

# AMST 2011: The United States Since September 11th

Fall 2024 | Meeting Times: Tuesday/Thursday from 11:15 AM -12:30 PM | 10 Church Street 100



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Office Hours: Thursdays from 1:30 PM to 2:30 PM in Scott Hall 107 and by appointment.

## Course Description:

This class will study the cultural and political changes that accompanied the September 11<sup>th</sup> attacks on the United States and their aftermath. The class will begin with an examination of September 11<sup>th</sup> and the resulting War on Terror with specific attention to the United States' political entanglements with Afghanistan and Iraq from the late Cold War to now. The second part of this class will examine resultant cultural changes in the United States ranging from discourses on terrorism and the United States' use of torture to the proliferation of domestic spying and the politics around gender and sexuality that developed during this period. By looking at September 11<sup>th</sup> and its aftermath, this class aims to explore the costs of war and war's impact on everyday people in the United States and the world. Analyzing a variety of sources that illustrate the legacy of the September 11<sup>th</sup> era ranging from academic texts, poetry, popular music, speeches, films, and policy reports, this class will also grapple with the enduring role that U.S. empire plays in shaping contemporary American culture, institutions, communities, and everyday life, especially as they relate to race, class, gender, and other markers of difference.

## Course Requirements and Grading:

1. ChimeIn Attendance and Participation (20%)
2. Exam #1 (35%)
3. Film Response Paper (10%)
4. Exam #2 (35%)

## Assignments and Exams

### ChimeIn:

Starting Week 2 of class, attendance and participation will be recorded via ChimeIn. There will be no makeups permitted for missed ChimeIn points except in the case of documented medical issues, extenuating circumstances, or other excused absences. Students are afforded four no-

questions-asked absences to use as needed. There will be no need to communicate to the instructor or TAs the cause so long as it is within the four no-questions-asked absences. For any additional absences, students are expected to communicate with the instructor or TAs to find the best ways to ensure their continued success in the course.

### **Exam #1:**

On October 17<sup>th</sup>, there will be a midterm exam administered in class. A study guide will be provided before the exam to help you prepare.

### **Film Response Paper:**

After the midterm, students will be responsible for watching one of several films (the professor will provide a list of films after the midterm) and write a response paper. This paper should be at least 2 *full* pages long and no longer than 3 pages, double-spaced with 1-inch margins all around and formatted with 12-point Times New Roman font. Further instructions will be given after the midterm. Students will submit the paper on Canvas by 11:59PM on November 17<sup>th</sup>.

### **Exam #2:**

On December 10<sup>th</sup>, there will be a final exam administered in class. A study guide will be provided before the exam to help you prepare.

## **Class Policies**

### **Communication and Email:**

I will communicate with you in class, through Canvas, and through email. It will benefit you to check your email account **daily**. I check my email daily, and I will do my best to respond to your emails within 24 hours during the work week, unless otherwise specified. If you do not hear from me immediately, please refrain from checking in unless it has been at least 48 hours. I will not respond to emails over the weekend, so please make plans accordingly to pose your questions during the week if you expect a prompt reply.

### **Accommodations:**

If you have special circumstances (examples: learning disability, serious health concerns, etc.) or have an emergency (examples: death in the family, accident, etc.), please contact me in a timely manner. We can talk about an appropriate plan to ensure your full participation in the course.

### **Policy On Late Assignments:**

Generally, I do not accept late assignments outside of extreme circumstances. If there is a reason why you cannot see yourself completing an assignment on time, **please let the instructor or TAs know beforehand**, and we can figure out where to go from there.

### **Technology:**

I do allow the use of technology in the classroom to access readings, for note taking, and to participate in ChimeIns. Whether you use technology to take notes or access the readings, this should be done on a device other than a cellphone (like a laptop or tablet). Please do not surf the web or use your devices for messaging purposes during class.

**Positive Classroom Environment:**

All students are required to treat all class members, including their peers, TAs, and instructors, with respect. Derogatory remarks will not be tolerated. Please contact me if you have any thoughts on this policy or if any situations arise. Similarly, you might engage with assigned material that you do not entirely agree with. That's alright. I do not always agree with what I assign either. The importance here is to approach the texts with an open mind as you engage and, moreover, to identify what questions, concerns, or queries emerge for you as you read, watch, and engage with the material. Engaging with material you disagree with can be an invaluable exercise in deepening your own stance on various social, political, and cultural issues that you will inevitably grapple with for the rest of your life. If at any point a student's behavior in lecture becomes detrimental (like distracting others by talking during lecture), you will be asked to leave the class.

**Needed Course Materials:**

All required readings for class will be available either through the course's Canvas site or digitally through the UMN library.

## Course Outline

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| Week 1 | 09/03 | <b>Syllabus Overview and Brief Introduction to the 2000s</b><br>Tuesday:<br><ul style="list-style-type: none"> <li>- No Reading.</li> </ul> Thursday:<br><ul style="list-style-type: none"> <li>- Watch by September 10th: Frontline's America after 9/11 (2021)<br/> <a href="https://www.pbs.org/wgbh/frontline/film/america-after-9-11/">https://www.pbs.org/wgbh/frontline/film/america-after-9-11/</a></li> </ul>                                                                                                                                                                                                                                                           |
| Week 2 | 09/10 | <b>September 11<sup>th</sup> and its Impacts on NYC</b><br>Tuesday:<br><ul style="list-style-type: none"> <li>- Read: "Conflict and Change: New York City's Rebirth after 9/11" by Zachary Baron Shemtob, Patrick Sweeney, and Susan Opatow in <i>New York After 9/11</i>, Empire State Editions, 2018.</li> </ul> Thursday:<br><ul style="list-style-type: none"> <li>- Read: "Living in Houses Without Walls: Muslim Youth in New York City in the Aftermath of 9/11" by Diala Shamas in <i>New York After 9/11</i>, Empire State Editions, 2018.</li> </ul>                                                                                                                   |
| Week 3 | 09/17 | <b>The Antecedents to September 11<sup>th</sup> and the War on Terror in Afghanistan</b><br>Tuesday:<br><ul style="list-style-type: none"> <li>- Read: "Homeland Insecurities: Some Reflections on Language and Space" by Amy Kaplan in <i>Radical History Review</i> 85 (2003): 82-93.<br/> <a href="https://muse.jhu.edu/article/37728">muse.jhu.edu/article/37728</a>.</li> </ul> Thursday:<br><ul style="list-style-type: none"> <li>- Read: "Chapter 3: Liberal Torture" by Alex Lubin in <i>Never-Ending War on Terror</i>, University of California Press, 2021.<br/> <a href="https://doi.org/10.2307/j.ctv182js59">https://doi.org/10.2307/j.ctv182js59</a>.</li> </ul> |
| Week 4 | 09/24 | <b>From the Gulf War to the War on Terror in Iraq</b><br>Tuesday:<br><ul style="list-style-type: none"> <li>- Read: Excerpts from Chapter 4. "From Proxy Wars to Open Aggression" by Mahmood Mamdani in <i>Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror</i>. Harmony, 2005.</li> </ul> Thursday:<br><ul style="list-style-type: none"> <li>- Read: "Contested Meaning of 9/11" by Jim O'Brien in <i>Radical History Review</i>, 2011(111), 5–27. <a href="https://doi.org/10.1215/01636545-1268668">https://doi.org/10.1215/01636545-1268668</a></li> </ul>                                                                                           |
| Week 5 | 10/01 | <b>Anti-War Demonstrations</b><br>Tuesday:<br><ul style="list-style-type: none"> <li>- No reading. Catch up on previous readings and/or get ahead.</li> </ul> Thursday:<br><ul style="list-style-type: none"> <li>- Read: "Artists in Times of War" by Howard Zinn in <i>CLCWeb: Comparative Literature and Culture</i>, vol. 9, no. 1, 2007.</li> <li>- Read: "Do You Do Well to Be Angry?" by June Jordan in <i>The Progressive Magazine</i>, 1 Nov. 2001.</li> <li>- Read: "How Does It Feel to Be a Problem?" by Moustafa Bayoumi in <i>Amerasia Journal</i>, vol. 28, no. 1, 2001.</li> </ul>                                                                               |

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| Week 6  | 10/08 | <b>The War on Terror’s Aftermath: Debt, Veterans, First Responders, and Refugees</b><br>Tuesday:<br><ul style="list-style-type: none"> <li>- Read: “Creating Refugees: Displacement Caused by the United States’ Post-9/11 Wars,” by David Vine, Cala Coffman, Katalina Khoury, Madison Lovasz, Helen Bush, Rachael Leduc, and Jennifer Walkup, in Watson Institute International and Public Affairs, September 21, 2020.</li> <li>- Read: “We Get What We Pay For: The Cycle of Military Spending, Industry Power, and Economic Dependence” by Heidi Peltier in Watson Institute International and Public Affairs, June 8<sup>th</sup>, 2023.</li> </ul> Thursday:<br><ul style="list-style-type: none"> <li>- Read: Preface, Chapter 3, Chapter 16, and Chapter 17 from <i>The War Comes Home: Washington’s Battle Against America’s Veterans</i> by Aaron Glantz, University of California Press, 2008.</li> <li>- Read: “The Soldiers Came Home Sick. the Government Denied It Was Responsible” by Megan K. Stack, <i>New York Times</i>, 11 Jan 2022.</li> </ul> |
| Week 7  | 10/15 | <b>Exam Week</b><br>Tuesday:<br><ul style="list-style-type: none"> <li>- Study Day, No Class</li> </ul> Thursday:<br><ul style="list-style-type: none"> <li>- In Class Exam #1</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Week 8  | 10/22 | <b>Islamophobia, SWANA Communities, and the War on Terror</b><br>Tuesday:<br><ul style="list-style-type: none"> <li>- Read: “Introduction: Arab Americans and U.S. Racial Formations” by Amaney A. Jamal and Nadine C. Naber. <i>Race and Arab Americans before and after 9/11: From Invisible Citizens to Visible Subjects</i>, Syracuse University Press, 2008.</li> </ul> Thursday:<br><ul style="list-style-type: none"> <li>- Read: “The Ideology of Islamophobia,” by Deepa Kumar in <i>Islamophobia and the Politics of Empire: Twenty Years after 9/11</i>, Brooklyn: Verso Books, 2022.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Week 9  | 10/29 | <b>The War on Terror at the Border and Civil Liberties at Home</b><br>Tuesday:<br><ul style="list-style-type: none"> <li>- Read: Islamophobia and the Making of Latinos/as into Terrorist Threats,” by Luis A. Romero and Amina Zarrugh in <i>Ethnic and Racial Studies</i> 41, no. 12 (September 26, 2018): 2235–54, <a href="https://doi.org/10.1080/01419870.2017.1349919">https://doi.org/10.1080/01419870.2017.1349919</a>.</li> <li>- Read: “ ‘We can’t assume our alliances; we have to work for them’: an interview with Angelica Salas” by Enrique C. Ochoa and Angelica Salas, <i>Radical History Review</i> 93, 260-272.</li> </ul> Thursday:<br><ul style="list-style-type: none"> <li>- Read: “The Politics of Access: Libraries and the Fight for Civil Liberties in Post-9/11 America,” by Maurice B. Wheeler in <i>Radical History Review</i> 2005, no. 93 (2005): 79–95. <a href="https://doi.org/10.1215/01636545-2005-93-79">doi:10.1215/01636545-2005-93-79</a>.</li> </ul>                                                                       |
| Week 10 | 11/05 | <b>Domestic Spying and Surveillance Post-9/11</b><br>Tuesday:<br><ul style="list-style-type: none"> <li>- Election Day (no class, go vote)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|         |       | <p>Thursday:</p> <ul style="list-style-type: none"> <li>- “The FBI and the Making of the Terrorist Threat” by Ivan Greenberg in <i>Radical History Review</i> 2011, no. 111 (2011): 35–50. doi:10.1215/01636545-1268686.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Week 11 | 11/12 | <p><b>Domestic Spying and Surveillance Post-9/11 (Continued)</b></p> <p>Tuesday:</p> <ul style="list-style-type: none"> <li>- Read: “‘The Eyes and Ears on Our Frontlines’: Policing without Police to Counter Violent Extremism,” by Nicole Nguyen in <i>Surveillance &amp; Society</i> 17, no. 3/4 (September 7, 2019): 322–37, <a href="https://doi.org/10.24908/ss.v17i3/4.8142">https://doi.org/10.24908/ss.v17i3/4.8142</a>.</li> <li>- Read: “The ‘Countering Violent Extremism’ program institutionalizes injustice against Somalis,” by Kadra Abdi, Ayantu Ayana, Ramla Bile, Mohamed H. Mohamed, Julia Nekessa Opoti. <i>MinnPost</i>, May 1, 2015. <a href="https://www.minnpost.com/community-voices/2015/05/countering-violent-extremism-program-institutionalizes-injustice-against-so/">https://www.minnpost.com/community-voices/2015/05/countering-violent-extremism-program-institutionalizes-injustice-against-so/</a></li> </ul> <p>Thursday:</p> <ul style="list-style-type: none"> <li>- No class. – Catch Up on Readings</li> </ul> |
| Week 12 | 11/19 | <p><b>The War on Terror, Gender, and Sexuality</b></p> <p>Tuesday:</p> <ul style="list-style-type: none"> <li>- “War Propaganda and the Abuses of Women: Media Constructions of the Jessica Lynch story,” by Deepa Kumar in <i>Feminist Media Studies</i> Vol. 4, No. 3, 2004.</li> </ul> <p>Thursday:</p> <ul style="list-style-type: none"> <li>- “Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots” by Jasbir Puar and Amit Rao in <i>Social Text</i> 72 20.3 (Fall 2002): 117-148.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Week 13 | 11/26 | <b>Thanksgiving Week – no class.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Week 14 | 12/03 | <p><b>The War on Terror, Gender, and Sexuality (Continued)</b></p> <p>Tuesday:</p> <ul style="list-style-type: none"> <li>- “Queer Militarism?!: The Politics of Military Inclusion Advocacy in Authoritarian Times” by Dean Spade and Aaron Belkin in <i>GLQ</i> 1 April 2021; 27 (2): 281–307. <a href="https://doi.org/10.1215/10642684-8871705">https://doi.org/10.1215/10642684-8871705</a></li> </ul> <p>Thursday:</p> <ul style="list-style-type: none"> <li>- Study Day, No Class</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Week 15 | 12/10 | <p><b>Exam #2</b></p> <p>Tuesday:</p> <ul style="list-style-type: none"> <li>- In Class Exam #2</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**Note: Syllabus is subject to change. Students will be informed of all changes promptly.**