

HIST 3211
American Military History

Ohio University, Fall Semester 2020

Instructor: Ingo Trauschweizer

Tu, Th 9-10:20, online (discussions on
Teams)

Office: meetings on Teams

Office Hours: by appointment—email me for a time and link

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1. General Outline:

This course will provide an interpretive survey and discussion of American military history from colonial beginnings in the sixteenth and seventeenth centuries to the present. It considers the role and significance of war in American history and asks whether these past wars could tell us anything about the challenges of the twenty-first century. The format of a survey may not allow us to pursue every significant and interesting topic in great detail. Instead, main emphasis will be placed on several specific themes. These include the relationship of state and society, organization of military institutions in colonial North America and in the United States, and strategy and policy. That means that we will spend less time on battles and generals than on technology, logistics, administration, and sociology.

Goals and objectives: This is a survey course at the advanced level. I don't expect much prior knowledge or specific interest in history, but I do expect consistent participation and a willingness to work and think. The American military history survey offers historical perspective on the contemporary world and on wars in our time. It may also enhance your understanding of American history in general. I will help you wherever I can if you find yourself struggling with the material (either in its analytical aspects or because of the sheer mass of data), but you need to approach me to tell me that you are having difficulties. You may also consider forming small study groups. Learning rarely occurs exclusively in the classroom (virtual or physical)!

2. Requirements:

a. Assigned Readings:

Books:

Fred Anderson, *The War that Made America*. Penguin Books, 2006.

C.J. Chivers, *The Fighters: Americans in Combat in Afghanistan and Iraq*. New York: Simon and Schuster, 2018 (or paperback, 2019).

James M. McPherson, *For Cause and Comrades: Why Men Fought in the Civil War*. Oxford University Press, 1997.

Additional articles and documents for weekly readings are posted on Blackboard. These tend to be shorter pieces that should take about one hour of active and engaged reading/thinking. Overall, expect to read for about 2 hours/week on average.

b. Recommended:

Textbook: This textbook provides context and background information should you find it necessary. Chapters are short and to the point. Reading each chapter shouldn't take more than

20-30 minutes as long as you don't attempt to memorize content. The point is to ground the more specialized texts and your own arguments and observations in a reliable chronology.

Richard W. Stewart, *American Military History, Volume I: The United States Army and the Forging of a Nation, 1775-1917*. US Army Center of Military History, 2005. (This textbook is available **online free of charge**: <http://www.history.army.mil/books/AMH-V1/index.htm>).

Richard W. Stewart, *American Military History, Volume II: The United States Army in a Global Era, 1917-2003*. US Army Center of Military History, 2006. (This textbook is available **online free of charge**: <http://www.history.army.mil/books/AMH-V2/AMH%20V2/index.htm>).

c. Grade Components:

BB Discussion:	30%
Shared note-taking:	10%
First reading response paper:	20%
Second reading response paper:	20%
Final paper:	20%

Corona caveat: This is the first time I am offering this course in a remote modality. I think the material lends itself to the online format and that between Blackboard and Teams we have enough opportunities to engage in discussion and face-to-face conversations but it is obviously a novel environment. I hope many of you will join me on Teams for discussions during our regularly scheduled class time on Tuesday and Thursday mornings.

d. Explanation:

This course requires you to read several substantial primary sources, book chapters, or articles per week. In order to reward your efforts in engaging the material before (virtual) class meetings, you will earn 30% of your course grade by posting impressions, interpretations, or questions on the Blackboard site before class meetings. **Two posts per week are required as indicated on the schedule below. You will not get credit for posting after class and only partial credit for posting after the deadline.**

In addition, you'll earn 10% of your course grade by active participation in **shared note-taking** via Google Docs (for more detail: "Participation" guidelines on Blackboard).

This is usually a discussion-driven class. I hope that we can have substantive discussions in many of our (voluntary/optional) Teams meetings and that we can spend most of our time exploring these subjects collectively rather than me always talking at you in the recorded lectures. I'll provide critical content by way of lecture segments and in slides and handouts (which I will post on Blackboard). The key issue here is to read ahead of time and come to class prepared for discussion (i.e., have some sense of subject, argument, and conclusions of the text(s) and have a set of questions in mind). Questions are good; they do not denote ignorance!

Your **three take-home reading response essays** count for 60%, evenly split at 20% for each paper. Each **reading response essay** should be 5 pages double-spaced in length (Times New Roman 12, standard margins) and should develop critical themes addressed in the readings and audiovisual material and in class. You will be asked to state a clear thesis, develop your argument, and engage the evidence. Papers that do not actively discuss and analyze several of the texts do not warrant a high grade. More specific guidelines will be posted on Blackboard. You will submit your reading response paper on Blackboard (SafeAssign).

I will announce extra credit opportunities in class. These will be public lectures (should there be any), documentary screenings, roundtable discussions, etc. that fit with the themes of this course. You can earn 1 point for each event you attend (after you sent me a short paper on the main points and takeaways within 1 week of the event). I will add up to 3 points (i.e., 3 events) to your final course grade.

3. Rules and Recommendations (please read carefully):

Attendance, assuming that we can regularly meet in person on Teams, is optional but I think you will find that your overall understanding of the material—and probably also your posts and papers—will improve significantly if you’re part of the discussions. **Blackboard discussion posts and shared note-taking are mandatory.** It is also expected that you will stay on schedule with the reading assignments. Talk to me if you have questions or concerns! Lectures, discussions, and readings will be integrated into a bigger picture of American military history. Readings for this course are demanding. In general, you will read two or more articles or chapters in the assigned monographs per week, plus several short chapters in the textbook (optional). You should try to complete these readings at the beginning of the week and be prepared to participate actively in discussions.

You will receive prompts for your reading response papers. I encourage study groups and teamwork throughout the course, but obviously your essays have to be yours and yours only. At any point in the process of thinking about an essay you’re free to meet with me and discuss an argument you’re developing or any problem you may be facing. The university has rules and policies in place for **academic misconduct (including plagiarism)** that you should all be familiar with (<https://www.ohio.edu/student-affairs/community-standards/students/student-code-of-conduct>). If you’re uncertain about what constitutes plagiarism, come see me (via Teams) and we can look at your specific questions. It is commonly defined as “to steal and use the ideas and writings of another as one’s own and/or to appropriate passages or ideas from another and use them as one’s own.” (*American Heritage Dictionary*) The university gives me three options to address plagiarism and other instances of academic misconduct: an F for the assignment, an F for the course, or referral of the case to judiciaries. I reserve the right to select what seems most appropriate on a case-by-case basis. Make sure to save your research notes, photocopies, and files as well as any feedback you’ve received from me so that you can protest innocence with vigor and evidence if you should be suspected wrongly of cheating. In general, you should maintain a course portfolio in which you collect all graded assignments.

Please consider forming study groups to help others engage the argument and material of the course more successfully. Make sure to attend my office hours or schedule an appointment to share your concerns and talk about your progress in this class or any problems that may interfere with your performance.

Deadlines and due dates are firm and essays will be penalized by half a letter grade for every day they are submitted late. The drop box for papers will close 4 days after the original deadline. In extraordinary cases, you may ask for an extension, but you cannot wait until the last days before a deadline expires.

If you need accommodations for any sort of disability, please speak to me after class, make an appointment to see me, or see me during my office hours.

In the event of a major campus emergency or other circumstances beyond the instructor’s control, course requirements, deadlines, and grading percentages may be subject to change. It also may become necessary to revise the semester calendar.

I will announce any extra credit opportunities in class.

If you need accommodations for any sort of disability, please speak to me after class, make an appointment to see me, or see me during my office hours.

Responsible Employee Reporting Obligation: All Ohio faculty and staff share in the responsibility to create a safe learning environment for all students and for the campus as a whole. As members of the campus community, all faculty and staff (other than those designated as confidential reporters) are designated as *responsible employees* and therefore have the duty to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If a student would prefer to share information about sexual harassment, sexual violence or discrimination with a confidential employee who does not have this reporting responsibility, a list of those individuals can be found at <https://www.ohio.edu/equity-civil-rights/Resources.cfm>

4. Course Schedule (subject to change):

Week 1: Introduction

Readings:

1. Begin reading Anderson
2. James Mattis interview, *The Islander* (Mercer Island High School), June 20, 2017 (<http://mihsislander.org/2017/06/full-transcript-james-mattis-interview/>)
3. Stephen Peter Rosen, "Blood Brothers," *The American Interest* Vol. 4, No. 6 (July 2009) (<http://www.the-american-interest.com/2009/07/01/blood-brothers/>)

Tu, 08/25 What is American Military History?

Th, 08/27 A History of War and Violence? An American Way of War? [Mattis, Rosen]

Week 2: Colonial Warfare

Readings:

1. Continue reading Anderson
2. John Grenier, "Introduction" to *The First Way of War* (on Blackboard)
3. Primary sources: John Mason's narrative of the Pequot War (<http://www.rootsweb.ancestry.com/~nysuffol/pw.html>) and Edward Randolph's description of King Philip's War (<http://www.swarthmore.edu/SocSci/bdorseyl/41docs/45-ran.html>)
4. Primary sources on the French and Indian War: Instructions for George Washington, 1753 or 1754 (Blackboard); George Washington on Braddock's defeat (<http://www.nationalcenter.org/Braddock%27sDefeat.html>)

Tu, 09/01 War and Violence at the Colonial Frontier [Grenier and primary sources 3]

Th, 09/03 Wars of Empire [Anderson, Grenier, and primary sources 4]

Your first Blackboard post is due on Tuesday morning before class: post a question derived from the readings

Your second Blackboard post is due on Thursday before class: respond to someone else's question, integrate the readings in your response

Week 3: Wars of Empire

Readings:

1. Finish reading Anderson
2. Declaration of Independence (<https://www.archives.gov/founding-docs/declaration-transcript>)
3. Primary source on the War of Independence: "Military Journal" of George Ewing (<http://www.sandcastles.net/military1.htm>). These "54 pages" translate to less than 15 pages in print)

Tu, 09/08 Which war “Made America?” [Anderson; Declaration of Independence]
Th, 09/10 Revolution and War of Independence [George Ewing’s journal]
The same pattern on posts repeats: post a question no later than Tuesday morning and a response before class on Thursday

Week 4: The Young Republic

Readings:

1. *Constitution of the United States*
(<https://www.archives.gov/founding-docs/constitution-transcript>)
2. “Federalist No. 8,” in: *The Federalist Papers*
(<https://www.congress.gov/resources/display/content/The+Federalist+Papers#TheFederalistPapers-8>)
3. George Washington, “Sentiments on a Peace Establishment”
(<https://founders.archives.gov/documents/Washington/99-01-02-11202>)
4. War of 1812: American Declaration of War (<https://dp.la/primary-source-sets/the-war-of-1812/sources/502>); “Brilliant Naval Victory” (1813: <https://dp.la/primary-source-sets/the-war-of-1812/sources/505>); “The Star Spangled Banner” (1814: <https://dp.la/primary-source-sets/the-war-of-1812/sources/508>); Andrew Jackson’s account of the Battle of New Orleans (<https://dp.la/primary-source-sets/the-war-of-1812/sources/509>)

Tu, 09/15 Independence and State Formation [primary sources #1-3]
Th, 09/17 What kind of war was the War of 1812? [primary sources #4]

Blackboard posts on Tuesday and Thursday morning

Week 5: Manifest Destiny?

Readings:

1. Begin reading McPherson’s book
2. Brian DeLay, “The U.S.-Mexican War: Forgotten Foes,” *Berkeley Review of Latin American Studies*, Fall 2010 (<http://clas.berkeley.edu/research/us-mexican-war-forgotten-foes>)
3. Mexico campaign, 1847: General Scott’s account of the Mexico City campaign (<http://www.dmwv.org/mexwar/documents/mexcity.htm>); Jacob Confer’s diary (Pa. volunteer), Siege of Vera Cruz (Blackboard)

Tu, 09/22 Manifest Destiny and the Mexican War [sources #2-3]
Th, 09/24 Reading/Writing day; meet instructor in additional office hours on Teams (9-11)
Sat, 09/26 **First reading response paper due (by noon, Blackboard, Turnitin)**

Week 6: American Civil War

Readings:

1. Finish reading McPherson (book)
2. James M. McPherson, “From Limited War to Total War in America” (on Blackboard)
3. Mark E. Neely, Jr., “Was the Civil War a Total War?” (on Blackboard)
4. John Hall and American manufacturing: <https://www.nps.gov/hafe/learn/historyculture/john-h-hall.htm>; Samuel Morse and the telegraph: <https://www.loc.gov/item/mmorse000107> and <https://www.loc.gov/resource/mmorse.054001/?sp=102>; U.S. railroads in 1861: http://railroads.unl.edu/views/item/bryan_rr_chars?p=8; Industry and Economy in 1861 (Blackboard)

Tu, 09/29 The American Civil War [McPherson book, primary sources 4]

Th, 10/01 Was the Civil War a Total War? [McPherson book and article, Neely]
Blackboard posts on Tuesday and Thursday morning

Week 7: From Civil War to American Empire?

Readings:

1. Gregory P. Downs and Scott Nesbit, "Mapping Occupation"
(<http://mappingoccupation.org/map/static/about.html>)
2. Mark Grimsley, "Beyond the White Man's Illiad," *The Civil War Monitor*, April 2018
(<https://www.civilwarmonitor.com/blog/beyond-the-white-mans-iliad?fbclid=IwAR1LBBYFG350jTGoPBpDDRbAsCn5afpxn0riLR8qAN3vGeoi71CRjU-7vY>)
3. Robert M. Utley, "Total War on the American Indian Frontier" (Blackboard)
4. Primary sources: 2 perspectives on the Battle of the Little Big Horn (Blackboard)

Tu, 10/06 When did the Civil War end? [sources #1 and 2]

Th, 10/08 Indian Wars [sources #3 and 4]

Blackboard posts on Tuesday and Thursday morning

Week 8: World Power and Empire?

Readings:

1. Benjamin Tillman, Address to the Senate, Feb. 7, 1899 (Blackboard)
2. Glenn Anthony May, "Was the Philippine-American War a 'Total War?'"
3. Alfred Thayer Mahan, *The Influence of Sea Power Upon History, 1660-1783* (1890 – read the preface and skim the introduction: <https://archive.org/details/influencesepow05mahagoog>)
4. Theodore Roosevelt, Corollary to the Monroe Doctrine
(<http://www.ourdocuments.gov/doc.php?flash=true&doc=56>)

Tu, 10/13 1898: Cuba and the Philippines [Tillman; May]

Th, 10/15 American Empire? [Mahan; TR]

Blackboard posts on Tuesday and Thursday morning

Week 9: The First World War

Readings:

1. Woodrow Wilson, "Fourteen Points" Speech (Jan. 1918)
(http://wwi.lib.byu.edu/index.php/President_Wilson%27s_Fourteen_Points)
2. General John J. Pershing on the Battle of the Meuse Argonne
(http://www.firstworldwar.com/source/meuseargonne_pershing.htm); GHQ Map of the Battle of the Meuse Argonne (<https://www.loc.gov/resource/g5831s.ct004281/>)
3. Orientation to the trenches (<http://www.worldwar1.com/dbc/trenchkn.htm>); Sam Avery's experience with the 103rd Infantry in St. Mihiel and the Meuse Argonne
(<https://worldwar1letters.wordpress.com/the-adventure-unfolds/over-there-1918-1919/meuse-argonne-offensive-oct-nov-1918/>)
4. Christopher Capozzola, "The Only Badge You Need is Your Patriotic Fervor," *Journal of American History* 2002 (on Blackboard)

Tu, 10/20 The U.S. and the First World War: Front and Home Front [sources #1-3]

Th, 10/22 Warfare State? [Wilson again; Capozzola]

Blackboard posts on Tuesday and Thursday morning

Week 10: Into the Second World War

Readings:

1. FDR, First Inaugural Address, March 4, 1933 (<http://historymatters.gmu.edu/d/5057/>)

2. Charles E. Heller, "The Army, the Civilian Conservation Corps, and Leadership for World War II, 1933-1942" (on Blackboard)
3. Chief of Naval Operations, Plan Dog, November 12, 1940 (<http://docs.fdrlibrary.marist.edu/psf/box4/a48b01.html>)
4. James Lacey, "World War II's Real Victory Program," *The Journal of Military History* (July 2011) (on Blackboard)

Tu, 10/27 The Interwar Years [FDR speech, Heller]
 Th, 10/29 Denying the Axis, 1939-42 [Plan Dog; Lacey]

Blackboard posts on Tuesday and Thursday morning

Week 11: Total War

Readings:

1. Office of the Historian, US Department of State, "The Casablanca Conference" (<https://history.state.gov/milestones/1937-1945/casablanca>)
2. "With the Marines at Tarawa" (1944 documentary: https://www.youtube.com/watch?v=JolhiCbU_u8)
3. AUSA Medal of Honor graphic short biographies: Daniel Inouye (on Blackboard)
4. Documents on D-Day (on Blackboard)

Tu, 11/03 Defeating the Axis, 1942-45 [sources #1-4]
 Th, 11/05 Reading/Writing day; meet instructor in additional office hours (9-11)
 Sat, 11/07 **Second Reading Response Paper (by noon; Blackboard, Turnitin)**

Week 12: Into the Cold War

Readings:

1. Richard Frank, "Ending the Pacific War: Harry Truman and the Decision to Drop the Bomb," in: *FootNotes* (<http://www.fpri.org/article/2009/04/ending-the-pacific-war-harry-truman-and-the-decision-to-drop-the-bomb/>)
2. Winston Churchill's speech at Westminster College, March 5, 1946 (<https://www.youtube.com/watch?v=PJxUAcADV70>)
3. Truman Doctrine, March 12, 1947 (http://avalon.law.yale.edu/20th_century/trudoc.asp)
4. NSC-68 (<http://fas.org/irp/offdocs/nsc-hst/nsc-68.htm> -- long document; scan to get a sense)

Tu, 11/10 The US as Warfare State and World War II as total war? [Frank; Lacey from two weeks ago]
 Th, 11/12 Beginnings of the Cold War [#2-4]

Blackboard posts on Tuesday and Thursday morning

Week 13 The Cold War (II)

Readings:

1. Start reading Chivers (Pt. I)
2. H. W. Brands, "The Redacted Testimony That Fully Explains Why General MacArthur Was Fired," *Smithsonian Magazine*, September 2016 (<http://www.smithsonianmag.com/history/redacted-testimony-fully-explains-why-general-macarthur-was-fired-180960622/?no-ist>)
3. FPRI and Reserve Officers' Association roundtable: Why the US Lost the Vietnam War: <http://www.c-span.org/video/?c4394071/vietnam> [This is a two-hour program; you should watch the first hour, i.e., the presentations of the four panelists and their immediate back and forth.]

4. David Petraeus, “Lessons of History and Lessons of Vietnam,” *Parameters*, 1986 (on Blackboard)

+ Recommended: *The Battle of Chosin* (2016 documentary, American Experience): <http://www.pbs.org/wgbh/americanexperience/films/chosin/> [This requires access via WOUB Passport (or that of another PBS station) or Amazon Prime—well worth watching if you have a way to do so without signing up as a new donor or member]

Tu, 11/17 The Korean and Vietnam Wars [FPRI roundtable]

Th, 11/19 Legacies of the Vietnam War [Petraeus article]

Please make sure to take your source material (electronic or print) with you!!!

Week 14: The End of the Cold War Era

Readings:

1. Continue reading Chivers (at least Pt. II)

2. Eliot A. Cohen, “Come the Revolution,” *National Review*, July 31, 1995 (Blackboard)

Tu, 11/24 A “Revolution in Military Affairs?” [Cohen; impressions of Chivers]

Th, 11/26 *Thanksgiving*

Week 15 Age of Terror?

Readings:

1. Finish reading Chivers

2. Gregory Daddis, “The ‘Savage’ Menace: Reconsidering the Enemy Threat in American Foreign Policy,” *LA Review of Books*, April 28, 2017: <https://lareviewofbooks.org/article/the-savage-menace-reconsidering-the-enemy-threat-in-american-foreign-policy/>

3. A letter to the West Point Class of 2020 from Concerned Alumni of the Long Gray Line, June 11, 2020 (<https://medium.com/@concernedwestpointgrads/a-letter-to-the-west-point-class-of-2020-from-fellow-members-of-the-long-gray-line-f8b4862babda>)

Tu, 12/01 American Militarism – America’s Enemies [sources 1-3]

Th, 12/03 *Retrospective and Review*

Final reading response paper due Th, 12/10 (NLT 10 a.m.; Blackboard, Turnitin)