Race and War in the United States examines the influence of wars on racial thinking and racial projects and vice versa in United States history. Topics will include internal questions of race and national belonging related to military participation and targets of military action, as well as external themes linked to the creation of the United States as a permanently colonial state on Indian lands, and ongoing questions of imperialism and race in national and international contexts, from Jamestown to Kabul.

**Required texts** (available at UO Bookstore):


Other readings on blackboard.

**Grading:**

- Participation/Attendance: 10%
- Analysis/response papers: 10% each (50% total)
- Topic statement: 5%
- Workshop research paper: 5%
- Research paper: 30%

**Course policies:**

Late papers will receive a one-grade deduction for every week they are late.

Academic honesty is required at all points in your education. Acts of academic dishonesty will result in an F for the class and referral to the office of student conduct. Be particularly careful to avoid plagiarism by properly acknowledging all sources of information, including quotations, paraphrases, and ideas that are not your own. If you are unsure about what needs to be cited, err on the side of caution and/or speak to me about it. See [http://www.libweb.uoregon.edu/guides/plagiarism/students/](http://www.libweb.uoregon.edu/guides/plagiarism/students/) for details.

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the counselor for students with disabilities send a letter verifying your disability.
Participation/attendance:
This is a predominantly discussion-based class (as opposed to lecture-based). Participation in class discussions, therefore, is required. You will need to come prepared to discuss the assigned readings every single day. There will be large and small group discussions, and I will call on students to speak many, many times, whether your hand is raised or not! Attendance is part of participation—more than two absences will affect your grade, and consistent absence can lead to an F for the class. From time to time, I may ask you to do short writing assignments in class to ensure that you are keeping up with the readings and to get you thinking about particular questions.

Analysis and Response Papers:
Each of these short (2-3 page) papers provides you with further opportunity to reflect on the readings and discussions for the course. You should discuss the readings with me in these papers: tell me what you liked, what amazed you, what you disagree with or agree with, what you wish they would have said or left out, what you would explore more, etc. This is the scholarly act of engaging with and critiquing other people's ideas and building on them, telling me what you think of them. I don't want summaries/book reports, nor do I want you to simply reiterate class discussions (though building on class discussions is fine), nor do I want you to use sources from outside of class. Just give me your original thoughts, grounded in examples from the readings. Each paper should discuss at least three readings (or sets of readings) in some depth, and the best papers will synthesize themes from all the readings for a given paper. It is not necessary to have an overarching argument for the papers—you can simply engage each reading or set of readings on its own terms and then move on to the next. Your writing style should be conversational--somewhere between formal research paper and a diary entry.

Research Papers:
Students will complete an independent research paper on race and war. The paper should be 8-10 pages long (12 point standard font, standard margins, double-spaced) and should draw on multiple sources from outside of class to discuss an issue of interest to you. You will need to turn in a research paper proposal (worth 5 points) two weeks prior to the due date that includes a one-paragraph statement of the project goals and lists at least five substantial non-internet based sources. Students will also workshop (worth 5 points) their paper topics in small groups during the last week of class. Attendance on both days of workshops is mandatory (you will lose points if you are absent). I will have more information for you on the workshops as the date comes closer.

Schedule (subject to change):
Sep 28(Tues): Introduction

Sep 30(Thurs): Constructing race and nation
Read: Omi and Winant, Racial Formation Process
Benedict Anderson, Imagined Communities (chs. 1-2)
Amy Kaplan, "Left Alone with America," Cultures of United States Imperialism.
Optional: Walker Connor, "Man is a National Animal,"
Oct 5(Tues): Genocide in the creation of the US
Read:
Ned Blackhawk, "Introduction: The Indigenous Body in Pain," Violence Over the Land

Oct 7(Thurs): Indians in the early United States wars
Claudio Saunt, "The English Has Now a Mind to Make Slaves of Them All"
Judy Kertesz, "Narrating Crispus Attucks and Paul Cuffee Home."
Response paper 1 due

Oct 12(Tues): Manifest Destiny and the US war with Mexico
Read: Reginald Horsman, "Race, Expansion, and the Mexican War," in Race and Manifest Destiny.
Selections from Laura Gomez, Manifest Destinies: The Making of the Mexican American Race.
"Misremember the Alamo," The Onion:
http://www.theonion.com/articles/misremember-the-alamo,11248/

Oct 14(Thurs): Representing African Americans in the military and the body politic

Oct 19(Tues): US War in the Philippines
Read: James, A Freedom Bought With Blood, 125-166.
Blackboard: Blood of Government, chapter 2

Oct 21(Thurs): African Americans in the military and the body politic
Read: James, A Freedom Bought with Blood, 167-278.
Films: Honor Deferred, A. Philip Randolph
Response paper 2 due

Oct 26(Tues): World War II: Japanese Internment
Read: Begin No-No Boy
Documentary: Rabbit in the Moon

Oct 28(Thurs): World War II: Japanese Internment continued
Read: Finish No-No Boy
Nov 2(Tues): Race, integration, and labor in World War II: Braceros, A. Philip Randolph, Clifton-Morenci
Read: Rodolfo Acuña, "World War II: The Betrayal of Promises," Occupied America
Documentaries: Los Mineros, Zoot Suit Riots
Response paper 3 due

Nov 4(Thurs): Race, war crimes, and reconciliation
Film clip: Racist Cartoons in WWII

Nov 9(Tues): Vietnam and the US in popular culture: Understanding whiteness and nation
Read: Selections from Bloods: African American Veterans of the Vietnam War, and Soldados
Film clips: Platoon, Apocalypse Now, Rambo, Missing in Action

Nov 11(Thurs): American Indian soldiers in the modern military, from Ira Hayes to Lori Piestewa
Read: Selections: Tom Holm, Strong Hearts, Wounded Souls: Native American Veterans of the Vietnam War
Response paper 4 due

Nov 16(Tues): "Before America goes to war abroad, it goes to war here in our homeland, on our sacred sites": The military in Hawaii, Puerto Rico, Pine Ridge, Guam, Nevada
Documentary: Noho Hewa
Topic statements due at the beginning of class (late statements will lose 3 points)

Nov 18(Thurs): Race, Patriotism, and 9/11

Nov 23(Tues): Abu Ghraib
Read: Selections, Michael Welch, Scapegoats of September 11th: Hate Crimes and State Crimes in the War on Terror.
Film clips: Standard Operating Procedure
Response paper 5 due

Nov 25(Thurs): Thanksgiving, no class

Nov 28(Tues): Workshops

Dec 2(Thurs): Workshops/conclusions

Research paper due Thursday December 9 by 12:00 (NOON) at 172 Esslinger