

HIST 492: Iraq and Afghan Wars – Fall 2016

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203 East Hall -- 677-5569

Course Time and Place:

This course meets in Old Main 305 on Tuesdays and Thursdays from 12:30-1:45 pm.

Office Hours:

Mondays & Wednesdays from 10-11 am, and Tuesdays from 2-3 pm in East Hall 203, although you can arrange to see me any time. Give me a call or send an email. If I'm in, chances are we can meet.

Required Readings:

- Andrew Bacevich, *America's War for the Greater Middle East: A Military History*. (2016)
- Beth Bailey and Richard Immerman, eds. *Understanding the U.S. Wars in Iraq and Afghanistan* (2015)
- Articles and essays (available on D2L):
 - Karl von Clausewitz, *On War* (1832) - Book I; Book VIII
 - Thomas X. Hammes, "The Evolution of War: The Fourth Generation," *Marine Corps Gazette* (September 1994): 35-44.
 - Thomas X. Hammes, "Fourth Generation Warfare Evolves, Fifth Emerges," *Military Review* (May-June 2007): 14-23.
 - Conrad Crane and W. Andrew Terrill, "Reconstructing Iraq: Insights, Challenges, and Missions for Military Forces in a Post-Conflict Scenario." Strategic Studies Institute, US Army War College, February 2003.

In-Class Documentaries:

- Deborah Scranton, *The War Tapes* (2006 – 97 minutes)
- Sebastian Junger and Tim Hetherington, *Restrepo* (2010 – 93 minutes)

Course Description:

America's post-9/11 wars in Afghanistan and Iraq are among the longest in our nation's history and will affect American politics, diplomacy, and society for years to come. Although both wars are very recent and arguably unfinished, it is time for the historians to add their analysis to our understanding of these events. This course will do so exploring arguments (sometimes contradictory) from a variety of perspectives.

Course Requirements:

This course will be run as a seminar devoted to a close examination of a variety of recent analyses of the wars in Afghanistan and Iraq. Each day's class session will be built around one or more readings or a documentary as listed on the semester schedule elsewhere in this syllabus.

By definition, a seminar is a discussion-intensive environment, and so each student is expected to contribute to the conversation every class period. You will only get out of the seminar what you put into it, and the course is designed to reward thoughtful participation. To help keep the conversation going, every student will be assigned to function as a conversation facilitator three times during the semester. As facilitator, you will be responsible for leading that day's discussion, which means you must be intimately familiar with your assigned reading's content. Given the size of the seminar, most chapters will have at least two facilitators leading the discussion each day.

There are 255 possible points to be earned in this class, distributed as follows:

- Student facilitators will play an important role in most of our course meetings. The semester reading schedule (found below) lists days when at least two facilitators will lead class discussion of the reading.

You can earn up to 10 points each day that you serve as a facilitator, for a total of 30 points.

- Each facilitator will write a 5-page summary and analysis of that day's readings in his/her best rendition of the Queen's English, worth 50 points each. Each student will serve as a facilitator three times during the semester, so there are 150 points at stake here.
- This is not a lecture course; we will rely heavily on class discussion to make the seminar work. In the interest of promoting spirited class discussion, you can earn up to 75 points for your oral contributions to the learning process. (Please recognize that I understand the difference between quality and quantity when it comes to discussion.)

Your course grade is determined by your average and is based on a standard 10-point scale.

Your Role as Conversation Facilitator

Each student will help lead class discussions on our assigned readings three times during the semester. The key to doing this successfully is preparation. While you should always do your reading for every class period, you will need to be especially familiar with the essays on the days when you are acting as one of the facilitators. After reading your chapter(s), you should identify the main points being raised along with one or more questions you might have about each of those points. For example, if an author asserts that some major or minor change happened, you might ask what kind of evidence they supply to support that assertion. You should also feel free to check other sources (not assigned for class) to help shape your discussion points. You can consult news stories, Wikileaks documents, memoirs, blogs, etc.

During class itself, you should be prepared to present a brief summary of the assigned reading. You can then begin posing the questions you generated to your classmates to start the discussion. If no one answers, pick someone and ask what they think! Once the conversation starts, get your classmates to defend or explain their answers. They should be able to provide the evidence or reasoning they used. At times, you may hear conflicting opinions or answers. That provides you with an opportunity to discuss the differences with your classmates.

Semester Schedule

Topics and dates are subject to change.

23 Aug: Introduction to the course

25 Aug: Karl von Clausewitz, *On War*, Book I.
No student facilitators. Dr. Hackemer will lead discussion.

30 Aug: Karl von Clausewitz, *On War*, Book VIII.

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

01 Sept: Bacevich, Chapters 1-2.

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

06 Sept: Bacevich, Chapters 3-6.

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

08 Sept: NO CLASS: Waging Peace Conference

13 Sept: Bacevich, Chapter 7.

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

15 Sept: Bacevich, Chapters 8-9.

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

20 Sept.: Bacevich, Chapters 10-11.

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

22 Sept: - Thomas X. Hammes, "The Evolution of War: The Fourth Generation," *Marine Corps Gazette* (September 1994): 35-44.

- Thomas X. Hammes, "Fourth Generation Warfare Evolves, Fifth Emerges," *Military Review* (May-June 2007): 14-23.

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

27 Sept: Conrad Crane and W. Andrew Terrill, *Reconstructing Iraq: Insights, Challenges, and Missions for Military Forces in a Post-Conflict Scenario.* Strategic Studies Institute, US Army War College, February 2003.

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

29 Sept: Bacevich, Chapters 12-13.

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

04 Oct: Documentary: Deborah Scranton, *The War Tapes*

06 Oct: Documentary: Deborah Scranton, *The War Tapes*
No facilitator – general class discussion

11 Oct: Bacevich, Chapters 14-15.

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

13 Oct: Bacevich, Chapters 16-17.

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

18 Oct: Bacevich, Chapter 18 (no facilitator)

20 Oct: - Bailey and Immerman, Ch. 1 - Reynolds, "The Wars' Entangled Roots"

- Bailey and Immerman, Ch. 2 - Anderson, "9/11: Bush's Response"

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

25 Oct: - Bailey and Immerman, Ch. 3 - Immerman, "Intelligence and the Wars in Iraq and Afghanistan"

- Bailey and Immerman, Ch. 4 - Biddle and Feaver, "Assessing Strategic Choices ..."

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

27 Oct: Bailey and Immerman, Ch. 5 - Crane, "Military Strategy in Afghanistan and Iraq"

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

01 Nov: Bailey and Immerman, Ch. 6 - Horowitz, "Human Rights as a Weapon of War"

Facilitator 1: _____

Facilitator 2: _____

Facilitator 3: _____ (if needed)

03 Nov: Documentary: Junger and Hetherington, *Restrepo*

08 Nov: Documentary: Junger and Hetherington, *Restrepo*

No facilitator – general class discussion.

- 10 Nov: Bailey and Immerman, Ch. 7 - Munday, "The Combatants' Experiences"
Facilitator 1: _____
Facilitator 2: _____
Facilitator 3: _____ (if needed)
- 15 Nov: Bailey and Immerman, Ch. 8 - Farber, "Fighting (against) the Wars in Iraq and Afghanistan"
Facilitator 1: _____
Facilitator 2: _____
Facilitator 3: _____ (if needed)
- 17 Oct: - Bailey and Immerman, Ch. 9 - Lebovic, "Limited War in the Age of Total Media"
- Bailey and Immerman, Ch. 10 - McKeivitt, "'Watching War Made Us Immune'..."
Facilitator 1: _____
Facilitator 2: _____
Facilitator 3: _____ (if needed)
- 22 Nov: Bailey and Immerman, Ch. 11 - Kieran, "Veterans' Readjustment..."
Facilitator 1: _____
Facilitator 2: _____
Facilitator 3: _____ (if needed)
- 24 Nov: NO CLASS: Thanksgiving Break
- 29 Nov: Bailey and Immerman, Ch.12 - Brigham, "The Lessons and Legacies of the War in Iraq"
Facilitator 1: _____
Facilitator 2: _____
Facilitator 3: _____ (if needed)
- 01 Dec: Bailey and Immerman, Ch.13 - O'Connell, "The Lessons and Legacies of the War in Afghanistan"
Facilitator 1: _____
Facilitator 2: _____
Facilitator 3: _____ (if needed)
- 06 Dec: Wrapping Up

Diversity and Inclusive Excellence:

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an

academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodations:

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389

Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

College of Arts & Sciences Academic Integrity Policy:

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook. No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

KEEP THIS SYLLABUS AND REFER TO IT OVER THE COURSE OF THE SEMESTER.
WHEN IN DOUBT, ASK QUESTIONS.

Updated 14 August 2016