

**History of American Foreign Affairs II: Gender, War, and Society**  
**21:512:298**  
**Fall 2021: Online Asynchronous**

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**Office Hours: online; by appointment**

**Course Description**

This course is designed to provide undergraduates with a thorough understanding of the history of American foreign affairs from 1898 through today, with a specific focus on gender, war, and society. Students will look at military intervention in foreign affairs in a chronological manner, starting with the Spanish-American War and Philippine-American War and continuing through the War on Terror. The course will focus on the ways in which ideas about gender is framed and defined in both American society and the military during wartime. Additionally, students will examine popular culture films and documentaries to examine how military intervention is understood and remembered in American society and the ways in which popular culture shapes perceptions of gender and war.

**Learning Goals**

Through online discussion boards, short lectures, required readings, papers, and other assignments, students will develop the following:

- Critical reading skills
- Contextualization and historicization of films/popular culture
- Research and writing skills
- Ability to think critically about gender and the military
- A broader understanding of the history of American foreign affairs and the military

**Course Policies: Written Work**

- All written assignments must be type-written, double-spaced, with one-inch margins in standard 12-point font.
- Effective communication of your idea(s) is a part of every assignment. While spelling and grammar will not fail an assignment, unclear written communication will prevent you from receiving an A grade. I strongly suggest utilizing Rutgers' writing center if written work is not an area of confidence.
- Requirements regarding the length of assignments are STRICT. Papers not within 10% of the stated limit will lose points for failing to satisfy the terms of the assignment.
- Computer mishaps are no excuse.
- All written unit papers must be turned in on Canvas by the stated due date and time. I **will not** accept emailed written work without prior approval.

## **Citation and Bibliography**

Nearly every paper this course requires properly footnoted citations, although your discussions do not. For citations use the “Note” format described in the Chicago-Style Citation Quick Guide at <http://www.chicagomanualofstyle.org/home.html> ([Links to an external site.](#)) (available in the “Links” section of Blackboard). Do NOT use the “Author-date” format listed. A video will be available on Canvas that discusses citations.

Your final paper WILL ALSO require you to include a bibliography of works cited. Use the “Bibliography” format described on the website above. Do NOT use the “Reference” format listed. Assignments that only require you to cite one source do not need a bibliography. Carefully read the assignment prompt for details.

## **Late Assignments**

All due dates are strict. Under some circumstances, I will accept late assignments. Please speak to me concerning your specific situation. If you do not speak to me before the assignment is due, I will not accept it late. Any late assignments MUST be submitted before I return the rest of the assignments to the class.

## **Grading Scale**

Grades will be assessed as described below. Rutgers does not give “minus” grades or “A+” grades. All assignments will total a possible 1000 points (so 900-1000 will be an A, 870-899 will be a B+, etc.) and grades will be consistently entered on your Canvas page.

90% and above: A

87%-89.9%: B+

80%-86.9%: B

77%-79.9%: C+

70%-76.9%: C

60%: -69.9%: D

Below 60%: F

## **The Writing Center**

The Writing Center (<http://www.ncas.rutgers.edu/writingcenter>), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. The Writing Center is available to all students free of charge and can help you strengthen their reading, writing, and research skills.

## **Academic Integrity, Plagiarism, and Cheating**

Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments, using concealed notes or crib sheets during examinations, copying the work of others and submitting it as one's own, and misappropriating the knowledge of others. The sources from which one derives one's ideas, statements, terms, and data, including Internet sources, must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College. The university's policy on academic integrity is available at: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

All students are required to sign the Rutgers Academic Integrity Pledge and the Rutgers Honor Pledge on all examinations and major course assignments submitted for grading. "On my honor, I have neither received nor given any unauthorized assistance on this examination assignment."

### **Accommodation and Support Statement**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

**For Individuals with Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).

**For Individuals who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

**For Absence Verification:** The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing [deanofstudents@newark.rutgers.edu](mailto:deanofstudents@newark.rutgers.edu).

**For Individuals with temporary conditions/injuries:** The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or

injury should submit a request using the following link:

<https://temporaryconditions.rutgers.edu>.

**For English as a Second Language (ESL):** The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

**For Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](http://tinyurl.com/RUNReportingForm). For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/abouttitle-ix/title-ix-policies/>

**For support related to interpersonal violence:** The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

**For Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: [tinyurl.com/RUNCARE](http://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto:careteam@rutgers.edu).

**For Stress, Worry, or Concerns about Well-being:** The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: [counseling@newark.rutgers.edu](mailto:counseling@newark.rutgers.edu) or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

**For emergencies:** Call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

**For Technology Issues:** See "Technology Resources for Students"  
<https://coronavirus.rutgers.edu/technology-resources-for-students/>

Contact information for OIT-Newark Help Desk: <https://runit.rutgers.edu/hd/>

Technology LaunchPad: <https://runit.rutgers.edu/technology-launch-pad/>

**Online Learning**

Our class is online asynchronous, meaning we will not be meeting at any over video. I am, however, available for office hours via Zoom. The course itself will be run through Canvas. You will post your weekly assignments on the discussion board and submit all assignments through Turnitin. For this class, you will need access to the internet and certain streaming services. Should you experience any issues, please reach out.

## **ASSIGNMENTS**

In order to receive a passing grade in this course, students must complete all assignments.

### **WEEKLY ASSIGNMENTS/GRADING**

**Readings and Discussion Board:** With the exception of your first week, where I will ask you to complete an assignment on the larger ideas of “understanding gender,” your weekly assignments will consist of one set of readings and one film that illustrates the weekly theme in either a documentary or in popular culture. Unless noted otherwise, you will be required to access the readings yourself on the library website. If they are marked as “open access,” you can find the article with a simple Google search. You are not required to purchase any books for this class.

Our discussions will be organized on Canvas. Depending on the size of the class, you will be organized into smaller discussion groups. You will be expected to finish the assigned readings and any short recorded lectures and post a 250+ word response to them on the Canvas discussion board by Saturday at 11:59 PM. By Tuesday at 11:59 PM, you will be expected to reply to one other student’s responses within your group. Also by Tuesday, you will be expected to watch the film and post a 250+ word response relating it to at least one of that week’s readings. This can be done earlier in the week, provided you have completed the weekly readings.

When watching the film, I expect you to think about it in the context of that week’s readings. Ask yourself: Why are popular culture sources or documentaries important, specifically the one(s) you are using? What does this source reveal about the topic that the academic source does not (and vice versa)? Remember that a piece of popular culture reveals just as much about the time it was written in as the time it was written about. You should also use your film assignments to think about how the week’s theme is not necessarily bound by a time frame. What do these films show us about the ways in which each global crisis still exists today?

These responses will make up 40% (or 400 points) of your final grade. That breaks down to 10 points per response with three responses a week and two “freebies” (missed responses without penalization).

**Films:** As you can see, films are a large part of this class. Some are available free through the library website or can be found on streaming services. Some of the films will be documentaries, while others are major motion pictures. I have given you information on some of the websites

you can find them on, although you are free to use other streaming services as well. If you have any trouble accessing any of the films, please reach out and I will be happy to assist you.

**Book Review:** This book must be an academic text on gender and war in American foreign affairs during the twentieth century. If you need help picking a book, please let me know what you are interested in, and I will give you a few choices. For more information on what should be included in a book review, consult [Purdue OWL's guide on reviews](#) or speak to me. A rubric and video explanation will be uploaded to your Canvas page. Please email me with your book selection by Tuesday, September 28<sup>th</sup>. The review is due on Tuesday, October 11<sup>th</sup>.

This assignment is worth 10% (or 100 points) of your final grade.

**Podcast:** In lieu of any formal midterm, you will have a recorded “podcast style” assignment. Think of the assignment as a video version of your discussion board posts. In small groups, you will be asked to from a list of films with pre-written questions about the role of gender and war in American society. You will record a 15-20 minute conversation about this film and submit it for the class to view. For this assignment, each member of a group will be required to find at least one academic text to inform their discussion. When you turn in the assignment, I expect to also receive a citation for that text.

A rubric and video explanation will be uploaded to your Canvas page. Film/question selection is first come, first served, but must be done by Tuesday, November 2<sup>nd</sup>. Your recording is due on Tuesday, November 15<sup>th</sup>.

Part two of this assignment is watching and responding to the podcast from at least one other group (250+ words). That must be done by Tuesday, November 31<sup>st</sup>. You may watch and respond to up to two other recordings for extra credit (also must be done by Tuesday, November 31<sup>st</sup>).

This assignment is worth 20% (or 200 points) of your final grade. 150 points (or 15%) will be based on your recording. 50 points (or 5%) will be based on your response.

**Final Paper:** The final paper assignment for this class will give each student an opportunity to further examine a unit or theme that they find particularly interesting. I will expect you to brainstorm possible topics early in the semester, as you will be expected to have your topic approved by July 19th. A rubric and video explanation will be uploaded to your Canvas page. The paper itself should be 6-8 pages, 12 pt. font, double-spaced with Chicago-style citations. Your topic must be approved by Tuesday, November 8<sup>th</sup>.

This paper is worth 30% (or 300 points) of your final grade.

**All required readings will be available on Canvas and/or online via the Rutgers Library Website. I will frequently require that you use the library website to retrieve the articles or books yourself.**

**Week One: September 1 - September 7**  
**No Class Monday September 6**  
**Syllabus Week & Understanding Gender**

Readings: Joanne Meyerowitz, "A History of 'Gender'" in *The American Historical Review* 113, no. 5 (2008): 1346-356. (library website)

Ibtisam Ahmed, "Does Gender Shape the War System and Vice Versa?" Discussion of Joshua Goldstein's *War and Gender* (open access; Canvas)

Film: "Paradigm Shifter: Joan Wallach Scott" interview with NYU Skirball (open access; Canvas)

**Week Two: September 8 – September 14**  
**Spanish-American & Philippine American War**

Readings: Excerpts from "Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars" (Canvas)

Film: "Memories of A Forgotten War" (documentary; library website)

**Week Three: September 15 – September 21**  
**World War I**

Readings: "Men of Frontier Experience": Yukoners, Frontier Masculinity, and the First World War" by Peter Kikkert and P. Whitney Lackenbauer (Canvas)

"A Dough Girl with the Dough Boys: Elsie Janis, "The Regular Girl," and the Performance of Gender in World War I Entertainment" by Deanna Toten Beard (library website)

Film: "Wonder Woman" (Stream: HBOMax, DirecTV; Rent: Amazon, Apple, GooglePlay, etc)

**Week Four: September 22 – September 28**  
**Inter-War Period**

Readings: "Lavender Songs: Undermining Gender in Weimar Cabaret and Beyond" by Alan Laveau (library website)

"Homosexuality: The Stepchild of Interwar Liberalism" chapter in *Private Practices* by Naoko Wake (library website)

Film: "Cabaret" (Stream: HBOMax; Rent: Amazon, Apple, GooglePlay, etc.)

Other assignments: book review selection due

**Week Five: September 29 – October 5**

## **World War II**

Readings: “Women in Combat: The World War II Experience in the United States, Great Britain, Germany, and the Soviet Union,” by D’Ann Campbell (library website)

“Dykes” or “whores”: Sexuality and the Women's Army Corps in the United States during World War II by M. Hampf (library website)

Film: “Top Secret Rosies” Documentary (Stream: Amazon Prime; Rent: Apple)

### **Week Six: October 6 – October 12** **World War II**

Readings: “These Are Not Normal Times:” Masculinity and Femininity in Romance Pulp from the Second World War by Renee Belliveau (library website)

“Sex, Gender, and Romantic Intimacy in Servicemen’s Letters During the Second World War” by Alison Twells (library website)

Film: “Inglorious Basterds” (Rent: Apple, Amazon Prime, GooglePlay, etc.)

Other assignments: book review due

### **Week Seven: October 13 – October 19** **The Cold War & Korea**

Readings: “Introduction” Chapter in Homeward Bound: American Families in the Cold War Era by Elaine Tyler May (library website)

“Patriarchy and Segregation: Policing Sexuality in U.S.-Icelandic Relation Military Relations” by Valur Ingimundarson Chapter in Gender, Sexuality, and the Cold War (library website)

Film: “M\*A\*S\*H” (Rent: Apple, Amazon Prime, GooglePlay, etc.)

This film is a prime example of how movies can be more about the time period in which they were written than the time period in which they are set. Focus on that point as you write about the film this week and pay extra attention to this lecture as I give you some background on this film and the resulting television show.

### **Week Eight: October 20 – October 26** **Vietnam War**

Readings: “We Weren’t Called Soldiers, We Were Called Ladies: WACs and Nurses in Vietnam” Chapter in Beyond Combat: Women and Gender in the Vietnam War Era (library website)

Film: "Vietnam Nurses" Documentary (Stream: YouTube)

**Week Nine: October 27 – November 2**  
**Vietnam War**

Readings: "Making Masculinity in the U.S. Military: Chicano Soldiering, Sexuality, and Manhood" Chapter in Soldados Razos at War: Chicano Politics, Identity, and Masculinity in the U.S. Military from World War II to Vietnam by Steven Rosales (library website)

"Gender and America's 'Faces of Domination' in Vietnam" Chapter in Beyond Combat: Women and Gender in the Vietnam War Era (library website)

Film: "Full Metal Jacket" (Rent: Apple, Amazon Prime, GooglePlay, etc.)

Other assignments: podcast topic due

**Week Ten: November 3 – November 9**  
**Conflicts of the 1980s**

Readings: "If You Like Ms., You'll Love Prvt." Chapter in American's Army: The Making of the All-Volunteer Force by Beth Bailey (library website)

"The All-Recruited Army" Chapter in American's Army: The Making of the All-Volunteer Force by Beth Bailey (library website)

Film: "G.I. Jane" (Rent: Apple, Amazon Prime, GooglePlay, etc.)

Other assignments: final paper topic due

**Week Eleven: November 10 – November 16**  
**Persian Gulf War**

Readings: "The Sport/War Metaphor: Hegemonic Masculinity, the Persian Gulf War, and the New World Order" by Sue Curry Jansen and Dan Sabo (Canvas)

"Desert Storm" Chapter in It's My Country Too : Women's Military Stories from the American Revolution to Afghanistan by Jerri Bell (library website)

Film: "Jarhead" (Stream: DirecTV, STARZ; Rent: Apple, Amazon Prime, GooglePlay, etc.)

Other assignments: podcast due

**Week Twelve: November 17 – November 23**  
**War on Terror**

Readings: “Epilogue Echoes of the Cold War: The Aftermath of September 11, 2001” Chapter in *Homeward Bound: American Families in the Cold War Era* by Elaine Tyler May (library website)

“Gendering Abbottabad: Agency and Hegemonic Masculinity in an Age of Global Terrorism” by Lori Poloni-Staudinger and Candice Ortballs (library website)

Film: *American Sniper* (Rent: Apple, Amazon Prime, GooglePlay, etc.)

**Week Thirteen: November 24 – November 31**  
**Fall Break November 24-28**

No readings or film. Work on your final paper.

Other assignments: podcast response due

**Week Fourteen: December 1 – December 7**  
**War on Terror**

Readings: “Operation Enduring Freedom and Operation Iraqi Freedom” Chapter in *It's My Country Too : Women's Military Stories from the American Revolution to Afghanistan* by Jerri Bell (library website)

“From Louboutins to Combat Boots? The Negotiation of a Twenty First Century Female Warrior Image in American Popular Culture and Literature” Chapter in *Warring Over Valor: How Race and Gender Shaped American Military Heroism in the Twentieth and Twenty-First Centuries* by Simon Wendt (library website)

Film: “Lioness” Documentary (Rent: Amazon, Apple)

**Week Fifteen: December 8 – December 13**  
**Wrap Up**