



ENGL 187 - Culture of Fear: Post 9/11 Culture

*"If we learn nothing else from this tragedy, we learn that life is short and there is no time for hate."
Sandy Dahl, wife of Flight 93 pilot Jason Dahl*

"The thing about 9/11 is that it's kind of an artwork in its own right. It was wicked, but it was devised in this way for this kind of impact. It was devised visually." Damien Hirst, artist

Summer 2018 -- Online
June 4 - July 27, 2018
Georgetown University

Instructor: Ellen Gorman
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Required Texts

Culture, Crisis and America's War on Terror, Stuart Croft
Homeboy, H.M. Naqvi
Incendiary, Chris Cleave
Billy Lynn's Long Halftime Walk, Ben Fountain

Films/Television (Canvas/Sharestream, Panopto or Online):

The Falling Man (2006); *Team America* (2004); *Homeland* (Season 1/2011);
Terms and Conditions May Apply (2013); *Zero Dark Thirty* (2012); *War Machine* (Optional/Netflix, 2017 or contemporary war film of student's choice)

Additional readings (Canvas and online)

Course Description:

What changed with regard to lived experience, media and culture in the new millennium? How have a War on Terror and significant changes in privacy and surveillance in the U.S. been imbricated into American culture in the aftermath of and response to 9/11? How did artists in literature, film, music, digital media and video respond to the attack and its impact on American life? In this course we will look at critical theory, rhetoric and art since 9/11 and ask questions about cultural consumption during America since then.

In this course you will be asked to read and then to think critically about what you have read. You will also be asked to articulate and make claims about your interpretations in your writing, and participate in collaborative discussions, class debates and a one-on-one discussion with the instructor during the eight week period.

The overall frame around any of our inquiries in this course is the development of critical thinking and writing skills. You will be asked to submit two formal written assignments: a rhetorical critique and a researched argument, both of which are designed to serve as opportunities for you to refine your argumentative writing and further your confidence in your own voices and opinions.

List of assignments and percentage of grade

Assignment #1/Rhetorical Critique	15%
Assignment #2/ Researched Argument	20%
Response Papers (8 x 5% each)	40%
One-on-One Discussion	5%
Discussion Board Assignments (2 @ 5% each))	10%
Debate (2 x 5% each - Canvas Discussion Forum)	10%

General Policies

Grading

All assignments are to be posted to the Canvas site for the course on the due date. Grades for assignments one day late will be dropped one full grade; assignments two days late will be dropped two full grades. A grade of “No Credit” will be given for assignments later than two days late.

Formal Assignments

Assignments should conform to MLA-style format and be typed, double-spaced, in a 12-point font, and paginated with the author’s name on each page on the top right hand side.

For more specific information see the *MLA Handbook for Writers of Research Papers* and <http://owl.english.purdue.edu/owl/resource/557/01/>.

All students are encouraged to avail themselves of the free services at the University’s Writing Center:

<http://www.georgetown.edu/departments/english/writing/wcenter.html>.

Response Papers

You will need to submit eight (8) informal response papers – one a week - by the end of the course.

Due dates for these responses are available on the Assignments tab on our Canvas site for the course.

- Each response should be no less than 1,000 words total, but may exceed that length.
- Do not summarize, only respond to and engage with each of the texts for the week in the response, using an informal voice and “I” throughout each response. More detailed criteria are listed on the “Assignments” tab for each response.
- Since you are responding to texts provided for the course, there is no need to cite anything in these response papers, and as a general rule, do not include outside sources in your responses. I am asking you to think closely and critically about only these texts.
- No late submissions will be accepted for any reason.

Canvas Discussion Board Forum and Debate Assignments

You will be asked to respond to a prompt and then engage with your classmates via the Canvas Discussion Board format twice during the course and in a similar format for two debates. Dates are on the schedule and will require completion deadlines. These discussions/debates are designed to encourage thoughtful and productive engagement among the classes that otherwise will never meet as a group, and to enable everyone in the class to articulate opinions and make points about the material in the course and how they are relating it to their lived experiences while taking it.

One-on-One Online Discussion with Instructor

By the sixth week of the course, each student will need to have scheduled and completed an online videoconference with the instructor to discuss thoughts about the course, address questions and engage about the material s/he has read thus far. This videoconference can be scheduled via email at a time amenable to both the instructor and the student via FaceTime, Skype, Zoom or whatever platform works best.

University Policies

All Georgetown University policies, as stated in the Undergraduate Bulletin, will be observed: <http://www.georgetown.edu/undergrad/bulletin/>.

All students are required to be aware of the University’s Honor Code regulations:

<http://www.georgetown.edu/undergrad/bulletin/regulations6.html#standards>.

If you believe that you have a disability that will affect your performance in this class, please contact the Academic Resource Center (<http://academicsupport.georgetown.edu/>) for further information. The center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, including relationship violence, sexual harassment and sexual assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct.

These resources include Jen Schweer, MA, LPC, Associate Director of Health Education Services for Sexual Assault Response and Prevention, (202) 687-0323 (jls242@georgetown.edu) and Erica Shirley, Trauma Specialist Counseling and Psychiatric Services (CAPS), (202) 687-6985 (els54@georgetown.edu).

More information about campus resources and reporting sexual misconduct can be found at <http://sexualassault.georgetown.edu>.

Sensitive Material

At times this semester we will be discussing events and issues that may be disturbing, even traumatizing, to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. (You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually.

SCHEDULE

MODULE 1

June 4 – 10 Introduction; review of syllabus; upload introductory video to Canvas

Discourse/Terror

Read: "Language, Media and War: Manipulating Public Perceptions" – Yahya R. Kamalipour, *Global Media Go to War*, Marquette Books, 2004, p. 87 - 94:
go to bottom of "Modules" page, to "Library Reserve Readings."

Read: Vietnam: The War That Killed Trust" – Karl Marlantes, *NewYorkTimes.com*;

Watch: Videos on YouTube/read lyrics on *Genius.com*:

"ObamaNation" – Part 3: Lowkey feat. Lupe Fiasco, Malcolm X, Tupac, M1 and Black the Ripper (2014);

"When the President Talks to God" – Bright Eyes (2005):

"Mosh" – Eminem (2004);

Read: "The Faces of American Power" – *nytimes.com*

Read: Baudrillard, Jean. "The Spirit of Terrorism." *A Critical and Cultural Theory Reader*, University of Toronto Press, 2004, pp. 228 – 230 (pdf/Canvas).

Look up: *Oxford English Dictionary* (Georgetown library website) definitions of "war" and "terrorism";

Watch: Watch "Oklahoma City" – American Experience, PBS (2017): Sharestream or Panopto;

Read: Richardson, Louise. "Introduction" and "Chapter One." *What Terrorists Want*.

Random House, 2006, pp. xi – 20. (pdf/Canvas)

June 11 – 17

9/11/Crisis/Response

Watch: *9/11: The Falling Man* (YouTube or TopDocumentaryFilms.com)

Read: "Growing Up in Terrorist Times" – Ruth Marcus, *TheWashingtonPost.com*;

Read: "Post-9/11 Generation: Millennials Reflect On Decade Since Terrorist Attacks" – Amanda Fairbanks, *HuffingtonPost.com*

Watch: "Osama bin Laden has Farty Pants – South Park, November 7, 2001 (Sharestream or Panopto);

Watch: Videos/YouTube: "Courtesy of the Red, White and Blue (The Angry American)" – Toby Keith;

"The Proud" – Talib Kweli

"An Open Letter to NYC" – Beastie Boys;

Look at: Graffiti.org – 9/11 Murals;

"9/11 Memorial Tattoos" – *Inkedmag.com*;

Watch: Jon Stewart, Response to 9/11 - *TheDailyShow.com*

Read *Culture, Crisis and America's War on Terror*, Stuart Croft, pages 1 – 83:

Introduction, Chapters 1 and 2: "Disrupting Meaning," and "Deconstructing the Second American 9/11"

Discussion Board Forum #1 – Open from June 14 - 17, 9:00 pm EST

Response Paper #1 due June 11 at 6:00 p.m. EST

Response Paper #2 due June 18 at 6:00 p.m. ES

MODULE 2

June 18 – 24

Civil Liberties/Xenophobia

Watch and Read: "Speech to Islamic Center, September 17, 2001" – George W. Bush

Read: "How likely are foreign terrorists to kill Americans? The odds may surprise you" – *BusinessInsider.com*;

Read: Muslim Americans: Current political climate worse than after 9/11, Gregory Krieg, *CNN.com*;

Investigate site: "Islamophobia" - *Testkitchen.huffingtonpost.com*;

Read: "Arab-Muslim Comedy Finding Voice After 9/11" – *USAToday30.USAToday.com*;

Read: "Civil Liberties Today"- Adam Liptak, *TheNewYorkTimes.com*

Read all of *Homeboy*

Read: "New York's 'Little Pakistan' rises from the ashes of 9/11" – Leela Jacinto, *France24.com*;

Read: "After Tuesday's Attack in Lower Manhattan, Fear in Little Pakistan" – Jennifer Gonnerman, *NewYorker.com*;

Read: "After the Unthinkable: How 9/11 Changed Fiction" – *TheEconomist.com*

Listen to: Interview with Deepa Iyer: "How South Asians Have Been Othered by 9/11" – *MSNBC.com*

Read: "Can Television Be Fair to Muslims?" – Melena Ryzik, *Nytimes.com*

Screen: *Team America* (Sharestream or Panopto);

Read: "Team America: World Police is Still Relevant" – Mark Harrison, *DenofGeek.com*

Read *Culture, Crisis and America's War on Terror*, Stuart Croft, pages 84 – 164:

Chapters 3 and 4: "The Decisive Intervention" and "The Institutionalisation and Stabilisation of the Policy Programme"

Debate #1 – Open from June 28 – July 1, 9:00 pm EST

June 25 – July 1

Got Fear?

Read: "Making a Killing" – Evan Osnos, *TheNewYorker.com*

Read: "Guns kill more people. So why does terrorism get all the attention?" – Tom Diaz, *TheWashingtonPost.com*;

Read: "It's time to admit it: We're all afraid of terrorism — and that's the entire point of it" –

Mabel Berezin, *Salon.com*;

Read: "The Changing Face of Terrorism" – *News.Vice.com*

Read: "Running From Nothing: Why False-Alarm Freak-outs Happen" - Rick Paulas, *NyMag.com*;

Red: "Call It Terrorism" – David Sirota, *Salon.com*

Read: "Hero and Superhero" – Stefanie Diekmann, *TheGuardian.com*;

Read: "Superhero movies have become an endless attempt to rewrite 9/11" – Todd VanDerWurff, *Vox.com*

Explore website: "Top Secret America," *TheWashingtonPost.com*;

Read: "How the War on Terror has Militarized Police" – Arthur Rizer and Joseph Hartman, *The Atlantic.com*;

Read: "Troops referred to Ferguson protesters as 'enemy forces', emails show" – Joanna Walters, *TheGuardian.com*;

Read: "Warrior Nation" – *Pop Culture Goes to War*, Geoff Martin and Erin Steuter, Lexington Books, 2010, pp. 145 - 166. Go to bottom of "Modules" page, to "Library Reserve Readings."

Watch: *Art ≠ Terrorism* - Documentary (Vimeo)

Read all of *Incendiary*;

Read: "Reality Bites" – Alfred Hickling, *The Guardian.com*;

Read: "Incendiary: The Book that Became Too Hot to Handle" –Vanessa de la Torre, *TheWashingtonPost.com*

Assignment #1/Rhetorical Critique due by July 1 by 6:00 pm EST on Canvas "Assignments"

Response Paper #3 due June 25 at 6:00 p.m. EST

Response Paper #4 due July 2 at 6:00 p.m. EST

MODULE 3

July 2 – 8

Pop Culture/Power

Screen *Homeland*, at least the first two episodes (Sharestream or Panopto);

Watch: *Four Lions* – Trailer, YouTube

Read: “The TV Shows that Prepared Us for the NSA Scandal” – Laura Bennett, *NewRepublic.com*;

Read: “Homeland: Terrorism TV for the Post-9/11 World” – Bryan Curtis, *Newsweek.com*;

Read: “The ‘24’ Effect: How ‘Liberal Hollywood’ Carried Water For Torture” – Bryan Lowry, *Variety.com*;

Read and watch videos: “Movies, patriotism, and cultural amnesia: tracing pop culture’s relationship to 9/11” – Lindsay Ellis, *Vox.com*;

Read: The Dark History of Defending the ‘Homeland’ - *TheNewYorkTimes.com*

Read: “The First Year Of The Iraq War, As Told Through Late Night TV Jokes” – Nick Robins-Early, *HuffingtonPost.com*

Read *Culture, Crisis and America’s War on Terror*, Stuart Croft, pages 165 - 213:

Chapter 5: “Acts of resistance to the War on Terror”

Social Media/Branding

Screen *Terms and Conditions May Apply* (Sharestream or Panopto);

Read: “They Have, Right Now, Another You” – Sue Halpern, *nybooks.com*;

Read: “Tweeting Terrorist Attacks in the U.S. and Europe” - Amaney Jamal, Middle East Institute, *MEI.edu*;

Read: “Terror Inc.: How the Islamic State Became a Branding Behemoth – Alyssa Berezna”, *News.Yahoo.com*;

Read: “Racist or reality? FBI pulls ‘Faces of Global Terrorism’ ads” – Jessica Chasmar, *WashingtonTimes.com*;

Read: “The FBI’s New U.S. Terrorist Threat: ‘Black Identity Extremists’” – Jana Winter, Sharon Weinberger, *ForeignPolicy.com*

Discussion Board Forum #2 – Open from July 6 - 9, 9:00 pm EST

July 9 – 15

Support Our Troops

Read all of *Billy Lynn’s Long Halftime Walk*;

Read: “‘Billy Lynn’s Long Halftime Walk’ by Ben Fountain: The War Novel of Our Time” –

Matt Gallagher, *DailyBeast.com*;

Read: “‘Thank you for your service’: what we really mean when we salute our troops” – Barrett Swanson, *Guardian.com*;

Read: “What does the depiction of war and terrorism in fiction say about American culture? – *m.dailykos.com*

Screen: *War Machine* (Netflix) or choose a contemporary (since 2016) American war film available to you;

Read: “The Tragedy of the American Military: - James Fallows, *TheAtlantic.com*;

Read: “‘American Sniper’ is Almost Too Dumb to Criticize” – Matt Taibbi, *RollingStone.com*;

Read: “Katy Perry and the Military Pop Cultural Complex” – Naomi Wolf, *The Guardian.com*

Screen: *Zero Dark Thirty* (Sharestream or Panopto);

Read: “Torture and *Zero Dark Thirty*” – David Bromwich, *TheHuffingtonPost.com*;

Read: “A Video Game That Lets You Torture Iraqi Prisoners” – Kaveh Waddell, *TheAtlantic.com*;

Watch: “Last Week Tonight with John Oliver – Torture”(YouTube);

Read: “11 Popular Songs the CIA Used to Torture Prisoners in the War on Terror” – To Barnes, *Mic.com*;

Read: “Gina Haspel’s Nomination to Head the CIA: Why the Controversy & What is at Stake?” –

Beth Van Schaack, *JustSecurity.org*;

Read: “Gina Haspel’s CIA nomination ignores her history of torture and sets a dangerous precedent” –

Karen J. Greenberg, *NBCNews.com*;

Read: “The case for Gina Haspel as CIA director” – Editorial, *ChicagoTribune.com*

Watch: Video re: Death of Osama Bin Laden/President Obama, *WhiteHouse.gov*

Response Paper #5 due July 9 at 6:00 p.m. EST

Response Paper #6 due July 16 at 6:00 p.m. EST

MODULE 4

July 16 – 22

Warcraft/“See Something, Say Something”

Read: “Inside Gitmo” America’s Shame” - Janet Reitman, *RollingStone.com*;

Read: “We’re All Guilty of Dehumanizing the Enemy” - Sebastian Junger, *TheWashingtonPost.com*;

Read: “Are Drones Obama’s Legacy on War on Terrorism?” – Ari Shapiro, *NPR.org*;

Read and listen to: “Lynn Hill: Twenty-First Century War Poet” – Soundcloud.com

Watch: “Lupe Fiasco: ‘Obama is the Biggest Terrorist’”: <https://www.youtube.com/watch?v=28MwXpy8uh8>

Read: “American Violence from Baltimore to Baghdad” - Hugh Gusterson, *DissentMagazine.com*

Watch “The Snuke” – South Park (Sharestream or Panopto);

Check out site: Department of Homeland Security, DHS.gov

Read: “The poisonous paranoia of ‘see something, say something’” – Joshua Kopstein, *America.Aljazeera.org*;

Read: “New Yorkers Can Now ‘See Something, Say Something’ With Their Phones” – Elaine Godfrey, *NYMag.com*;

Read: “Inside LAX’s New Anti-Terrorism Intelligence Unit” – Geoff Manaugh, *TheAtlantic.com*

Read *Culture, Crisis and America’s War on Terror*, Stuart Croft, pages 214 - 286:

Chapter 6: “The Discourse Strikes Back” and Conclusion

Debate #2 on Canvas Discussion Forum open July 19 – 22, 9:00 pm EST

July 23 – 27

Privacy/Patriotism/Safety

Read: “Is America Any Safer” – Steven Brill, *TheAtlantic.com*;

Read: “Eric Holder: Snowden performed a ‘public service’” – Louis Nelson, *Politico.com*;

Watch video: “Last Week Tonight with John Oliver: Government Surveillance” (YouTube)

Read: “France’s Diminished Liberties” – Editorial, *mobilenewyorktimes.com*;

Read: “Boston Police Used Social Media Surveillance for Years Without Informing City Council” –

Iqra Asghar, ACLU.org

Look at: Site - US Domestic Surveillance, CFR.Org;

Read: “Must Counterterrorism cancel democracy?” – David Cole, *TheNewYorkReviewofBooks.com*

Read: *The 9/11Generation*, Sunaina Marr Maira:

Listen to: Interview with Sunaina Maira:

Read: “Bin Laden Walks Into a Bar: Why teenagers love making jokes about 9/11” – Amanda Hess. Slate.com

Response Paper #7 due July 23 at 6:00 p.m. EST

Response Paper #8 due July 27 at 6:00 p.m. EST

Assignment #2/Researched Argument due by July 30 at 6:00 pm EST on Canvas “Assignments”