

American Homefronts, Global Wars: After 9/11

ASTD 2200 - 01 / POLS 2930 - 01

American Studies Department
Saint Louis University
Fall 2018

Tuesday and Thursday, 12:45-2:00
Xavier G22

Prof. Kate Moran
Adorjan 105
kate.moran@slu.edu

Office hour visits can be scheduled at <https://morankd.youcanbook.me>.
This link will also be posted on our Blackboard homepage.

YOUR COURSE CONTACTS

*Please get contact information for 3 of your fellow classmates.
This will come in handy if you miss class or need a study partner.*

Name	Email and/or phone

This interdisciplinary course considers American social experiences during times of war, with a focus on immediate and ongoing American responses to the terrorist attacks on September 11, 2001, often referred to collectively as “9/11.”

We will explore the events on September 11th themselves, and how they have been commemorated and recounted in popular culture. We will examine American policy-makers’ responses to 9/11, and in particular to the launching of the “War on Terror.” And we will analyze how, as that war sought to remake the world outside of the United States, life in the United States itself was changed, in ways both expected and unexpected. Throughout, we will follow debates about 9/11, its meaning, and its aftermath across a variety of media, including film and photography, law and policy, poetry and fiction.

REQUIRED TEXTS

The following books are required reading for this course. They are available for purchase at the university bookstore or can be ordered from other local or online booksellers or requested from the library. Please make sure you get the correct edition of the book (see the ISBN number to make sure).

- Don DeLillo, *Falling Man* (New York: Scribner, 2008). ISBN: 9781416546061
- Dave Eggers, *Zeitoun* (New York: Vintage, 2010). ISBN: 9780307387943

Unless otherwise noted, you can find links to all of the other readings, films, photographs, etc. on our course Blackboard site.

COURSE OBJECTIVES

In this class, you can expect to:

- become familiar with various cultural and political responses to 9/11.
- improve your writing skills through writing assignments of different lengths and kinds, and through drafting and revision.
- improve your academic reading skills through reading responses and guided class discussion.
- strengthen your ability to engage in thoughtful, and rigorous intellectual discussion and debate.

GLOBAL CITIZENSHIP

This course fulfills the College of Arts and Sciences Core requirement for Global Citizenship.

The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. In our interconnected world, the actions and decisions made by one government or group have a direct impact on people in other areas of the world. As global citizens and public intellectuals, our students must have the knowledge and tools required to make decisions with far-reaching impact. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

- Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
- Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
- Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
- Understand the impact of their lives and choices on global and international issues.
- Understand how their values are related to those of other people in the world.

EXPECTATIONS AND EVALUATION

Participation (10%)

Throughout this semester, we will work together to make this class a productive and enjoyable learning community. On most days, we will spend our time discussing the readings and doing activities related to the analysis of material presented in class. It is important both to your own personal success, and to the success of the group as a whole, that you attend class and participate actively. Participation includes:

- coming to class, and coming on time.
- doing the reading, bringing it with you to class, and arriving prepared to talk about it.
- actively engaging in class activities.

To foster a rigorous, thoughtful, and welcoming atmosphere in class, in the second week of the semester we will discuss best practices for in-class discussion.

Reading Responses (25% of your course grade)

For each class period, you will be asked to post a 1-page (aprox. 300 words) response to the assigned reading, film, etc. This is due on Blackboard, and must be submitted before class begins.

The reading responses should indicate that you have done the reading/viewing carefully, but they do not need to be elegant or formal writing. They can include academic analysis, or personal commentary, or both. Bullet points, mistakes of spelling and grammar: all of these are fine. This is rough, process writing - it is an opportunity for you to think through the material before class discussion, in whatever way is most helpful and engaging for you.

Sometimes I may read from reading responses in class. If you would like me to keep yours confidential, please write that at the top of the response.

Reading responses will be graded full credit (100), half credit (50), or no credit (0). You will receive no credit if you fail to submit a response or if it does not relate to the reading/viewing, half credit if it is late or does not demonstrate that you've done the reading/viewing (i.e.: is vague, refers to only a tiny portion of the assigned material), and full credit if it fulfills the assignment. You will be allowed to drop the lowest two of these grades; the others will be averaged to produce your reading response grade for the course.

Tips for good responses:

- Think for a moment about the *nature* of the reading/viewing, particularly if it's a primary source. Who wrote, directed, published, or produced it? To what end? When? Where? Sometimes this can tell us a great deal about how to interpret a text.

- Make sure you are commenting on the content of the text, not just on its general topic. (You don't need to get very intellectual about it - but you do need to show you read/viewed it.)
- Feel free to write in whatever form you feel most comfortable, or to experiment with form. You could write a list of ideas, post the notes you took on the reading, write a tiny essay on what you think is an important point, comment on how the reading/viewing relates to something you've experienced or read in the news . . . the list is almost endless.

Politics and Mourning Paper (15% of your grade)

4-6 pages.

In "Violence, Mourning, Politics," Judith Butler writes a response to 9/11 that asks what it might mean to create a politics based on mourning. In this short essay, due at the end of the first unit of the course, you will engage Butler's ideas about mourning and politics to make your own analysis of one of the memorial texts we have encountered in class. This essay will give you an opportunity to think critically about the work of memorialization, and to practice both advanced reading skills (Butler's text, which we will discuss at length in class, is not an easy one) and argument-driven writing skills.

Grant Proposal Project

In the second and third units of the course, students will have the opportunity to do independent research into some aspect of American responses to 9/11: you could look at a particular kind of media (literature, film, photography, theater, etc.) or a particular topic (immigration, policing, sports, etc.) Instead of writing a research paper on your findings, however, you will draft and revise a grant proposal, modeled on the actual proposals required for Missouri Humanities Council grants, in which you propose and justify a public event meant to educate the community and stimulate conversation about your topic. The proposal application form, and a detailed assignment sheet, will be distributed early in the semester.

This assignment will help you improve your writing skills through argument-based writing and revision. It will give you valuable experience with grant-writing - an important skill for many professions. And finally, it will allow for creativity in form and design, and it will enable all of us to think about ways to connect classroom-style humanities work with larger publics outside the university.

Proposal Draft (15% of your course grade)

At the beginning of the second unit of the course, each student will meet with me to brainstorm ideas about a project. At the end of the second unit, you will submit a draft proposal. That draft will be circulated to some of your colleagues in the class to workshop, and you will receive feedback from them, and from me, to guide you as you revise.

Proposal Workshop Reports (5% of your course grade)

During workshop, you will also provide feedback to a group of your colleagues, and will fill out a workshop report form to help you do so. These are due on the day of the workshop.

Final Proposal (30% of your course grade)

On the last day of class, each student will submit a final draft of their grant proposal.

COURSE CALENDAR

Event & Memory

- T 8/28 Introductions
- R 8/30 Recollections
Please interview 2 people who were at least 10 years old on 9/11/2001. (Ideally, you will interview people from different generations). Ask them:
- What do they remember about the day itself?
- What images and sounds (or even smells, tastes, or textures) do they associate with the event?
- How do they think it has affected American life?
Please post your notes from these interviews on Blackboard as your response for the day, and bring a printed-out copy to class to refer to during discussion.
- T 9/4 Poetry
Suheir Hammad, "First Writing Since"
Martín Espada, "Alabanza: In Praise of Local 100"
Lucille Clifton's 9/11 series
- R 9/6 Politics & Mourning
Judith Butler, "Violence, Mourning, Politics" in *Precarious Life: The Powers of Mourning and Violence* (London and New York: Verso, 2006), 19-49. (31 pages)
- T 9/11 Memorials
Flesh & Metal, Bodies & Buildings: Works from Jonathan Hyman's Archive of 9/11 Vernacular Memorials (digital exhibition - please look at all pages)
- R 9/13 No Class - Reading Day
Please use this time to begin reading Don DeLillo's *Falling Man*.
- T 9/18 Falling Man
Falling Man, Parts 1 and 2
- R 9/20 Falling Man
Falling Man, Part 3
- T 9/25 International Response
11'09'01 September 11 (2002), dir. Samira Makhmalbaf and others (132 min.)
- R 9/27 Hollywood
World Trade Center (2006), dir. Oliver Stone (129 min.)

F 9/28 ****DUE: Politics & Mourning Paper, uploaded to Blackboard in MS Word, by 5pm, Friday 9/29.**
If you haven't already, please make an appointment to meet with me in the next 2 weeks about your research topic.

Over There

- T 10/2 War on Terror
George W. Bush, "Address to a Joint Session of Congress and the American People," 20 September 2001. (3 pages)

Osama bin Laden, "Speech on September 11 Attacks." (2 pages)

George W. Bush, "Address Before a Joint Session of the Congress on the State of the Union," 29 January 2002. (5 pages)

Barack H. Obama, "Nobel Lecture," 10 December 2009. (13 pages)
- R 10/4 No Class - Research Day
Please use this time to begin research for your grant proposal.
- T 10/9 Clash of What?
Ussama Makdisi, "'Anti-Americanism' in the Arab World: An Interpretation of a Brief History," in *History and September 11th*, ed. Joanne Meyerowitz (Philadelphia: Temple University Press, 2003), 131-153. (23 pages)

Excerpt from Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs*, 72 (Summer 1993), 22-23, 31-32. (4 pages)

Excerpt from Michael H. Hunt, "In the Wake of September 11: The Clash of What?" in *History and September 11th*, 9-10. (1 page)
- R 10/11 Saving Women
Laura Bush, "Radio Address on Women in Afghanistan," 17 November 2001. (2 pages)

Lila Abu-Lughod, "Do Muslim Women (Still) Need Saving?" in *Do Muslim Women Need Saving?* (Cambridge: Harvard University Press, 2013), 27-53. (27 pages)

****DUE: Meetings with me about your research topic (Please make sure you meet with me before this date.)**
- T 10/16 Drone Warfare
Jameel Jaffer, selection from "Introduction" in *The Drone Memos: Targeted Killing, Secrecy, and the Law* (New York: The New Press, 2016), 1-36. (36 pages)

“The Ethics and Efficacy of the President’s Counterterrorism Strategy,” speech by John O. Brennan, Assistant to the President for Homeland Security and Counterterrorism, Woodrow Wilson International Center for Scholars, Washington, D.C., 30 April 2012. (18 pages)

This is not required reading but, for the curious, I have also uploaded the Justice Department memo approving of the targeting of Anwar al Aulqi. This memo was provided to a journalist and the ACLU in connection to Freedom of Information Act (FOIA) litigation.

- R 10/18 Torture
Susan Sontag, “Regarding The Torture Of Others.” *The New York Times Magazine* (23 May 2004). (10 pages)
- Burt Neuborne et al., “Torture: The Road to Abu Ghraib and Beyond,” in *The Torture Debate in America*, ed. Karen J. Greenberg (Cambridge: Cambridge University Press, 2006), 13-32 (20 pages)
- T 10/23 No Class - Fall Break
- R 10/25 Combat on Film
The Hurt Locker (2008), dir. Kathryn Bigelow (131 min.)
- T 10/30 Privatization
“Private Warriors” (2005), PBS Documentaries (57 min.)
- R 11/1 Guantanamo (Is Guantanamo “Over There” or “Over Here”?)
Amy Kaplan, “Where Is Guantánamo?” *American Quarterly* 57, no. 3 (2005): 831-58. (28 pages)
- F 11/2 ****DUE: Grant Proposal Draft. Uploaded to Blackboard in MS Word by 5pm, Friday 11/2.**

Over Here

- T 11/6 Workshop Day
Please read your groups’ drafts.
****DUE: In class, workshop response sheets.**
- R 11/8 Muslim Americans
Moustafa Bayoumi, selections from *This Muslim American Life: Dispatches from the War on Terror* (New York: New York University Press, 2015), 1-8, 17-19, 121-139. (30 pages)
- T 11/13 Surveillance
Hidden/Caché (2005), dir. Michael Haneke (117 min.)
- R 11/15 Snowden

Janet Reitman, "Snowden and Greenwald: The Men Who Leaked the Secrets," *Rolling Stone*, 19 December 2013. (roughly 20 pages)

Fred H. Cate, "Edward Snowden and the NSA: Law, Policy, and Politics," in *The Snowden Reader*, ed. David P. Fidler (Bloomington: Indiana University Press, 2015), 26-41 (16 pages)

- T 11/20 Airport Security
Rachel Hall, "Transparency Effects: The Implementation of Full-Body and Biometric Scanners at US Airports," ch. 3 in *The Transparent Traveler: The Performance and Culture of Airport Security* (Durham: Duke University Press, 2015), 77-107. (31 pages)
- R 11/22 No Class - Thanksgiving Break
- T 11/27 Katrina
Zeitoun, Part 1
- R 11/29 Katrina
Zeitoun, Parts 2 and 3
- T 12/4 Katrina
Zeitoun, Parts 4 and 5
- R 12/6 Last Day
****DUE: Final Grant Proposal, uploaded to Blackboard in MS Word by the beginning of class. Please also bring a hard copy to class to turn in.**

POLICIES

Attendance. You are required to attend all classes. But sometimes we all get sick or things get in the way. So each student is given a grace period of 2 absences, after which any additional absences will lower your participation grade. Because I believe it is impossible to distinguish fairly between the two, I don't make a distinction between excused and unexcused absences. If a major crisis prevents your keeping up with class attendance and coursework, please see me as soon as possible to work out a solution.

Late work. You each have one free pass for a 48-hour extension on one piece of written work, not including the proposal draft (because these will be workshopped with your classmates). After your free pass, any late papers will be graded down by 4 points for each day late, including weekends. (Late reading responses will receive half credit; if they are more than 48 hours late they will receive no credit.) To use your extension, you must inform me in advance.

Technology. Laptops and cell phones are lovely in general, but not in a discussion-based seminar. Any use of this technology in class will result in an absence for the day. Tablets may be acceptable if you check with me in advance.

Academic integrity. Please make sure that all of the work you submit in this class—whether formal or informal writing, drafts or final essays, assignments or in-class exams—is your own work. If it is not, you will get a zero on the assignment and risk failing the class and losing your status at the university. If you are concerned about fulfilling an assignment and tempted to cheat, it is *always* better to see me and discuss options for help in the class, and please never hesitate to do so. The SLU policy on academic integrity is as follows:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Disability Services

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or [314.977.3484](tel:314.977.3484) to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; [314-977-3886](tel:314-977-3886)) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses: www.slu.edu/here4you and <https://www.slu.edu/general-counsel>.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong

sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Grading Scale

A	93-100	B-	80 - 82	D+	67 - 69
A-	90 - 92	C+	77 - 79	D	63 - 66
B+	87- 89	C	73 - 76	D-	60 - 62
B	83-86	C-	70 - 72	F	59 and below