

Professor Kevin Adams
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Spring 2017
Office Hours: W 2-5
305 Bowman

History 31101: War and Society from 1607 to 1865

MWF 1:10-2:00

Bowman 220

"I might suggest... War is a human phenomenon you can't argue out of existence."—John Dos Passos

Course Description: While military history has long been a subject of interest to professional historians, the expansion of the study of the military and war to include other aspects of history is a more recent development. In this course, we will take advantage of this rapidly growing literature in order to assess the impact of war and the military upon the society, culture, politics, and economy of colonial America and the United States. At the outset, it should be understood that this is *not* a course in military history and it is not comprehensive. (Given the length of time covered in this course and the amount of scholarly material already in existence, such a goal would be impossible to achieve.) Instead, we shall make episodic interventions into the history of the United States from the colonial period to the end of the Civil War, using the course lectures and readings to consider topics that are interesting, important, or undergoing historiographical revision.

Course Objectives: 1). To gain an understanding of the central role warfare and the peacetime military have played in the development of colonial America and the United States. 2). To become acquainted with relevant historiographical debates and traditions. 3). To become proficient at developing historical arguments based upon a synthesis of both primary and secondary sources. 4). To practice the wide range of skills utilized by modern historians: analysis of individual primary and secondary sources; synthesis of a body of historiographical literature; use of research skills to find either a Union or Confederate soldier's diary or personal letters which you will read and analyze in concert with either the Sheehan-Dean or Lawson studies and relevant lecture materials.

Grade Breakdown

Book Review of *A Short, Offhand Killing Affair*: 5%, Historiographical Synthesis: 10%, Midterm: 10%, Silver Source Analysis: 15%, Participation: 15%, Comparative Civil War Letters/Diary Analysis: 20%, Cumulative Final: 25%. Grading is not strictly mathematical—positive or negative trends over the course of the semester will be rewarded/penalized. You might note that attendance does not appear above. This is because attendance is assumed—absences (without documentation) will be penalized at the rate of ½ a point off the final grade per absence. **Proper documentation for absences and make-up examinations denotes a valid excuse signed by a medical doctor, university official, or commanding officer (for those in the National Guard/Reserves). Car troubles must be supported by documentation from a mechanic.**

Assignments handed in late will be penalized 1/3 of a grade *per day* (including weekends)

Office Hours and Required Readings

My office hours are listed above; I am also available by appointment: simply drop a note in my mailbox in 305 Bowman, catch me after class, or send me an email. If you have not purchased the books by now, do so ASAP. The texts required are:

Peter Silver, *Our Savage Neighbors: How Indian War Transformed Early America* (New York: W.W. Norton & Co., 2009)

John Resch and Walter Sergeant, eds., *War & Society in the American Revolution* (Northern Illinois University Press, 2007)

Joseph Plumb Martin, *Memoirs of a Revolutionary Soldier: The Narrative of Joseph Plumb Martin* (Mineola, NY: Dover Publications, 2006)

Paul Foos, *A Short, Offhand, Killing Affair: Soldiers and Social Conflict during the Mexican-American War* (University of North Carolina Press, 2002)

Aaron Sheehan-Dean, *Why Confederates Fought: Family and Nation in Civil War Virginia* (Chapel Hill: University of North Carolina Press, 2009)

Melinda Lawson, *Patriot Fires: Forging a New American Nationalism in the Civil War North* (Lawrence: University Press of Kansas, 2005)

Other readings, which include a mix of scholarly articles and primary sources, will be provided at no cost, either via hard copy or JSTOR (accessible through the KSU library web site).

Kent State Policies

Students with Disabilities:

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Enrollment Issues:

The official registration deadline for this course is **January 22**. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Withdrawal

Withdrawal from any or all courses is permitted through the 10th week of the semester (March 26th). After that time, students are considered to be committed to all remaining courses and must complete them. *If students are unable to complete the semester because of extreme circumstances that first occur after the deadline, students should consult their*

college or campus dean's office. **Any course withdrawal(s) processed after the second week of the semester will appear on the students' academic record with a grade of "W."**

Plagiarism and Cheating Policy:

Plagiarizing and cheating are serious academic offenses. You are expected to do your own work, to acknowledge all sources used, and to write your assignments and exams in your own words. If you are uncertain about what constitutes cheating or plagiarism, consult with me or any of the TAs. *I will automatically prosecute documented cases of plagiarism to the fullest extent of University policy up to and including expulsion.*

For additional information, please consult University policy 3342-3-01.8, which deals with the problem of academic dishonesty, cheating, and plagiarism. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at <http://www.kent.edu/policyreg/chap3/3-01-8.cfm> and/or ask.

Week 1

January 16: *No Class: Martin Luther King Jr. Day*

January 18: Introduction; goals of the course; requirements for success

January 20: Early Encounters

Reading: Peter Silver, *Our Savage Neighbors: How Indian War Transformed Early America*, 3-38.

Week 2

January 23: "By God's Light": New Englanders in the Pequot and King Phillip's Wars

Reading: *W.S. Simmons, "Cultural Bias in the New England Puritan's Perception of Indians"*; Silver, *Our Savage Neighbors*, 39-72.

January 25: A Clash of Martial Cultures, part I: The Stono Rebellion

Reading: Silver, *Our Savage Neighbors*, 73-94.

January 27: A Clash of Martial Cultures, part II: The Yamasee War

Reading: **Steven Oatis, *A Colonial Complex: South Carolina's Frontiers in the Era of the Yamasee War, 1680-1730 (excerpt)***.

Week 3

January 30: An American Way of War?

Reading: Silver, *Our Savage Neighbors*, 95-160.

February 1: Accommodation's End: The Fate of Negotiation and Mediation in the Mid-Atlantic

Reading: Silver, *Our Savage Neighbors*, 161-90.

February 3: The Seven Years' War and American Identity

Reading: Silver, *Our Savage Neighbors*, 191-226.

Week 4

February 6: Discussion of Silver and Colonial Indian Wars—Source Analysis of Silver Due

February 8: British partner, British overseers, British Occupiers--Historiographical Synthesis Assignment Passed Out

Reading: Charles Neimeyer, “Town Born, Turn Out’: Town Militias, Tories, and the Struggle for the Control of the Massachusetts Backcountry” in John Resch and Walter Sargent, *War & Society in the American Revolution: Mobilization and Home Fronts*.

February 10: *A Rage Militaire?: Who Served in the Continental Army?*

Reading: Begin Joseph Plumb Martin, *Memoir of a Revolutionary Soldier* (finish by February 22nd); Walter Sargent, “The Massachusetts Rank and File of 1777,” John Resch, “The Revolution as a People’s War,” and Michael McConnell, “‘Fit for Common Service?’: Class, Race, and Recruitment in Revolutionary Virginia” in Resch & Sargent, *War & Society in the American Revolution*.

Week 5

February 13: Republicanism Run Amok: Logistics in the Continental Army

Reading: *Charles Royster, A Revolutionary People at War (excerpt)*.

February 15: A Gentleman’s War: Service and Sacrifice in the Continental Army

Reading: Wayne Lee, “Restraint and Retaliation: The North Carolina Militas and the Backcountry War of 1780-1782” in Resch & Sargent, *War & Society in the American Revolution*.

February 17: The Revolutionary War in the South

Reading: Jim Picuch, “Incompatible Allies: Loyalists, Slaves, and Indians in Revolutionary South Carolina” in Resch & Sargent, *War & Society in the American Revolution*.

Week 6

February 20: The Revolutionary War in the Mid-Atlantic

Reading: Continue with Martin, *Memoir of a Revolutionary Soldier*.

February 22: A Revolutionary War?

Reading: Finish Martin, *Memoir of a Revolutionary Soldier*; Judith Van Buskirk, “Claiming Their Due: African Americans in the Revolutionary War and Its Aftermath,” Holly Mayer, “Wives, Concubines, and Community: Following the Army,” and Joan Gunderson, “‘We Bear the Yoke with a Reluctant Impatience’: The War for Independence and Virginia’s Displaced Women” in Resch & Sargent, *War & Society in the American Revolution*.

February 24: An American Leviathan in Indian Country

Reading: Karim Tiro, “The Dilemmas of Alliance: The Oneida Indian Nation in the American Revolution” in Resch & Sergeant, *War & Society in the American Revolution*; Silver, *Our Savage Neighbors*, 261-292.

Week 7

February 27: Discussion of Joseph Plumb Martin’s *Memoir*, Resch/Sergeant Collection, and the *Revolutionary War—Historiographical Synthesis Due*

March 1: “Federal” Treason: The Political Struggle over the War of 1812

Reading: **Amendments to the Constitution Proposed by the Hartford Convention (1814).**

March 3: The Revolution Redux: Mr. Madison Conducts a War

Reading: J.C.A. Stagg, “Enlisted Men in the United States Army, 1812-1815: A Preliminary Survey,” *William and Mary Quarterly*, vol. 43, no. 4 (October, 1986), pp. 615-645.

Week 8

March 6: “Suffering Soldiers”: The Revolution Reconsidered

Reading: **“An Act to provide for certain persons engaged in the land and naval services of the United States, in the Revolutionary War” (March 18, 1818).**

March 8: *Midterm Review Session*

March 10: Midterm

Week 9

March 13: The Frontier Army in the Settlement of the West

Reading: **Francis Paul Prucha, from *Broadax and Bayonet: The Role of the United States Army in the Development of the Northwest* (excerpt).**

March 15: The Antebellum Army—Foos Book Review Assignment Passed Out

Reading: Paul Foos, *A Short, Offhand, Killing Affair: Soldiers and Social Conflict during the Mexican-American War*, 13-29.

March 17: Slavery, Democracy, and Empire: The Mexican War and America’s Imperial Destiny

Reading: **Ulysses S. Grant, *Personal Memoirs of U.S. Grant* (excerpts), 32-38;** Foos, *A Short, Offhand, Killing Affair*, 31-81.

Week 10

March 20: The War of a Thousand Deserts: How Indians Won The Mexican War
Reading: **Brian DeLay**, *“Independent Indians and the U.S.-Mexican War.”*

March 22: Mr. Polk’s Army
Reading: Foos, *A Short, Offhand, Killing Affair*, 83-137.

March 24: Race, Manifest Destiny, and the Perils of Victory—Foos Book Review Due
Reading: Foos, *A Short, Offhand, Killing Affair*, 139-78.

Spring Break Recess: Monday, March 27 through Friday, March 31

Week 11

April 3: Bleeding Kansas: The Travails of the 1850s
Reading: **Durwood Ball**, *“Suppress Them: Regulars and Partisans in Bleeding Kansas,” from Army Regulars on the Western Frontier, 1848-1861.*

April 5: A Shopkeeper’s Republic versus the Masters of Small Worlds: Northern and Southern Societies on the Eve of the Civil War
Readings: **Foner**, *Free Soil, Free Labor, Free Men (excerpt)*, *“Free Labor: The Republicans and Northern Society,”* **McCardell**, *The Idea of a Southern Nation (excerpt)*, *“The Great Distinguishing Characteristic.”*

April 7: Billy Yank and Johnny Reb: Collective Portraits—*Comparative Diary/Letter Essay Assignment Passed Out*
Reading: **Larry Logue**, *“Who Joined the Confederate Army? Soldiers, Civilians, and Communities in Mississippi”*; **Aaron Sheehan-Dean**, *Why Confederates Fought: Family and Nation in Civil War Virginia*, 1-12; **Melinda Lawson**, *Patriot Fires: Forging a New American Nationalism in the Civil War North*, 1-13.

Week 12

April 10: From Recruit to Soldier
Reading: Sheehan-Dean, *Why Confederates Fought*, 13-38; Lawson, *Patriot Fires*, 14-39.

April 12: Camp Life
Reading: Sheehan-Dean, *Why Confederates Fought*, 39-86 Lawson, *Patriot Fires*, 40-64.

April 14: “Seeing the Elephant”: Reactions to Battle
Reading: Sheehan-Dean, *Why Confederates Fought*, 87-110; Lawson, *Patriot Fires*, 65-97.

Week 13

April 17: Wartime Economies and Diplomacy

Reading: Sheehan-Dean, *Why Confederates Fought*, 111-40; Lawson, *Patriot Fires*, 98-159.

Regular Office Hours (2-5 p.m.): Bring Your Confederate Diary/Collection of Letters to Office Hours

Tuesday, April 18: Extended Office Hours from 12:30 to 4 p.m.: Bring Your Confederate Diary/Collection of Letters to Office Hours

April 19: Dissension: The North

Reading: Lawson, *Patriot Fires*, 160-85; Soldier's Diary/Letters.

April 21: Dissension: The South

Reading: Sheehan-Dean, *Why Confederates Fought*, 141-95; Soldier's Diary/Letters.

Week 14

April 24: African-Americans during the War: "Contrabands," Soldiers, Slaves

Reading: **Steven Hahn, *A Nation Under Our Feet* (excerpt), "The Choked Voice of a Race at Last Unloosed"**; Soldier's Diary/Letters.

April 26: Women and the War

Readings: **George Rable, "Missing in Action": Women of the Confederacy**; Soldier's Diary/Letters.

April 28: *No Class—Preparation of Final Paper*

Reading: Finish reading your soldier's diary/letters (if you have not done so already) and work on your comparative essay.

Week 15

May 1: Soldiers' Reflections on the War

Readings: Ulysses S. Grant, *Memoirs*, 635-40.

May 3: Discussion of everything related to the Civil War--Comparative Essay Due

May 5: Final Thoughts and Final Exam Preparation

Final Exam:

10:15 a.m. to 12:30 p.m. on Friday, May 12 in 220 Bowman