

A PEOPLE'S GEOGRAPHY OF AMERICAN EMPIRE

FALL 2018 SYLLABUS

Faculty: Zoltán Grossman
Office: Lab I 3012
Mailbox: Lab I
Phone: (360) 867-6153
Email: grossmaz@evergreen.edu
Student hours: Tu./Th. 3:20-4:30 pm, or by appt. *Web:* <https://sites/evergreen.edu/zoltan>

PROGRAM DESCRIPTION

A People's Geography of American Empire will look at U.S. expansion, from Manifest Destiny and overseas imperial conquests, to present-day resource wars. It will focus on the place-making processes inherent in each stage of expansion, and on the imprints they have left on the human and physical landscape. It will examine imperial places that have been shaped by each era of expansion, and in turn have shaped each era. We will examine the continuous historical arc of expansion, from the Indian frontier wars to colonialism in the Pacific and Caribbean, to occupations in Middle East "tribal regions." This expansion comes full circle as immigrants arrive from formerly colonized lands, and wars at home are waged against occupied communities. In addition to the origins and rationales underlying each stage of expansion, we will explore how and to what extent the world's landscape reflects and helps to (re)produce imperial power. The program will aim to interconnect global and local scales, foreign and domestic policies, and past histories and present-day legacies. It will examine the lasting imprints of imperial control on real local places, in particular the expanding network of U.S. military bases and counterinsurgency campaigns around the world.

As their fall-quarter project, students will focus on a single local-scale case study, writing separate essays on its past history and present-day landscape, and a resident interview (of activists, refugees, or veterans). Students will also turn in a weekly synthesis paper on their readings and other learning. A fall-quarter overnight field trip will introduce students to military installations and locations of Indigenous-settler interactions. In the winter-quarter project, Joint Base Lewis-McChord (JBLM) and other Northwest military installations will be researched and documented as case studies of land acquisition, place-making, deployment, and dissent. While some of the histories of conflict and suffering may be difficult to learn, frontline communities want their stories to be heard. Imperial places also offer stories of cooperation and resilience, healing, and hope. The program will make a geographical contribution to the study of American Empire by examining the making and remaking of imperial places, and using place-based approaches to examine hierarchies of race, nationality, class, and gender.

TIMES AND ROOMS

Monday & Friday	Reading / Class Prep on own		
Tuesday	9:30-12:20	Lecture(s)/Film	Sem II D3109
Tuesday	1:30-3:20	Seminar	Sem II D3109
Wednesday	9:30-12:20	Workshop/Film/Lecture	Sem II D2109
Thursday	9:30-12:20	Workshop/Film/Lecture	Sem II D3105
Thursday	1:30-3:20	Seminar	Sem II D2105

BOOKMARK CANVAS MODULES: <https://canvas.evergreen.edu/courses/2038/modules>

*You can also access our Canvas page via <http://my.evergreen.edu>. Please have a close-up photo of your face on your Canvas account (so we can all recognize each other). All communication will be sent only to your evergreen.edu address, so if you use another address you must forward your Evergreen emails to it. **You must check Canvas and their email accounts regularly, at least once every weekday! It is the only way to contact you.** Please use only your Evergreen address to communicate with faculty, so the source and interface are clear.*

REQUIRED TEXTS

Limerick, Patricia. (1987). *The Legacy of Conquest: The Unbroken Past of the American West*.
Dunbar-Ortiz, Roxanne. (2014). *An Indigenous Peoples' History of the United States*.
Drinnon, Richard. (1997). *Facing West: The Metaphysics of Indian-Hating and Empire-Building*.
Vine, David. (2015). *Base Nation: How U.S. Military Bases Abroad Harm America and the World*.
Silko, Leslie Marmon. (1996). *Yellow Woman and a Beauty of the Spirit*.
Enloe, Cynthia. (2010). *Nimo's War, Emma's War: Making Feminist Sense of the Iraq War*.
Jamail, Dahr. (2011). *Will to Resist: Soldiers Who Refuse to Fight in Iraq and Afghanistan*.

There will also be several ancillary readings that will be available on the program Canvas site. The faculty have chosen and arranged the texts (books, articles, and videos) very carefully and expect that both those enrolled in and those teaching the program will read them very closely, and always bring them to seminar. The Library is allowing 24-hour checkout of program books in fall quarter. The college bookstore returns used books in Week 6 and new books in the Week 7.

REGULAR ASSIGNMENTS

1.) ACADEMIC STATEMENT/Orientation Essay: All Evergreen students are required to write an Academic Statement about their college education and perspective, starting with an Orientation Essay for new students in O-Week. The Academic Statement is iterative, which means that you will work on it throughout your time at Evergreen. You will submit it yearly and a final version must be submitted when you graduate. We will work collaboratively to shape these statements over the year. Bring one copy of your Academic Statement (or Orientation Essay) with you to the first Tuesday seminar, along with your Seminar Introduction Form (at the end of the Covenant). We will be working with them in small groups that day. Post them after class on Canvas.

Due Tuesday, Sept. 25

2.) SYNTHESIS PAPERS: You will write a weekly paper, 2-4 pages; at least 600 words. *All papers are 12-point, double spaced, and stapled.* This paper should 1.) draw from and synthesize **both your Tuesday and Thursday readings**, 2.) summarize their themes (what the author was trying to say), and 3.) and relates them to other material in class that week, such as a lecture, film, local field trip, etc. This assignment will allow you to practice synthesis (interweaving or integration) of different observations into a coherent whole. You might, for example, identify a theme that cuts across the readings, and extract from the three parts of the week to provide evidence for your analysis.

All synthesis papers are **due in your Thursday Seminar** at 1:30pm as hard copy *and* pasted on our Canvas site. (In the week of the field trip, you will instead write a reflection that treats the events as a text, that you "read" and analyzed, using your own field notes, observation, learning and documentation. It will be due the following Tuesday.)

Optional revisions: You have the opportunity to revise your paper each week. Students who choose to do the revisions (2nd draft) on your completed Thursday first-draft paper will hand revisions in to their seminar leader and post on Canvas by the following Tuesday by 9:30am.

To receive credit, the papers must include:

- 1. A quote, fact, or concept from the Tuesday reading(s)** in your Tuesday Seminar.
- 2. A quote, fact, or concept from the Thursday reading(s)** in your Thursday Seminar.
- 3. Some other aspect of the class**, such as a lecture, film, field trip, etc.
- 4. A sense of synthesis** (interweaving or integration) of these observations into a coherent whole.

The purpose of seminar assignments is to provide verification that you have done the reading, and to prepare you for seminar discussion. Faculty will review papers and give feedback based on the rubric below:

Check plus: Student has focused well on a specific excerpt from the book that is representative of a substantive (larger) issue. Student begins an informative and intriguing analysis that speaks to both breadth and depth, and is well supported by examples from the book. Student makes connections to other readings, lectures, etc. All this is done in a very

concise way. Student demonstrates superior facility with the conventions of standard written English (i.e., grammar, usage and mechanics), but may have minor errors. Response is not less than 500 or more than 1,000 words.

Check: Student focuses on an excerpt that speaks to a larger issue in the book and/or is related to class themes. Student begins an analysis with limited focus or specificity, and/or raises extraneous (not essential to topic) points. It is apparent that the issues the author raises are new to student, and that the student is building the knowledge necessary to then move toward analysis. In the response the student relies on a summary of the text, with less significant reflection or analysis. Student generally demonstrates control of the conventions of standard written English, but may have some errors.

Check minus: Student chooses an excerpt that is representative of only a narrow issue of the book and/or raises questions that are factual (yes/no) rather than substantive and thus do not lend themselves to larger discussions. Student relies on opinion and doesn't bring up specific examples in books. Student either has too few words (less than 500) or too many (more than 1,000). There are deficiencies in language and sentence structure that result in a lack of clarity and interfere with meaning.

3.) ONLINE RESPONSES: To help build a learning community outside the classroom, students will regularly post papers and respond to their classmates' work online on the class Canvas website. **You will respond to at least one other student after Thursday seminar, but by the end of the following Monday.** The submission of papers online is a crucial way to build a learning community and to engage in peer-based learning. Sharing your own paper and reading what other students have written builds writing, analytical, and critical thinking skills. In the rare circumstance that students need to miss a seminar, they will be required to read and respond to multiple student posts. Students will gain knowledge of the different ways students interpret texts, gain familiarity with different writing styles, and engage in communication.

4.) SEMINAR PARTICIPATION: All students must be prepared and ready to contribute to seminar, starting by *bringing the reading to every seminar, both on Tuesday and Thursday afternoons*. You *must* bring your book to seminar, or a print out of any pdf that is available on Canvas. A digital version does not have the page numbers necessary for discussion. This is important because you build on your initial reading through discussion, and will need to refer to passages in the text. Expect to hear faculty and students read aloud passages (and if you feel comfortable, be prepared to read aloud as well). Reading out loud underscores significant ideas of the text and increases student comprehension. Students will work with the text in small and large groups. Students are evaluated on their skills in seminar, and will receive a rubric the first day that outlines how faculty will assess seminar skills.

5.) REFLECTIONS: * 3-day field trip: 2-3 page reflection (Week 5 synthesis). **Due Tues. Oct. 30**
* Optional Event Reflection: 1-2 pages, on at least one public event relevant to our program; hard copy due soon after event, but not after Week 9. You'll often learn far more from an outside event; it will be noted in your evaluation.
* Other possible writing exercises within morning class or seminar, on selected readings or topics.

6.) MAP QUIZZES: There will be two map quizzes, which we expect to take only about 10-15 minutes; you have been given the Study Guides as handouts and on Canvas. **BE ON TIME.** We use the quizzes not as a strict evaluation tool, but as a learning opportunity to understand the location of key countries. Students often retain information better when memory is used as a learning tool, such as in the use of pre-tests and practice tests. **Nov. 8 and Nov. 15**

7.) PORTFOLIO: Students must maintain a portfolio of their work over the course of the program. These portfolios are a documentation of your growth and development as a scholar, and are an important aspect of encouraging reflective, self-directed learning. Students should keep copies of written work in the portfolio, as well as your notebook. *Your notebook will be submitted as part of your final Portfolio, so take care with your notetaking.* Studies show that information is retained in our memory if we write it down. You do not have to take notes on everything, but record enough information to jog your memory later. Some lecture notes and powerpoints will be made available ahead of class, so you can print them off (using the "Handouts (3 slides per page)" print-out selection in powerpoint) and take notes on additional info from the lecture.

***: **Mid-quarter checklist of all written assignments due.** Students will note which assignments have been submitted, submitted late, or not submitted. **Due Tuesday, Oct. 23**
 ***: **Portfolios due (including final checklist of all written assignments) to faculty office by 4pm, Thursday, Dec. 6**

CASE STUDY PROJECT ASSIGNMENT

Each student will conduct a research project on a local-scale case study, to take some of the broad geographic and political themes of the program and apply them more in-depth in a local place. You should look at your case study as opening up an examination of *time* (the impacts of different historical eras on one place) and of *space* (how national and global policies shaped the local geographic place, and how the local-scale place may have influenced the larger national and global scales).

CASE STUDY PROJECT PAPER: The main fall project is a paper focused on your local case study, to take some of the broad geographic and political themes of the program and apply them more in-depth in a local place. The paper will be completed in two parts, of 7-9 pages each (not including your bibliography). On the due date for the papers, you will bring the assignment: 7-9 pages, *stapled*, 12 point double-spaced. The seminar faculty member will return the copy marked with comments. Please take care in your writing. This means treating your readers with respect by drafting, organizing, revising, and proofreading your essay. It should be presented with appropriate grammar, sentence structure, title, page numbers, and the usual bibliography. All your research should be original, and sources of all quotes and ideas must be cited in the text with parentheses, such as: (Limerick, 12). Use the APA style guide linked on Canvas.

PART 1 will focus on 1.) The past history of the local place, concentrating on the U.S. role. 2.) Historic resistance by local people. 3.) The recent or current status of the place, concentrating on how U.S. influence has shaped its political, cultural, economic and ecological landscape, and 4.) how local people have responded to the continuing U.S. role in the 21st century. Think of having a one-page introduction, about two pages on each of these sections, and 1-page conclusion. You will have a detailed bibliography in APA style, with a *mixture* of books, newspaper articles, magazine/.journals, and specific named websites with URLs. Any maps or graphics should be attached, and their sources documented with the URL.

PART 2 will involve an interview with a resident of your selected place, conducted by e-mail, phone, or in person. (You will include contact information for this person, so they can be contacted if needed by program faculty.) This person will be someone who is from the place, or who has been there for a long time and has detailed knowledge of the place. You will need to start *early* in the quarter to make internet and other contacts with multiple people, to make sure you have one to interview! We will have a class Human Subjects Review for interviews.

Case study topic sentence with 5 sources	By Tu., Oct. 2 (Week 2)
Identify resident interviewee	By Tu., October 16 (Week 4)
Part 1: History/Current status	Due Tu. Nov. 6 (Week 7)
Interview complete; transcribed quotes	By Tu., Nov. 13 (Week 8)
Part 2: Resident interview	Due Tu., Nov. 27 (Week 9)

REGIONAL GROUP PRESENTATIONS AND ABSTRACT: In Week 10, you will present your individual project to the class as part of your Regional Group's presentation. You will present a 10-15 minute summary of what you learned in researching your individual paper, and compare it with other case studies inside (and outside) of your region. Do not simply read your paper; use visuals, powerpoint, etc. **On the day of your presentation, you are required to submit a one-page abstract (summary)**, as well as a bibliography of book, article and website sources--conveying enough information so others could duplicate the group presentation.

TIPS ON THE PROJECT.

1. Keep the focus as much as possible on the role of the *United States and geography.*

Your case study research is to help shed light on the global dimensions of U.S. imperial expansion, but also show *local* complexities in your case study. This is *not* a foreign policy analysis from above (set in Washington DC), but a place-based study from below.

2. Let the facts speak for themselves. You don't need to use polemical political rhetoric to hammer out your opinion. *Show* with facts and stories why the situation is of concern, don't just state your opinion without evidence, or use abstract concepts.

3. Take care with your writing. Keep the writing clear and understandable, rather than academic or fancy. Self-edit your work; read it out loud to see if it makes sense. Use a second pair of eyes; have the Writing Center or a classmate or friend look it over for clarity.

4. Cite concepts and ideas, not just facts or quotations. Virtually every paragraph should be cited. The reader needs to be able to find out where to look for more information on the subject.

5. Cite all facts, quotes, and concepts with their sources of origin. *Copying and pasting text from a website, or lazily passing off anyone else's writing as your own constitutes plagiarism (which is becoming much easier to detect), and will be dealt with with zero credit for the project and/or the program.*

CASE STUDIES (see *U.S. Military Commands* on p. 12)

The list below are suggested case studies; you may also propose a local-scale case study within your region, keeping in mind the amount of research material available. **A case study topic sentence is due Tuesday, Oct. 2, with at least 5 sources** (books, websites, articles).

Regional Group 1: NORTHCOM	Regional Group 2: SOUTHCOM	Regional Group 3: INDOPACOM	Regional Group 4: CENTCOM, EUCOM, AFRICOM
U.S., Canada, Mexico	Latin America	East Asia/Pacific/South Asia	Mideast/Europe/Africa
Wounded Knee, South Dakota	Vieques/Roosevelt Roads, Puerto Rico	Subic Bay, Philippines	Bahrain
Little Big Horn, Montana	Guantánamo Bay, Cuba	My Lai, Vietnam	Kuwait
Nevada Test Site, Nevada	Chalatenango, El Salvador	Saigon/Ho Chi Minh City, Vietnam	Qatar
Aleutian Islands, Alaska	Manta, Ecuador	Hmong lands in Laos	Green Zone, Baghdad
Columbus, New Mexico	Colombia--U.S. spraying	Okinawa (Japan)	Fallujah, Iraq
Fort Leavenworth, Kansas	Arauca, Colombia	American Samoa (U.S.)	Gniljane/Camp Bondsteel, Kosovo
Fort Lawton, Washington	Bluefields or Estelí, Nicaragua	Hiroshima, Japan	Bagram Air Base, Afghanistan
Oaxaca, Mexico	Comayagua, Honduras	Bikini/Kwajalein atolls, FSM	Frankfurt/Ramstein, Germany
El Paso/Ciudad Juárez, Mexico	U.S. Virgin Islands	Jeju Island, South Korea	Mogadishu, Somalia
Hanford, Washington	Haiti--U.S. presence	Guam	King Khalid, Saudi Arabia
Los Alamos, New Mexico	Grenada	Saipan, Northern Marianas	Greenham Common, England
Nez Perce Nation, ID/WA/OR	Quiché, Guatemala	Yokosuka, Japan (or other bases in Japan)	Vicenza, Italy
Lower Manhattan, N.Y.	Chile – U.S. role	U.S. installations in Australia	Incirlik, other US bases, Turkey
Tohono O'odham Nation, AZ	Panama – U.S. presence	O'ahu, Hawai'i	Raqqa, Syria
Ferguson MO or Baltimore MD			Tripoli, Libya

SOME RESEARCH LINKS

More will be posted on Canvas.

You can also set up a Google Alert for your base / case study.

Perry-Castañeda Map Library (University of Texas)

<http://www.lib.utexas.edu/maps/>

Coalition Against U.S. Foreign Military Bases

<http://noforeignbases.org/>

Global Security organization

<https://www.globalsecurity.org/>

U.S. Military Interventions Since 1890

<https://sites.evergreen.edu/zoltan/interventions/>

Military Bases (DoD)

<https://militarybases.com/>

U.S. Base Structure Report 2015 (DoD)

<https://www.acq.osd.mil/eie/downloads/bsi/base%20structure%20report%20fy15.pdf>

The World Factbook (CIA)

<https://www.cia.gov/library/publications/the-world-factbook/>

Where in the World is the U.S. Military? (David Vine, 2015)

<https://www.politico.com/magazine/story/2015/06/us-military-bases-around-the-world-119321>

Social Movements Related to U.S. Foreign Military Bases (David Vine, 2018)

<https://docs.google.com/spreadsheets/d/15hLJ2FOhk74ehTrChQmu0t4Kw0prBDjO3VMjRsqTN5Y/edit#gid=1514828772>

MEDIA AND CULTURE

In both all-program and seminar meetings, we will often be discussing current events in the context of our program themes, and presentations and workshops may also relate to current events. One way to keep track is to read the New York Times, which is available free every morning in the CAB. You can listen to Democracy Now on KAOS 89.3 FM just before class at (9:00-10:00 am or anytime on <http://www.DemocracyNow.org> You can also check out the New York Times website everyday at <http://www.nytimes.com> to keep up with world news; the registration is free. Check the boxes "Today's Headlines" and "Breaking News Alerts" to get daily news briefs e-mailed to you.

Another way we are engaging contemporary life in the U.S. and the world is through culture. You are encouraged to bring in cultural or media items of interest that relate to our weekly program themes. These can include reciting a poem, showing art pieces, playing a song with pertinent lyrics, viewing a music video clip, showing a political cartoon, viewing a short on-line video, etc. We will have presentations when our schedule permits, on a case-by-case basis. If you need to use electronic media, you must come in 15 minutes early to set up any equipment (such as to test-run a laptop), so you do not unnecessarily use up any class time. You can present your own work or the work of others; there is no pressure, or evaluation of your presentation. Use your imagination and creativity; we want to get beyond the "facts" to discuss how meanings are constructed in our society today.

WEEKLY SCHEDULE

*: Optional event

CHECK CANVAS EVERY WEEKDAY AT: <https://canvas.evergreen.edu/courses/2038/modules>

WEEK ONE: Sept. 25, 26, 27 (*Introduction*)

Reading: Limerick, *The Legacy of Conquest*

- Tuesday 9:30-12:20 Faculty introduction; Lecture: Program themes
Syllabus and assignments review;
Film: *You Can't be Neutral on a Moving Train*
- Tuesday 1:30-3:20 **DUE:** Academic Statement draft or bio; Student introductions;
Covenant and Case Study project review; Regional Groups.
Lecture: Angel Island
- Wednesday 9:30-12:20 Lecture: Geography and Geopolitics; Why Geography?
Workshop: Global mental maps and U.S. regions
Afterwards: Block Party on Red Square to 3:00 pm*
- Thursday 9:30-12:20 Lecture: Early Colonial Encounters in Native America
Seminar I: Limerick, *The Legacy of Conquest*, pp. 17-32 (Introduction)
Workshop: *Significance of the Frontier* (Turner Thesis) vs. Limerick.
- Thursday 1:30-3:20 Seminar II: Limerick, pp. 35-54, 134-175 (Ch. 1 & 5)
Syllabus check
DUE: Synthesis paper

WEEK TWO: Oct. 2, 3, 4 (*Native America*)

Reading: Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*

- Tuesday 9:30-12:20 **FIELD TRIP:** Squaxin Island Museum (*leave Lot C at 9:30 am sharp*)
DUE: Selected Case Study topic sentence, with at least 5 sources
- Tuesday 1:30-3:20 Seminar: Dunbar-Ortiz, *An Indigenous Peoples' History*, pp. xi-94
(Author's Note, Introduction, Ch. 1 to 5)
- Wednesday 9:30-12:20 Lecture: 19-century Native struggles (*usual room in SemII D3109*)
Workshop: Annie Humphrey's "500 Years" (**Mac Lab in Library 2619**)
- Thursday 9:30-12:20 Film: *As Long as the Rivers Run*
Lecture: 20th-21st century Native struggles and treaty rights
- Thursday 1:30-3:20 Seminar: Dunbar-Ortiz, pp. 133-236 (Ch. 8-11, Conclusion).
DUE: Synthesis paper
Field trip preparation; Syllabus check

WEEK THREE: Oct. 9, 10, 11 (*Pacific Islands*)

Reading: Drinnon, *Facing West*

- Tuesday 9:30-12:20 Lecture: Facing West
Film: *Savage Acts* (Philippine-American War)
Workshop: Human Subjects Review (HSR); Institutional Review Board
- Tuesday 1:30-3:20 Seminar: Drinnon, *Facing West*, pp. vii-xxx, 35-64, 70-77
(Prefaces, Ch. IV [4], V [5], VII [7]).

- Wednesday 9:30-12:20 Film: *Act of War* (Hawai'i Overthrow)
Lecture: Military bases in Hawai'i
- Thursday 9:30-12:20 Lecture: Origins of Whiteness
Guest: Paul McMillin (Library resources, Zotero)
- Thursday 1:30-3:20 Seminar: Drinnon, pp. 78-130 {Ch. VIII [8], IX [9], X [10], XI [11], XII [12]}.
Syllabus check; **DUE**: Synthesis paper
- Thurs./Friday* Fall Equity Symposium: Thursday Multicultural Resource Fair
(Library Lobby), 3:00; Keynote 6:30. Friday workshops; Keynote 1:30
- Saturday, 10 am-2 pm* Opening for Indigenous weaving studio Paimārire, Evergreen Longhouse

WEEK FOUR: Oct. 16, 17, 18 (Military bases)

Reading: Vine, *Base Nation*

- Tuesday 9:30-12:20 Lecture: Social Movements in the Philippines
Film: *Toxic Sunset*
Workshop: Case Study Project Description, Interviewing / Paraphrasing
- Tuesday 1:30-3:20 Seminar: Vine, *Base Nation*, pp.1-95 (Introduction, Ch. 1-4).
DUE: Identify project interviewee (*1-3 sentences with email contact*)
Workshop: Grammar and Citations, Capitalization
- Wednesday 9:30-12:20 Lecture: Military bases expansion
Film: *Standing Army* (Italy)
- Thursday 9:30-12:20 Lecture: Environmental effects of military bases
Films: *Battle Ready* (on PNW bases); *Scarred Lands & Wounded Lives*
Syllabus check
- Thursday 1:30-3:20 Seminar: Vine, pp. 135-150, 255-338 (Ch. 7, 14-17)
DUE: Synthesis paper
Field trip preparation

WEEK FIVE: Oct 23, 24, 25 (NAVAL BASES FIELD TRIP)

Reading: Dahr Jamail articles on effects of naval bases (PDF on Canvas)

- Tuesday **DUE**: Mid-Quarter Checklist **Be in Lot C at 9:15 am; we'll leave at 9:30 am sharp to meet our tight schedule to meet the ferry.**
Meet with Elizabeth Murray & Tom Rogers, Ground Zero Center for Nonviolent Action (Poulsbo, next to Naval Base Kitsap, Trident subs)
Take ferry from Port Townsend to Whidbey Island; Briefings, social time.
- Wednesday Meet with Independent journalist Dahr Jamail, and Maryon Attwood of Citizens of Ebey's Reserve (COER) & Sound Defense Alliance;
Visit Ebey's Landing NHR, OLF Coupeville, Whidbey Island Naval Air Station, Deception Pass. Workshop: Interview skills
- Thursday Take ferry from Whidbey Island to Port Townsend; Meet Chuck & Leah Henry Tanner (Institute for Research & Education on Human Rights).
Tour Suquamish Museum and Puget Sound Navy Museum near Naval Base Bremerton (historic shipyard); Return to campus by 5:30-6:00 pm

WEEK SIX: Oct. 30, 31, Nov. 1 (East Asia)

Reading: Drinnon, *Facing West*

- Tuesday 9:30-12:20 Film excerpts: *Hearts and Minds* (Vietnam War)
Guest: Larry Mosqueda, Vietnam War
DUE: Field trip reflection (Week 5 synthesis paper)
- Tuesday 1:30-3:20 Guest: Larry Mosqueda, The Logic of Imperialism
- Wednesday 9:30-12:20 Film: *The Women Outside* (Korea)
Guests: E.J. Agoot, Lori Penor, Donna Denina (Gabriela Seattle)
Optional preparatory reading: Vine, pp. 164-191 (Ch. 9-10).
- Thursday 9:30-12:20 Film: *Sir! No Sir!* (GI Dissent during Vietnam War)
Workshop: U.S. military interventions
Syllabus check
- Thursday 1:30-3:20 Drinnon, pp. 402-467; Ch. XXVII (27), XXVIII (28), XXIX (29), XXX (30)
DUE: Synthesis paper

WEEK SEVEN: Nov. 6, 7, 8 (Indigenous Americas)

Readings: Silko, *Yellow Woman and a Beauty of the Spirit*;
Vine, *Base Nation*; Limerick, *The Legacy of Conquest*

- Tuesday 9:30-12:20 Lecture: Indigenous-Immigrant Parallels
Guest: Larry Mosqueda, on Central America
Read: On the Origins of the Current Immigration "Crisis" at the Border
DUE: Project Paper I (History & current issues of case study)
- Tuesday 1:30-3:20 Seminar: Silko, *Yellow Woman*, pp. 13-47, 60-79, 100-134, 149-154.
- Wednesday 9:30-12:20 Film: *Awake: A Dream from Standing Rock*
Workshop: Wars Abroad and Wars at Home
- Thursday 9:30-12:20 Lecture: Bases in Panama
Films: *The U.S. and Honduras*; *The Never-Ending Coup*
Reading: Vine, 97-113 (Ch. 5)
Syllabus check, map check
- Thursday 1:30-3:20 **QUIZ:** Latin America map matching
Seminar: Limerick, 222-258, 322-349 (Ch. 7, 10).
DUE: Synthesis paper

WEEK EIGHT: Nov. 13, 14, 15 (Middle East & Central Asia)

Reading: Enloe, *Nimo's War*, *Emma's War*

- Tuesday 9:30-12:20 Lectures: Iraq War; Afghanistan War, pomegranate poem
Film: *Hidden Wars of Desert Storm* (on 1991 Gulf War)
DUE: Transcribed quotes from completed interview
- Tuesday 1:30-3:20 Seminar: Enloe, *Nimo's War*, *Emma's War*
All groups read: Preface, Ch. 1. (Eight Women, One War), xi-16
North America: Ch. 2 (Nimo), 19-44
Latin America: Ch. 3 (Maha), 45-71
Indo-Pacific: Ch. 4 (Safah), 72-92
Europe/Mideast/Africa: Ch. 5 (Shatha), 93-125

Wednesday 9:30-12:30 "The Waters Connect Us" symposium with Native speakers, meet in class

Thursday 9:30-12:20 Discussion on symposium
Lecture: The Global War on Tribes
QUIZ: Middle East map matching
Presentation panels meet
Syllabus check

Thursday 1:30-3:20 Seminar: Enloe, *Nimo's War, Emma's War*
All groups read: Conclusion (The Long War), 211-225
North America: Ch. 6 (Emma), 129-149
Latin America: Ch. 7 (Danielle), 150-170
Indo-Pacific: Ch. 8 (Kim), 171-191
Europe/Mideast/Africa: Ch. 9 (Charlene), 192-209
DUE: Synthesis paper

FALL BREAK: Nov. 19-23 (no class; revise Paper I and finish Paper II)

WEEK NINE: Nov. 27, 28, 29 (Dissent)

Reading: Jamail, *Will to Resist*

Tuesday 9:30-12:20 **DUE:** 3 hard copies of Paper II (interview)
Peer Review (use 2 copies and give 1 to faculty)
Workshop: Powerpoint development

Tuesday 1:30-3:20 Seminar: Jamail, *Will to Resist*, pp. 23-121, 204-220 (Intro., Ch. 1-5, 11).

Wednesday 9:30-12:20 Guest: Josh Simpson (Iraq Veterans Against the War; TESC MIT grad)
Films: *Grounds for Resistance* (Coffee Strong); Olympia port protests

Thursday 9:30-12:20 **DUE 9:30 am:** Revised Project Paper I and completed Project Paper II
Film: *Insular Empire* (Guam & Northern Marianas)
Workshop: Military Bases Alliance part I
Syllabus check

Thursday 1:30-3:20 Workshop: Military Bases Alliance part II
Presentation panels meet

WEEK TEN: Dec. 4, 5, 6 (Presentations)

Tuesday 9:30-12:20 Presentations; **DUE:** 1-page abstract on day of presentation

Tuesday 1:30-3:20 Presentations

Wednesday 9:30-12:20 Presentations

Thursday 9:30-12:20 Presentations, potluck & summative discussion
DUE: Portfolio at Lab 1 3012 by 4:00 pm, with final checklist

Friday/Saturday* Longhouse Holiday Art Fair (11 am-5 pm).

WEEK ELEVEN: Dec. 11, 12 (Evaluations)

Tell family: Do *not* make travel plans without your checking with faculty and signing up for eval.

CHECKLIST FOR WRITTEN ASSIGNMENTS

- Your name at top.
- Date of assignment.
- Assignment (or short title of reading).
- Title of your paper.
- Text in 12-point, double-spaced text (quotations over 40 words single-spaced and indented).
- Paper stapled (to avoid getting pages misplaced; buy a small stapler).
- Quotations or concepts from the reading cited with page number(s).
- Page numbers inserted (necessary for discussion and evaluation).
- Write and save papers outside of Canvas (which can freeze or lose text).
- Paper posted on Canvas (copy and paste text; do NOT attach papers unless requested).
- Reading brought to Tuesday and Thursday seminars.
- Hard copy of paper brought to Thursday seminar for discussion.
- Hard copy handed in to your faculty.
-

CREDIT REQUIREMENTS AND EXPECTATIONS

In this time of war and economic, social, and political crisis, a good deal of the course will focus on international relations in a systematic and intellectual manner. This is a serious class for serious people. There is a good deal of reading and some weeks are more complex than others. Examine the syllabus carefully and plan your time wisely; completing the week's reading by Tuesday will help keep you on schedule. Please be prepared to work hard and to challenge your and others' previous thinking. Sixteen credits will be awarded to all students who successfully fulfill the program expectations at a passing level. The quality of the work you accomplish will be described in a narrative evaluation.

1. Regularly attend all program classes and seminars. As attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than three absences in the class (including seminar) will mean reduced credit; three occasions of tardiness will equal one absence. *If you miss any classes, it is your responsibility to make up the lectures, films, notes.*
2. Reading assigned texts in advance of class; Prepare for and participate in seminar, group discussions, quizzes, and group work. Participating in class activities (participation is defined as active listening, speaking, and thinking).
3. Write a weekly synthesis paper; on Thursdays hand in hard copy and post on Canvas.
4. Respond to at least one other student's Canvas posts on seminar readings by Monday.
5. Write historical background current status of your case study, and submit on time;
6. Conduct and write on an interview with a resident of your case study location, submit on time;
7. Participate in your regional group's Week 10 presentation, and submit a one-page abstract of your contribution;
- 8 . Participate in an end-of-quarter evaluation conference and submit written self-evaluation and faculty evaluation at my.evergreen.edu

ACCOMMODATIONS

Please let your faculty know at the beginning of the quarter if there are any accommodations that you will need that will be coordinated through the Evergreen's Access Services.

SIX EXPECTATIONS OF AN EVERGREEN GRADUATE

- * Articulate and assume responsibility for your own work.
- * Participate collaboratively and responsibly in our diverse society.
- * Communicate creatively and effectively.
- * Demonstrate integrative, independent, critical thinking.
- * Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- * As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

EVALUATION

Your evaluation will consist of your seminar leader's written evaluation of your work, your self-evaluation, and the evaluation conference. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on your intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions. You will submit a written self-evaluation in your portfolio and faculty evaluation (if you wish) in the portfolio or at the evaluation meeting. You should submit both your self-evaluation and faculty evals at my.evergreen.edu by the end of Week 11.

THE FIVE FOCI OF LEARNING

We Believe... The main purpose of a college is to promote student learning through:

Interdisciplinary Study: Students learn to pull together ideas and concepts from many subject areas, which enables them to tackle real-world issues in all their complexity.

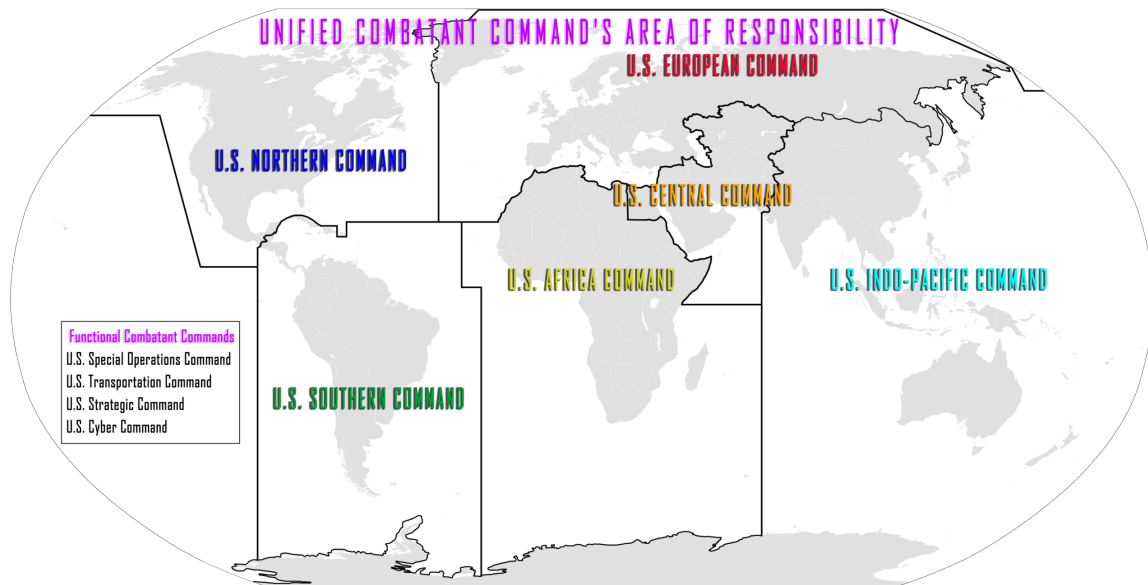
Collaborative Learning: Students develop knowledge and skills through shared learning, rather than learning in isolation and in competition with others.

Learning Across Significant Differences: Students learn to recognize, respect and bridge differences - critical skills in an increasingly diverse world.

Personal Engagement: Students develop their capacities to judge, speak and act on the basis of their own reasoned beliefs.

Linking Theory with Practical Applications: Students understand abstract theories by applying them to projects and activities and by putting them into practice in real-world situations.

U.S. MILITARY COMMANDS (AREAS OF RESPONSIBILITY)



NORTHCOM: U.S. Northern Command (U.S., Canada, Mexico).

HQ: Colorado Springs, Colorado.

SOUTHCOM: U.S. Southern Command (South America, Central America, Caribbean).

HQ: Doral, Florida

INDOPACOM: U.S. Indo-Pacific Command (Pacific, East / South / SE Asia, Australia/NZ)

HQ: Camp Smith, Hawaii.

CENTCOM: U.S. Central Command (SW Asia [Middle East], Egypt, Central Asia, Pakistan).

HQs: Tampa, Florida & Qatar.

EUCOM: U.S. European Command (Europe, Russia, Turkey, Caucasus).

HQ: Stuttgart, Germany.

AFRICOM: U.S. African Command (Africa except Egypt). HQ: Stuttgart, Germany.