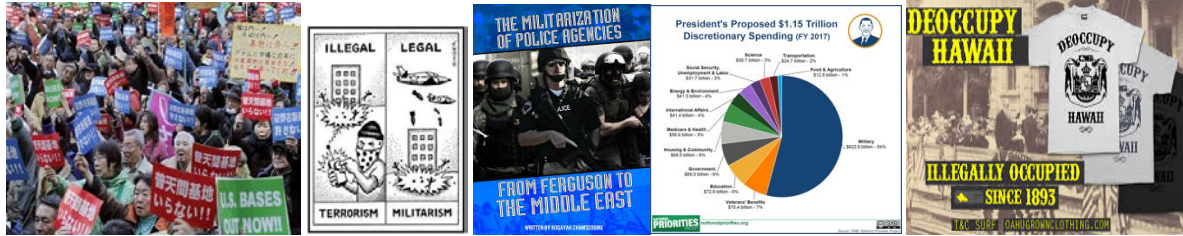


ETHN 155: U.S. Militarism

Fall 2017



Instructor: Y  n L   Espiritu
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Office Hours: Weds 10-12; Th. 2-3

Course description:

In this course, we will consider rationales for and responses to American military expansion as well as its social, environmental and cultural consequences. While it is impossible to provide comprehensive coverage of all U.S. wars across space and time, the course takes a theoretically integrated approach by linking U.S. militarism with capitalism, colonialism and patriarchy. Conceptualizing militarization as an extension of colonialism, we will examine how contemporary forms of militarization are informed by past and ongoing effects of colonial subordination, and how demilitarization efforts constitute a crucial part of larger decolonization movements. Since gender and racial ideologies are an integral component of war and militarization, we will pay particular attention to the critiques of and alternatives to militarized worlds waged by indigenous, people of color, and feminist coalitions.

Note: This syllabus is subject to change; the syllabus of record is kept updated and posted on the course website on TritonEd

Required Readings:

- 1) Yen Le Espiritu. *Body Counts: The Vietnam War and Militarized Lives*. University of California Press, 2014.
- 2) Katherine McCaffrey. *Military Power and Popular Protest: The U.S. Navy in Vieques, Puerto Rico*. Rutgers University Press, 2002.
- 3) Unless otherwise noted, all other readings are located on E-Reserve:
<http://libraries.ucsd.edu/resources/course-reserves/> You are strongly encouraged to print out **all** of the articles at the beginning of class to avoid any problems with downloading and printing.

Academic Honesty

All work submitted in this course must be your own and original. Each student is expected to be familiar with and abide by UCSD's policy on Integrity of Scholarship, available at <http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>

Discussion Ethics

This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, nation, and class. Please engage one another in discussion with respect, generosity, and consideration. Abusive and harsh language, intimidation and personal attacks will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow. For more information about the UCSD Principles of Community, visit (<http://www.vcb.ucsd.edu/principles.htm>).

Accommodations

If you have a medical condition or different physical or learning needs for which you may need accommodation in order to participate fully and successfully, please feel free to speak with me individually so that we can make necessary adjustments. You may also seek assistance or information from the Office for Students with Disabilities (858-534-4382). If you prefer to be called by a different name or referred to as a different gender than the one under which you are officially enrolled, please inform me, so that we can adjust accordingly.

Electronic Devices

All phones must be turned off or set to vibrate/silent in the classroom. You may use your laptops (or tablets) to take notes, and to access the internet during class sessions for only instructor-authorized, class-related purposes. Let's respect the classroom as a place of learning and exchanging of ideas.

Course Requirements

- 1) **Attendance and active class participation**--see Appendix A 20%
As part of your participation grade, you are encouraged to participate in the Refugee Teaching Symposium on Nov. 3-4 (<https://refugeeteaching.wordpress.com>) by doing one or more of the followings:
 - Attend at least one session of the conference. Please register; your registration will serve as evidence of your attendance
 - Contribute to the Refugee Teaching Resource Booklet by contributing information on a community group or resource organization that works with and for refugees in San Diego. A template will be provided.
 - Publicize the symposium to your various communities via social media.
- 2) **"The Militarization of Everyday Life" Assignment** 10%
The purpose of this assignment is for you to be attentive to how many aspects of ordinary life are militarized. Select an *ordinary* object, place, aspect of everyday life, concept, song, video, etc. and analyze how it is militarized.
Further instructions will be posted on TritonEd
Length: 2 pages; Due date: Tuesday, October 17.
- 3) **Midterm**: Due date: Thurs. Nov. 9 30%
- 4) **Final "Keywords" Assignment**: Due Monday 12/11 15%
Instructions will be posted on TritonEd
- 5) **Art Gallery/Exhibit**: Thursday 12/14 – 8 - 11a.m 25%
Instructions will be posted on TritonEd

Please note: In order to receive a passing grade in the class, students **must complete all course assignments.**

Readings and Lectures Schedule

Week 0 – Sept. 28 – Introduction

Week 1- Oct. 3 & 5 - Settler Colonialism and U.S. Militarized Empire

Zoltan Grossman. "From Wounded Knee to Syria: A Century of U.S.-Military Interventions."

<http://academic.evergreen.edu/g/grossmaz/interventions.html#anchor1469361>

Roxanne Dunbar-Ortiz. "Introduction: The Land." In *An Indigenous People's History of the United States* (Boston: Beacon Press), pp. 1-14.

Traci Voyles. "Introduction: Sacrificial Land." In *Wastelanding: Legacies of Uranium Mining in Navajo Country* (University of Minnesota Press, 2015).

Week 2 –Oct. 10 & 12 - Manifest Destiny: Asia and the Pacific Islands

Luzviminda Francisco. 1973. "The First Vietnam: The U.S.-Philippine War of 1899."

<http://www.historyisaweapon.org/defcon1/franciscofirstvietnam.html>

Paul Kramer. "Race Making and Colonial Violence in the U.S. Empire: The Philippine-American War as Race War."

http://japanfocus.org/-paul_a_-kramer/1745

"Letter from General Bell to Apolinario Mabini; and Apolinario Mabini, "In Response to General Bell."

<http://hispanofilipino.comoj.com/Articles/BellMabiniLetters.html>

Setsu Shigematsu and Keith L. Camacho. "Militarized Currents, Decolonizing Futures." In *Militarized Currents: Toward Decolonizing Future in Asia and the Pacific* (University of Minnesota Press, 2010), pp. xv-xxxiv.

Week 3 – Oct. 17 & 19 - Empire of Bases – About Islands (part I)

Katherine McCaffrey. *Military Power and Popular Protest: The U.S. Navy in Vieques, Puerto Rico*, Intro, Chs. 1-4 (pp. 1-123).

Adria Imada. "The Army Learns to Luau: Imperial Hospitality and Military Photography in Hawai'i." *Contemporary Pacific* 20 (2008): 329-361.

"MILITARIZATION OF EVERYDAY LIFE" ASSIGNMENT DUE OCT. 17
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Week 4 – Oct. 24 & 26 - Empire of Bases –About Islands (part II)

McCaffrey, *Military Power and Popular Protest*, Chs. 5-7 (pp. 124-184)

Fukumura, Yoko, and Martha Matsuoka. "Redefining Security: Okinawa Women's

Resistance to US Militarism." *American Studies: An Anthology* (2009): Ch. 6, pp. 49-56

Keith Camacho and Laurel Monnig. "Uncomfortable Fatigues: Chamorro Soldiers, Gendered Identities, and the Question of Decolonization in Guam." In *Militarized Currents: Toward Decolonizing Future in Asia and the Pacific* (University of Minnesota Press, 2010), pp. 147-179.

**** October 24 – Guest speaker: TBD**

Week 5 – Oct. 31 & Nov. 2 -The Cold/Hot War: Southeast Asia

Yen Le Espiritu. *Body Counts*, chs. 1 and 4

Chia Youyee Vang. "Rethinking Hmong Women's Wartime Sacrifices." In *Claiming Place: On the Agency of Hmong Women* (U. of Minnesota Press, 2016): 56-86.

Recommended reading: Van Nguyen Marshall, "South Vietnam Had an Antiwar Movement, Too." *New York Times*, Sept. 15, 2017

<https://www.nytimes.com/2017/09/15/opinion/south-vietnam-had-an-antiwar-movement-too.html>

Nov 3 & 4 – Refugee Teaching Symposium - East African Community & Cultural Center
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Week 6 –Nov. 7 Review and Catch Up

Nov. 9 – Midterm Due

MIDTERM DUE THURSDAY NOV. 9

Week 7 – Nov 8 and Nov 10 – Militarism, Migration, and the Border (Part I)

Timothy Dunn, "Introduction," in *The Militarization of the U.S.-Mexico Border, 1978-1992*, (The University of Texas, 1996), pp. 1-33.

Jennifer Correa, "'After 9/11 Everything Changed': Reformations of State Violence in Everyday Life on the U.S.-Mexico Border." *Cultural Dynamics*, 15:1 (2013): 99-119.

Espiritu, *Body Counts*, ch. 2

Week 8 – Nov 15 and Nov 17 – Militarism, Migration, and the Border (Part II)

Espiritu, *Body Counts*, Chs. 3 and 5

María Christina García. "The Wars in Central America and the Refugee Crisis." Chapter 1 in *Seeking Refuge: Central American Migration to Mexico, The United States, and Canada*. UC Press, 2006.

Week 9 – Nov. 22 - War on Terror

Toby Craig Jones. "America, Oil, and War in the Middle East." *The Journal of American History* Vol. 99 Issue 1, pp. 208-218.

<http://jah.oxfordjournals.org/content/99/1/208.full>

Jennifer Denetdale. "Carving Navajo National Boundaries: Patriotism, Tradition and the Dine Marriage Act of 2005." *American Quarterly* Volume 60, Number 2, June 2008, pp. 289-294.

Lisa Cacho, "Grafting Terror onto Illegality." Chapter 3 in *Social Death: Racialized Rightlessness and the Criminalization of the Unprotected*. (NYU, 2012).

Week 10 – Nov. 29 and Dec. 1 - The Militarization of Youth Lives

Espiritu, *Body Counts*, Chs. 6 and 7.

Sunaina Maira. "Missing: Fear, Complicity, and Solidarity." Ch. 6 In *Missing: Youth, Citizenship, and Empire after 9/11*. Duke University Press, 2009.

Bethany Peak. 2015. "Militarization of School Police: One Route to the School-to-Prison Pipeline." *Arkansas Law Review* 68 (2).

<http://media.law.uark.edu/arklawreview/2015/05/15/militarization-of-school-police-one-route-on-the-school-to-prison-pipeline>

Final – Creative Art Gallery/Exhibit: Thursday 12/8 – 8 - 11a.m

Majoring or Minor in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest, yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor
858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu

Appendix A
Ethnic Studies 155 -- Espiritu

GUIDELINES/SUGGESTIONS FOR ACTIVE LEARNING

This course is designed to promote active participation, critical thinking, and intellectual advancement of *all* students. Toward this goal, I expect you to be active learners and to take responsibility to teach yourself and your classmates. This requires that you unlearn ways of learning that are passive, competitive, and uncollaborative. The American philosopher of education, John Dewey, believed that collaborative or cooperative learning, and the potential tensions that may arise in this interaction, are critical to the qualitative growth of individuals. In the same way, the Brazilian philosopher and educator Paulo Freire equates education with a people's triumph over the attempted "domestication" of their intellect.

Suggestions for Active Learning:

- 1) Attendance (should weigh very heavily)
- 2) Participate in class discussion on a regular basis
- 3) Write and accumulate study notes on the readings
- 4) Volunteer (in advance) to take responsibility (as an individual or as a group) to initiate discussion in class (discussion questions must be prepared in advance in consultation with instructor)
- 5) Come to class with written questions on scheduled readings
- 6) Meet with a study group on a regular basis (once a week, once every two weeks; each student needs to document meeting)
- 7) Visit professor and/or TA during office hours to discuss issues raised in class and in the readings; bring one or two classmates with you.
- 8) Contribute possible exam questions.
- 9) Watch a documentary film or educational program that focus on communities of color and share your reaction and/or critical insights with your classmates and in a written commentary to instructor (one paragraph).
- 10) Organize a student panel to dramatize/illustrate the issues of the week (through spoken words, talk show format . . .)
- 11) Notify the class of events on- or off-campus that address the issues discussed in class.
- 12) Bring in your favorite piece of music that addresses the class themes and share with the class.
- 13) Attend a community/organizing event and share your reaction with your classmates and in a written commentary to instructor (one paragraph)
- 14) Volunteer at a local organization; document your experience
- 15) Any other creative way you can actively participate in class.

Self-Evaluation: You are encouraged to monitor your own participation level, and to evaluate your overall participation and engagement at the end of the course. Please submit a one page self-evaluation of your participation in the course, and to recommend a "participation grade" which will account for 20% of your final grade.

Due date: Please submit your self-evaluation when you submit your final exam.

Some Criteria to Use In Evaluating Your Own Active Learning:

- Attendance level
- Degree to which I made conscious connections between different theories and explanations covered in class
- Degree to which I made myself available to classmates who needed help
- Degree to which I sought help from classmate or professor/TA when I needed help.
- The percentage of time I came to class having done the reading
- The amount of time I invested in reading, studying, and reflecting on the material
- The degree to which I engaged my classmates or professors in thoughtful questions and comments (including in office hours)
- Degree to which I consciously and genuinely employed the participation methods above to advance my own and my classmates' learning and intellectual growth.
- Degree to which my motivation for following these suggestions was grounded in my desire to learn and to grow intellectually, to facilitate my classmates' learning experience, rather than in a desire to impress others.

LET'S HAVE A GREAT QUARTER!