology of War: Comprehending its Mystique and its Madness]
Charles DeBenedetti, The Peace Reform in America, selections: pp. ix-xvii, 3-7, 16-21, 32-37, 56-61, 90-95, 118-123, 138-143, 164-169, 196-201
Paul Croce, “Calming the Screaming Eagle,” selection on Battle of Fort Wagner
Robert Zieger, America’s Great War, chs. 3: “Mobilizing for War,” and 8: “Questions for Americans”
Elaine Tylor May, “War and Peace,” in Homeward Bound: pp. 58-91 and 254-259
Kenneth Pollack, Contents through Introduction: “The Problem of Iraq” and Conclusions: “Not Whether, but When” in The Threatening Storm
George Soros, “The Bubble of American Supremacy,” Atlantic Monthly (December 2003): 63-66 (also link on Web Readings *on Blackboard*, and the original magazine is in the library).
Contemporary Articles on the Iraq War and the War on Terror, in 5 files, each beginning with the word “Contemporary”: Overview, Bush Policies, Critics, Stetson Exchange, Soldiers’ Experience
James, “Moral Equivalent of War”

Web Readings:

Bush speech: policy speech delivered on November 6, 2003, President George W. Bush, “Remarks on the 20th Anniversary of the National Endowment for Democracy,” on Freedom in Iraq and the Middle East, in the online version of Weekly Compilation of Presidential Documents; direct link to the speech itself:
http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=2003_presidential_documents&docid=pd10no03_txt-18.pdf
Cheney speech: August 22, 2002 speech by Vice President Richard Cheney to the Veterans of Foreign Wars 103rd National Convention, on the end of containment:
<http://www.americanrhetoric.com/speeches/dickcheney103rdvfw.htm>
Benjamin Barber, “Democracy Cannot Coexist with Bush’s Failed Doctrine of Preventive War” Los Angeles Times (December 3, 2002), and on the web on the Global Policy Forum,
<http://www.globalpolicy.org/empire/analysis/2003/1203democracy.htm>.
Center for Public Integrity report by Bill Buzenberg, “Baghdad Bonanza” go to
<http://projects.publicintegrity.org/WOWII/default.aspx>; or see the center’s web page,
<http://www.publicintegrity.org>, and scroll to “Windfalls of War II.” This is the second in a series on the costs of private contractors in Afghanistan and Iraq; for the first in the series, “Windfalls of War,” go to
<http://projects.publicintegrity.org/wow/>. Also see “Defense: War Contractors,”
<http://www.publicintegrity.org/blog/entry/2289/>
George Soros, “The Bubble of American Supremacy” Atlantic Monthly December 2003:
<http://www.theatlantic.com/past/docs/issues/2003/12/soros.htm>

On Reserve, many of the works on Blackboard and on the Web can be made available at Library Circulation Desk; please tell me how you like to work.

Schedule of Topics and Readings

<u>Date</u>	<u>Topics</u>	<u>Requirements</u>
Jan. 19	Introductions	exploring topics
Jan. 24	The Lure of War	LeShan, Boot, pp. xii-xx; and DeBenedetti, pp. ix-7
Jan. 26	Choosing Sides	Dowd, intro, chs 1 & 4; Step 1: <i>paragraph on research paper</i>
Jan. 31	Identity, War, and Peace	EXP 1: esp Dowd, chs. 8 & afterword; DeBenedetti, pp. 16-21
Feb. 2	Learning How to Conquer	Boot, chs 1-2 (rec: ch 3); DeBenedetti, pp. 32-37
Feb. 7	War for Union	McPherson, through ch. 2; Croce selection on Battle of Fort Wagner (on Blackboard)
Feb. 9	The Color of War	film and background: "Glory" Step 2: <i>refined research topic and sources</i>
Feb. 14	War to End Slavery	EXP 2 and debate: McPherson, ch 3
Feb. 16	Our Backyard, Bloodied	Boot, chs. 5-6; DeBenedetti, pp. 56-61 and 90-95
Feb. 21	Distant War, Great Interests	Zieger, <u>America's Great War</u> chs. 3 and 8; and DeBenedetti, pp. 118-23
Feb. 23	Appetite for a Good War	Boot, chs. 8-10
Feb. 28	Expanding Power	film: "The Perilous Fight;" McCulloch, Interwar <i>Midterm Exam</i>
Mar. 1	US on the Geopolitical Stage	EXP 3: review: Boot, Zieger, DeBenedetti...
Mar. 5-9:	Spring Break	
Mar. 13	The Good War	Adams, through ch. 3
Mar. 15	World Transformed	Adams, chs. 5, 6, afterword; DeBenedetti, pp. 138-43
Mar. 20	Total Cold War	May, <u>Homeward Bound</u> , pp. 58-91 and 254-259
Mar. 22	Rousing Giant	film and background: "Casablanca"
Mar. 27	Sowing Dragon's Teeth	Herring, through ch. 2
Mar. 29	Escalation or Exit	Herring, chs. 4 and 8
Apr. 3	War for What Purpose?	film: Vietnam; Step 3: <i>summarize book & 1 more</i>
Apr. 5	Policing, Hot and Cold	EXP 4: Adams, May, Herring
Apr. 10	Legacies of Vietnam	Boot, ch. 12-14 and DeBenedetti, pp. 164-69
	Small Wars, Big Problems	McCulloch, Future of War
Apr. 12	Contain or Preempt?	Pollack, <u>Threatening Storm</u> , intro and conclusion; and Contemporary: Overview (Blackboard)
Apr. 17	Peace Advocates	DeBenedetti, pp. 196-201; Advocates for Peace (Web Readings), Contemporary: Critics and Stetson Exchange (Blackboard), and James (Blackboard)
Apr. 19	National Security State	Priest and Arkin, intro and chs 1-3
Apr. 24	War for Peace? Realist theory, Neo-Conservative vision	Step 4: <i>statement of thesis and explanation</i> EXP 5: Bush and Cheney Speeches (Web Readings); Contemporary readings, especially Bush Policies and Stetson Exchange (Blackboard); readings from Apr 10-19; Priest and Arkin
Apr. 26	The Experience of Battle	Contemporary: Soldiers' Experience (Blackboard) (recommended review: LeShan, Boot, James)
May 1	Security against/with Peace?	film: Soldiers of Conscience; McCulloch, Future Wars Step 5: <i>Paper due</i>
May __	War and Peace in American Culture	<i>final exam</i>