

History 397, Section 1, Minné Hall 239

Total War and the United States, 1860-1950

Spring 2017 TX 11:00 AM – 12:20 PM

Instructor: Dr. Amanda Nagel

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Office Hours: Mondays and Wednesdays 2:00 PM-3:30 PM and by appointment

Course Description: The concept of total war has and continues to fascinate both scholarly thought and popular culture in the United States. After World War I, the term total war was coined to describe the destruction and decimation associated with that war. Many people have an idea of what total war is, or should encompass. Scholars have argued for decades as to what exactly constitutes the definition of total war, which conflicts fall under that definition, and why other conflicts are excluded from bearing such a label. In this course, we will examine multiple conflicts the United States took part in, as well as one European conflict during the time frame of the course. Our purpose is to determine what total war means, which conflicts are defined by this terminology, and why others are not.

Requirements: This course is designed to enhance students' analytical, critical thinking, and writing skills through the analysis and evaluation of assigned reading materials, class material, and writing assignments. Students are required to **attend** and **participate**, to **read** the assigned materials carefully and thoughtfully, and to **fulfill** the writing requirements of the course.

Required Texts:

Mark Grimsley, *The Hard Hand of War: Union Military Policy Toward Southern Civilians, 1861-1865*. Cambridge University Press, 1997 ISBN 978-0521599412

Dee Brown, *Bury My Heart at Wounded Knee: An Indian History of the American West*. Picador, 2010 ISBN 978-0805086843

Isabel V. Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany*. Cornell University Press, 2005 ISBN 978-0801472930

Christopher Capozzola, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen*. Oxford University Press, 2008 ISBN 978-0199734795

John W. Dower, *War Without Mercy: Race & Power in the Pacific War*. Pantheon Books, 1986 ISBN 978-0394751726

*** Additional readings will be posted to D2L.**

Contacting Your Instructor: The easiest way to contact me is via email. The office phone is possible, but there is no guarantee I will be in the office to answer it. I will usually respond to an email soon after it's written on the same day. Be aware, though, that emails sent after 7:00 PM might not receive a response until the following morning. I also welcome walk-ins during my office hours, but to ensure I am there for a meeting, an appointment is preferred.

I cannot stress how important it is to maintain contact with me regarding any questions you have concerning this course, course content, lectures, attendance, studying methods, help on papers, etc. If you have questions or concerns, please contact me **sooner than later**. Problems or complications can always be fixed earlier if advanced warning is provided. Telling me about study issues, writing concerns, or taking notes in the last few weeks of class won't provide much

time to improve the situation. Also, if I need to contact you, I will only use your official university email address, so please check this email address often.

Grading: There will be multiple opportunities for students to demonstrate a command of the course materials. This will include three book reviews (100 points per, 30%), facilitated student collaboration (100 points, 10%), one abstract and annotated bibliography (100 points each, 10%) one research paper (100 points, 25%), one final presentation (100 points, 20%) and participation (100 points, 5%). All materials and assignment descriptions will be posted to the course's D2L site in Content.

Book Reviews: You will complete **three book reviews of your choosing** from the five required texts for the course. Each book review is worth 10% of your final grade. The book reviews will be **due on the date that the book must be read by** as listed on the syllabus. Each book review will include a **proper heading** (name, class title and section, professor's last name, due date written out in date month year format), a **full citation in Chicago Style** as the title (including page numbers), and **multiple sections**. Those sections include: Author's Purpose, Chronological and Topical Scope, Sources, Author's Thesis and Main Points, Critique, and Reviews (at least two reviews that appeared in a peer-reviewed journal). The book reviews should be no longer than two pages single-spaced. Further instructions (if necessary) and an example of the proper format will appear on D2L in Content.

Facilitated Student Collaboration: You will choose a partner and together, lead discussion on one day during the semester. It will be worth 10% of your final grade. You will create a lesson for the day based on the readings assigned. This can be a roundtable discussion with multiple questions to facilitate discussion or a full lesson plan with information associated with those readings. Your preparation can include a Power Point, video, etc. if you believe it will aid in your method of teaching or discussing the material. Turn in that preparation to me at the end of class, as it will factor into your grade for this assignment. If you have questions or concerns for how to approach this project, please set up a meeting with me or stop by during office hours.

Research Paper: Each student will complete **one research paper** for the course, worth 25% of your grade. You will utilize primary and secondary sources to analyze a topic in United States history associated with total war. Once a topic is chosen, you will submit an **abstract** of your project, worth 100 points (5%). You will then submit an **annotated bibliography** of your chosen sources, worth 100 points (5%). Students must have **at minimum** 5 primary sources and 3 secondary sources. You will then write an argumentative paper, 8-10 pages in length, worth 100 points (25%), in Chicago Style with footnotes and a bibliography. Finally you will present your research in a **final presentation** held at the end of the semester. Further information concerning the annotated bibliography, the research paper, and the final presentations will be distributed at a later date in the semester, posted to D2L in Content.

Class Participation: Your grade for participation will be based on in class participation. Respect for other's interpretations and ideas are part of that requirement. Not everyone will have the same interpretation of the material, and that is perfectly fine. A lively discussion is good for any topic when disagreements exist, but please refrain from inappropriate comments when

disagreement occurs. If inappropriate comments in class participation persist after a meeting with me concerning that behavior, further actions may be taken.

You will be allowed **three penalty-free absences**. Every absence after three will result in a **loss of one letter grade of your overall class participation grade** per absence. After a total of **seven absences, you will fail the course**. Please be mindful of your absences and when one falls under what would be considered an excused absence, please **inform me as soon as possible**. You may be asked for documentation (doctor's note, etc.) for the excused absence. Again, communicate this information with me as soon as possible, as after one week past the date of the absence, I will not accept excuses.

Your participation grade can be lowered due to constant disruptions in class, sleeping, listening to music in class, lack of participation or preparedness in class discussions, tardiness, etc. See the **Class Etiquette** section for more guidance on improper classroom behavior that might result in a lowered participation grade.

Late Assignment Policy: Written assignments are due on the specified date in class. **Late papers will not be accepted**. If circumstances related to an excused absence inhibit your ability to turn in written assignments by the due date impossible, speak to me in advance to discuss the situation.

Plagiarism and Academic Dishonesty: There will be zero tolerance for academic dishonesty. This includes plagiarism, meaning passing off someone else's work, whether a website, another student's work, or a historian's work, as your own. Any assignment found to contain plagiarism or cheating in any form will receive a grade of 0% and may lead to further disciplinary actions. For more information regarding Winona State University's policies on plagiarism, consult the Academic Integrity Policy. <http://www.winona.edu/sld/academicintegrity.asp>

As you can see, I have little to no tolerance for cheating or plagiarism. You can save yourself and your academic standing by simply **not cheating**. Please note that cheating is against school policy and is unethical. Plagiarism, however, is **against the law**. If you have any questions on what might or might not be plagiarism or cheating, please do not hesitate to ask.

Class Etiquette and Phone/Laptop Policy: Silence (not on vibrate, but silent) **all cellular devices and electronic equipment** you may be carrying with you before class begins. Headphones must be taken off and put away before class begins. The noises from these devices are disruptive to the classroom setting. Forgetting once can be forgiven, but repeated offenses might result in the loss of participation points.

If you **answer** the phone, **use** an electronic device, or **listen** to some form of electronic device during class, this will be a breach of class etiquette. **Such disruptive behavior, including sleeping or talking, will result in the loss of participation points.**

Students should be on time for class. Tardiness is disruptive and distracting to all in the classroom. Please be on time and ready for class to begin. Excessive tardiness will result in the

loss of participation points. Students more than ten minutes late will be counted absent for the class.

Students are allowed to utilize laptops in class **for the sole purpose of taking notes**. If this policy is abused by utilizing these devices for purposes outside the scope of the class, I reserve the right to restrict that use to individuals or the entire class. Students are **not allowed** to record lectures/class meetings, unless I approve the circumstances. I will usually only do so in the case of disability accommodations with proper documentation.

Schedule of Class Meetings and Reading Assignments

Assignments, schedule, and dates are subject to change

- Jan. 10 Introduction
Jan. 12 What is total war?
Reading: "Essay and Reflection: On Total War and Modern War" by Hew Strachan
- Jan. 17 The American Civil War in the West
Reading: "Terror and a Sense of Justice: Civilians in Guerrilla War," in *Inside War: The Guerrilla Conflict in Missouri During the American Civil War* by Michael Fellman
- Jan. 19 Gender and the Civil War
Readings: "There is No Difference between a He and a She Adder in Their Venom: Benjamin F. Butler, William T. Sherman, and Confederate Women," by Jacqueline G. Campbell, and "General Benjamin Butler & the Threat of Sexual Violence during the American Civil War," by Crystal N. Feimster
- Jan. 24 Sherman and the American Civil War
Readings: "Sherman and Total War in the Carolinas," by John G. Barrett, "Prepare Them For My Coming": General William T. Sherman, Total War, and Pacification in West Tennessee," by Noel C. Fisher, and "Creating Memory at the End of the Civil War: William Tecumseh Sherman's Special Field Orders, No. 76," by William M. Ferraro
- Jan. 26** The American Civil War as Total War?
The Hard Hand of War Due
Book Review Due (1 of 5 possible)
- Jan. 31 Civil War Memory
Readings: "The Dead and the Living," in *Race and Reunion: The Civil War in American Memory* by David W. Blight, and "The Second Battle of Fort Sumter: The Debate over the Politics of Race and Historical Memory at the Opening of America's Civil War Centennial, 1961," by Kevin Allen
- Feb. 2 The Continued Fight for Sovereignty
Reading: "We were all Trespassers": George Edward Lemmon, Anglo-American Cattle Ranching, and The Great Sioux Reservation," by Nathan B. Sanderson

- Feb. 7 Destruction of the Buffalo
Readings: “The Frontier Army and the Destruction of the Buffalo: 1865-1883,” by David D. Smits, and “The Army and the Buffalo: A Demur. A Response to David D. Smits’s ‘The Frontier Army and the Destruction of the Buffalo: 1865-1883,’” by William A. Dobak
- Feb. 9** The Warfare Continues
Abstract Due
Readings: “‘Whiskey is the Enemy Most Formidable in This Campaign’: Capt. Gustavus Cheyney Doane’s Fight with Boredom and Vice during the Geronimo Pursuit,” by Kim Allen Scott, and “Protestantism, Progress, and Prosperity: John P. Clum and ‘Civilizing’ the U.S. Southwest, 1871-1886,” by Douglas Firth Anderson
- Feb. 14** The Great Sioux War
Bury My Heart at Wounded Knee Due
Book Review Due (1 of 5 possible)
- Feb. 16 Attempt at Peace
Reading: “Ely Parker and the Contentious Peace Policy,” by C. Joseph Genetin-Pilawa
- Feb. 21 **University Assessment Day – No Class**
Feb. 23 Spanish-American War
Readings: “The Image-Makers' Arsenal in an Age of War and Empire, 1898-1899: A Cartoon Essay, Featuring the Work of Charles Bartholomew (of the "Minneapolis Journal") and Albert Wilbur Steele (of the "Denver Post"),” by Bonnie M. Miller, and “Colonialism, Capitalism and Nationalism in the US Navy’s Expulsion of Guam’s Spanish Catholic Priests, 1898-1900,” by Anne Perez Hattori
- Feb. 28 Philippine-American War
Readings: “The Long Twilight of the Frontier Army,” by Brian McAllister Linn, and “American Atrocities in the Philippines: The Indictment and the Response,” by Richard E. Welsh, Jr.
- Mar. 2** German Militarism
Absolute Destruction Due
Book Review Due (1 of 5 possible)
- Mar. 6-10 **Spring Break – No Classes**
- Mar. 14** Punitive Expedition
Annotated Bibliography Due
Readings: “Enforcing Neutrality: The Tenth U.S. Cavalry on the Mexican Border, 1913-1919,” by David K. Work, and “San Joaquín Canyon and the 1916 Punitive Expedition,” by Sylvia Brenner and Rondal R. Bridgemon
- Mar. 16 World War I
Readings: “Gender and Peace Politics in the First World War United States: The

People's Council of America,” by Harriet Hyman Alonso, and “The *Lusitania* Effect: America’s Mobilization against Germany in World War I,” by Frank Trommler

- Mar. 21** World War I and Redefining Citizenship
Uncle Sam Wants You Due
Book Review Due (1 of 5 possible)
- Mar. 23 World War II in the United States
Readings: “Immigration Policy in a Time of War: The United States, 1939-1945,” by Roger Daniels, and “Critical Faith: Japanese Americans and the Birth of a New Civil Religion,” by Jane Naomi Iwamura
- Mar. 28 Prisoners of War
Reading: “Bronzed Bodies behind Barbed Wire: Masculinity and the Treatment of German Prisoners of War in the United States during World War II,” by Matthias Reiss, and “The ‘Other Braceros’: Temporary Labor and German Prisoners of War in the United States, 1943-1946, by Barbara Schmitter Heisler
- Mar. 30** The War in the Pacific
War Without Mercy Due
Book Review Due (1 of 5 possible)
- Apr. 4 Entering the Atomic Age
Readings: “The Shock of the Atomic Bomb and Japan’s Decision to Surrender: A Reconsideration,” by Sadao Asada, and “Atomic Agriculture: Policymaking, Food Production, and Nuclear Technologies in the United States, 1945-1960,” by Neil Oatsvall
- Apr. 6 **No Class**
- Apr. 11-13 Work on Papers – Meetings to discuss progress on paper (**REQUIRED**)
- Apr. 18 Continue to work on papers
- Apr. 20 Peer Editing Day – Bring a rough draft of your paper to class
- Apr. 25 Peer Editing Day No. 2 – Bring a rough draft of your paper to class
- Apr. 27 Concluding Thoughts/Questions about Final Presentations

Final Presentations – TBD (Tentatively scheduled for May 3 and 4, 2-4PM Stark Hall 106)