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Office Hours: Tues 12:00-2:00pm
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**HIUS181/281: MILITARISM AND U.S. EMPIRE
WINTER 2018**

Wednesday 12:00-2:50pm
H&SS 6008

COURSE DESCRIPTION

The United States maintains the largest military presence in the world. This course asks how this phenomenon came to be by examining its political, economic, and cultural underpinnings and rationales. We will approach the U.S. military as a dynamic force that has shaped social relations of power in local and global settings, and seek to uncover the ways that militarism permeates everyday life. We will pay particular attention to how people living and working in military camptowns, island territories, colonial peripheries, and the armed forces encountered, navigated, and resisted against militarism. On a broader scale, we will examine U.S. militarism's historical entanglement with the processes and practices of colonialism, capitalism, policing, tourism, resource extraction, and environmentalism.

REQUIRED TEXTS

- Lalei Khalili, *Time in the Shadows: Confinement in Counterinsurgencies* (2012)
- Simeon Man, *Soldiering Through Empire: Race and the Making of the Decolonizing Pacific* (2018)
- Traci Voyles, *Wastelanding: Legacies of Uranium Mining in Navajo Country* (2015)
- Keith Camacho, *Cultures of Commemoration: The Politics of War, Memory, and History in the Mariana Islands* (2011)
- Other readings available as PDFs on TritonEd.

GRADE

Attendance and Participation: 30%
Reading Responses (weekly): 20%
Presentation: 10%
Final Paper: 40%

REQUIREMENTS

Attendance and Participation (30%)

You are expected to attend all class sessions and be on time. For an absence to be excused, you must provide a note from a doctor, dean, or an academic adviser at the next class meeting. Unexcused absences, tardiness, and leaving class early will impact your grade. Missing multiple class sessions, even if the absences are excused, may impact your overall success in the course.

You are expected to complete the assigned readings as scheduled and to bring your readings to each class. As a colloquium, the course's success depends on everyone's active participation. Please be prepared to contribute your thoughts, questions, critiques, and insights about the assigned readings with your classmates.

Reading Responses (20%)

Each week, you will type up a reading response of approximately 350 words. This should be more than a mere summary of the assigned reading; instead, a significant portion of it should demonstrate your critical analysis of the text(s). You should engage with specific passages and/or ideas from the text(s). You may also make connections to previous weeks' readings and pose questions that the text raises for you. Please post your response under the Blog tool of our TritonEd course page by **Tuesday, 6pm**.

Presentation (10%)

In weeks 9 and 10, you will deliver a 10-minute presentation of your research to the class and solicit your classmates' feedback. Your presentation should be a concise overview of your research, highlighting your key questions, methods and sources, and argument. A 5-minute Q&A will follow, in which your classmates will offer substantive questions and comments.

Final Paper (40%)

Your final research paper can be on any topic related to the themes of the course. It must be typed, double-spaced, 10-12 pages, 12-point Times or Times New Roman font, 1-inch margins, and include a bibliography. The paper should use appropriate primary and secondary sources and conform to Chicago style. Please note that there are weekly tasks and/or deadlines to assist you with your progress toward the paper's completion. **It is due March 19**. Please submit a hard copy and to turnitin.

Graduate students have two options for the final paper. You may submit a research paper (15-18 pages), or a review essay of four books of your choice (15-18 pages). The review essay should put the books in conversation with each other and should make an argument about historiographical shifts and debates.

SCHEDULE OF TOPICS AND READINGS

Week One – Framing U.S. Imperialism

- Roxanne Dunbar-Ortiz, "Introduction: This Land," in *An Indigenous Peoples' History of the United States*, 1-14.
- Nikhil Singh, "The Long War," in *Race and America's Long War* (2017), 1-34.

Week Two – U.S. Colonial Philippines and Race Making

- Moon-Ho Jung, "Seditious Subjects: Race, State Violence, and the U.S. Empire," *The Journal of Asian American Studies* 14 (June 2011): 221-247.
- Paul A. Kramer, "From Hide to Heart: The Philippine American War as Race War," in *The Blood of Government: Race, Empire, the United States, and the Philippines* (2006), 87-158.

- Brainstorm ideas for your final paper and schedule meeting

Week Three – Land, Indigeneity, and Environmental Justice

- Traci B. Voyles, *Wastelanding*
- Brainstorm ideas and schedule meeting

Week Four – The Politics of Memory

- Keith Camacho, *Cultures of Commemoration*
- Submit a one paragraph proposal and tentative bibliography

Week Five – The Empire of Bases and Military Sexual Violence

- Bruce Cumings, “Archipelago of Empire: An American Grid for the Global Garden,” in *Dominion from Sea to Sea: Pacific Ascendancy and American Power* (2009), 388-423.
- Seungsook Moon, “Regulating Desire, Managing the Empire: U.S. Military-Prostitution in South Korea, 1945-1970,” in *Over There*, edited by Maria Hohn and Seungsook Moon (2010), 38-77.
- Yoko Fukumura and Martha Matsuoka, “Redefining Security: Okinawan Women’s Resistance to U.S. Militarism,” in *Women’s Activism and Globalization*, edited by Nancy A. Naples and Manisha Dasai (2002), 239-263.
- Conduct research and read secondary literature

Week Six – Liberal Counterinsurgency

- Laleh Khalili, *Time in the Shadows*
- Conduct research and read secondary literature

Week Seven – Technologies of War and Dispossession

- Laurel Mei-Singh, “Carceral Conservationism: Contested Landscapes and Technologies of Dispossession at Ka‘ena Point, Hawai‘i,” *American Quarterly* 68 (September 2016): 695-721.
- Ananya Roy, et al., “The Anti-Poverty Hoax: Development, Pacification, and the Making of Community in the Global 1960s,” *Cities* (2014), 1-7.
- Begin drafting your introduction and outline

Week Eight – Empire and Decolonization

- Simeon Man, *Soldiering through Empire*
- Bring a hard copy of your introduction and outline to class to workshop

Week Nine – Presentations

Week Ten – Presentations

MARCH 19 – FINAL PAPER DUE (submit hardcopy to my office and to turnitin)

POLICIES

Deadlines

All writing assignments are due on the date and time as listed on the syllabus. Late writing assignments will be docked a third of a letter grade per day (meaning an A paper submitted one day late will receive a B+, etc.). All late work must be made up even if it can no longer earn credit. Failure on any one assignment, including failure to complete any one assignment, constitutes failure in the course. I will not send reminders about deadlines.

Classroom Etiquette

Please refrain from texting, web browsing, emailing, social networking, tweeting and so forth, during class. Please turn off your cell phones. If you have an emergency situation that requires you to be available by cell phone, please let me know before class begins.

As a class based heavily on discussions, I ask that you interact civilly with participants of differing opinions, and treat everyone with respect. That said, some of our topics and readings are controversial and I welcome respectful and informed argumentation and debate. Your grade will never suffer merely from you adopting a different viewpoint or interpretation than that of your instructor and classmates.

Academic Honesty & Integrity

Please review the UCSD policy on Academic Integrity at <https://academicintegrity.ucsd.edu/>. Furthermore, be aware of rules against cheating, plagiarism, falsification, and collusion. Though it's unpleasant to discuss, I am obligated to state here that violations will result in certain failure of the assignment and potential failure of the course or final grade deduction, along with referral to UCSD administrators for further action (which may include probation, suspension, or expulsion).

In particular, by submitting written work for this class, you attest that the words, concepts, and ideas are your own except where explicitly attributed to others using a recognized academic citation style (in our case, Chicago style). I am not willing to accept that an unattributed phrase, sentence, or paragraph from someone else's article, book, or webpage floated into your paper "by accident." Other forms of academic dishonesty include, but are not limited to, copying from another student's test, doing assignments or tests for another student, or colluding with others to engage in academic dishonesty.

Finally, please note that it is a violation of academic honesty policies for you to combine submissions for this class with those for another class, or to submit material here that has already been submitted elsewhere, only original work done for this class will be accepted.

Accommodations for Disabilities

Students who may need academic accommodations due to a disability are encouraged to contact Office for Students with Disabilities (<https://students.ucsd.edu/well-being/disability-services/index.html>). I will support any accommodation requests approved by OSD.

Resources for Students

I encourage you to use the resources available to you on campus to help you produce your best written work for this class. I am always available to help, but you may also consider the following other resources:

Teaching + Learning Commons

- Make an appointment by visiting: <http://commons.ucsd.edu/students/writing/index.html>

UCSD Library

Alanna Aiko Moore, librarian for Ethnic Studies, Sociology, and Critical Gender Studies
aamoore@ucsd.edu

Harold Colson, librarian for U.S. History, hcolson@ucsd.edu