

Political Science 579

Domestic Politics of International Conflict: A Social Perspective

Summer 2010
Tuesdays/Thursdays 3:30 – 5:18 pm
Location: Caldwell Lab 0277

Austin Carson
Ph.D. Candidate, Ohio State University
Department of Political Science
Office Hours: Thurs 1-3 pm, or by appointment
Office location: 2081 Derby Hall
Email: carson.153@osu.edu

Course description

This upper-level political science course evaluates the impact of participation in modern war on domestic society and the resulting consequences for politics. The substantive focus is on American participation in wars fought during the 20th century, though we will occasionally take a comparative perspective to integrate the experience of other countries and time periods. The course provides a “social perspective” on the link between international conflict and domestic politics. The starting point for the course is the belief that wars have profoundly influenced our economy and our society: where and in what capacity we work, how we see ourselves, what values we hold, and who we think of as citizens, friends and enemies. We will therefore focus on how preparation for, participation in, and the aftermath of international conflict has shaped American society and politics. We will look at the experience of a range of groups affected by war: soldiers, journalists, racial minorities, women, veterans. We will look at a range of topics: war propaganda, media coverage of wars, war memorials, war in film, war and race relations, war and gender roles, the image and integration of veterans in society, and war protests. The main assignments will be daily quizzes, a short essay due during midterm period, and a final research paper due during finals week.

Course goals

The course goals are three-fold. First, the course is designed to engage students. It presents a wide range of source material, from historian analysis to original “artifacts” like war-time films and archival photography, meant to spark the interest of students in the complex empirical and ethical dimensions of modern warfare. These materials are supplemented by a substantial devotion of time to instructor-mediated discussion which will both develop ideas course material and challenge students to integrate, analyze, and write in new ways. Second, the course is designed to build critical thinking skills in students. Rather than focus on the retention of information, the main pedagogical priority is the development of analytical skills – what might be called “ways to think clearly and insightfully about political issues” – and an appreciation for open-minded inquiry. Third, the course is designed to help develop student writing skills through detailed instructor feedback and a pair of writing assignments which progressively build on one another into a polished full-length research paper.

Course readings

Given that this is a 500-level course, students are warned that the reading load for this class is above average. A typical week will assign four book chapters to be read between two sessions. On the bright side, the readings are likely to be more interesting than your average political science course. All course readings will be journal articles or book chapters available on our Carmen website under the "Content" tab. Students will not need to pay for books for this class.

Course requirements

Students' grades will be based on four components.

Writing assignments (20% + 35% = 55%)

Students will write one short paper and one final research paper during the nine weeks of the course. The short paper (5 pages double-spaced) is due during the normal midterm period (around Week 5). The short paper will be on a topic of the student's choosing and will provide an initial opportunity to get used to writing about material covered in the course and accustomed to my expectations as a grader. They will also give me the opportunity to give student-specific feedback before the "big one." The longer paper is due during finals week.

We will use a building blocks approach: the short paper is to be a "pilot project" which serves as the basis for the longer research paper.

While longer and more thoroughly researched/ argued, the final paper should ideally be based on your first five-page paper. The shorter paper is worth 20% of the total grade; the longer paper due during finals week is worth 35% of the total grade.

Detailed instructions for both assignments will be handed out during the quarter. To give you a preview, the short paper (5 pages double-space) will be on one of two topics: an "artifact" review or a "sociological" essay. The first option, an artifact review, is a five page analysis of one particular example of a war-related physical object with social significance. Examples are a series of propaganda posters, a war memorial, a war cemetery, an iconic war-related photograph, or a war-related film. Students will choose a specific artifact (i.e. the American Marine Corps "Two Jima" memorial statue), research and describe its historical context (i.e. When was it built? Who led the effort to construct it? Why? How was it financed?), and provide an analysis of its meaning (What symbols does it use? What meaning(s) is it meant to convey?). The second option, a sociological essay, is a five page analysis of one particular example of how domestic society has been transformed by participation in international conflict. Examples are social changes in gender relations, racial inclusion or exclusion, civil liberties, or economic vocations or industries. Students will choose a specific group (i.e. women soldiers) and war (i.e. Persian Gulf War), research and describe the historical context, analyze the impact war had on that group (i.e. kind of employment, sense of shared identity) and the larger political consequences thereof. This paper is due July 22nd.

The longer final research paper (12-15 pages double-spaced) will hopefully build on the short essay: students are encouraged to use portions or the entirety of the shorter paper in the longer paper. Yet the final paper will also go far beyond the first. For example, students may add a second "case study" to compare and contrast with their initial short paper topic; or, students may go into more depth about a specific point from the short paper. In general, my expectations for the final paper will be much higher. I will hold a "Writing Workshop" after the short papers are handed in to point out specific areas where students can work to improve their writing. For example, I will expect concise and complete historical information about your topic given the greater amount of time to research and space to write. I will expect more extensive, ambitious, and creative interpretation in the final paper. I will expect a 500-level research effort using at least a few professional scholarly sources. I will provide more specific guidance for each student in the feedback for the first essay and will have a handout later in the quarter to help guide planning for your final paper. This paper is due the Wednesday of finals week (August 25th).

Quizzes (14 at 2.15% each = 30%)

Daily quizzes will be given throughout the quarter with each student given two "drops" for missed or low score quizzes. Given the number of sessions in the summer quarter, there will be 16 quizzes given but only 14 counted with the two drops. The quizzes will be multiple choice or short answer and usually three to four questions. The

purpose of the quizzes is to evaluate whether students are keeping up with the course readings, discussions, and lecture. There will therefore be one to two questions in each of these categories on every quiz.

Participation (15%)

A significant portion of class is devoted to instructor-mediated classroom discussion. Verbal participation is essential for these discussions to be educationally useful. Participation grading will be based on two components: 1) a student's contributions in class and 2) being a "discussant" for one day. For the first part, I will be keeping track of who does and doesn't participate over the course of the quarter. Students who regularly participate will receive full credit for this portion.¹ Those that don't participate regularly will be marked down. For the second "discussant" portion of the grade, each student will sign up for one and only one day of class. On their designated day, students who are discussants are expected to draft 3-4 questions for the class's consideration and will serve as go-to participants in that day's discussion.² The questions will not be turned in or graded; they are only to be used if prompted during class. As long as discussants show up and respond if called upon, they will receive full credit. I will provide students with a mid-quarter assessment of their participation so that this portion of the grade is not a total mystery come finals week.

Attendance

Attendance is not required but it is graded indirectly. If you do not attend you cannot participate and cannot take the quizzes. Students missing more than two classes will quickly start sliding down the grade scale as quiz damage mounts.

Extra credit (+1%)

Participation in Political Science experiments will add one extra percentage point to your final grade for each experiment in which you participate. I will describe this procedure in more detail during class. There may only be one opportunity; there may be more than one; I won't know thus until midway through the quarter and will keep the class posted.

Grading

To summarize, final grades will consist of

20%	Short paper
30%	Quizzes (fourteen at 2.15% each)
15%	Participation
+ 35%	<u>Final paper</u>
100%	Final grade

Letter grades will be assigned on the Ohio State University scale.

A	93% or higher	A-	90% - 92%	B-	80% - 82%
B+	87% - 89%	B	83% - 86%	C-	70% - 72%
C+	77% - 79%	C	73% - 76%		
D+	67% - 69%	D	60% - 66%		
E	59% or lower				

A curve may be applied to the final grades if circumstances warrant. My goal is at minimum to have roughly half the class obtain an A or B.

Discussion ethics

Class discussion is a central feature of this class. Students should observe some basic ground rules when participating in it. First, respect each other. Undergraduate classes are filled with students with a wide range of backgrounds, interests, and life experiences. Moreover, classes on politics often include discussion of issues that could be personally meaningful to students. This is especially important in a class on war given the many on

¹ Students that are not comfortable with this kind of participation are encouraged to prepare pre-written questions from the readings which can then be asked during class. This strategy works regardless if you are a discussant or not.

² See the separate handout for more detail on how to be a discussant. Also available on Carmen.

campus who are veterans, reservists, or students with family or friends in the armed services. I will actively encourage a diversity of political views, personal perspectives, anecdotes, and opinions. Second, respect does not mean a ban on disagreement or spirited dialogue. I view classroom discussions as a key opportunity for us, as a group, to explore the many different “sides” of complex political issues. We therefore benefit when people disagree, so long as it is done in a respectful manner. As an instructor, I will sometimes offer my own provisional reactions to material but will always do so with an invitation to disagree. I will also sometimes don the cap of “devil’s advocate” and gently present a different viewpoint. Students should know that I am always exploring these issues myself and view our class discussions as serving a critical educational purpose of probing interesting and difficult issues related to war and peace.

Academic Honesty

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Plagiarism of written assignments – using someone else’s words or ideas without proper citation – will not be tolerated. If you are unsure whether your work meets standards of academic honesty, please feel free to discuss your questions or concerns with me.

Sexual harassment

Harassment of the instructor or other students based on gender or sexual orientation will not be tolerated. Please report any possible cases of harassment by other students to me. Students are also encouraged to speak with me if any instructor comments are perceived to violate University policy or if a student believes the classroom environment is not being adequately safeguarded by the instructor. For clarification of what constitutes sexual harassment, please see the Ohio State University policy at hr.osu.edu/policy/policy115.Pdf.

Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Resources

The OSU Center for the Study and Teaching of Writing’s *Student Writing Center* consultants are an excellent resource for writers at any level or at any stage in the writing process. Take advantage of the free individual tutoring that you will receive there. <http://cstw.osu.edu/writingcenter/default.cfm>. A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing any such problems are strongly encouraged to contact the OSU Counseling and Consultation Services for assistance, support and advocacy. This service is free and confidential. Younkin Success Center, www.ccs.ohio-state.edu/.

Course Schedule

Week 1: Introduction

Tuesday, June 22

Introduction and course overview

Thursday, June 24

Lecture. "War and the domestic realm: key themes"

Readings.

- "Introduction" in Chris Hedges, *War is a Force That Gives Us Meaning*, Anchor Books: New York, 2002.
- Lucy Noakes "Making Histories: Experiencing the Blitz in London's Museums in the 1990s" Chapter 6 in *War and Memory in the Twentieth Century*, Ed Evans and Lunn, Berg: Oxford, 1997.
- Skim Wishart, David. "The selectivity of historical representation." *Journal of Historical Geography* 23.2 (1997): 111-118.

Week 2: Remembering war, memorials and monuments

Tuesday, June 29

Lecture. "Memorials and monuments"

Readings.

- Chapter 2 "Discovering the Memory of Bodies: A History of American War Memorials" in Hass, Kristin Ann. *Carried to the Wall: American Memory and the Vietnam Veterans Memorial*. University of California Press, 1998.

Thursday, July 1

Discussion. "Remembering soldiers and wars"

Readings.

- Chapter 8 "A Marine Corps for the Next Five Hundred Years" from Marling, Karal Ann, and John Wetenhall. *Iwo Jima: Monuments, Memories, and the American Hero*. Harvard University Press, 1991.
- Shanken, Andrew M. "Planning Memory: Living Memorials in the United States during World War II." *The Art Bulletin* 84.1 (2002): 130-147.
- Chapter 1 "Making a Memory of War: Building the Vietnam Veterans Memorial" in Hass, Kristin Ann. *Carried to the Wall: American Memory and the Vietnam Veterans Memorial*. University of California Press, 1998.

Week 3: Media, or witnessing war

Tuesday, July 6

Lecture. "Media and war"

Readings.

- Skim selections from four "visual essays" from Roeder, George H. *The Censored War: American Visual Experience during World War II*. Yale University Press, 1995.
- Lubow, Arthur. "Read Some About It." *New Republic* 204.11 (1991): 23-25.
- Coffins debate. Dana Milbank, "Curtains Ordered for Media Coverage of Returning Coffins," *Washington Post*, October 21 2003, p. A23. Elisabeth Bumiller, "Defense Chief Lifts Ban on Pictures of Coffins," *New York Times*, Feb 26, 2009, A13.

Thursday, July 8

Discussion. "Witnessing war from afar"

Readings.

- Chapter 4 "The 'Uncensored War'" in Hallin, Daniel C. *The "Uncensored War": The Media and Vietnam*. University of California Press, 1989.
- Kaufmann, Chaim. "Threat Inflation and the Failure of the Marketplace of Ideas: The Selling of the Iraq War." *International Security* 29.1 (2004). [Note: read 1-9, 32-48; skim 9-32].

Week 4: War and race at home

Tuesday, July 13

Lecture. "Race legacies of war"

Readings.

- Kryder, Daniel. "The American State & the Management of Race Conflict in the Workplace & in the Army, 1941-1945." *Polity* 26.4 (1994): 601-634. [Note: read first half, skim the second half]
- McMillen, Neil, Chapter 6 "Fighting for What We Didn't Have" in McMillen, Neil R., and Morton Sosna. *Remaking Dixie: The Impact of World War II on the American South*. University Press of Mississippi, 2007.

Thursday, July 15

Discussion. "Race at home, war abroad"

Readings.

- Chapters 1 "Patterns of a Race War," 4 "Apes and Others," and 5 "Lesser Men and Supermen" [108-117] in John Dower, *War Without Mercy: Race and Power in the Pacific War*, Pantheon Books: New York, 1986.
- Chapter 2 "The Politics of Incarceration" from Daniels, Roger. *Prisoners Without Trial: Japanese Americans in World War II*. Revised. Hill and Wang, 2004.

Week 5: War and gender at home

Tuesday, July 20

Lecture. "War and gender relations back home"

Readings.

- Chapter 7 "A Study in Change" in William Chafe, *Paradox of Change: American Women in the 20th Century*. Oxford University Press, 1991.

Thursday, July 22**

Discussion. "Women and war"

Readings.

- Chapter 6 "Serving Uncle Sam: the meaning of women's wartime service" in Zeiger, Susan. *Uncle Sam's Service: Women Workers with the American Expeditionary Force, 1917-1919*. (Ithaca: Cornell University Press, 1999)
- Honey, Maureen. "The Womanpower Campaign: Advertising and Recruitment Propaganda during WWII." *Frontiers: A Journal of Women Studies*. 6.1 (1980): 50-56.
- Chapter 7 "The Politics of Constructing the American Woman Soldier" in Enloe, Cynthia. *The Morning After: Sexual Politics at the End of the Cold War*. University of California Press, 1993.

***Short Paper #1 due today on Carmen Dropbox by 5 pm EST.*

Week 6: Writing workshop

Tuesday, July 27

Writing workshop

Thursday, July 29

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Week 7: Veterans and the legacy of war

Tuesday, August 3

Lecture. "The veteran in society"

Readings.

- Chapter 3 "Fitting In" from Gambone, Michael D. *Greatest Generation Comes Home: The Veteran In American Society*. TAMU Press, 2005.

Thursday, August 5

Discussion. "War and their survivors in society"

Readings.

- Chapter 4 "The White House" in Bonior, Champlin, and Timothy Kolly, *The Vietnam Veteran: A History of Neglect* (New York: Praeger Publishers, 1984)
- Chapter 10 "Deserts and Terror" in Taylor, Richard. *Homeward Bound: American Veterans Return from War*. Westport, CT: Greenwood Publishing Group, 2007.

Week 8: War and film

Tuesday, August 10

Film screenings

Thursday, August 12

Discussion. "Film and war"

Readings.

- Chpt 1 and 2 in Frank Wetta and Stephen Curley, *Celluloid Wars: A Guide to Film and the American Experience of War*, Greenwood Press, 1992.
- Hodgkins, John. "In the Wake of Desert Storm: A Consideration of Modern World War II Films." *Journal of Popular Film and Television* 30.2 (2002): 74-84.

Week 9: War and protest

Tuesday, August 17

Lecture. "Dissent and war"

Readings.

- Chapter 1 "The Peace Movement in the Thirties" in Wittner, Lawrence S. *Rebels Against War: The American Peace Movement, 1933-1983*. Revised. Temple University Press, 1984.

Thursday, August 19

Discussion. "War and political protest on campus"

Readings.

- Select portions on anti-war protest in Hallin, Daniel C. *The "Uncensored War": The Media and Vietnam*. University of California Press, 1989.
- Chapter 3 "Student Dissenters" from Heineman, Kenneth. *Campus Wars: The Peace Movement at American State Universities in the Vietnam Era*. NYU Press, 1994.
- Chapter 13 Stephen Reese "Militarized journalism: framing dissent in the Persian Gulf wars" in *Reporting War: Journalism in Wartime*, eds Allan and Zelizer, Routledge: London, 2004.

Final exam week

Wednesday, August 25

Final paper due in Carmen Dropbox by 5 pm EST.