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HIS 3308

WAR AND SOCIETY IN THE 20TH CENTURY

A Global Learning Course

Professor Terrence G. Peterson
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Spring 2017

MWF 11:00-11:50 AM GC 279B

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or by appointment

Why study war and society?

War is a social activity. War shapes societies – what they value, how they see themselves, and how they interact with other societies. But societies also shape war: ideas about masculinity, gender, race, and class all inform military culture and practice on and off the battlefield. Conflict has indelibly marked societies across the globe, and studying war and its impact across national boundaries provides new insight into the history of the 20th century.

Beginning with the Great War and continuing through the present day, this course will examine war and society thematically around topics such as masculinity, homecoming, the home front, and more. The course focuses on international conflicts that embroiled Europe, its African and Asian Empires, and the United States, whose military might came to dominate the second half of the century. Alongside these topical histories of war, we will also study the ethics, methods, and practices of oral history. As the semester progresses, we will draw on our knowledge from both aspects of the course to plan and collect oral testimonies of war in collaboration with local veterans and other Miami community members who have experienced armed conflict.

How will this course help you succeed?

This is a discipline-specific Global Learning course that counts toward your Global Learning graduation requirement.

Studying the history of war and society helps us understand the history of war. More importantly, however, it also helps us learn to critically evaluate how wars are experienced, narrated, and remembered across different societies. This course will help you acquire a conceptual and practical framework for understanding the global impact of war in the 20th century. It will also teach you the basic ethical, methodological, and technical skills necessary for oral history fieldwork. Finally, this class will help you sharpen your ability to analyze and critically engage sources and refine your abilities to communicate complex ideas in writing and in person.

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Course Objectives. By the end of the semester, you will be able to:

- ✓ Understand and explain key themes, concepts, and events related to the relationship between war and society in the 20th century.
- ✓ Critically analyze and assess oral and written primary and secondary sources.
- ✓ Construct original, coherent, and well-organized historical arguments, both in writing and orally in class discussions.
- ✓ Use what you have learned in class to plan, collect, and evaluate an oral history of war.

Global Learning Objectives. By the end of the semester, you will be able to:

- ✓ Construct evidence-based arguments demonstrating **both** how local, national, and transnational processes contributed to shaping a major global conflict **and** how major international/intercultural conflicts impacted the social development of different regions of the world. (Global Awareness).
- ✓ Construct an evidence-based argument that integrates multiple perspectives related to a historical armed conflict (Global Perspective).
- ✓ Engage contemporary local and global issues related to the study of war or armed conflict (Global Engagement).

How will you succeed in this course?

Attend and Participate. We'll use our time in the classroom not only to learn important concepts and methods, but also to discuss and practice them. Oral history is not just a methodological approach; it is a set of practices that you must be actively developed. You should complete your readings before discussion on Wednesday and lab on Friday, and come prepared to write about and discuss the material with your fellow students. Don't shortchange them or yourself by showing up unprepared.

Communicate. This course addresses complex and sometimes controversial topics that often prove challenging. I am here to help you navigate these challenges, so I encourage you to reach out to me for help early and often.

Outside of class, I have office hours every Wednesday from 2:00 to 5:00pm, and you can always reach me by email (listed above). I will always write back within 24 hours. You should also check your email regularly: this is where I will send updates about the course and assignments.

In class, you should respect your fellow students by focusing on the conversation at hand. To this end, *I do not allow laptops or cellphones in class except by special permission.*

Numerous studies (which I am happy to provide) suggest that students learn more – and more effectively – when they take written notes by hand, rather than on a laptop. I am happy to arrange an exception if you have special considerations that make a laptop necessary.

Take Risks. In lab and discussions, I don't expect you to know a 'right answer,' but simply to offer your interpretation of the readings and lessons. Likewise, I don't expect you to know all the ins and outs of oral history right away. Those are, after all, the big tasks we will tackle

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together this semester. The more you put into the process, the more you'll get out of it – and the better prepared you'll be for the writing challenges you will face later.

How will I evaluate your progress?

Written Assignments (30%). Writing is a powerful tool for reflecting, organizing ideas, and staking out your own positions. Over the course of the semester, students will write two 3-4-page reflection papers on the methodological or theoretical perspectives of the authors we will read in class. These papers will give you the opportunity to connect the readings with larger themes discussed in the course, and to develop writing and analysis skills useful for studying history.

I will distribute prompts and grading rubrics for all papers in advance. Papers should be submitted through TurnItIn on Blackboard **and** in person. Papers not submitted both ways will not be graded.

Attendance and Participation (25% total). The best learning takes place in dialogue with myself and your fellow students. Because of that, I place a heavy emphasis on participation. You are expected to attend all classes and to actively engage in classroom activities. Students with four or more unexcused absences can only earn a maximum of half the possible points for their participation grade, and students with more than six absences will earn no credit.

Attend a co-curricular activity (5%). This semester, there will be several talks or events held on campus related to war and society. Once over the course of the semester, you must attend one of these events or visit a local museum with a collection related to the class subject matter. Afterward you must write a brief (1-1.5 page) response paper reflecting on what you learned. I will maintain a running list of events on Blackboard, updated weekly.

Group Oral History Project (40%). Throughout the semester, we will study oral history as a tool for recording and understanding the experiences of wartime. Each Friday, we will meet for 'Oral History Lab', where we will learn about and practice the methods of oral history. We will learn how to prepare for interviews, interviewing techniques, and how to operate recording equipment. We will also learn to see oral interviews as a collaborative relationship between interviewer and interviewee. We will discuss the legal and ethical issues around interviewing human subjects as well as the impact of memory on oral histories.

As part of this training, students will complete a group oral history project. The project will culminate with student groups conducting and analyzing an oral interview with a local veteran, and will involve several smaller assignments over the course of the semester such as writing questions, completing online human subjects research training, etc. A rubric outlining the requirements of this project and due dates can be found below.

Grading Scale

A = 100-93

B+ = 89-87

B- = 82-80

C = 76-70

F = 59-0

A- = 92-90

B = 86-83

C+ = 79-77

D = 60-60

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Grade Breakdown

Active participation in Discussions and History Lab	25%
Attendance to one talk or event	5%
Two 3- to 4-page reflection papers (15% each)	30%
Group Oral History Project	40%
<i>Pre-Interview Materials (10%)</i>	
<i>Recorded Oral Interview and Written Evaluation (25%)</i>	
<i>Final Presentation of Research (5%)</i>	
Total	100%

Required Texts:

All required readings for this course are available through Blackboard. Please bring these readings to Wednesday discussion sections.

In addition, I recommend that you pick up a copy of Jeremy Black's textbook *A Century of Conflict*. This book will provide you a chronological narrative of war in the twentieth century to accompany the more topical readings we have each week. This book is available in the bookstore and online:

Jeremy Black, *A Century of Conflict: War, 1914-2014* (Oxford University Press, 2015). ISBN 978-0199372324.

Academic Integrity

Academic misconduct is a serious matter which can result in the failure of this course or even expulsion. All the work that you submit should be your own, and must be properly cited. We will discuss proper methods of citing sources in class. If you haven't already, I encourage you to familiarize yourself with the FIU's Code of Academic Integrity. You can find it online at: <http://undergrad.fiu.edu/academic-integrity/index.html>.

Outside Resources

I highly encourage you to take advantage of academic services that FIU offers to undergraduates. They are a valuable resource for students at all levels.

The History Tutors: The Department of History has several experienced upper-level history majors and graduate students who can meet with you to help with papers, preparing for exams, or keeping on top of class in general. To set up an appointment, please visit: <http://history.fiu.edu/tutoring>

The Center for Excellence in Writing: Located in Green Library Room 125, the Center for Writing provides an invaluable resource for students, and offers help with all stages of the paper-writing process. <https://writingcenter.fiu.edu/>

Individual Tutoring: The University Learning Center provides peer tutoring services and general academic help: <http://undergrad.fiu.edu/cas/learning-center/>

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Weekly Schedule

Week 1 – Military History as a Window into Society

- 1/9 Course Introduction: Why study war *and society*?
1/11 Lecture: The Great War: An Overview
1/13 Discussion: The ‘social turn’ in military history

Readings:

[For Friday] Robert M. Citino, "Military Histories Old and New: A Reintroduction," *American Historical Review*, 112:4 (2007), pp. 1070-1090.

[Recommended] Black, *A Century of Conflict*, Chapter 1 (all).

PART ONE: THE GREAT WAR

Week 2 – Making Civilians Soldiers

- 1/16 *NO CLASS – Happy Martin Luther King Jr. Day*
1/18 Lecture: Trench Warfare and the Experience of Soldiering, 1914-1918
1/20 Discussion: Becoming a Soldier in the Great War

Readings:

[For Friday] Samuel Hynes, *The Soldiers' Tale: Bearing Witness to Modern War* (New York: Penguin Press, 1997), pages 31-73.

Week 3 – Making Soldiers Make War

- 1/23 Lecture: The European Great Powers at War
1/25 Discussion: War and National Identity
1/27 Oral History Lab: What is Oral History?

Readings:

[For Wednesday] Nicoletta Gullace, *The Blood of Our Sons: Men, Women, and the Renegotiation of British Citizenship During the Great War* (New York: Palgrave MacMillan, 2002). Chapters 1 and 2, pages 17-53.

[Recommended] Black, Chapter 2, pages 12-33.

Week 4 – The Home Front at War

- 1/30 Lecture: Mobilizing Society in the Great War
2/1 Discussion: The War at Home
2/3 Oral History Lab: Truth and Memory in Oral History

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Readings:

[For Wednesday] Belinda J. Davis, "Homefront: Food, Politics, and Women's Everyday Life during the First World War," in Karen Hagemann and Stefanie Schüler-Springorum, eds., *Home/Front: The Military, War, and Gender in Twentieth-Century Germany* (Oxford: Berg, 2002), pages 115-138.

[For Friday] Alessandro Portelli, "What Makes Oral History Different," in Robert Perks and Alistair Thomson, eds., *The Oral History Reader* 2nd Edition (London: Routledge, 2006), pages 32-42.

[Recommended] Read Jerry Lembcke, "Why Student Should Stop Interviewing Vietnam Veterans," *History News Network*, May 27, 2013.
<http://historynewsnetwork.org/article/151921>.

[Recommended] Black, Chapter 2, pages 33-41.

Week 5 – Race and the Great War

2/6 Lecture: African and African American Soldiers in the Great War

2/8 Discussion: Race and the Great War

2/10 Oral History Lab: Ethical and Legal Issues in Research with Human Subjects

Due Friday: You must pass the CITI online Social/Behavioral Human Research Course and bring a printout of your passing certification sheet to turn in.

Readings:

[For Wednesday] Richard Fogarty, *Race and War in France: Colonial Subjects in the French Army, 1914-1918* (Baltimore: The Johns Hopkins University Press, 2008). Chapter 2, "Race and the Deployment of *troupes indigènes*," pages 55-95.

Week 6 – Making Soldiers Civilians

2/13 Lecture: Soldiers in Society after WWI

2/15 Discussion: Coming Home after War

2/17 Oral History Lab: Interviewer and Subject: A Complicated Relationship

First 3-4 page paper due Friday 2/17 – in class *and* online

Readings:

[For Wednesday] Maureen Healy, "Civilizing the Soldier in Postwar Austria," in Nancy M. Wingfield and Maria Bucur, eds., *Gender and War in Twentieth-Century Eastern Europe* (Bloomington: Indiana University Press, 2006), pages 47-65.

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[For Wednesday] Joanna Bourke, *Dismembering the Male: Men's Bodies, Britain, and the Great War* (Chicago: University of Chicago Press, 1996). Chapter 1, "Mutilating," pages 31-56.

PART TWO: THE SECOND WORLD WAR

Week 7 – Masculinity and Comradeship

2/20 Lecture: National Socialism and the Outbreak of War
2/22 Discussion: Masculinity and Social Order in the Military
2/24 Oral History Lab: Preparing for Interviews and Writing Questions

Brief (1 page) description of your group research question due in class Friday 2/24

Readings:

[For Wednesday] Thomas Kühne, *Belonging and Genocide: Hitler's Community, 1918-1945* (New Haven: Yale University Press, 2010). Chapter 2, "Fabricating the Male Bond: The Racial Nation as a Training Camp," pages 32-54.

[For Wednesday] Guy L. Siebold, "The Essence of Military Group Cohesion," *Armed Forces & Society* 33:2 (January 2007), pp. 286-295.

[For Friday] Before class, spend 20 minutes listening to an oral interview conducted by a historian. Links will be posted on Blackboard.

[Recommended] Black, Chapter 3 (all)

Week 8 – Occupation and Resistance on the Western Front

2/27 Lecture: German Blitzkrieg and the Fall of Europe
3/1 Discussion: Life in Occupied France
3/3 Oral History Lab: Interview Techniques Part I: Listening and Observing

Outline of your group's initial interview questions due in class Friday 3/3

Readings:

[For Wednesday] Robert Gildea, *Marianne in Chains: Daily Life in the Heart of France during the German Occupation* (New York: Picador, 2002). Chapter 2: "Cohabitation," pages 42-69.

[For Friday] Kathryn Anderson and Dana C. Jack, "Learning to Listen: Interview Techniques and analyses," in Perks Thomson, eds., *The Oral History Reader*, pages 129-142.

[Recommended] Black, Chapter 4, pages 67-73

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Week 9 – Genocide and Military Culture on the Eastern Front

- 3/6 Lecture: The Holocaust and the Eastern Front
3/8 Discussion: Unit cultures and mass atrocities
3/10 Oral History Lab: Oral History Technology

Readings:

[For Wednesday] Waitman Wade Beorn, *Marching into Darkness: The Wehrmacht and the Holocaust in Belarus* (Cambridge: Harvard University Press, 2014). Chapters 4 and 6 (pages 92-118 and 135-150).

[Recommended] Black, Chapter 4, pages 74-85

Week 10 – NO CLASS (SPRING BREAK)

Week 11 – Sex and Sexual Violence in Wartime

- 3/20 Lecture: Sex and Sexual violence in the Second World War
Please Note: today is the last day to drop classes with a WI/DR notation
3/22 Discussion: Sex and Violence in Defeated Germany
3/24 Oral History Lab: Interview Techniques Part II: Questioning and Responding

Revised Pre-Interview materials due in class Friday 3/24

Readings:

[For Wednesday] Atina Grossman, *Jews, Germans, and Allies: Close Encounters in Occupied Germany* (Princeton: Princeton University Press, 2007). Chapter 2: “Gendered Defeat: Rape, Motherhood, and Fraternization,” pages 48-86.

[For Friday] Valerie Yow, *Recording Oral History: A Guide for the Humanities and Social Sciences* (Lanham: Rowman & Littlefield, 2015), “Interviewing Techniques and Strategies,” pp. 103-122.

[Recommended] Black, Chapter 4, pages 85-93

PART III: THE LONG ‘POST-WAR’

Week 12 – Reconstructing the Postwar Social Order

- 3/27 Lecture: Rebuilding Civil Society after the War
3/29 Discussion: The Social Impact of World War Two
3/31 Oral History Lab: Drop-In Troubleshooting

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Second 3-4 page paper due Friday 3/31 – in class *and* online

Readings:

[For Wednesday] Jennifer Mittelstadt, “The Soldier-Breadwinner and the Army Family: Gender and Social Welfare in the Post-1945 US Military and Society,” in Karen Hagemann and Sonya Michel, eds. *Gender and the Long Postwar: The United States and the Two Germanys, 1945-1989* (Washington D.C.: Woodrow Wilson Center Press, 2014), pages 275-294.

[For Wednesday] Henry Rousso, *The Vichy Syndrome: History and Memory in France since 1944* (Cambridge: Harvard University Press, 1991). Chapter I, “Unfinished Mourning (1944-1954),” pages 15-27.

Week 13 – Decolonization: Wars and Revolution

- 4/3 Lecture: Wars of National Liberation in Algeria and Kenya
- 4/5 Discussion: War as a tool of social order
- 4/7 Oral History Lab: Drop-In Troubleshooting

Readings:

[For Wednesday] Joshua Cole, “Intimate Acts and Unspeakable Relations: Remembering Torture and the War for Algerian Independence,” in Alec G. Hargreaves, ed., *Memory, Empire and Postcolonialism: Legacies of French Colonialism* (Lanham, MD: Lexington Books, 2005), pages 125-141.

[For Wednesday] John Lonsdale, “Mau Maus of the Mind: Making Mau Mau and Remaking Kenya,” in James D. Le Sueur, ed., *The Decolonization Reader* (New York: Routledge, 2003), pages 269-286.

[Recommended] Black, Chapter 5 (all)

Week 14 – The Cold War: A New Era of War?

- 4/10 Lecture: The Global Cold War
- 4/12 Discussion: Changing views of ‘wartime’ and ‘peacetime’
- 4/14 Oral History Lab: After the Interview: Evaluating and Using Oral Histories

Readings:

[For Wednesday] Mary Dudziak, *War Time: An Idea, Its History, Its Consequences* (Oxford: Oxford University Press, 2012). Chapter 3, “What Kind of War was the Cold War?,” pages 63-94.

[Recommended] Black, Chapter 6 and 7 (all)

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Week 15 – War and Memory

4/17 Lecture War, Memory, and National Identity
4/19 Discussion Memory, culture, and strategy
4/21 *NO CLASS – work on your presentations*

Readings:

[For Wednesday] Jerry Lembcke, “From Oral History to Movie Script: The Vietnam Veteran Interviews for *Coming Home*,” *Oral History Review* 26/2 (Summer/Fall 1999), pages 65-86.

[Recommended] Colonel Gian Gentile, *Wrong Turn: America’s Deadly Embrace of Counterinsurgency* (New York: The New Press, 2013). Chapter 1, “The Construction of the Counterinsurgency Narrative,” pages 11-33.

[Recommended] Black, Chapter 8 and 9 (all)

Finals Week

Oral History Project Final Presentations – time and date TBD.

Final Oral History Project portfolios due when we meet.

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ORAL HISTORY LAB

Over the course of the semester, we will study oral history as a tool for recording and understanding the experiences of wartime. Each Friday, we will meet for ‘Oral History Lab,’ where we will learn about and practice the methods of oral history. We will learn how to prepare and conduct interviews, and how to operate technologies such as recording and transcription equipment. We will also learn to see oral interviews as a collaborative relationship between interviewer and interviewee. We will also discuss the legal and ethical issues tied to interviewing human subjects as well as the impact of memory on oral histories.

Attendance to Oral History Lab is mandatory, and counts toward the Attendance/Participation grade listed above.

The Oral History Project

As part of this training, you will complete a Group Oral History Project. This project will culminate with students conducting and analyzing an oral interview with a Miami resident who has experienced conflict. This project will require both individual and collective work in groups of four students.

To spread the burden of the project across the semester, the Group Oral History project will involve several smaller assignments over the course of the semester, detailed below. The weight of these assignments breaks down as follows:

Pre-Interview Materials	10%
Recorded Oral Interview and Written Evaluation	25%
Final Presentation of Research	5%
Total	40% (of your Final Grade)

These various assignments will be submitted in rough form throughout the semester on the due dates listed below, and then again as part of a final portfolio containing all the materials from your project.

This portfolio is due on the day of final presentations, to be scheduled during finals week.

Pre-Interview Materials (10%). These pre-interview materials will consist of three separate documents, written collectively as a group:

- a) a 2- to 3-page description of your research question and any necessary context (i.e. what you want to learn, given the background of your interviewee);
- b) a set of ten to fifteen questions you intend to ask during your oral interview;
- c) a consent form that your interview subject will sign

Recorded Oral Interview and Written Evaluation (25%). The heart of the oral history project is the oral interview itself, as well as your analysis of it. As a group, you will find an

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interviewee, conduct one or more interviews that add up to at least an hour in length, and write an evaluation. All members of each 4-student team should be present for the oral interview (or one of them, if you conduct multiple), and all members must contribute to the final written document. Transcribing the interview is not required, but you must draw substantively on the interview in writing your evaluation.

The written evaluation should be 8-10 pages in length, and include the following elements:

- a) A 1-page information sheet: the title of your project, the narrator's name (or pseudonym, if preferred), the date and place of the interview, the names of the interviewers, and some brief contextual information about the interview
- b) A reflection on what you learned: how did the interview shed light on your research question? In what ways did it not? How might the interview be useful for historians of the topic discussed?
- c) A reflection on your interview subject: what issues did they emphasize or omit? How closely did they recount events? What was *their* interest in recounting their story, and how might it have differed from *your* interests as a historian? What role might memory play in shaping your narrator's account of historical events?
- d) A brief account of any difficulties you faced during the interview process and how you sought to resolve them. Think about what your group did well during the interview, and what you could improve in the future.
- e) A digital copy of your interview and your interviewee's signed consent form.
- f) In addition, each student should separately submit a 1-page reflection on their experiences working in a group. You should assess the group dynamics as well as your own contribution to the project.

Final Presentation of Research (5%) During finals week, the class will meet for one two-hour session so that each group can give a brief (ten minute) presentation on their experience conducting an oral interview.

Weekly Schedule – Oral History Lab Component

Please note: these topics, readings, and due dates are also listed in the general syllabus above.

1/27 What is Oral History?

2/3 Truth and Memory in Oral History

Before class: Read Alessandro Portelli, "What Makes Oral History Different," in Robert Perks and Alistair Thomson, eds., *The Oral History Reader* 2nd Edition (London: Routledge, 2006), pages 32-42.

Recommended: Read Jerry Lembcke, "Why Student Should Stop Interviewing Vietnam Veterans," *History News Network*, May 27, 2013. <http://historynewsnetwork.org/article/151921>.

Begin looking for your interviewee this week!

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- 2/10 Ethical and Legal Issues in Research with Human Subjects
Due in class: Take the CITI online Social/Behavioral Human Research Course and bring a printout of your passing certification sheet to turn in.
- 2/17 Interviewer and Subject: A Complicated Relationship
- 2/24 Preparing for Interviews and Writing Questions
Before class: Spend 20 minutes listening to an oral interview conducted by a historian. I will post links on Blackboard.
Due in class: A brief (1 page) description of your research question
- 3/3 Interview Techniques Part I: Listening and Observing
Before class: Read Kathryn Anderson and Dana C. Jack, "Learning to Listen: Interview Techniques and analyses," in Perks Thomson, eds., *The Oral History Reader*, pages 129-142.
Due in class: An outline of initial interview questions
- 3/10 Oral History Technology
- 3/24 Interview Techniques Part II: Questioning and Responding
Before class: Read Valerie Yow, *Recording Oral History: A Guide for the Humanities and Social Sciences* (Lanham: Rowman & Littlefield, 2015), "Interviewing Techniques and Strategies," pp. 103-122.
Due in class: Pre-interview Materials – A revised full draft of your research question and its context, a copy of your interview questions if they have changed, and a copy of the consent form for your interviewee.
- 3/31 Drop-In Troubleshooting
- 4/7 Drop-In Troubleshooting
- 4/14 After the Interview: Evaluating and Using Oral Histories as Evidence
Before class: Read Yow, *Recording Oral History*, pages 319-327.
- 4/21 *NO CLASS – work on your presentations*

Final Presentations time and date TBD. Final Portfolios due when we meet.