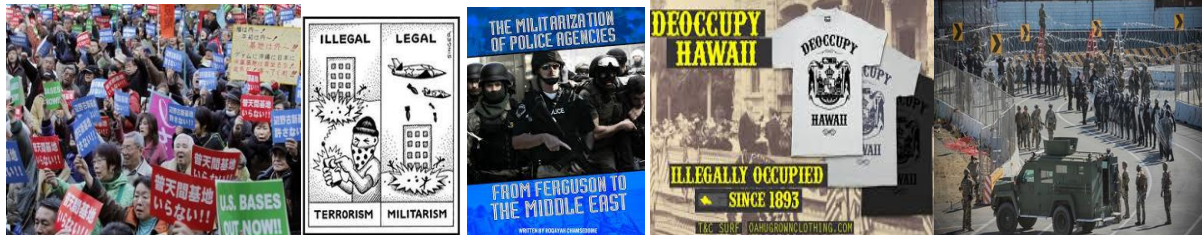


ETHN 155: U.S. Militarism

Spring 2022



Instructor: YẾN Lê Espiritu

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Office Hours: Weds. 10-12 via zoom <https://ucsd.zoom.us/j/94873262697> and by appointments.

Course description

This class examines how racism and colonialism are integral to the functioning of contemporary US militarism. We will examine how contemporary forms of US militarism are informed by past and ongoing effects of colonial and racial 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 militarism, 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 Canvas.

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](#).

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](#).

Accommodations/Accessibility

I am committed to creating a course that is inclusive in its instruction and design. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of your achievement, please notify me immediately. You may also seek assistance or information from the [Office for Students with Disabilities](#).

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 Assignments & Expectations

Assignments/Exams	Grading Scale			
Militarization of Everyday Life – 15%	94-100	A	73-75	C
Midterm – 25 %	90-93	A-	70-72	C-
Infographic – 15%	86-89	B+	66-69	D+
Final Project – 25%	83-85	B	63-65	D
Classroom Engagement – 15%	80-82	B-	60-63	D-
Offsite Engagement – 5%	76-79	C+	0-60	F

1) “The Militarization of Everyday Life” Assignment -- Due Date: April 14

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 Canvas.

Length: 500-550 words.

2) Midterm – Hybrid format – Date: May 5

The midterm exam will consist of three parts:

- Part I – 1 Short Answer (100-150 words)
- Part II – 1 Short Essay (200-250 words)
- Part III – 1 Essay (500-550 words)

3) Infographic Assignment – Due Date: May 23

Infographics are visual representations of information. They can include numbers, text, images, or any combination of the three. For this infographic assignment, please explain how US militarism in the post-Cold War era has impacted migration and/or (re)produced racial, sexual, gender, class, and inequalities/hierarchies in the US and/or globally. More information will be posted on Canvas.

3) Final Exam – Art Project & Virtual Art Gallery – Date: June 7, 8-11 a.m. (scheduled exam date & time)

Create an art piece that captures *militarism* and/or *anti-militarism* as a lived experience.

Participate in a **virtual gallery** and engage each other's artwork via Media Gallery on Canvas during the scheduled exam period. More information will be posted on Canvas.

4) Classroom Engagement

Class participation and attendance.

5) Offsite Engagement -

Attend **one** virtual talk, community event, or engage a website. More information will be posted on Canvas.

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

Readings and Lectures Schedule

* As each week's readings cohere as a unit, please try to complete all readings by the beginning of each week.

Week 1 - March 29 & 31 - 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 – April 5 & 7 - Manifest Destiny: The Asia Pacific

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"
Apolinario Mabini, "In Response to General Bell."
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 – April 12 & 14 - Empire of Bases: About Islands – Part 1

Katherine McCaffrey. "Social Struggle Against the U.S. Navy in Vieques, Puerto Rico." *Latin American Perspectives*, 146, vol. 33, no. 1 (2006): 83-101.
Sherrie Baver. "Peace Is More Than the End of Bombing: The Second Stage of the Vieques Struggle." *Latin American Perspectives*, 146, vol. 33, no. 1 (2006): 102-115.
<https://journals.sagepub.com/doi/abs/10.1177/0094582X05283520>
David Vine. "The Strategic Island Concept and a Changing of the Imperial Guard." Ch. 3 in *Island of Shame: The Secret History of the U.S. Military Base on Diego Garcia*, 2009.
<https://doi.org/10.2307/j.ctt7rw1w.10>

"MILITARIZATION OF EVERYDAY LIFE" ASSIGNMENT DUE APRIL 14

Week 4 – April 19 & 21 - Empire of Bases: About Islands – Part 2

Fukumura, Yoko, and Martha Matsuoka. "Redefining Security: Okinawa Women's Resistance to US Militarism." *American Studies: An Anthology* (2009): Ch. 6, pp. 49-56.
Adria Imada. "The Troups Meet the Troupes." Ch. 5 (pp. 213-254) in *Aloha America: Hula Circuits through the U.S. Empire*. Duke University Press, 2012.
Tiara R. Na'puti. "Disaster Militarism and Indigenous Responses to Super Typhoon Yutu in the Marianas Islands." *Environmental Communication*, 2020.
<https://www.tandfonline.com/doi/full/10.1080/17524032.2022.2026798>
Tiara R. Na'puti. "Archipelagic Rhetoric: Remapping the Marianas and Challenging Militarization from 'A Stirring Place.'" *Communication and Critical/Cultural Studies* vol. 16 (2019): 4-25.
<https://www.tandfonline.com/doi/full/10.1080/14791420.2019.1572905>

Week 5 – April 26 & 28 -The Cold/Hot War: Southeast Asia – Part 1

** April 26: No in-person class. Watch [Insular Empire: America in the Mariana Islands](#); and discuss on Canvas (more information will be posted on Canvas)
Yến Lê Espiritu. "Militarized Refuge(es)," in *Body Counts*. UC Press, 2014.

Martin Luther King Jr. "Beyond Vietnam—A Time to Break Silence" * (Note: you may read and/or listen to the speech).

Week 6 – May 3 & 5 – The Cold/Hot War: Southeast Asian – Part 2

Ma Vang. "Missing Things: State Secrets and U.S. Cold War Policy Toward Laos." Chapter 2 in *History on the Run: Secrecy, Fugitivity, and Hmong Refugee Epistemologies*. Duke University Press, 2021.

Davorn Sisavath, "The U.S. Secret War in Laos: Constructing an Archive from Military Waste." *Radical History Review*, January 2019: 103-116. <https://doi.org/10.1215/01636545-7160089>

MIDTERM THURSDAY MAY 5

Week 7 – May 10 & 12 – Militarization of the US–Mexico Border

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

Victoria Hattam. "Imperial Design: Remembering Vietnam at the US-Mexico Border Wall." *Memory Studies* vol. 9 (2016): 27-47.

Douglas Massey. "Creating the Exclusionist Society: From the War on Poverty to the War on Immigrants." *Ethnic and Racial Studies* 43:1 (2020): 18-37.

Week 8 – May 17 & 19 – War on Terror – Part 1

Horace Campbell. "[Mali, France and the War on Terror in Africa.](#)" *Pambazuka News*, Feb 20, 2013.

Horace G. Campbell. "The Quagmire of US Militarism in Africa." *Africa Development* 2020 vol. 45, no. 1: 73-116. <https://www.jstor.org/stable/pdf/26936565.pdf>

Samar Al-Bulushi. "Race, Space, and 'Terror': Notes from East Africa." *Security Dialogue* vol. 52, issue 1, pp. 115-223.

Week 9 – May 24 & 26 - War on Terror – Part 2

Toby Craig Jones. "America, Oil, and War in the Middle East." *The Journal of American History* 99 (1): 208-218. <http://jah.oxfordjournals.org/content/99/1/208.full>

Lila Sharif. "Vanishing Palestine." *Critical Ethnic Studies* 2(1): 17-39.

Sahar Ghumkhor and Anila Daulatzai. [Monsters, Inc.: The Taliban as Empire's Boogeyman.](#) *Aljazeera* Aug. 18, 2021.

Nicole Nguyen. "Introduction: Defining the Enemy Within." Pp. 1-34 in *Suspect Communities: Anti-Muslim Racism and the Domestic War on Terror*. University of Minnesota Press, 2019.

Week 10 – May 31 & June 2 - Militarism and Migration/Refugee "Crisis"

Ellen D. Wu. "It's Time to Center War in U.S. Immigration History." *Modern American History* (2019), 2, 215–235. doi:10.1017/mah.2019.6

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.

Catherine Besteman. "Militarized Global Apartheid." *Current Anthropology*, vol. 16, no. 19, February 2019: 26-38.

Final – Virtual Art Gallery: Tuesday June 7, 8 - 11 a.m
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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: Monica Rodriguez, Ethnic Studies Department Undergraduate Advisor

858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu