

Course Orientation and Introduction - Read Carefully!

Welcome to HIST 2400 The American Military Experience!

Everything you need to get started in this online course is in the Course Basics modules - Syllabus, Daily Course Schedule, and other resources.

Subsequent modules outline weekly content and other assignments for the class. These include a brief introduction to the subject for that week, a reminder for required reading, one or two YouTube clips, a primary source, and other materials. You are responsible for all material in each module for quizzes, written assignments, and exams!

So, let's get to work and have some fun while we're at it!



Native American code talkers in the Pacific during World War II. *Source:* National World War II Museum.

Meet Your Instructor



[Dr. Bill Allison](#) is a scholar of American military history, specifically the Vietnam War. He is Professor of History at Georgia Southern University, joining the faculty there as Chair of the Department of History in 2008. After earning a BA and MA in History at East Texas State University in 1989 and 1991, he completed his Ph.D. in history at Bowling Green State University in 1995, under the direction of Professor Gary R. Hess. He then taught at the University of Saint Francis (Indiana) before joining the History Department at Weber State University from 1999-2008. During 2002-2003, he was Visiting Professor in the Department of Strategy and International Security at the USAF Air War College and later served as Visiting Professor of Military History at the USAF School for Advanced Air and Space Studies from 2010-2011. He served as the General Harold K. Johnson Visiting Chair in Military History at the US Army War College in 2012-2014. He is author of *The Gulf War* (Palgrave Macmillan), *My Lai: An American Atrocity in the Vietnam War* (Johns Hopkins University Press), *Military Justice in Vietnam: The Rule of Law in an American War* (University Press of Kansas), and *American Diplomats in Russia: Case Studies in Orphan Diplomacy, 1917-1919* (Praeger), and is co-author with Janet Valentine and the late Jeffery Grey of *American Military History: A Survey from Colonial Times to the Present* (now in 3rd edition, Taylor and Francis), among other works. He has presented and lectured at numerous conferences and universities, including Oxford, Cambridge, the University of Zurich, the Australian Defence Force Academy, the US Army Heritage and Education Center, and the USAF Air Command & Staff College. He is a former Trustee and Vice-President of the Society for Military History and was awarded the Society's Edwin Simmons Award for Distinguished Service to the Society for Military History. He has served on the editorial board of the *Journal of Military History* as well as editor for Routledge's *Critical Moments in American History* series, and is Series Editor for *Modern War Studies* at the University Press of Kansas. He has also served on the Department of the Army Historical Advisory Committee and was awarded the Army's Outstanding Civilian Service Medal in 2014. In addition to recent essays on war remembrance and commemoration, his current research includes book projects on the Tet Offensive and America in 1968. Born and raised in Texas, he lives in Spartanburg, South Carolina, with his wife Jennifer (Registrar – Wofford College) and 7-year-old black lab Tucker.

Course Goals

For this course you will:

- Explain the American military experience, from political, social, economic, geographic, and technological perspectives;
- Compare soldiers' experiences across time;
- Understand the relationship between the military and a free society.

Course Orientation Module Learning Objectives

At the completion of this learning module, you will be able to:

- Read all materials in the Course Basics module to familiarize yourself with course requirements and the course structure.
- Identify important course policies.

Task List

Please complete the following tasks in this module:

- Review all materials in the Course Basics module.
- Once you have done so, you can access the Course Basics Certification under the Assessments - Quizzes tab. Complete that quiz. You must complete this quiz to continue to Block 1.

Course Structure - Read Carefully!

This online course utilizes content modules that include a brief introduction to the topic, YouTube clips, PowerPoint lectures, and other materials.

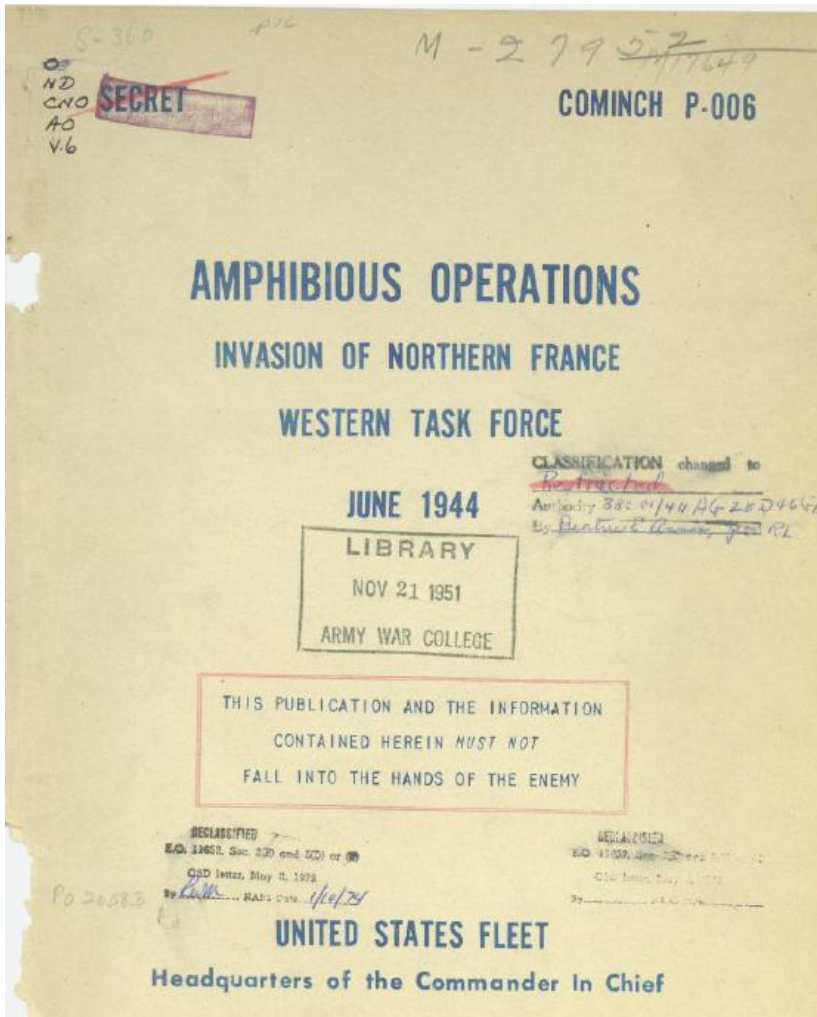
Be sure to set your FOLIO settings to forward News items and FOLIO email so that you do not miss important announcements, reminders of due dates, etc.

Play this video of Dr. Allison giving an overview of this course;



Getting Started - DAY 1 Monday, January 10

On the first day of the Spring 2022 semester, you should review each module within the Course Basics section. You must do this to access the Course Basics Certification quiz, located under the Assessments - Quizzes tab. This quiz certifies that you have reviewed all of the requirements and policies for the course. You CANNOT access Block 1 or any other course blocks until you complete this certification. Also, make sure you complete the First Day Attendance Verification for this and all of your classes.



Operational plans for the invasion of Normandy, 1944. Source: US Army War College Library.

Course Blocks and Weekly Modules

This course is divided into four blocks of content, each covering a specific period in American military history. At the end of each block, you will take a scheduled exam via FOLIO. Through FOLIO, you will review the block modules, including a brief YouTube clip, to help introduce you to the module's material. You must review the module content to access the quiz over chapter readings from *In Harm's Way* (our textbook for the course) for that module. Each module also includes PowerPoint lectures that include essential material you will need for the block exam. Use the appropriate Discussion Topics to interact with your classmates with questions and comments. Discussion is located under the Communications tab.

A key to your success in the class is to follow directions - namely, **you must complete all modules and assignments in order**. You must complete Block 1-1 and its assignments before you can access Block 1-2, and so forth, **by the assigned deadlines**.

Graded Activities

Graded activities for this course consist of weekly quizzes, the four exams and the comprehensive final exam as outlined in the [Course Syllabus](#) and the [Daily Course Schedule](#), and [The American Soldier in World War II](#) project. Students must complete the graded activities in each module in sequence, as noted above. Be sure to check the FOLIO Gradebook frequently to check on your progress. Again, posting in Discussion is not required - this is an open forum for you to interact with your classmates, which you may find helpful.

Snoop Dogg says read the syllabus



Source: Snoop Dogg says to read the Syllabus! (YouTube, 2020).

SPRING 2022

ONLINE HIST 2400 The American Military Experience Course Syllabus

Catalog Course Description: Surveys the military experience in American history, from the colonial period to the present, including the combatant and non-combatant experience in war, the impact of conflict across American history, the development of military institutions, and the function of a military establishment in a free society. Elective for non-History majors. Satisfies ROTC Military History requirement.

Instructor Contact Information

- Prof. Bill Allison
Department of History
- Campus Office: Statesboro, IAB 3006
- Email: billallison@georgiasouthern.edu - please use your georgiasouthern.edu email in all correspondence and include the course number and section in the subject heading - this way, I know who you are and what class you are in. I will NOT respond to emails from addresses I do not recognize.

Office Hours

- Tuesdays and Wednesdays from 10:00 AM to 11:00 AM in-person;
- Virtually via Zoom or Google Meet by appointment;
- Email anytime - I will respond as soon as possible.

Course Time and Place

As an asynchronous online course, this class has no designated meeting time or place.

Course Themes and Objectives

For this course, you will:

- Explain the American military experience, from political, social, economic, geographic, and technological perspectives;
- Compare soldiers' experiences across time;
- Understand the relationship between the military and a free society.

Prerequisites

There are no prerequisites for this course.

Required Materials

The following materials are required for this course:

- Smith, Coffey, and Longley, *In Harm's Way: A History of the American Military Experience* (New York: Oxford University Press, 2020). ISBN 978-0-19-021079-3.
 - The University Store, Oxford University Press, and the History Department have partnered to provide the most cost-effective option (\$16.00) for you to receive *In Harm's Way*. E-access is provided to you through the LMS (Folio Account). Simply log in to Folio and choose the tile associated with this course to gain access to the book. You can click [eText](#) to access *In Harm's Way*. The cost of the e-book is attached to your student bill on the first day of the month of the semester. You do not need to look elsewhere for the e-book. You can [Opt Out](#) of the delivery of the

- e-book before the drop/add date but will be responsible to obtain it on your own without the lowered discounted rate.
- You can purchase a print copy of *In Harm's Way* direct from the publisher. The GSU Bookstore DOES NOT carry print copies because the book is available via the inclusive access program.

- FOLIO Modules as assigned.

Learning Commitment Expectations

Each student must find his/her own best practices for succeeding in an online course. Simply moving through the modules alone will not guarantee success or the highest grades; instead, mastery of the material and acquisition of necessary skills determine success and grades. Ultimately, it is your responsibility, your initiative, and your hard work that will contribute to your success in this course. The following suggestions are intended to facilitate student best practices:

- **READ AND FOLLOW DIRECTIONS! The single most common problem for students in this course is failure to follow directions.**
- Read the required modules and watch associate videos and PowerPoint lectures, highlighting key concepts, terms, and events;
- Take smart notes – connect notes to relevant sections in the reading;
- Don't cram before exams; study your notes and assignments daily;
- Complete work on the course every day - be disciplined.
- Take advantage of Discussion for each Block - this is an open opportunity to interact with classmates. Discussion is NOT required and will be monitored by the instructor. Discussion is found under the Communications tab.

Course Requirements

Students will complete four Blocks of content in sequential order and by the deadline listed in the Daily Course Schedule. Content Modules can not be accessed until the previous Module has been completed. Each Block includes modules that introduce a topic, YouTube clips related to the topic, required reading from the textbook, and PowerPoint lectures. A Task List at the bottom of each module outlines what you need to complete and the best order to proceed.

- You will complete a quiz over chapter readings for each Module and take an exam at the end of each Block. Each Quiz has 10 questions (2 points each for a total of 20 points) and has a 15-minute time limit, and will be taken on FOLIO. In total, the quizzes make up 10% of your final grade.
- Each of the four exams has 50 multiple-choice/true-false questions (2 points each) and 2 short answer questions (10 points each) taken from materials in each respective Block and will be taken on FOLIO. Each exam will have a 120 point total. You will have a 60-minute time limit for each exam. Together, these four exams count as 50% of your final grade.
- The comprehensive final exam will have 75 multiple choice/true-false questions (2 points each) and 2 short answer questions (10 points each), with a 90-minute time limit. The final exam will have a 170 point total and will count 20% of your final grade.
- You will also complete a reflection paper using The American Soldier in World War II Project This assignment is 20% of your final grade. Directions are in [The American Soldier in World War II Project](#) module. Specifically, you will:
 - Submit a one-page brief/proposal of your project that is 10 points of the 100 points for the project.
 - Submit a 5-page reflection paper that is worth 90 of the 100 points for the project.

Quizzes and exams are open-book/open-note and do not require proctoring software. All quizzes and exams must be completed as scheduled in the [Daily Course Schedule](#). Late papers are NOT accepted.

Please again note that all content modules and assignments must be completed in sequential order to access the next module and/or assignment. You can not "skip" any module or assignment and you must complete each block by the assigned deadline. Failure to meet the assigned deadline will result in credit only for the work completed. After the deadline, you will be able to access the next Block.

Grade Calculations

Your grade for the course will be calculated as follows:

Activity	Number	Percentage of Final Grade

Quizzes	17	10%
American Soldier Project	1	20%
Exams	4	50%
Final Exam	1	20%

Not sure how to calculate your grade (i.e., you don't know how to do basic math)? Visit this online grade calculator at [Calculator.Net](https://www.calculator.net).

Final Grade Distribution

Final grades for this will be assigned as follows:

Grade	Score
A	90%-100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	Less than 60%

Policies

FOLIO

The syllabus, course materials, grades, quizzes, exams, and announcements are posted on FOLIO. Students are responsible for checking FOLIO regularly for this and similar information. **All quizzes and exams will be taken via FOLIO.**

Illness

Please take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do to either continue working in class or make-up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center COVID-19 self-reporting form (through the MyGeorgiaSouthern portal under "COVID-19 Information & Resources"). You may also reach the CARES Center using the MyGS mobile app, calling 912-478-CARE (M-F 8:00 AM-5:00 PM), or emailing covidsupport@georgiasouthern.edu. The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911.

ADA Accommodations

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating an appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to the SARC office. For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus or at (912) 344-2572 on the Armstrong and Liberty campuses.

Missed Exams and Quizzes

No make-up exams are given. No make-ups are given for missed quizzes.

Late Papers

Late papers are not accepted. You will receive no credit.

Grades

Grades are **not** negotiable. Your exam and quiz grades and your grade for the course are final and not subject to discussion. Grades will be posted promptly on FOLIO. I will not respond to emails requesting special consideration.

Incomplete Grades

Incompletes are given only in extreme circumstances (medical, family, etc.) per University policy.

Extra-Credit

There is no extra credit for this course.

Withdrawal

The last date to withdraw without penalty from any course in the Spring 2022 semester is March 7. See the Policy for Limiting Individual Course Withdrawals for additional information (<http://em.georgiasouthern.edu/registrar/students/withdrawal/>).

Academic Integrity

The course adheres to University statements on Academic Dishonesty in the Faculty Handbook and the Student Code of Conduct and has a “Zero-Tolerance” approach to Academic Dishonesty. Any student violating Academic Dishonesty provisions will be withdrawn from the course and given a failing grade for the course.

Student Conduct

Please refer to the [Student Code of Conduct](#) for a full list of student conduct expectations.

Civility

All members of the class are expected to communicate civilly in their professional interaction at all times, both in and out of the online classroom. Academic discourse, including discussion and argumentation, is to be carried out in a polite, courteous, and dignified manner that is respectful of and understanding toward peers and professors. Students are expected to behave

appropriately. The Student Code outlines inappropriate behavior, which will not be tolerated and will result in the offender being removed from the class roll.

Support

Student Support

[Academic and student support services](#) and [Online Learning Resources](#) are available to all students, online or on campus.

Student Accessibility Resource Center

The Student Accessibility Resource Center ([SARC](#)) is committed to providing an equal educational opportunity for all qualified students with disabilities. If you wish to request an accommodation, please contact the SARC as soon as possible.

Technical Support

Your instructor cannot provide technical support for this course. Information about technical support for FOLIO is located in the *Technology Requirements* section of the *Course Basics* module.

Statement of Compliance

Remaining registered in this course indicates your agreement to abide by the policies outlined in the syllabus and your acceptance of responsibility for knowing and following those policies.

Confidentiality

Georgia Southern University asks that you respect the rights of faculty and other students as you participate in the education process, including your use of FOLIO. Accordingly, when accessing FOLIO course materials, please respect the privacy and personal information of faculty, staff, and other students in academic work such as class lists, exams, quizzes, discussion board postings, drafts of papers, and other work produced in the course.

Course Schedule

The schedule lists all topics, readings, quizzes, and exams for this course. You complete any readings and must complete the required quizzes before class on Monday of each week. Any changes will be announced in class and on FOLIO.

[Print Schedule](#)

Start	Module	Due Dates
January 10	Course Basics	
	Review all materials in the Course Basics Module.	
	Complete Course Basics Certification Quiz in FOLIO in order to proceed to Block 1 modules.	Opens after reviewing all materials in the Course Basics Module. Due Monday, January 14, at 11:59 PM.
January 10 - February 4	BLOCK 1 - Forging an American Military	
	Block 1-1 Wars for Survival in a New World	Opens after completing Course Basics Certification Quiz.
	Review all materials and readings for the Block 1-1 Module	

	Complete Quiz over Introduction/Chapter 1	Available Monday, January 10, at 12:00 AM and is accessible after reviewing all materials in the Block 1-1 Module. Closes Friday, February 4, at 11:59 PM.
	Block 1-2 Wars for Colonial Domination	
	Review all materials and readings for the Block 1-2 Module	
	Complete Quiz over Chapter 2	Available Monday, January 10, at 12:00 AM and is accessible after reviewing all materials in the Block 1-2 Module. Closes Friday, February 4, at 11:59 PM.
	Block 1-3 War for Independence	
	Review all materials and readings for the Block 1-3	
	Complete Quizzes over Chapter 3 & 4	Available Monday, January 10, at 12:00 AM and is accessible after reviewing all materials in the Block 1-3 Module. Closes Friday, February 4, at 11:59 PM.
	EXAM 1 ON FOLIO	Exam 1 is accessible on FOLIO after completing the Block 1 modules and quizzes,

		and closes Friday, February 4, at 11:59 PM.
January 10 - March 4	BLOCK 2 - Preserving a New Nation	
March 4	<u>American Soldier Project - Brief</u>	Due in DropBox , Friday, March 4, at 11:59 PM.
	Block 2-1 The First American Military Establishment	Opens after completing Block 1 and Exam 1.
	Review all materials and readings for the Block 2-1 Module	
	Complete Quiz over Chapter 5	Available Monday, January 10, at 12:00 AM and is accessible after reviewing all materials in the Block 2-1 Module. Closes Friday, March 4, at 11:59 PM.
	Block 2-2 War of Expansion	
	Review all materials and readings for the Block 2-2 Module	
	Complete Quiz over Chapter 6	Available Monday, January 10, at 12:00 AM and is accessible after reviewing all materials in the Block 2-2 Module. Closes Friday, March 4, at 11:59 PM.

	Block 2-3 The Military and a Divided Nation	
	Review all materials and readings for the Block 2-3 Module	
	Complete Quizzes over Chapters 7 & 8	Available Monday, January 10, at 12:00 AM and is accessible after reviewing all materials in the Block 2-3 Module. Closes Friday, March 4, at 11:59 PM.
	EXAM 2 ON FOLIO	Exam 2 is accessible on FOLIO after completing the Block 2 modules and quizzes, and closes Friday, March 4, at 11:59 PM.
January 10 - April 1	BLOCK 3 - World Wars	
	Block 3-1 Becoming a Global Military Power	Opens after completing Block 2 and Exam 2.
	Review all materials and readings in the Block 3-1 Module	
	Complete Quizzes over Chapter 9 & 10	Available Monday, January 10, at 12:00 AM and is accessible after reviewing all materials in the Block 3-1 Module. Closes Friday, April 1, at 11:59 PM.

	Block 3-2 The Great War and A New Military Establishment	
	Review all materials and readings in the Block 3-2 Module	
	Complete Quiz over Chapter 11	Available Monday, January 10, at 12:00 AM and is accessible after reviewing all materials in the Block 3-2 Module. Closes Friday, April 1, at 11:59 PM.
	Block 3-3 The Second World War	
	Review all materials and readings in the Block 3-3 Module	
	Complete Quizzes over Chapters 12 & 13	Available Monday, January 10, at 12:00 AM and is accessible after reviewing all materials in the Block 3-3 Module. Closes Friday, April 1, at 11:59 PM.
	EXAM 3 ON FOLIO	Exam 3 is accessible on FOLIO after completing the Block 3 modules and quizzes, and closes Friday, April 1, at 11:59 PM.
April 15	<u>American Soldier in World War II Project - Paper Due</u>	Upload PDF of Paper in the appropriate DropBox folder.
January	BLOCK 4 The Modern American Military	

10 - April 29		
	Block 4-1 The Modern American Military Establishment	Opens after completing Block 3 and Exam 3.
	Review all materials and readings in the Block 4-1 Module	
	Complete Quiz over Chapter 14	Available Monday, January 10, at 12:00 AM and is accessible after reviewing all materials in the Block 4-1 Module. Closes Friday, April 29, at 11:59 PM.
	Block 4-2 Wars of Choice	
	Review all materials and readings in the Block 4-2 Module	
	Complete Quiz over Chapter 15	Available Monday, January 10, at 12:00 AM and is accessible after reviewing all materials in the Block 4-2 Module. Closes Friday, April 29, at 11:59 PM.
	Block 4-3 War for Forever	
	Review all materials and readings in the Block 4-3 Module	
	Complete Quiz over Chapter 16	Available Monday, January 10, at 12:00 AM and is

		accessible after reviewing all materials in the Block 4-3 Module. Closes Friday, April 29, at 11:59 PM.
	EXAM 4 ON FOLIO.	Exam 4 is accessible on FOLIO after completing the Block 4 modules and quizzes, and closes Friday, April 29, at 11:59 PM.
January 10 - May 6	FINAL EXAM ON FOLIO	The Final Exam is accessible on FOLIO after completing Exam 4, and closes Friday, May 6, at 11:59 PM.

Block 1-1 Wars for Survival in the New World

The British colonists who settled North America may well have been on Mars. They arrived with whatever they had aboard their ships to an inhospitable land of climatic extremes, strange and deadly creatures, and an indigenous people just as curious if not fearful of the new colonists as the colonists were of them. Quite naturally, the colonists relied on what they knew - what they "brought" with them from their home country: ideas, governance, faith, and technology - to help them survive against what were great odds stacked against them. Native Americans, too, had to rely on what they knew. Both had to adapt to new conditions. For Native Americans, the curve was much more steep and treacherous, especially faced with European-born disease and new technologies, such as powdered-fired weapons. Both groups changed their concepts of warfare, resulting in a horrifyingly brutal way of war that would shape the American military for over 200 years. Far from wars of a limited nature familiar to Anglo-Europeans, in many ways, these conflicts between Native Americans and colonists devolved into unlimited wars of survival, even of what in the 20th century would be known as "total war."



Capt. Benjamin Church of Plymouth

Colony, circa 1675. *Source:* New York Public Library.

Consider these questions as you review this module and the readings:

- What factors shaped this new environment? How did Native Americans and colonists adapt?
- How would you describe this "first American way of war" that developed in these early conflicts between colonists and Native Americans?
- What conflicts best portray this change? Why did the colonists tend to prevail in these conflicts?
- What did the colonists learn about warfare? How did war shaped colonial societies during the 1600s and early 1700s?

If you are interested in the colonial period, take HIST 4432 Colonial America, taught by Prof. Solomon Smith.

Learning Objectives

At the completion of this learning module, you will be able to:

- Describe environmental, cultural, social, and other factors that shaped how colonists viewed their New World;
- Compare "ways of war" adopted and adapted by colonists and Native Americans;
- Identify key conflicts between Native Americans and colonists.

Task List

Refer to the Daily Course Schedule for important due dates for this learning module. To prepare for the graded assignments, please complete the tasks in order:

- Read H.R. McMaster's [Georgia C. Marshall Lecture](#) at the American Historical Association from January 2020 on why history is important to strategy. Pay attention to the concepts of Strategic Narcissism and Strategic Empathy.
- Read the [Introduction and Chapter 1](#) of *In Harm's Way*.
- **Assignment:** Complete Quiz over Introduction/Chapter 1 after reviewing all materials in this module. The quiz is available Monday, January 10, at 12:00 AM, and closes Friday, February 4, at 11:59 PM.
- Watch this:

The Natives and the English - Crash Course US History #3



Source: The Natives and the English - Crash Course US History #3 (YouTube, 2013).

- Read about [King Philip's War](#);

- Watch this:

King Philip's Death Site - Bristol, Rhode Island - Travels With...



Source: King Philip's Death Site - Bristol, Rhode Island - Travels With Phil (YouTube, 2018).

- View narrated PowerPoint slides:
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Questions?

If you have a question about the tasks in this module, please post on the appropriate Discussion thread or ask your Professor.

Block 1-2 Wars for Colonial Domination

As costly as the wars between the colonists and Native Americans were in the 1600s, the Colonial Wars of the 1700s dramatically increased the stakes for everyone involved - home country, colony, colonists, Native Americans, combatants, non-combatants, you name it. These wars had one simple objective - to increase the size of your slice of the mercantilist pie. Mercantilism ruled economic thought in Enlightenment Europe and drove the need for colonies to feed the demand for natural products - rice, indigo, timber, tar and pitch, tobacco, iron ore, fur, even fish - to support the trade networks of the home country. Economic thought at the time believed that the economy was of finite size - it could neither grow nor contract. So, the only way to increase the size of one's empire or colonial possessions was to take them from another country. Other countries most likely would not let these valuable colonies go without a fight. Thus, European nations fought wars to get a bigger slice of the pie. This led to enormous military expenditures, especially on expanding navies so that they could patrol quite literally the oceans of the entire world. By the 1600s, Britain and France had surpassed Spain as the primary economic and military powers in Europe and in the world, mainly because of wise and strategic investment in strong navies.



A sliced pie, in this case, a tasty coconut pecan pie, serves the best analogy for understanding mercantilism and colonial competition in the 17th and 18th centuries. Think of each slice as one country's colonial possessions - if you want more, you have to take some pie from somebody

else! *Source:* Taste of Home: Recipe for Coconut Pecan Pie
(<https://www.tasteofhome.com/recipes/coconut-pecan-pie/>).

There are several wars that involved the British colonies in North America - Queen Anne's War, King William's War, King George's War (you may notice a trend), and the Great War for Empire (known as the Seven Years War in Europe and the French and Indian War in North America, both for obvious reasons). While it is important to understand the causes and consequences of each of these and other conflicts, it is most important to understand common experiences, themes, and other trends across these wars. Pay attention to disconnects between colonies and home country over objectives, military strategy, and financing these wars. Consider these questions:

- What factors and conditions in the colonies influenced the way the colonies strategically approached these wars?
- Why did the colonists often pursue the same or similar military objectives in these wars?
- How did the colonies organize for war? What role did the British Royal Navy play in this? The British Army?
- What happened at the end of these wars? How did the colonies fare?
- How and why was the so-called Great War for Empire different that previous colonial conflicts?



Examples of the might of the Royal Navy. HMS *Cambridge* is in the dock to the left, with HMS

Royal George at the right. From the John Cleverly painting, ca. 1757. *Source:* National Maritime Museum, Greenwich, UK.

If you are interested in the colonial period, take HIST 4432 Colonial America, taught by Prof. Solomon Smith.

Learning Objectives

At the completion of this learning module, you will be able to:

- Describe the major colonial wars of the 17th and 18th centuries in North America;
- Understand the strategic conditions and other factors that influenced how the colonies fought these wars;
- Compare the colonial wars to the earlier conflicts with Native Americans;
- And understand the legacy of the colonial wars on the American military experience.

Task List

Refer to the Daily Course Schedule for important due dates for this learning module. To prepare for the graded assignments, please complete the tasks in order:

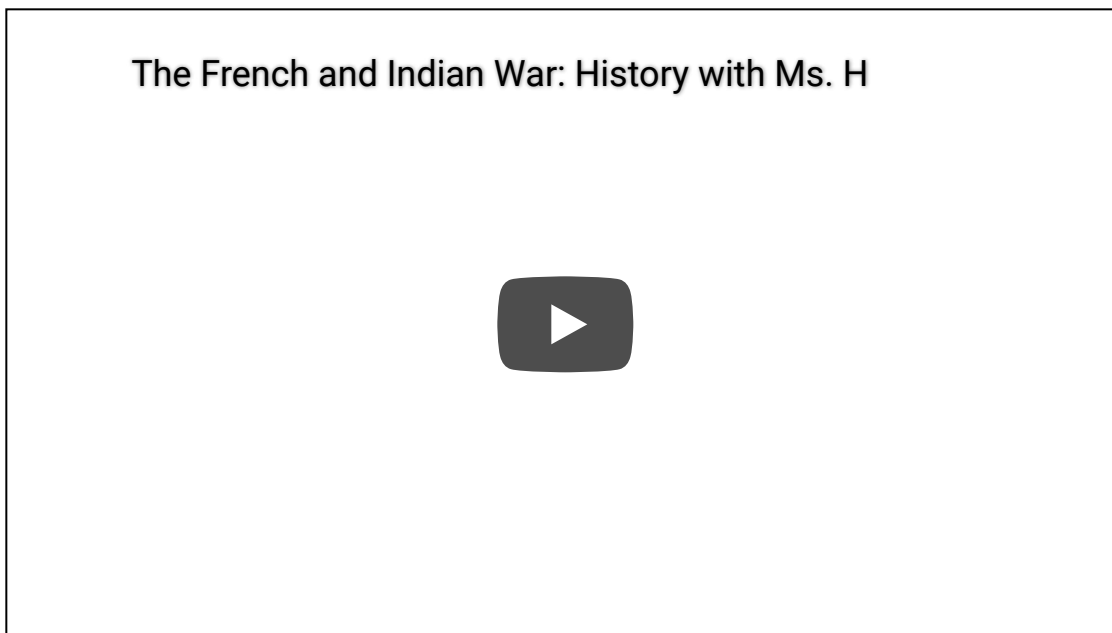
- Read [Chapter 2](#) of *In Harm's Way*.
- **Assignment:** Complete Quiz over Chapter 2 after reviewing all materials in this module. The quiz is available Monday, January 10, at 12:00 AM, and closes Friday, February 4, at 11:59 PM.

- Watch this:



Source: The time Britain and Spain fought over an ear by Dru Durnil's Abridged History (YouTube, 2019).

- Read about [Fort Louisbourg](#).
- Check out the West Point Maps on the [Colonial Wars](#).
- Watch this:



Source: The French and Indian War: History with Ms. H (YouTube, 2018). This video includes ads that you can skip after a few seconds.

- View narrated PowerPoint slides:



The Disconnect

- From London's Perspective
 - Colonies failed to organize (Albany Plan of Union)
 - Colonies failed to come through with promised supplies and troop quotas, quarters, transportation
 - Colonial-led Expeditionary Forces performed dreadfully (Shirley – Niagara; Johnson – Crown Point)
 - Disdain toward colonial troops and civil authorities
- From Colonial Perspective
 - Rather serve in Expeditionary units than British Army
 - Britain failed to utilize Militia for local defense
 - Colonials performed mainly auxiliary functions
 - Harsh Discipline versus Exhortation
 - Fraudulent recruiting
 - See British Army as threat to Liberty
- From Indian Perspective
 - Good relations with French break down as British blockade tightens availability of supplies
 - Don't do much till clear-cut winner emerges
 - For the British, Indians were not essential strategically or for victory
- Memory
 - Colonials remember Cartagena, Louisbourg, Braddock's Defeat
 - Colonials remember bullying by British commanders
 - British remember poor colonial troops, uncooperative governments, and self-righteous Americans
- Britain tried to run a war through centralized command over a colonial system that was decentralized at best
- Colonials realized unintended consequences of their objectives
- The American Revolution begins with the French and Indian War

Questions?

If you have a question about the tasks in this module, please engage your student colleagues in the appropriate Discussion section or ask your Professor!

Block 1-3 War for Independence

So, you've decided to take on the country with the most powerful military, especially it's navy, and economy in the world - a real superpower. They're experienced, organized, well equipped and supplied, and mostly well-led. But, you say, you have some advantages - you have a just cause; you have local knowledge of roads, rivers, mountain passes; you have about one-third of the people behind you; you know your enemy very well, and you don't have to win, just not lose. You can outlast them. It would be helpful if you can get another powerful nation to help you out. You plan to build a conventional force to stand toe-to-toe with your adversary, so you need time. Good luck!

If that's all you saw - the above - you might conclude that we were going to talk about the Vietnam War in the 1960s. The North Vietnamese and the Viet Cong insurgents in South Vietnam took on the world's superpower - the United States - which had the strongest military and economy in the world. But the North Vietnamese and Viet Cong believed in their cause - unification of Vietnam. They had local knowledge. They knew the people - who was one their side, who wasn't, and who they could intimidate, with force if needed. And they had two power nations supporting them - the Soviet Union and China, both communist countries at odds with the United States in the Cold War. Their enemy was predictable; and perhaps not keen on a lengthy, drawn-out conflict. But they needed a long war to build a conventional force to stand toe-to-toe with their enemy. And, they knew they didn't have to win, just don't lose.



Left: A Viet Cong soldier. *Source:* Department of Defense. *Right:* Drawing by a Hessian soldier of a member of the Stockbridge Militia, 1778. *Source:* Revolutionary War diary of Johann Von Ewald.

Just plug in the American rebels for the North Vietnamese and Viet Cong, the British for the United States, and you've got a decent historical analogy to help you make sense of the American War for Independence. At the beginning of both conflicts, you would not have bet on the underdog rebels or the Viet Cong, but in both instances, they pulled it off - winning their wars and achieving the desire political end.

How did the rebels pull it off? How did George Washington keep the Continental Armies alive and fighting, and turn them into a European-style force? How did the American maintain political will to continue the fight, while the British lost theirs? What mistakes did both sides make, and how did they adjust and learn (or did they even?); What were the keys to an American victory? What were the principal reasons for the British defeat? These can be two very different sets of factors.

Learning Objectives

At the completion of this learning module, you will be able to:

- Understand and know the key events, battles, and people in the American War for Independence;
- Appreciate the key factors that explain the conduct of the war and its result, from both American and British perspectives;
- Discern the legacies of the war, especially regarding a permanent military establishment, civil-military relations, and an American way of war.

If you want to study the American Revolution further, take HIST 5133 Revolutionary America, taught by Prof. Solomon Smith.

Task List

Refer to the Daily Course Schedule for important due dates for this learning module. To prepare for the graded assignments, please complete the tasks in order:

- Read Chapters 3 and 4 of *In Harm's Way*.

- **Assignment:** Complete Quizzes over Chapter 3 and Chapter 4 after reviewing all materials in this module. The quizzes are available Monday, January 10, at 12:00 AM, and closes Friday, February 4, at 11:59 PM.
- Watch this:

The Revolutionary War: Animated Battle Map



Source: The Revolutionary War: Animated Battle Map, American Battlefield Trust (YouTube, 2019).

- Read about the life and war experience of soldier [Joseph Plumb Martin](#).
- Check out the West Point Maps on the [War for Independence](#).
- Watch this:

Kings Mountain: The Turn of the Tide of Success | The Sou...



Source: Kings Mountain, SCETV (YouTube, 2017).

- And watch this:

Cowpens: A Brilliant Victory | The Southern Campaign



Source: Cowpens, SCETV (YouTube, 2017).

- View narrated PowerPoint slides:

The slide features a circular portrait of General Daniel Morgan on the left, dressed in a red military coat and holding a sword. To the right, the word "Why?" is written in a large, light-colored font. Below it, a bulleted list explains the reasons for the British defeat. A grey arrow points from the list towards the portrait. A speaker icon is located at the bottom left of the slide.

Why?

- British should have won . . .
 - Best Army & Navy in the World
- But they lost . . .
 - Failed to understand
 - Poor leadership
 - No clear objective
 - Public opinion
 - Terrain
 - Predictable

- **Assignment:** Take Exam 1 - Opens Monday, January 10, at 12:00 AM and closes Friday, February 4, at 11:59 PM. There are 50 multiple choice/true-false questions and 2 short answer questions. You have 60 minutes to complete the exam.

Questions?

If you have a question about the tasks in this module, please post on the appropriate Discussion thread or ask your Professor.

Block 2-1 The First American Military Establishment

So you won your war and now you've got yourself a new independent nation - a fledgling country, weak from war and governed by reactionary extremes. Easy pickings for the great powers of Europe. Then, over a quarter-century later, in 1812 you decide to declare war on Great Britain. A Second War for Independence? Maybe, but certainly a war for Canada and respect on the high seas. It was a difficult and destructive conflict.

Along with creating a new governing framework in the Constitution adopted in 1789, the new United States had to create a military establishment, as provided for in that same new Constitution. George Washington, no longer General but Citizen, advocated a small standing army to defend the security of the new nation, arguing that militia, in his clearly vast experience, was not up to the task, if it had ever been so. Events and geostrategic considerations forced the issue - Shay's Rebellion, the Indian wars in the Ohio River Valley, the Whiskey Rebellion, the Quasi War with France. These events and others essentially forced the United States to maintain some sort of standing military and to build a navy. Maintaining security at home and defending American trade abroad was paramount to American survival.



George Washington and his troops near Fort Cumberland, Maryland, before their march to suppress the Whiskey Rebellion in western Pennsylvania. From a painting attributed to Frederick Kemmelmeyer. *Source:* Metropolitan Museum of Art.

Several questions arose from the debates concerning a military establishment that harkened back to colonial days, reflecting concerns British subjects had about an abusive standing military. How would civilian control be exercised? How would officers be selected for an army and how could the officer corps be prevented from becoming politicized? If states retained their militia, as they demanded, what role would they play and how would militia be regulated? How could the new nation build a navy - the expense alone would cripple the coffers of the young country. How could the United States defend its flag against insults from Great Britain or France or even Spain? These and many other seemingly unanswerable and insurmountable questions dogged the national government for several years.

Add to these the War of 1812 - how well prepared was the United States to take on the British, again? What problems with command, centralized war planning, and logistics affected the American and British war efforts? How well did the Americans adjust and learn? And who won (historians still debate this today!)?



Scene depicting the action of 9 February 1799, when the USS *Constellation* (left), commanded by Captain Thomas Truxtun, captured the French frigate *L'Insurgente* (right). *Source:* Navy History and Heritage Command, National Archive ID# 428-KN-2882.

Learning Objectives

At the completion of this learning module, you will be able to:

- Know, and understand the impact of, key events in forming the first American military establishment;
- Appreciate the legacy of the British military tradition and the American colonial/War for Independence experience in the Constitution, acts of Congress, and other venues during this period;
- Know and understand the key events and consequences of the War of 1812.

Task List

Refer to the Daily Course Schedule for important due dates for this learning module. To prepare for the graded assignments, please complete the tasks in order:

- Read Chapter 5 of *In Harm's Way*.
- **Assignment:** Complete Quiz over Chapter 5 after reviewing all materials in this module. The quiz is available Monday, January 10, at 12:00 AM, and closes Friday, March 4, at 11:59 PM.
- Read this about the [establishment of the US Navy](#) and its first fleet of frigates.
- Watch this:



Source: When America Fought A War For the Midwest (YouTube, 2018)

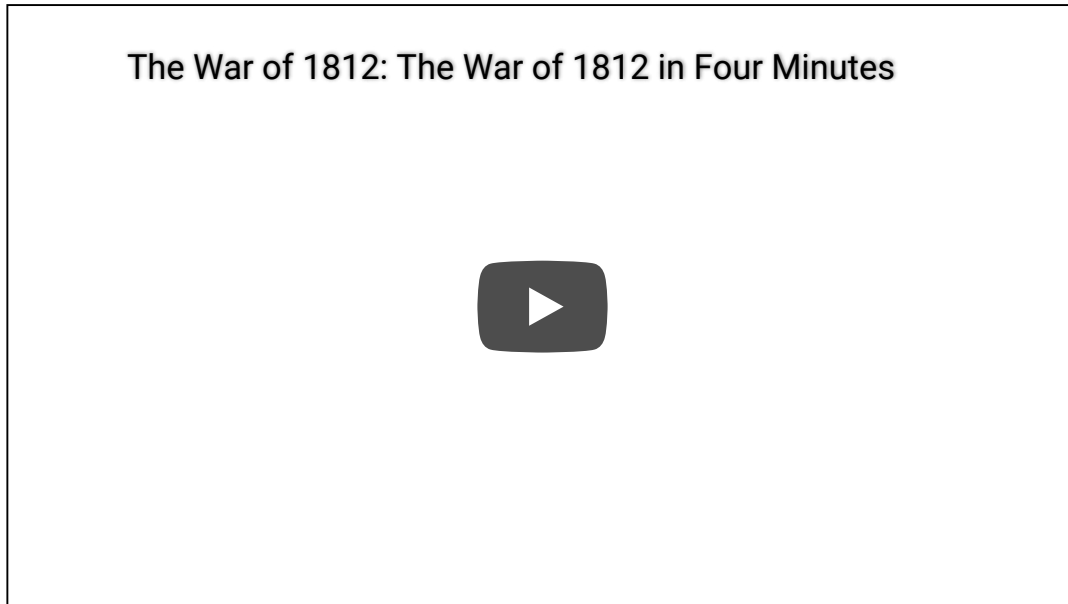
- And watch this:



Source: USS Constitution - That Good or Just Lucky? (YouTube, 2018).

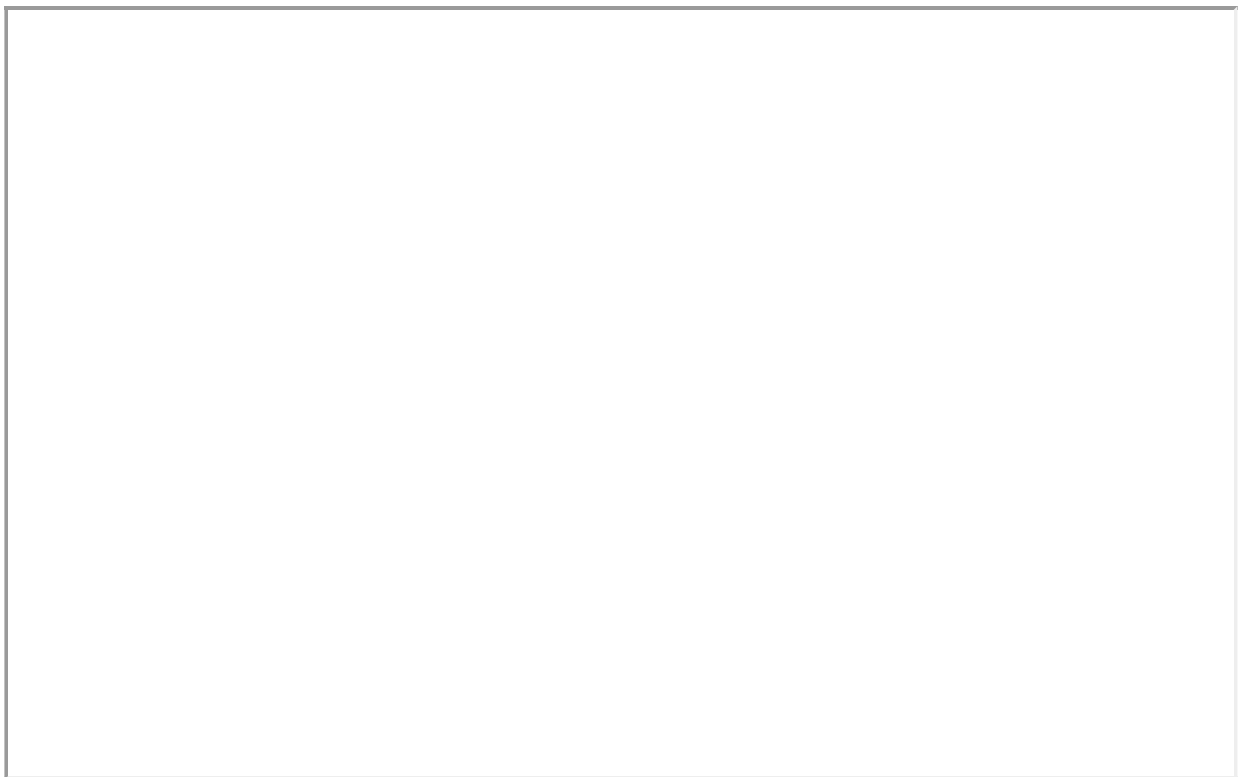
- Check out the West Point Maps on the [War of 1812](#).

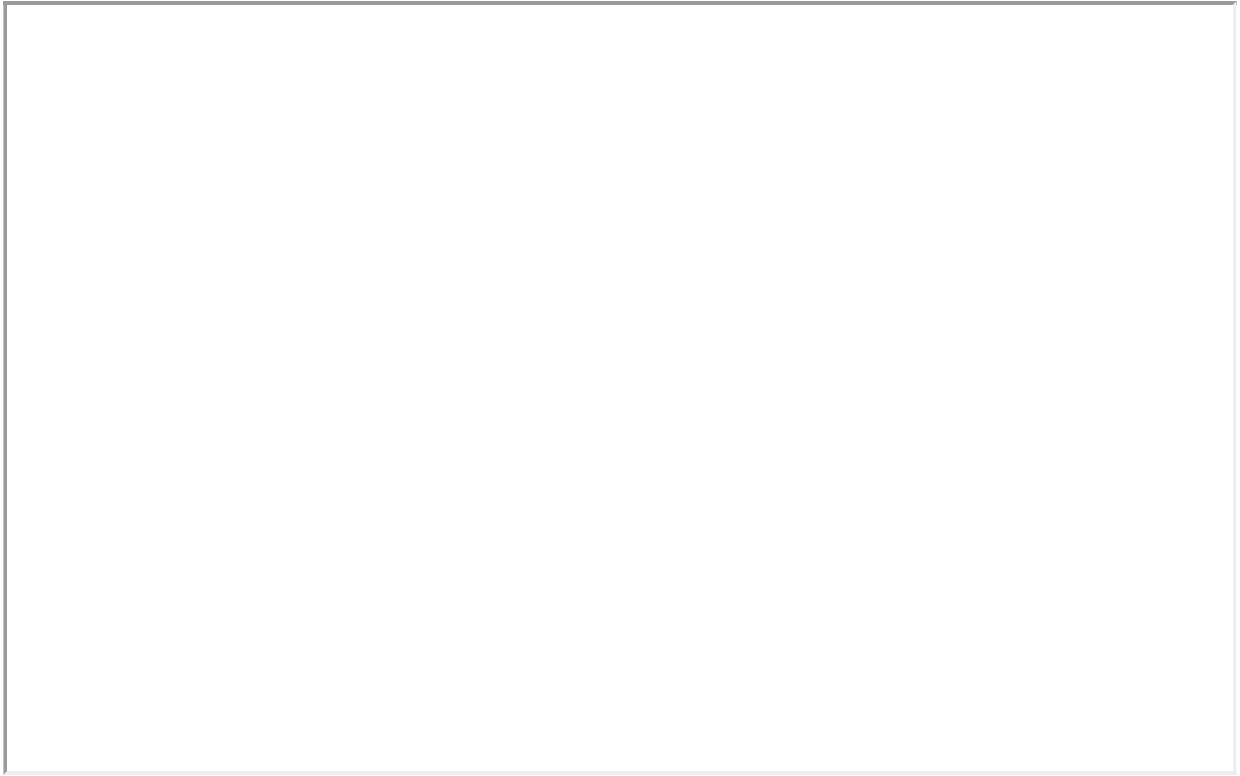
- And watch this:



Source: The War of 1812, The American Battlefield Trust (YouTube, 2020)

- Watch the slide-decks:





Questions?

If you have a question about the tasks in this module, please engage your student colleagues in the appropriate Discussion section or ask your Professor!

Block 2-2 War of Expansion

This module is a busy one - professionalization and reform of the military, Indian Removal and other conflicts with Native Americans, and the 1846-1848 War with Mexico, which was an overt war of invasion and conquest undertaken by the United States. Ulysses S. Grant, who served in the war, later wrote in his memoirs (if you want to read a memoir of an American general, read Grant's - it's one of the best) that the War with Mexico "For myself, I was bitterly opposed to the measure, and to this day regard the war, which resulted, as one of the most unjust ever waged by a stronger against a weaker nation." One can find a direct link of cause and effect from the Civil War of 1861-1865 to the War with Mexico.



Painting of the Battle of Molino del Rey, by Carl Nebel. Grant served with distinction in the battle. *Source: The War Between the United States and Mexico, Illustrated.*

Comparing the way the United States fought the War of 1812 and the War with Mexico involves apples and oranges - they are two different conflicts. Yet, in the War with Mexico, the Napoleonic Wars, West Point-commissioned officers, Winfield Scott's push for reform and professionalization, and the Market Revolution in the United States all influenced the way the United States fought this war. One can certainly argue that the War with Mexico was the Army

and Navy's first professional war. But problems remained, particularly in the increasing regional divisions within the officer corps and the overt political ambitions of senior officers in the Army (Winfield Scott, Zachary Taylor, and John C. Fremont, to name a few). As with the War of 1812, the War with Mexico is among the lesser-known of American conflicts, but it is certainly one of the most important to American history. Many West Point graduates were veterans of the War with Mexico and later served as officers in the Civil War - Grant, McClellan, Jackson, Pickett, Lee. Studying the art of war at West Point served them well.



Portrait of Sylvanus Thayer, "The Father of West Point," by Robert W. Weir. *Source:* United States Military Academy at West Point.

Learning Objectives

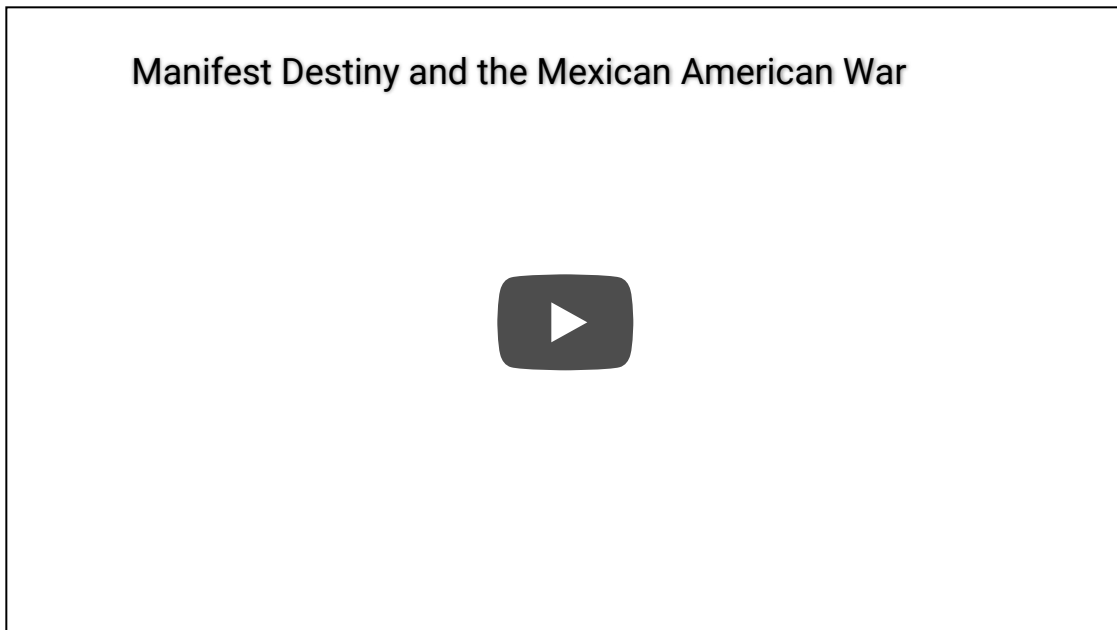
At the completion of this learning module, you will be able to:

- Appreciate the process of reform and professionalization of the Army and Navy during the period'
- Understand the role played by the military in Indian Removal;
- Know the key events and consequences of the War with Mexico.

Task List

Refer to the Daily Course Schedule for important due dates for this learning module. To prepare for the graded assignments, please complete the tasks in order:

- Read Chapter 6 in *In Harm's Way*.
- **Assignment:** Complete Quiz over Chapter 6 after reviewing all materials in this module. The quiz is available Monday, January 10, at 12:00 AM, and closes Friday, March 4, at 11:59 PM.
- Watch this:



Source: Manifest Destiny and the Mexican War, Heimler's History (YouTube, 2018).

- Check out the West Point Maps on the [War with Mexico](#).

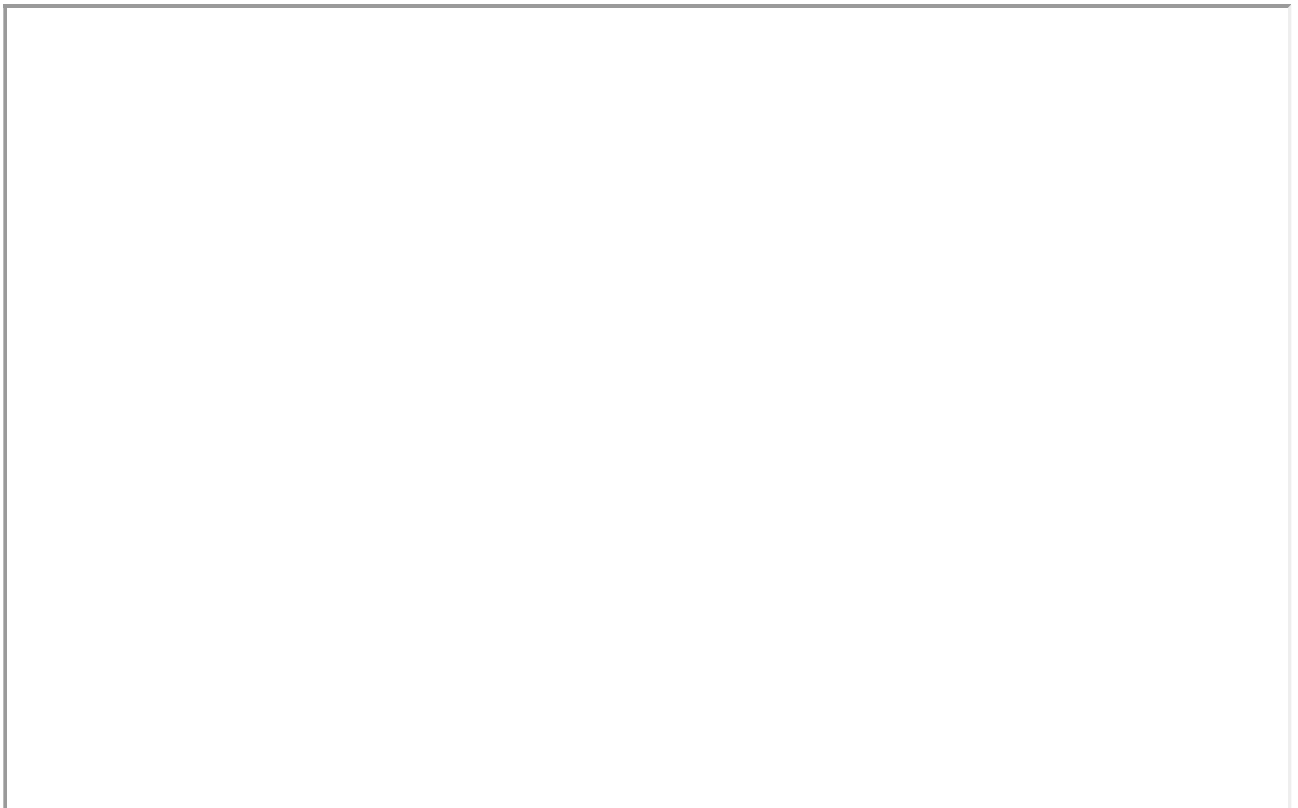
- Watch this:

Winfield Scott: The Civil War in Four Minutes



Source: Winfield Scott, American Battlefield Trust (YouTube, 2015).

- Watch the PowerPoint slides:





Questions?

If you have a question about the tasks in this module, please engage your student colleagues in the appropriate Discussion section or ask your Professor!

Block 2-3 The Military and a Divided Nation

We remain today oddly fascinated and divided by the Civil War of 1861-1865. The war itself Napoleonic in scale, epic in cost to life and property, yet the very epitome of a just cause. Somehow, the United States survived it, though not without lasting wounds.



An African American Union soldier. *Source:* National Park Service.

Some scholars argue that the Civil War was the first modern war; others argue with equal eloquence that it was the last Napoleonic war. It was probably a little bit of both. Rifled musketry and artillery, the use of mechanized transport (railroads and steamships), national mobilization, and fighting for an unlimited objective - the freedom of a people from human bondage. It was the first American war with large-scale participation of African Americans as combatants - at least 180,000 free blacks and former slaves served, almost exclusively in segregated units and led by white officers. Women voluntarily mobilized across the homefront to provide clothing, food, and medical care for the troops. Immigrants participated in large numbers in both armies - including at least 150,000 in the Union army. By war's end, over three million Americans, North and South, had served. Think of the scale and time of battles. In the Napoleonic Wars, at the Battle of Austerlitz in 1805 over 150,000 combatants fought for the better part of a single day, resulting in 24,000 casualties. At Gettysburg, in July 1863, over 190,000 fought for three days, resulting in almost 40,000 casualties. In the Battle of the Somme in World War I, over 3 million men slaughtered each other for 140 days, leaving 1.2 million killed

and wounded. War had indeed changed in little over 100 years, with the American Civil War a clear benchmarker in this evolution.



Confederate memorial, Statesboro, Georgia, erected by the United Daughters of the Confederacy, 1906. *Source:* WikiCommons.

Memory and commemoration is part of this story and remains one of the more controversial legacies of the Civil War, as recent events testify. Should those who committed treason against their country be remembered with monuments? Should soldiers who fought to preserve the enslavement of human beings based upon race be honored? Should the symbols of the Confederacy be banned, much like Nazi symbols have been banned in many countries? These are complex questions that we should all consider.

For the American military, however, the Civil War was a watershed conflict. It changed how the Army and Navy perceived themselves and the way they fought, challenged the way citizens of a

democratic republic consider military service, and remade the Army and Navy as institutions and bureaucracies. Not until World War I would such changes be wrought upon the American military.

So consider these questions: What advantages and encumbrances did the Union and Confederacy have in 1861? How did they, if they did, leverage and/or correct these over the course of the war? What was the strategic landscape - how did both sides approach fighting the war? How did each side deal with manpower issues? Who had better leadership - when and why? Finally, what was the political objective of the conflict for both sides? How did that influence the way each side fought the war?

If you find the Civil War of interest, take HIST 5134 Civil War and Reconstruction, taught by Prof. Alan Downs.

Learning Objectives

At the completion of this learning module, you will be able to:

- Understand the causes and consequences of the war;
- Appreciate the experiences in the war of various communities - regular troops, volunteers, immigrants, African Americans, women, etc.
- Understand how political objectives can influence the nature and character of warfare.

Task List

Refer to the Daily Course Schedule for important due dates for this learning module. To prepare for the graded assignments, please complete the tasks in order:

- Read Chapters 7 and 8 in *In Harm's Way*.
- **Assignment:** Complete Quizzes over Chapters 7 and 8 after reviewing all materials in this module. The quizzes are available Monday, January 10, at 12:00 AM, and close Friday, March 4, at 11:59 PM.
- Watch this Steve Heimler's excellent 2-part overview of the Civil War:

The Civil War (Part 1)



Source: The Civil War, Part 1, Heimler's History (YouTube, 2018)

The Civil War (Part 2)



Source: The Civil War, Part 2, Heimler's History (YouTube, 2018).

- Watch this good overview of the war to get a sense of the main theaters of the conflict as well as some of the major battles, through excellent graphics, reenactments, and maps:



Source: The Civil War, American Battlefield Trust (YouTube, 2019).

- Then read Joshua Lawrence Chamberlain's [After-Action Report](#) from the 20th Maine's action at Gettysburg.
- And, yes, also this on Civil War logistics - how long does it take for a Civil War army to pass a given point?:



Source: Logistics: The Civil War, American Battlefield Trust (YouTube, 2016).

- Check out the West Point Maps of the [Civil War](#).
- And read this assessment of [Grant and Lee](#) - this is a good example of a historiographical review of a topic; i.e., what historians think about Grant and Lee and how that has evolved over time.

- Watch your slides:





- **Assignment: Take Exam 2 - Opens Monday, January 10, at 12:00 AM and closes Friday, March 4, at 11:59 PM.**

Questions?

If you have a question about the tasks in this module, please engage your student colleagues in the appropriate Discussion section or ask your Professor!

Block 3-1 Becoming a Global Military Power

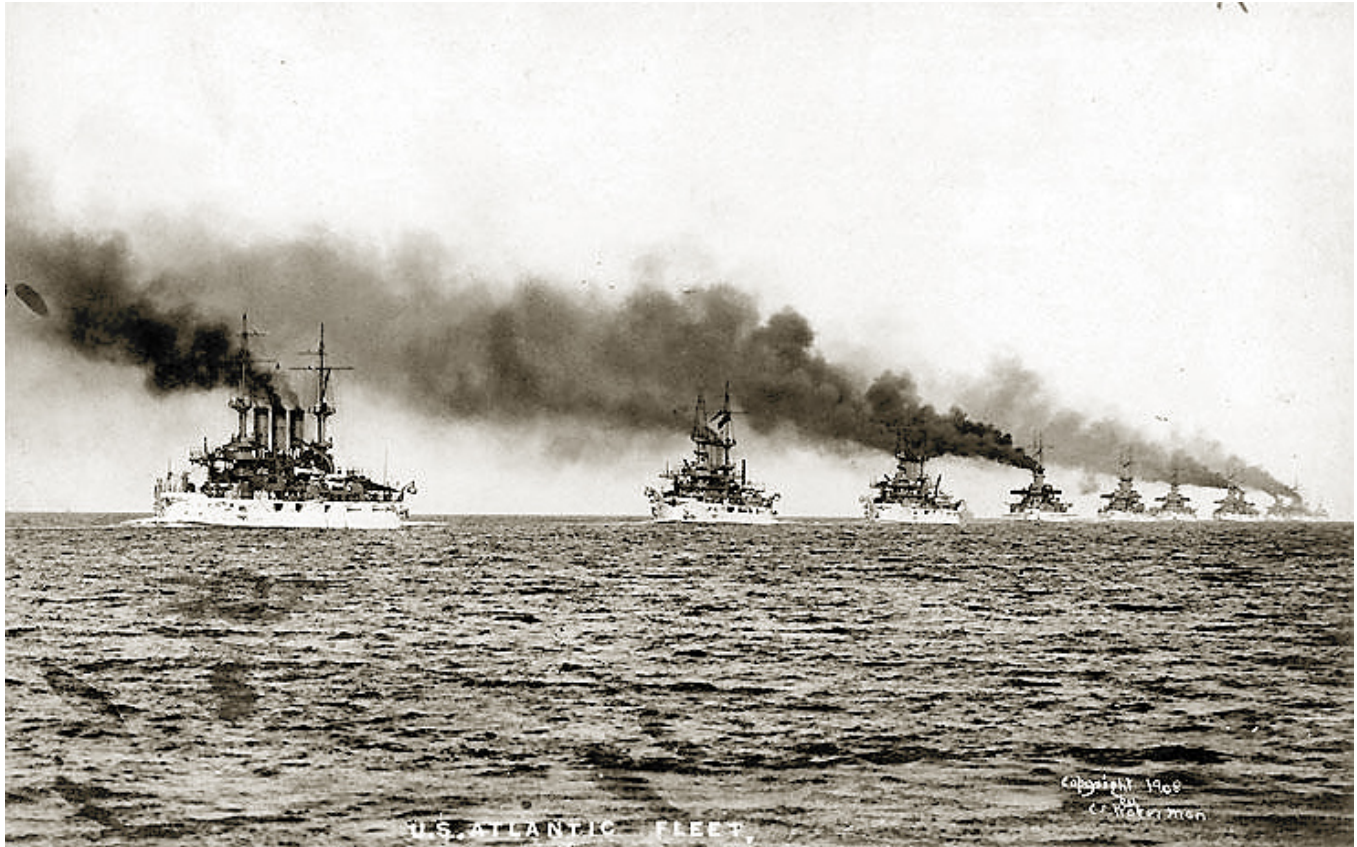
From the 1870s through the early 1900s, the United States took its first steps out onto the world stage as a world power. Coming out of the Civil War, both the Army and Navy downsized but continued the trend of professionalization begun before the Civil War. For the Army, fighting Native Americans on the frontier offered much experience in fighting a guerilla war against an enemy brimming with audacity and courage but lacking resources for a long-term fight. The Indian Wars, however, provided the Army with little experience in peer-on-peer warfare. Meanwhile, the Navy struggled between those "old salts" who long for the age of sail and the "young-Turks" who enthusiastically embraced coal-powered, iron-hulled battleships as the first line of defense of the United States. The War with Spain in 1898 tested both the Army and Navy - both faced challenges in mobilization and supply but facing a weakened Spain in the Caribbean and the Philippines gave the United States the upper-hand. From a nationalism perspective, the War with Spain seemed to heal divisions remaining from the Civil War between North and South, but only superficially so. A new wave of patriotism washed across the country, exhibiting itself in volunteerism, music, literature, and even film (one of Thomas Edison's earliest moving picture productions was a film of the funeral procession for the sailors killed in the USS *Maine* explosion in 1898).

Burial of the "Maine" victims



Source: "Burial of the Maine Victims," reenactment filmed in Key West, Florida, 1898. Library of Congress (YouTube).

Victory over Spain gave the United States an empire as well as motivation to continue expanding its modern Navy - so much so that President Theodore Roosevelt, the hero of the Battle of San Juan Hill (which also included the all-Black Buffalo Soldiers), sent the Navy battleship fleet on an around the world tour in 1907-1908 - the flotilla became very aptly known as "The Great White Fleet."



The Great White Fleet. *Source:* US Navy History and Heritage Command.

As The Great War broke out in Europe in 1914, the United States observed from afar but learned little. By late 1916, it increasingly appeared that the United States would enter the conflict, but despite the so-called Preparedness Movement the Army and Navy, indeed the nation, remained woefully ill-prepared for modern warfare against a peer nation. The Punitive Expedition to Mexico to capture Pancho Villa gave the Army some experience campaigning in the field under very difficult conditions, but again little in the way of fighting.

If you are interested in further study of the Indian Wars, take HIST 5130 American Indian History, taught by Prof. Alan Downs.

Learning Objectives

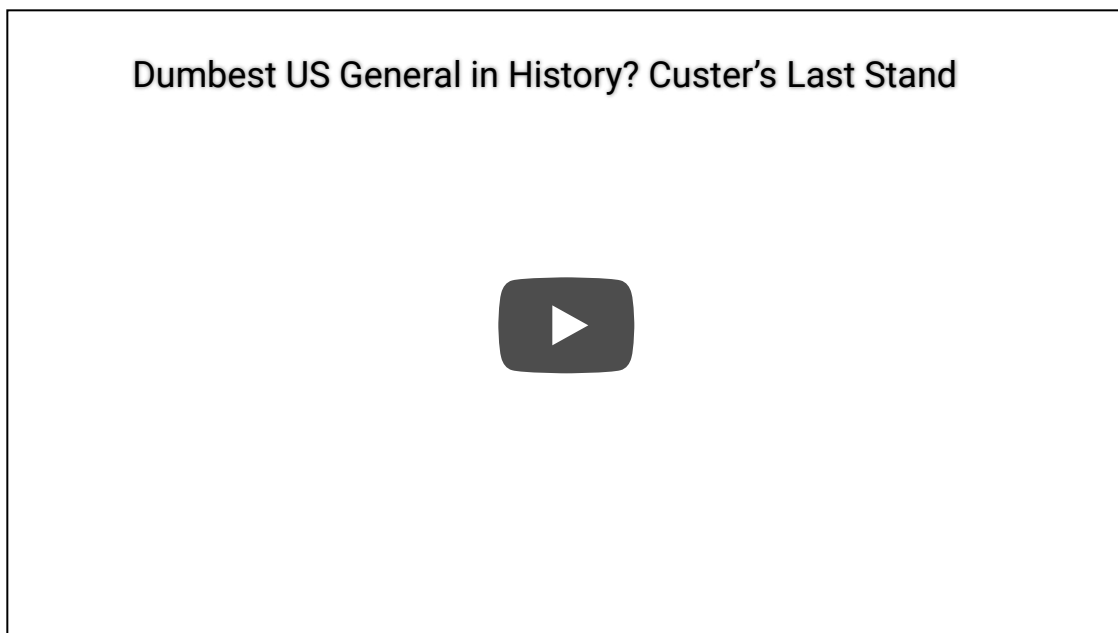
At the completion of this learning module, you will:

- Appreciate the geographic, economic, and strategic factors that influenced American military development during this period;
- Understand the key developments in professionalization and embracing new technology in the Army and Navy;
- Understand the American military's status on the eve of entering World War I.

Task List

Refer to the Daily Course Schedule for important due dates for this learning module. To prepare for the graded assignments, please complete the tasks in order:

- Read Chapters 9 and 10 in *In Harm's Way*.
- **Assignment:** Complete Quizzes over Chapters 9 and 10 after reviewing all materials in this module. The quizzes are available Monday, January 10, at 12:00 AM, and close Friday, April 1, at 11:59 PM.
- Watch this animated overview and critique of George Armstrong Custer:



Source: Dumbest US General in History? The Infographics Show (YouTube, 2020).

- Watch Steve Heimler's overview of American imperialism:

The Spanish American War [The Age of American Imperiali...



Source: The Spanish-American War, Heimler's History (YouTube, 2018).

- Check out the West Point maps on the [War with Spain](#).
- Read this about the [Great White Fleet](#).
- Watch this brief look at US soldiers serving along the Mexican border in 1916 - rare footage!:

U.S. Army at the Mexican Border - 1916



Source: The US Army at the Mexican Border - 1916, American History TV - CSPAN (YouTube, 2019).

- Watch the slide-decks:

Professionalization

- Writing
 - Emory Upton
 - *Infantry Tactics*
 - *The Military Policy of the United States*
 - Excessive civilian control (meddling)
 - Unreliable citizen soldiers (militia)
 - Recommended staff system, National Volunteers, less civilian oversight
 - Alfred Thayer Mahan
 - Fleet tactics
 - Basing
- Rise of professional journals – written by officers for officers to share ideas
 - Naval Institute's *Proceedings*



The Fleet

- Still first line of defense
- Naval Acts 1916, 1919
- Washington Naval Conference (1922)
 - 5:5:3:1.7:1.7
 - Ten-year moratorium on battleships/cruisers
 - Designed to avert war in Pacific
 - Generally, Navy is ahead in quality versus quantity
- Vinson-Trammell Act (1934) begins aggressive naval building program as part of New Deal

Questions?

If you have a question about the tasks in this module, please engage your student colleagues in the appropriate Discussion section or ask your Professor!

Block 3-2 The Great War and A New Military Establishment

The Great War of 1914-1918, or World War I as it became known when the second great war broke out in 1939, was up to that time the largest, most destructive, costliest war in history. Block 3-2 looks at the role of the United States in this conflict, from mobilization to deployment and combat operations in France. The war experience had a tremendous impact on the American military for the next two decades - organization, planning, recruiting, procurement, integrating new technologies. Despite the growing pacifist or anti-war movement in Europe and the United States, as well as the economic debacle of the 1930s, the American military establishment reorganized itself and became more effective.

Watch the trailer for Peter Jackson's important documentary on British soldiers in World War I (the full film can be watched on Amazon Prime and HBOMax):

They Shall Not Grow Old – New Trailer – Now Playing In Th...



Source: They Shall Not Grow Old - Trailer, Warner Brothers Pictures (YouTube, 2018)

This module also looks at the Inter-War Period, the 1920s and 1930s, which at the time was not called that because no one knew it was the period between the two world wars. For the United States, there was great upheaval at home during this time - race riots, anti-immigrant movements, the rise of the Christian Fundamentalists, the Jazz Age, women voting (the horror!), the advent of modern celebrity (Hollywood film stars, sports stars), stunts (flag pole sitting, seriously!) - there's a lot going on. But all of the new emphasis on materialism and getting rich

quick could not hide the rot underneath. It all collapsed in 1929 when the Great Depression took hold quite literally around much of the world, including the United States. In fact, the 1932 Bonus Army protest of World War I veterans was shockingly put down by Army units in Washington, D.C., working with local police - imagine the military attacking its own veterans! The American military was caught up in all of these things one way or another but still managed to grow, become better equipped and organized, and embrace airpower, mechanized infantry, mobility, and other changes of the time to continue evolving toward a better force. Forward-looking Army and Navy officers who had served in the Great War, like Billy Mitchell, William Halsey, Chester Nimitz, George C. Marshall, George S. Patton, and Dwight Eisenhower, helped their services embrace new ideas on warfare. When the United States entered World War II in 1941, it was the best prepared for war it had ever been in its history.



A so-called Cinderella Stamp supporting paying veterans' bonuses in 1932. *Source:*

<https://www.pbs.org/opb/historydetectives/investigation/bonus-army-stamp/>.

If you are interested in studying World War I further, take HIST 4531, taught by Prof. Brian Feltman.

Learning Objectives

At the completion of this learning module, you will:

- Understand and know the key events of the American role in World War I;
- Appreciate the experience of the American soldier in World War I;
- Understand the major organizational, social, technological, and economic changes in the American military up to World War II.

Task List

Refer to the Daily Course Schedule for important due dates for this learning module. To prepare for the graded assignments, please complete the tasks in order:

- Read Chapter 11 in *In Harm's Way*.
- **Assignment:** Complete Quiz over Chapter 11 after reviewing all materials in this module. The quiz is available Monday, January 10, at 12:00 AM, and closes Friday, April 1, at 11:59 PM.
- Watch Steve Heimler's take on fighting World War I:

Conducting World War I [AP World History] Unit 7 Topic 3 (...)



Source: Conducting World War I, Heimler's History (YouTube, 2020).

- Watch this brief overview of the 369th Infantry from Harlem, New York, and consider the African American experience in the war:

The Harlem Hellfighters | History



Source: The Harlem Hellfighters, History Channel (YouTube, 2014).

- Check out the West Point Maps for [World War I](#).
- Watch rare footage of Billy Mitchell's stunt to show that airplanes could sink a battleship, proving in his mind that aircraft had made the once all-mighty battleship obsolete:

Billy Mitchell 1921 Aerial Bombardment Demonstration



Source: Billy Mitchell 1921 Aerial Bombardment Demonstration, National Museum of the Air Force (YouTube, 2008).

- And watch an animated documentary on the Bonus Army - what did these veterans of World War I?:

Bonus Army



Source: Bonus Army, History in Conflict (YouTube, 2018)

- Watch the slides:

Block 3-2 America in World War I



The Fleet

- Still first line of defense
- Naval Acts 1916, 1919
- Washington Naval Conference (1922)
 - 5:5:3:1.7:1.7
 - Ten-year moratorium on battleships/cruisers
 - Designed to avert war in Pacific
 - Generally, Navy is ahead in quality versus quantity

Vinson-Trammell Act (1934) begins aggressive naval building program as part of New Deal

Questions?

If you have a question about the tasks in this module, please engage your student colleagues in the appropriate Discussion section or ask your Professor!

Block 3-3 The Second World War

You are all at least somewhat familiar with World War II. Bizarrely known as "the Good War," the Second World War was horrific. That humanity fought two global wars of such destruction in a 30-year period doesn't say much for humanity. "Good" may have prevailed, but at what cost? In America, we are saturated with the mythological national narrative of "The Greatest Generation," so much so that we think World War II is what war should be like. In fact, as we have already seen in this course, it is not - the Second World War was an anomaly rather than the standard for the norm. Yet, these beliefs persist.

This is not to take away from the sacrifice and effort it took on all of the Allied countries to defeat Germany and Japan - it was a Herculean effort that took every fiber of our economic, industrial, social, and physical being. During the war, the United States became in essence a socialist state with a deeply centralized government-controlled economy. Over 16 million Americans, including tens of thousands of women and African Americans, served. Some of that service remains unrecognized:

All-black Women's Army Corps unit still fighting for recogni...



Honoring the female pilots of WWII



Source: Top: All-black Women's Army Corps unit still fighting for recognition, CBS News (YouTube, 2019). Bottom: Honoring the female pilots of WWII, CBS News (YouTube, 2014).

Over 400,000 perished, which is a drop in the bucket compared to Soviet Russia, which lost more than that in the Battle of Stalingrad alone. Americans at home faced severe rationing of gas, rubber, nylon, food, metals - anything that could be used for the war effort. Ford stopped making cars and instead converted its factories to build tanks and aircraft. Shipyards cranked out Liberty cargo ships almost daily. Hundreds of thousands of vehicles, 300,000 aircraft of all types, over 90 aircraft carriers, millions of uniforms, blankets, tents, bullets, K and C rations came from American factories that worked around the clock, 365 days a year for almost four years. Unemployment from the Great Depression disappeared.

You can get lost on YouTube watching all sorts of things on World War II. Personally, I'm fascinated by the cartoons - Warner Brothers and Disney did the best ones. Bugs Bunny, Mickey Mouse, Popeye, Private Snafu, and other characters all fought the Germans, the Japanese. Be warned - some of these cartoons, in fact many, are extremely racist. But as works of propaganda, they are mostly brilliant. Disney's Education for Death, Warner Brothers' The Ducktators, and Disney's feature-length animation Victory through Air Power are among the best (also found on the YouTubes). But below are two examples of Donald Duck and Daffy Duck being commandos:

Commando Duck (1944)



Daffy - The Commando (Restored)



Source: Top: Donald Duck - Commando Duck (1944), Disney Guerre (YouTube, No Date). Bottom: Daffy the Commando (1943), Warner Brothers, NewAndImprovedToons (YouTube, 2019).

Why did the United States and the Allies strategically approach the war the way they did? How did the US mobilize and shift to wartime production? What were the key turning points in both theaters? What did we learn from World War I and fix in World War II, or at least try to avoid? What were the keys to Allied victory in both theaters? How did the war impact the homefront in the United States? What was it like to be a soldier in World War II versus World War I? What roles did women and other minorities play - what opportunities did they have to serve?

And think about this - could we as a nation do this again?

If you are interested in studying World War II further, take HIST 5335 World War II, taught by Prof. Brian Feltman.

Learning Objectives

At the completion of this learning module, you will:

- Know and understand the key events of American involvement in World War II;
- Appreciate the roles played by all who served, including women and minorities;
- Understand the war's impact on the homefront;
- Understand the impact of the war on the American military.

Task List

Refer to the Daily Course Schedule for important due dates for this learning module. To prepare for the graded assignments, please complete the tasks in order:

- Read Chapters 12 and 13 in *In Harm's Way*.
- **Assignment:** Complete Quizzes over Chapters 12 and 13 after reviewing all materials in this module. The quizzes are available Monday, January 10, at 12:00 AM, and close Friday, April 1, at 11:59 PM.
- Watch this overview of World War II - how does the United States fit into the broader conflict?:



Source: World War II: Crash Course World History #38, CrashCourse (YouTube, 2012).

- And watch this compelling film that places the human cost of WW2 in graphic terms. What killed soldiers and civilians? Why did the Soviets lose so many dead? Germany? When does the US begin losing soldiers to battle in large numbers?

The Fallen of World War II



Source: Neil Halloran (YouTube, 2016).

- Check out the West Point Maps on the [European](#) and [Pacific](#) Theaters in World War II.
- Read [Eisenhower's handwritten message](#) in case the D-Day landings failed. Note the July 5 date rather than June 5.
- Review the Slide Decks:



- **Assignment: Take Exam 3 - Opens Monday, January 10, at 12:00 AM, and closes Friday, April 1, at 11:59 PM.**

Questions?

If you have a question about the tasks in this module, please engage your student colleagues in the appropriate Discussion section or ask your Professor!