Hearts and Minds
Soldier-Civilian Encounters in the Persian Gulf War

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Paper
They called it the Ninety Day War. A slight buzz comes over the line on top of Brigadier General Halstead’s voice. “It was over so fast.” Indeed, when the First Gulf War is mentioned, a veil of confusion may fall over the faces of most people under twenty years old. Young people may not realize it, but the Persian Gulf War, also known as the “Ninety Day War,” was a key factor in shaping the future of warfare, including and especially the Iraq War. Many of the trends so prevalent in warfare today can be traced back to the Persian Gulf War, including the utilization of civilian logisticians and the media’s ubiquitous coverage of the American military. Most importantly, the encounters and exchanges between American soldiers and civilians from both America and the Middle East had lasting effects on the future of American warfare and the public’s views of the American military.

0100 hours. 2 August 1990. Three divisions of the Republican Guard, Saddam Hussein’s strongest and most loyal fighting force, over 50,000 soldiers strong, are gathered on the Iraq-Kuwait border. Awaiting them are Kuwait’s troops, only 16,000 in number. Within four and a half hours, the Republican Guard reaches Kuwait City, and, aided by a division of Iraqi Special Forces, takes the capital. Kuwaiti forces are obliterated. The Republican Guard then moves on to other key points in Kuwait before finally marching to the border between Kuwait and Saudi Arabia, its neighbor to the south. Later that day, Saddam Hussein declares Kuwait an annex of Iraq.

Saddam Hussein had made his reasons for invasion quite clear. After the Iraq-Iran war, which ended indecisively in 1988, Iraq was $80 billion in debt. To make matters worse, around that same time, Kuwait and other neighboring countries began to produce more oil and lower their prices. Iraq, already struggling, now had to charge less for its exported oil, a critical part of
its economy. In fact, the country lost about $1 billion for every dollar the price of oil dropped. Furthermore, Iraq was suspicious of Kuwait tapping from Iraqi wells just across the border by “drilling at a slant” (Price Hosell 18). In a desperate attempt to rescue the country from its debt, Saddam Hussein asked Kuwait to eradicate it, describing the $32 billion his country owed as “‘a small payment for continued security’” (qtd. in Price Hosell 17). Kuwait refused, and Saddam Hussein was enraged. From his point of view, the only option left was to invade the small country. After continuing to send aggressive messages to Kuwait through the summer of 1990, he made his move on August 2nd.

The global response to Iraq’s invasion of Kuwait was quick -- and big. Agitation spread throughout the Persian Gulf. The invasion especially distressed Saudi Arabia after evidence was found that Iraqi forces had crossed the Saudi-Kuwaiti border. Initially, Saudi Arabia was hesitant to get involved, but once he realized that Iraqi forces posed a threat to its oil fields, King Fahd, leader of Saudi Arabia at the time, asked the United States to send forces for protection. On August 2nd, the UN met; although Yemen abstained, a 14-0 vote was cast to make Iraq “withdraw” (Crawford 7), and on August 9th, just one week after the invasion, the UN created 12 resolutions, the first of which “demanded that ‘Iraq withdraw immediately and unconditionally all its forces to the positions in which they were located on 1 August 1990’” (qtd. in Price Hosell 23). The second resolution placed an embargo on all goods imported or exported from the “outlaw state” (Price Hosell 23). Only food and medical supplies were “exempt” (Price Hosell 23). Resolutions 3 through 12 shut down the oil pipeline from Iraq to Turkey, created a naval blockade in the Persian Gulf to stop merchant ships from trading with Iraq, and gathered armed forces from around the world. Some countries, like the US, had already
been preparing for a war with Iraq. By the spring of 1990, US Central Command had already prepared drafts for an operation, and two days after the invasion, American Generals met at the Pentagon to arrange deployments. Their plan involved an arrangement with 38 countries and would take 6 months to fully “execute” (Cohen 2).

On November 29, the UN Security Council allowed the Coalition to use military force against Iraq. On December 17th, the UN declared that all Iraqi forces had to leave Kuwait by January 15th, 1991. Saddam Hussein rejected all resolutions. On January 12th, congress gave President Bush permission to go to war with Iraq. On January 16th, 1991, Iraqi forces still occupied Kuwait. Coalition forces had no choice. Air attacks began. Operation Desert Storm had officially started.

Though air attacks began on January 16th, 1991, the ground war didn’t begin until more than a month later, on February 24th, 1991 ("1991 Gulf War Chronology"). It lasted only four days, ending on February 28th at 0800 hours.

“‘We’d moved more forces farther and faster than ever before in history,’” General H. Norman Schwarzkopf, the commander of American forces in the Persian Gulf, stated (Nelson et al. 291). Soldiers counts added up to over 600,000, with the US providing 527,000 of those troops. Indeed, when the ground war ended, Iraqi forces had been reduced almost by half. As Iraqi forces retreated with their convoy and weapons, General Schwarzkopf gave the order to shoot at any Iraqi vehicles spotted leaving the country on Highway 80. Though the Iraqis shot back, they were severely out-gunned, and by the end of their retreat, burnt-out shells of vehicles lay in masses, smoking and broken down, earning the roadway the moniker “Highway of Death.”
Iraq had to retract its claim to Kuwait, return all property and prisoners, and pay for damage caused by the invasion.

Throughout the conflict, the interactions between soldiers and civilians were critical. In order to truly understand these interactions, it is important to understand exactly what the Kuwaiti people had been liberated from. Saddam Hussein’s regime, the Arab Socialist Baath party, had a ruthless, strictly anti-Western ideology and conditions for civilians were terrible. Medical services and water treatment were both severely neglected, and air raids on Iraq “destroyed electrical power plants, including those that supplied hospitals, so what medical care… people could get was hindered by the lack of electricity” (K. Gay and M. Gay 35). Bombs also decimated buildings, roads and bridges, but because of the embargo on imports and exports, Iraq couldn’t get the supplies to fix them. Iraqi soldiers pillaged and looted businesses, hospitals, schools and vehicles. Over 1,000 Kuwaitis were killed during the 7-month occupation, and in 2002, 600 Kuwaiti hostages still had not been set free. In addition, the Iraqi army buried millions of mines in the desert and around the Persian Gulf, and though crews worked to remove the mines in the years following the occupation, many still exist.

The oceans suffered as well. During the second week of the Persian Gulf War, Saddam Hussein “released” millions of barrels of crude oil into the Persian Gulf off Kuwait’s oil refinery at Mina al Ahmadi (K. Gay and M. Gay 41). The Iraqi army also burned hundreds of Kuwait’s oil wells to “cloud the skies” over Kuwait so planes wouldn’t be able to see or approach “Iraqi positions” (K. Gay and M. Gay 41). The destruction of the Kuwaiti oil wells and the oil unleashed into the Persian Gulf have had a significant effect on the environment, which scientists say will take decades to fully recover.
Iraq also had an immense Weapons of Mass Destruction (WMD) program. In 1990, it had the biggest chemical production capability of all third world countries; large scale production of chemical weapons began in 1989 with four factories near Baghdad. Thousands of tons of nerve agents and blister agent mustard were produced every year. The manufacturing of these weapons fell largely on the backs of civilians.

In addition to the creation of WMDs falling to civilians, the threat of their use haunted their every move. Saddam Hussein’s suppression of anyone who opposed him was brutal, and while in power he was responsible for the “chemical bombardment” ("What Happened in the Kurdish Genocide") of over 5,000 Kurdish villages and the deaths of at least 100,000 civilians. In addition to the use of chemical and biological weapons on the Kurds, Saddam Hussein instigated the mass executions and disappearances of over 1 million people ("Kurdish Genocide").

Due to the terrible civilian conditions under the regime, reconstruction and building relationships with the local population should have been crucial parts of the Persian Gulf War. Many believe the American military’s failure to do so was grave error. “Because we… stayed a very short period of time and then we left, there was a perception by the civilians that we abandoned them,” states Brigadier General Rebecca Halstead, Senior Commanding General of Logistics in Iraq from 2005-2006, in a personal interview. “Our time on the ground in Kuwait was very, very short… When you only have 90 days, it is very difficult to develop what I would call a relationship.” Brigadier General Halstead continues to explain that civilians “were very, very hopeful that we would do more, and we declared victory very quickly and left.” Brigadier General Halstead points out that the perception of the US Army’s insufficient assistance and
support led to bitterness in many Kuwaiti civilians: “And I tell you that because they still remembered that when we returned in 2003. Even though it had been a decade, they remembered that we came in, stayed [a] very short [time], and we left. And… if you can imagine what it feels like to be abandoned… they didn’t get over that very quickly.”

But the Persian Gulf War affected more than just civilians’ perspectives of American soldiers. There were casualties, too. Although an official report written for the United States Congress on the Persian Gulf War states that “The regime and its military capabilities were the target; the Iraqi people were not,” and although planners “followed stringent procedures to select and attack targets” (United States Cong. 228), the estimated civilian casualty count was 2,300 Kuwaiti civilians as a result of the air campaign ("Appendix-Iraqi Death Toll").

In war, the term “civilian” is frequently used to describe the population that lives or works in the area where the fighting is taking place. However, the term can also refer to the interactions and exchanges between the American military and American civilian logisticians. The Persian Gulf War was one of the first to have American civilian logisticians brought to Saudi Arabia to take part in activities that would usually have been completed by Army engineers or technicians. These activities included repairs, cleaning and maintaining electronic equipment, upgrading tanks, and chemical suit checks and reparations. This growing trend would intensify into the reliance the American military has on civilians today. Their exchanges and the help they gave soldiers played a major part in the Persian Gulf War.

Civilians in the media also had an integral role in the Persian Gulf War. Interactions between soldiers and reporters changed the way the media portrayed the war. As Molly Moore, a reporter for the Washington Post and the author of A Woman At War: Storming Kuwait With the
US Marines, states, “More American reporters were writing about this conflict than about any war in history” (Moore 319). The media had a huge impact on the Persian Gulf War, affecting the American perspective a great deal and changing the way people viewed the war. This trend of increasing media coverage would continue into the Iraq War.

Despite some of the negative effects of the Persian Gulf War, there is one more favorable outcome. After liberation, Kuwait pushed for “immediate political reform,” demanding a “Western Style democracy” (DiPiazza 29). In some ways, the Persian Gulf War benefitted Kuwait because it caused a drive for a different kind of government and social reform. Without the many positive interactions between soldiers and Kuwaiti civilians in the Persian Gulf War, the Kuwaitis may not have pressed for that reform. In fact, in a personal interview, Pastor Kerstin Hedlund, a former army chaplain, states that she never wore sunglasses when she met with civilians in Iraq (2009-2010). According to Hedlund, rumors spread that “We US troops were aliens who had no eyes (most people always saw us with huge sunglasses)... we always let them see our eyes and our humanity especially.” That humanity is a key part of interactions with civilians. Hearts and minds are impossible to win without it.

These hearts and minds would return to focus in 2003, when, after the invasion of Iraq, which lasted from March to May, the US and Great Britain were faced with the daunting task of reconstruction and the institution of a new government. In order to successfully reestablish peace and order, troops would need the cooperation of the Iraqi people. Pastor Kerstin Hedlund says connecting with children was especially important. “I think that they (the Iraqi children) had really mixed views,” she states. “Sometimes they were almost… taught not to like us… (but) over time, they… enjoyed having us around. We often played with them and eventually they
learned… that we were people, not aliens.” Hedlund goes on to state that children were an integral part of connecting with the Iraqi people because they were often more trusting of troops. “We were able to learn about the culture through the kids,” she says.

Pastor Hedlund also states that the American media would sometimes “blow things out of proportion” for the sake of news. “When people were living fairly peaceably together, the media would sometimes make it seem like we… weren’t,” Hedlund says. This “blowing out of proportion” was a major issue for the US military; it undoubtedly contributed to loss of public support for the occupation. Many generals worried about the American public’s views of the war, especially after their own experiences with Vietnam and its lack of public support. In terms of the Iraq War, America was a country divided. Moreover, according to Hedlund, the US made the same mistake in the Iraq War that they made in the Persian Gulf. Hedlund explains, “We came in and we didn’t have all of the resources to do what we were supposed to… we left very quickly.” This “quick withdrawal” was damaging to the locals. “It was a rough, drastic change,” Hedlund says. “The economy of the area surrounding our base… suffered greatly.” In the future, the American military should be more mindful of the way they withdraw from an occupied area, cognizant of the fact that withdrawal could have negative repercussions for the local population.

The encounters and exchanges between soldiers and civilians during the Persian Gulf War had lasting effects on the American military, the American civilian population, and the Iraqi people. Though young people may not recognize it, the trends that began in the Persian Gulf War remain even today. In addition to its legacy in Kuwait and its role in the later Iraq War, the Persian Gulf War shaped the way the American military utilizes civilians and the way the American media covers conflicts with military involvement. Indeed, the “Ninety Day War”
continues to have effects decades later, especially on the hearts and minds of civilians everywhere.
Primary Sources


This book is an account of the experiences of Ala Bashir, Saddam Hussein’s personal physician from 1983 to 2003, when he left Iraq, bringing his journals with him. I used this source to take notes on life inside the regime. *The Insider* helped me understand what life was like for Iraqi civilians before liberation. I marked it as primary because it is a firsthand account of Bashir’s experiences as Saddam Hussein’s personal physician.

Blair, Jane. *Hesitation Kills: A Female Marine Officer’s Combat Experience in Iraq."


This book is an account by Jane Blair, an officer in the Marines during Operation Iraqi Freedom. I used it to take notes on soldier perspectives in Iraq, as well as some scenes including civilians and their perspectives on the Iraq War. This book taught me a lot about the Marines’ role in the Iraq war. I have decided to cite it as a primary source because it is a narrative of someone who was actually there during the invasion of Iraq.

Bolger, Daniel P. *Why We Lost: A General’s inside Account of the Iraq and Afghanistan Wars.*

Why We Lost is the firsthand account of General Bolger, who was deployed in Iraq and Afghanistan. I used this book to take notes on the strategy of the Iraq War, as well as Bolger’s experiences with civilians. This book taught me a lot about the Iraq War from a command standpoint, and I have decided to cite it as primary because General Bolger was actually there at the time and this book is an account of his experiences.


“Bush Invokes Trade Sanctions Against Iraq” is a newspaper article from the Los Angeles Times that talks about the American reaction to the invasion of Kuwait and President Bush’s views on the event. I used it to take notes on the worldwide reaction to the invasion and especially America’s view. It helped me learn more about the initial shock of the invasion and our perspective, despite its brevity. I have chosen to cite this article as primary because it was written on August 2, 1990, the day of the invasion.


“Bush Sends US Force to Saudi Arabia as Kingdom Agrees to Confront Iraq” is a newspaper article that includes information on the global reaction to the invasion of Kuwait, as well as troop counts and deployment plans. I used it to take notes on the global response to the
invasion of Kuwait, and through it I learned about the interactions between the US and Saudi Arabia right before Operation Desert Shield. I have decided to cite this article as primary because it was written on August 8th, 1990, just six days after Iraq annexed Kuwait.

Cohen, Eliot A. *Gulf War Air Power Survey*. Washington: Office of the Secretary of the Air Force, 1993. PDF. *Gulf War Air Power Survey* is a government report on the role of aircrafts in the Gulf War. I used it to take notes on the air strikes of the Gulf War and the destruction they caused, reactions to the invasion of Kuwait, early plans for Desert Storm, placement and positioning of Iraqi and US forces and US forces and equipment in the Gulf before the invasion. I learned a lot about the role of air power in the Gulf War from this source, and I decided to cite it as primary because it is a report from the time of the Gulf War.

Engel, Richard. *War Journal: My Five Years in Iraq*. New York: Simon, 2008. Print. *War Journal* is a firsthand account of Richard Engel, the NBC News Correspondent for the Middle East, and his experiences reporting in Iraq. I used this source to take notes on civilian perspectives in the Iraq War, as well as gain a better understanding of what Americans were doing there during the occupation. I have decided to cite *War Journal* as primary because it is a firsthand account and Engel actually experienced the events he wrote about.

“Girl Interrupted” is a narrative from *Operation Homecoming* about a girl a soldier meets while he is stationed in Iraq. I used it to learn more about soldier and civilian perspectives and used some of its quotes in my paper. “Girl Interrupted” helped me understand more about the relationships between soldiers and civilians, especially in an urban environment, where the story takes place. I have decided to cite this as a primary source because it is a narrative about a soldier’s experience in Iraq and is about events that actually happened during his deployment.


Brigadier General Rebecca S Halstead graduated from West Point in 1981 with the second class of females, and was the first female graduate of West Point to become a General. She was the senior Commanding General for logistics in Iraq. She was also the first female to command at the strategic level in combat. During the Iraq War, she was in charge of over 200 units and 55 bases. During my phone interview, I asked her a lot of questions about her views on civilians and their importance in the war, and I used that to take notes. She told me about a lot of the specific things her unit did to develop a better relationship with civilians, including one particularly resonant story about a man she met who worked for a
newspaper. I have cited our interview as primary because she was a General in Iraq and I was speaking with her directly.

**Hedlund, Ptr. Kerstin L. Personal interview. 16 Jan. 2016.**

Ptr. Kerstin Hedlund was a pastor at my church from 2012-2015. She was deployed in Iraq from 2009-2010 as a Brigade Chaplain and then a Battalion Chaplain. In her own words, she “worked with civilians EVERYDAY [sic.] in EVERY [sic.] assignment I (she) had as military chaplain.” During my interview with her, she told me a lot about her experiences working with Iraqi children and helped me understand more about civilians’ views of US soldiers. I have cited our interview as primary because she was actually in Iraq and I was speaking with her face to face.

<https://www.youtube.com/watch?v=hhmXlczXAr0>.

This video is a clip from the History Channel. There are no contributors named. I used this video to take notes on what happened on the Highway of Death. It helped me understand exactly what happened on the Highway of Death, and why the US decided to bomb the Iraqi convoy. I have decided to cite this source as primary because it includes photos and videos from the actual Highway of Death as well as pieces from interviews from people who were actually there. In fact, most of the narration is by pilots and generals who were there at the time.

This is a lengthy article on Iraq’s threats on Kuwait and the Arab Emirates. It was found on *Historical Newspapers*, a database of newspaper articles going back to 1840s. I used it to find out more about the time right before the invasion of Kuwait, and different perspectives at the time. I have decided to cite the article as a primary source because it was written on July 18, 1990, and is about the events that were actually occurring at the time.


I found this newspaper article on Iraq’s negotiations with Iran after the Iran-Iraq war on *Historical Newspapers*, a great website for finding primary sources. Unfortunately, it doesn’t provide much bibliography information. I used this article to learn more about the negotiations for peace and the end of the Iran-Iraq war. I helped me understand exactly what happened at the end of the war. I have decided to cite this article as a primary source because it was written at the time of the negotiations for peace.


This is a front page article from the Chicago Tribune, which I found on the website *Historical Newspapers*. I used it to take notes on the American reaction to Iraq’s invasion of Kuwait. I learned a lot about the American perspective on the invasion. I have decided to
cite this article as primary because it was written on August 2, 1990, the day of the actual invasion.


“Iraq’s Moves against Kuwait Spurs U.S. Alert” is another article from Historical Newspapers. I used it to find out more about the days directly leading up to the invasion of Kuwait, and the US reaction to Iraq’s threats to Kuwait. I have decided to cite it as primary because it was written on July 24th, 1990, nine days before Iraq invaded Kuwait.


This personal narrative highlights how hard it is to tell right from wrong, especially with Prisoners of War. It is found in the chapter “Hearts an Minds” of the book Operation Homecoming. I used it to take notes on soldier and civilian views in the Iraq war and the difficulties that soldiers encountered when trying to find out the truth about Prisoners of War. I have decided to cite this narrative as primary because it is an account of the author’s experiences in Iraq, and he witnessed all of the events he wrote about.

“The Iraqi Baath Party” is a webpage on BBC News. I used it to take notes on the ideology and politics of the Baath Party. I learned a lot about the way the party was supposed to work, as well as Saddam Hussein’s rule as its leader. I have decided to cite this webpage as primary because it was written on March 25, 2003, just five days after the beginning of Operation Iraqi Freedom.


This book was an amazing account of the battle of Gangil, which took place during the Afghan War. In one part of the book, the author talked about interactions between soldiers and village leaders, while in another it talked about soldiers’ interactions with children. While the interactions in this book were not from Iraq, I used it for quotes about civilian views of America. I learned a lot about the confusion that can stem from a fuzzy conflict with a sporadic enemy. I have cited this book as primary because it is a firsthand account of the author’s experiences in Afghanistan and the events the author actually witnessed.


*A Woman At War* is a firsthand account of the experiences of Molly Moore, a journalist who reported for the *Washington Post* in Kuwait at the time of Desert Storm and actually went
into combat with General Boomer’s Marines (the 1st platoon). I used it to take notes on soldier perspectives of Desert Storm and what life was like for them, as well as the rights of women in the Middle East. I learned a lot about Desert Shield and the anxiety and impatience of generals and troops. I have cited it as primary because it is a firsthand account of a journalist who was actually there at the time of the Persian Gulf War.


*Moore Thoughts* is the author’s narrative of what he witnessed when he went to *Fahrenheit 9/11*, a documentary by Michael Moore, in Amman. I used it for a quote about soldiers and civilians, and also to gain a better understanding of the media in the Iraq War. I have decided to cite *Moore Thoughts* as primary because it is a narrative of the author’s own personal experiences.

“Road Work” is a personal narrative of the aftermath of a crash between a nineteen ton Stryker tank and a compact car. I used it to find out more about civilian casualties in the Iraq War. I have decided to cite “Road Work” as primary because it is a narrative about the author’s experiences.


*The Missing Peace* is the story of Dennis Ross, who was the “US Envoy to the Middle East, 1988-2000.” In the book, Ross recounts his experiences as the “chief negotiator” for Middle East peace. I used it to take notes on the different political and religious tensions in the Middle East and in doing so learned about why the Middle East is so tumultuous. I have cited *The Missing Peace* as a primary source because it was written by Dennis Ross, who was actually there and is writing about his experiences.


This is an excellent primary resource. It is a collection of narratives, documents and articles from historians on the Gulf War. I used it to take notes on the Persian Gulf War’s many perspectives because it had pieces written from almost every angle. I have decided to cite *The Gulf War Reader* as a primary source because it is amassed of documents and narratives from the time of the Gulf War by people who were actually there.

*Ghosts of War* is the narrative of Ryan Smithson and his time in Iraq. It has a lot of scenes with interactions with civilians, and Smithson talks a lot about his views on media coverage of civilians and the Iraq War. I used it to take notes on his views, as well as to get a better idea of what soldiers did to aid civilians in Iraq. I have cited *Ghosts of War* as a primary source because it is Smithson’s personal narrative of his experiences in Iraq.


This is a transcript of an interview with Bernard E. Trainor, a former Lt. General in the US Marines. I used it to take notes on casualties in the Persian Gulf War, especially the Highway of Death. I learned about the different ways Iraqi soldiers died during the operations, as well as the public reaction to these casualties. I have decided to cite this source as secondary because although Trainor is an expert on military history, he had retired from the Marines by the time of the Persian Gulf War.

This is a report to Congress that covers everything in the major operations of the Persian Gulf War. I used it to take notes on almost every part of the Persian Gulf War, including chemical, biological and nuclear weapons, world responses to the Gulf War, Iraqi hostages, the air and ground wars, missile defense systems and even the weather! This was by far my best source on the Persian Gulf War. I have decided to cite it as a primary source because it was issued to Congress in April of 1992, about a year after Desert Storm, and it was written by commanders who were actually there.


This source is an outline of plans for the liberation of Iraq. I used it to find information on interactions between Iraq and the US in the late 1990s, about five years before Operation Iraqi Freedom. I also used it to learn more about Saddam Hussein’s regime. I have decided to cite it as a primary source because it was passed in 1998 at the time that all these interactions were taking place.

This is a personal narrative that illustrates the interactions of soldiers and civilian children. It is found in the chapter “Hearts and Minds” of the Book *Operation Homecoming*. In the narrative, the author meets a little girl while on patrol. I used this story for more insight on civilian perspectives in the Iraq War as well as quotes about the author’s experiences. I have decided to cite *Wednesday 2/23/05* as a primary source because it is a firsthand account of the author’s experience with a civilian.


This webpage is actually West’s account of his role in the Highway of Death and what he thought was a tactical mistake. Allen West served as a Battalion Commander of the 4th Infantry Division during Desert Storm. He has received a Bronze Star, three Army Commendation Awards, three Meritorious Service Medals and A Valorous Unit Award. I used this webpage to take notes on the Highway of Death and the surrounding events. I have decided to cite this page as primary because it was written by someone who was actually present during the bombing of Highway 80.


*Spare Parts* is soldier Buzz Williams’ memoir of his training, time in the Reserves, and then combat experiences in the Persian Gulf War. I used it to take notes on soldier
perspectives in the Persian Gulf War, and I learned a lot about the way deployment and training occurred during the Persian Gulf War. I have cited *Spare Parts* as a primary source because it is a firsthand account of Williams’ experiences in the Marines.

**Williams, Nick B., Jr.** “Iraqi Leader Shakes OPEC With Threats Against Overproducers.”


This is a newspaper article written on July 20th, 1990, just 12 days before the invasion of Kuwait. I used it to take notes on the buildup of tension right before the invasion. I learned a lot about the American perspective of the impending invasion from it. I have decided to cite this source as primary because it was written at the time of the actual events.


“The Press and the Persian Gulf War” is an article from a military standpoint on how the media was dealt with in the Persian Gulf War. I used it to take notes on the growing trend of media coverage in the Persian Gulf War. Through this article, I learned about how media pools worked and how censorship policies had changed. I have decided to cite this article as primary because the author, Pete Williams, was the Assistant Secretary of Defense for Public Affairs at the time of the Persian Gulf War and also when this article was written about seven months later.
Secondary Sources

This webpage is a brief overview of civilian casualties in Operation Iraqi Freedom. I used it to take notes for the civilian casualties part of my paper. I learned the number of civilian casualties, as well as how civilian casualties occurred. I have cited this source as secondary because it was written after Operation Desert Storm and lists no author so I am under the assumption that the author has no relation to the Persian Gulf War.

This was an interview on PBS.org on the Ss-1-Scud missile. I used it to find out more about exactly what a scud missile was and its role in Iraqi warfare, especially how it could be launched and what made it so deadly. This interview also talked about the US Patriot Air Defense Missiles and the tension between Israel and the US over the course of the Gulf War on the way they were operated (automatically vs manually). I chose to cite this as a secondary source because while Atkinson is expert on military history and wrote a book on the Gulf War, he was not actually present at the time that the scuds were being used.

*Operation Homecoming* is one of the best sources I have ever found on soldiers and the Middle East. It is a great collection of narratives, poems, letters and fictional pieces by soldiers deployed in Iraq and Afghanistan and their families. I used three of these pieces, all narratives by soldiers in Iraq, in my research on the perspectives of soldiers and civilians. I have cited it as a secondary source, but have cited each of the pieces I used individually as primary sources.


*The First Gulf War: 1990-1991* is a day by day account of exactly what happened during the Persian Gulf War. I used it to take notes on the role of the UN in the war, scud missiles, the Iran-Iraq war, Coalition and Iraqi soldier counts and hostages during the Persian Gulf War. Through this book I learned a lot about the timeline of the Persian Gulf War and what events occurred when. I have decided to cite this as a secondary source because it was written in 2008, almost 20 years after the war, and was not written about or by a soldier or other person who had actually been in the Persian Gulf at the time of Operation Desert Storm.

*Kuwait in Pictures* is a book that is all about Kuwait’s history and culture. I used it to take notes on the environmental damage to Kuwait after the Persian Gulf War. Through this book, I learned a lot about the damage to Kuwaiti oil wells and the mines in the Persian Gulf. I am citing this source as secondary because it was not written at the time of the Persian Gulf War, and it was not written by a Kuwaiti native.


*Iraq: The Culture* is a book that centers on Iraq’s history and current culture. It talks a lot about religion and cultural norms, which I took notes on to help me better understand civilian reactions to American occupation. I have decided to cite it as a secondary source because the author is not recounting her experiences in Iraq and probably has no relation to the country.


*Desert Victory* is a book written by Norman Friedman. I used it to take notes on Scud missiles, as well as more general information about the Persian Gulf War. It taught me a lot about the modified versions of the Scud missile and what effects they had on the war. I have decided to cite *Desert Victory* as secondary because although Norman Friedman is a distinguished military history author, he had no relation to the Persian Gulf War and was not actually there at the time of Operation Desert Storm.

This book is a close-up look on the causes of the Iraq war. I used it to take notes on the specific
causes and events leading up to the Iraq War, and how they affected the war itself. It
taught me a lot about all of the complications in the Middle East and how they all play a
part there today. I have cited this book as a secondary source because the author was not
actually there for any of the events listed in the book.


*Persian Gulf War* is a book about the Persian Gulf War that covers the causes, the air strikes and
the ground war. I used it to take notes on the effects of Iraqi occupation of Kuwait (e.g.,
the various shortages people suffered from, the environmental damage that was caused,
etc.), as well as the causes and some troop counts. I learned a lot about the general
overview of the Gulf War and its lasting effects. I have decided to cite it as secondary
because neither of the authors have any affiliation with the people who were actually
there, even though they were both alive at the time.

Gordon, Michael R., and Bernard E. Trainor. *Cobra II: The inside Story of the Invasion and

*Cobra II* is a book written by the chief military correspondent for the *New York Times* and a
former Lieutenant General about the Iraq war and the following occupation. I used it to
take notes on the plans, strategy and carrying-out of the Iraq War, as well as the
reconstruction of Iraq and the struggles that ensued. I learned a lot about the occupation
of Iraq from *Cobra II*. I have decided to cite it as a secondary source because although the authors’ research was incredibly expansive, neither of them were actually there at the time of the Iraq War.


<http://www.history.com/topics/iran-iraq-war>.

“The Iran-Iraq War” is a webpage on HISTORY.com [sic.], a website used by the history channel. I used it to take notes on the Iran-Iraq war, especially how it ended. I learned a lot about the causes of the Iran-Iraq war. I have decided to cite “Iran-Iraq War” as a secondary source because it was not written at the time of the Iran-Iraq war.


*The History Rat* is a website written by R.T. Johnson, a history teacher who has had his students participating in National History Day for over 20 years. His website is primarily dedicated to helping students with their history projects. I used “Operation Desert Storm-The Ground War” to take notes on the general overview of the invasion and Operation Desert Storm. I have decided to cite it as secondary because the author of the page was not present at any of the events that he writes about.

As well as being a great source, this book was a treasure trove of other sources in its Works Cited section. I used it to find other information and take notes on Kuwait’s culture and history. It helped me to understand more about civilian views in Kuwait. I have decided to cite this source as secondary because although the author used many primary sources, she was not present at the events she writes about, nor has lived in Kuwait.


*The Iraq War* is a book written about the military operations of the Iraq War. I used it to specifically take notes on civilian casualties in the Iraq War, specifically during the air campaign. I learned about the different military operations of the war from this book, especially the air campaign. I have decided to cite it as secondary because neither of the authors are recounting the Iraq War as a narrative of their experiences but instead as an informational book.


*The Army* consists of information directly from the Army Historical Foundation and includes further resources, which were very helpful. I used it to take notes on the tactics of the operation, as well as its significance from a historical standpoint. I have decided to cite it
as a secondary source because it is not a firsthand account and was written in 2001, almost a decade after the operation actually occurred.


“Click reload often for latest version” is written at the top of this web page, which leads me to believe that this was, at one point, a live feed created by USA Today. I used this page for specific dates and quotes from President Bush from Desert Storm, as well as to give me a general overview of what happened when. I have decided to cite it as a secondary source because although I believe it was at one time a live feed, I am not completely sure and the creator of the feed was from the newspaper, not actually in the Persian Gulf.


This web page was found on US History: Pre-Columbian to the New Millenium, an educational website that gives a general overview of Operation Desert Storm. I used it to take notes on the operation itself, as well as Saddam Hussein’s rise to power. I learned a lot about the media’s role in Desert Storm, as well as the American reaction. I have decided to cite it as secondary because the author was not actually in the Persian Gulf at the time and the webpage was probably written well after the event itself.
Web. 18 Oct. 2015.

This webpage from CNN gives a brief overview of the events of the Iraq War and when they occurred. It is written as a timeline. I used this page to take notes on the general events surrounding Operation Iraqi Freedom and the continued Operation New Dawn. I learned a lot of the specific dates of the operations through this webpage. I have decided to cite this page as a secondary source because it was not created at the time of the actual events and the creators were not actually present for the events they wrote about.


“Wartime estimates of Iraqi civilian casualties [sic.]” is a report by the Red Cross on civilian casualties in the Persian Gulf War and Operation Iraqi Freedom. I used it to take notes on civilian causes of death, as well as the actual number of deaths, and used it for the civilian casualties section of my paper. I also learned a lot about how casualty counts are conducted for civilian casualties. I have decided to cite this source as secondary because it was written well after the Persian Gulf War and Operation Iraqi Freedom, and the author has no direct relationship with either.

The Persian Gulf War is a book that I used to gather information on the general topic of the Persian Gulf War. Through *Persian Gulf War*, I learned about almost every piece of the war, but the most important information I used was the section about civilian conditions and casualties under the Baath Party. I have decided to cite *Persian Gulf War* as secondary because it was not written at the time of the Gulf War and the author of the book has no affiliation with the war.


“Republican Guard” is a webpage that gives information on the Republican Guard, Saddam Hussein’s strongest and most loyal fighting force. I used to take notes on the Republican Guard and learn about their role in the Persian Gulf War. I have decided to cite “Republican Guard” as secondary because no author is listed and therefore I have no way of knowing whether the author had any affiliation with the Persian Gulf War.


*Whirlwind War* is the PDF of a book about the Persian Gulf War. I used it to take notes on civilians and the Gulf War because it had a large amount of information on the topic from civilians who were employed by the Army to the perspectives of civilians leading up to the invasion of Kuwait. I have decided to cite *Whirlwind War* as a secondary source.
because although it is a wonderful source for information, neither of the authors were actually in the Gulf at the time of the Persian Gulf War.


“The Role of Civilians During the First Gulf War” is a paper that is mainly about civilian logisticians, who played a major role in logistics in the Persian Gulf War. I used it to find out more information for my paper about civilian logisticians and their role in the Persian Gulf War. Through the paper, I learned a lot about logisticians’ jobs and their role in the US Army. I have decided to cite this as a secondary source because it is a general overview written by someone who was not actually present in Kuwait at the time of the Persian Gulf War.


Beyond the Wall: Operations in a Post Cold-War World, 1990-2001 is a volume of the American Military History series. I used it to take notes on the Persian Gulf War and its impact in the future years. Through this PDF, I learned a lot about the specific military operations and weapons used in the Persian Gulf War, as well as information about civilians. I have decided to cite this source as secondary because the editor did not have any relation to the Persian Gulf War, although he has an extensive Works Cited section.

This book was a collective effort by the US and World Report News, and there is no single author specifically mentioned in it. I used it to find out more information on the different perspectives of the Persian Gulf War, especially because it seems to have a bias. For example, the book calls the involvement of UN in the Persian Gulf War part of a “larger, more cynical strategy” by President Bush to “circumvent Congress,” even though Congress gave him permission to go to war with Iraq on January 12th, four days before any operations began. Through this book, I learned about how perspective can change how people view the Persian Gulf War a lot. I have decided to cite this book as secondary because though it was amassed from reporters who were actually on the scene, it is a collection of their work and is not a firsthand account but instead written in an informational format.


Ethics and the Gulf War is a book that compares what happened in the Persian Gulf War with the different views of different religions about war. I used it to figure out more of the different perspectives of soldiers and civilians on the Persian Gulf War. I have decided to cite Ethics and the Gulf War as a secondary source because although the research put into it was extensive, the author has no further relation to the Persian Gulf War.
I found this book on the US Army Center of Military History website under “resources,” and it is a great source for information on America’s role in Desert Storm and Shield. I used it to take notes on the Highway of Death, as well as other military operations of the Persian Gulf War and Saudi Arabia’s role. I have decided to cite this book as a secondary source because although it is a great resource, there is no citation information about the author so I am unable to say whether the author was actually there.


<http://www.pbs.org/wgbh/pages/frontline/gulf/weapons/scud.html>. Weapons: SS-1-Scud is a webpage about the Scud missile, its history and its destructive capabilities. I used it to take notes on the Scud’s role in the Persian Gulf War, and I learned about how it originated and the way it was used in the Persian Gulf War. I have decided to cite this webpage as a secondary source because it was not there at the time of the Persian Gulf War, and because it lists no author, I can assume that the author had no relation to the Persian Gulf War.


“What Happened in the Kurdish Genocide” is a webpage from a UK government website on the Kurdish Genocide. I used it to take notes on exactly what happened in the genocide, which I used in the WMD section of my paper. From this website, I learned a lot about exactly what happened in the Kurdish Genocide and its many terrible effects. I have decided to cite this source as secondary because it comes from a government agency, not someone who actually witnessed the genocide.