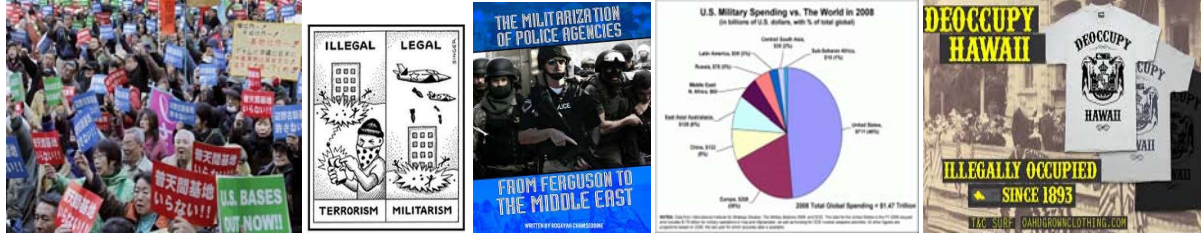


# ETHN 155: U.S. Militarism

## Winter 2015



Instructor: Yen Le Espiritu

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Office Hours: Tues: 10 a.m.-11:30 a.m.; Weds: 10:30 a.m. - Noon

### 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: <https://ted.ucsd.edu>

### Required Readings:

Please bring **all assigned readings** for the current week and previous week to class.

- 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) Reader on E-Reserve. **IMPORTANT:** The E-Course Reserves page is password protected.
  - Students will need to enter the following password to view the materials: **ye155** (the password is not case sensitive.) Please note that library staff will not be able to provide passwords to students.
  - You may want 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>

## Course Requirements

- 1) **Attendance and active class participation**--see Appendix A 20%  
After the midterm, students will be asked to prepare 3 structured discussion preparations. Instructions will be posted on TED.
- 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 TED  
Length: 2 pages; Due date: Tuesday, January 20.
- 3) **Midterm:** Take-home exam. 30%  
Midterm questions will be posted on Ted on Thurs. Feb 5  
Due date: Thurs. Feb. 12
- 4) **Final Research/Creative Project:** 30%  
You can choose to do a research or creative project. No final exams.  
Instructions will be posted on TED  
Due Tuesday 3/17.
- 5) **Final Project Presentation:** 10%  
Tuesday 3/17 -- 11:30-2:30  
Location: Comunidad Room, Cross Cultural Center (guests are welcome)

## Readings and Lectures Schedule

### Week 1- Jan. 6 & 8 - Settler Colonialism and U.S. Militarized Empire\*

Jodi Byrd. "Satisfied with Stones: Native Hawaiian Government Reorganization and the Discourses of Resistance," in *The Transit of Empire* (Minneapolis, MN: University of Minnesota Press, 2011), pp. 147-183.

\* pdf available on Ted

Zoltan Grossman. "From Wounded Knee to Syria: A Century of U.S.-Military Interventions." <http://academic.evergreen.edu/g/grossmaz/interventions.html#anchor1469361>

### Week 2 – Jan. 13 & 15 - Manifest Destiny: Asia and the Pacific Islands

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.

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](http://japanfocus.org/-paul_a_-kramer/1745)

or

<https://www.lib.washington.edu/subject/History/2009/huma498/art.pdf>

“Letter from General Bell to Apolinario Mabini.”

Apolinario Mabini, “In Response to General Bell.”

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

**Video:** “Memories of a Forgotten War”

### **Week 3 – Jan. 20 & 22 - 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 JAN. 20
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### **Week 4 – Jan. 27 & 29 - 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

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.

### **Week 5 – Feb 3 & 5 -The Cold/Hot War: Southeast Asia**

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

Jody Kim. “Introduction: Unsettling Hermeneutics and Global Nonalignments.” In *Ends of Empire: Asian American Critique and the Cold War* (University of Minnesota Press, 2010), pp. 1-36.

### **Week 6 – Feb. 10 Review and Catch Up**

TAKE HOME MIDTERMS DUE– FEB 12
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### **Week 7 – Feb 17 & 19 - Militarization of the Border & The War on Drugs**

Miguel Antonio Levario. “Introduction,” in *Militarizing the Border: When Mexicans Became the Enemy* (2012), pp. 1-16.

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.

Feb 19 - LIBRARY RESEARCH PRACTICUM with LIBRARIAN ALANNA MOORE
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### **Week 8 – War on Terror**

Arundhati Roy. “Come September.” In *War Talk* (South End Press, 2003), pp. 45-75.

- Muneer Ahmad. "Homeland Insecurities: Racial Violence the Day After September 11." *Social Text* Vol. 20, No. 3, Fall 2002.
- Jasbir Puar K. and Amit Rai. "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots." *Social Text* Vol. 20, No. 3, Fall 2002.
- Melani McAlister. "Conclusion: 9/11 and After: Snapshots on the Road to Empire." In *Epic Encounters: Culture, Media, & U.S. Interests in the Middle East since 1945* (Berkeley: UC Press, 2005), pp. 266-307.

### **Week 9 – Militarisms and Migrations**

- Espiritu, *Body Counts*, Chs. 2, 3, and 5
- Ma Vang, "The Refugee Soldier: A Critique of Recognition and Citizenship in the Hmong Veterans' Naturalization Act of 1977." *Positions* 20: 3 (2012): 685-712.
- Cecilia Menjivar, "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." *American Journal of Sociology* 11: 4 (Jan 2006): 999-1037.

### **Week 10 – The Postwar Generation**

- Espiritu, *Body Counts*, Chs. 6 and 7.
- Cathy Schlund-Vials, "Lost Chapter and Invisible Wars: Hip-Hop and Cambodian American Critique." In *War, Genocide, and Justice: Cambodian American Memory Work* (University of Minnesota Press, 2012), pp. 149-180.

RESEARCH/CREATIVE PROJECTS and PRESENTATIONS: 3/17, 11:30 a.m. – 2:30 p.m
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## 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!**