

Hist. 0847 AMERICAN MILITARY CULTURE
Section 001
A General Education Course
GenEd Area: U.S. Society

CRN: 26333, 12:30-1:50 P.M, TTh, Online

Spring Semester 2021

Zoom Invite Link for Class Sessions:

Credit Hours: 3

Professor: Gregory J. W. Urwin, Ph.D.

Office: 931 Gladfelter Hall

Office Hours: **Office Hours:** 2:00-3:30 P.M., TTh, or by appointment.

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How This Course Will Be Taught: Synchronously Online: Click this Zoom link at 12:25 P.M. every Tuesday and Thursday:

Course Description: American Military Culture examines the various cultural forces that have produced the American armed forces, the most powerful and most expensive military establishment in the world. This course explores how American military culture expresses the strengths and weaknesses of American society. The course traces the evolution of a defense system originally based on the idea of universal military obligation to today's all-volunteer military that reflects the fragmentation of American society by outsourcing military service to a restricted number of men and women, many of whom consider that their career. American Military Culture also explores inter-service rivalry and civil-military tensions.

Course Learning Goals:

Read and discuss several salient works that trace the nature and development of American military culture. (GenEd competencies, **I, II, IV, a, b**)

Summarize the development of American military culture from colonial times to the present. (GenEd competencies, **I, II, IV, VII, VIII, a, b, c, d, e**)

Articulate and analyze the multitude of factors that influenced and contributed to the nature of the American military. (GenEd competencies, **I, II, IV, VII, VIII, a, b, c, d, e**)

Complete a series of writing-based exercises (quizzes, exams, and reflective essays) that draw on and synthesize course lectures and readings. (GenEd competencies, **II, IV, a, b, c**)

Research, synthesize, and evaluate current controversial issues in American military culture. (GenEd competencies, **I, II, VI, VII, VIII, a, b, c, d**)

Participate in a group project by engaging in debates on current controversial issues that illuminate American military culture. (GenEd competencies, **I, IV, VI, VII, VIII, a, c, d, e**)

GenEd Competencies:

- I. Critical Thinking
- II. Contextualized Learning
- III. Interdisciplinary Thinking
- IV. Communication Skills
- V. Scientific & Quantitative Reasoning
- VI. Civic Engagement
- VII. Information Literacy
- VIII. Lifelong Learning

U.S. Society Outcomes

- A. Access and analyze historical, analytical, and cultural materials;
- B. Develop observations and conclusions about selected themes in U.S. society and culture;
- C. Construct interpretations using evidence and critical analysis;
- D. Communicate and defend interpretations; and
- E. Analyze the ways difference and heterogeneity have shaped the culture and society of the U.S.

Required Course Texts

Martin, James Kirby, and Mark Edward Lender. *A Respectable Army: The Military Origins of the Republic, 1763-1789*. 3rd ed. Wheeling, Illinois: Harlan Davidson, Inc., 2015.

Gerald K. Linderman. *Embattled Courage: The Experience of Combat in the American Civil War*. New York: Free Press, 1989.

Jennifer Keene. *Doughboys, the Great War, and the Remaking of America*. Baltimore: Johns Hopkins University Press, 2003.

Douglas Walter Bristol, Jr., and Heather Marie Stur, eds. *Integrating the US Military: Race, Gender, and Sexual Orientation since World War II*. Baltimore: Johns Hopkins University Press, 2017.

Semester Grade: The student's final grade will be based on the total number of points earned in two exams (100 points apiece, or 200 points, total), two reflective essays (100 points apiece, or 200 points, total); a group project (100 points), four thematic recaps (25 points apiece, or 100 points); and two quizzes (50 points apiece, or 100 points, total) – a grand total of 700 possible points. Class attendance and participation will affect the grade. It is up to any student who misses a test or quiz to schedule a make-up session with the professor. Students who do not provide valid excuses for missing the dates on which these exercises were originally scheduled can expect a late penalty. The longer it takes to make up such exercises, the greater that penalty can be. In such cases, students can expect to lose one letter grade for every class day that passes before the missed exercise is completed. If opportunities arise, the class will be able to earn extra-credit points by attending virtual lectures or other educational events relating to the content of the course.

Breakdown of Grading Percentages

A: 92-100%
A-: 90-91%
B+: 88-89%
B: 82-87%
B-: 80-81%
C+: 78-79%
C: 72-77%
C-: 70-71%
D+: 68-69%
D: 62-67%
D-: 60-61%
F: 0-59%

First Reflective Essay: Drawing on Martin and Lender, *A Respectable Army*, plus what you learned in our class lectures and discussions and any of your optional reading, describe the basic military defense system that America's founders established during the Revolution and the decade that followed. How did the founders attempt to provide for the national defense without infringing on the people's liberties? What, in your opinion, were the chief merits of this system, and what were its defects? In other words, was this defense system a realistic response to the young republic's security needs or was it more an exercise in rhetoric and wishful thinking?

Your essay should be at least seven pages long – typed, double-spaced, and in 10- or 12-point font.

Second Reflective Essay: Summarize the main arguments in Jennifer D. Keene, *Doughboys, the Great War, and the Remaking of America*. Feel free to tap what you have learned in class discussions and any of your optional reading as you assess and critique Keene's work.

According to Keene, how did World War I change America? More particularly, how did this conflict transform the American military and American military culture? How did the civilian attitudes of the multitude of citizen soldiers who flooded into the U.S. Army in 1917 and 1918 shape the character of the U.S. Army? How did the respective racial agendas of white and black Doughboys complicate race relations in the wartime army? What was the cult of aggressiveness that permeated the army during the war, and how did it manifest itself among the troops during training and after they reached the front in France?

Why did the U.S. Army's senior leadership encourage the formation of the American Legion, what did the army expect to gain from this veterans' organization, and how were those expectations disappointed? What political agenda ultimately united World War I veterans after the war? What was the purpose of the Bonus March? Why did the Bonus Expeditionary Force inspire such apprehension among certain American political officials, and how did those fears affect the outcome of the Bonus March?

Finally, how did the G.I. Bill of Rights of 1944 set veterans apart as a unique social class in American society?

Your essay should be at least seven pages long – typed, double-spaced, and in 10- or 12-point font.

Thematic Recaps For each of the weeks designated below, you are to write a five-to-eight sentence answer to each of the following sets of questions. These brief exercises will ensure that you are attentive and take proper notes during the professor's lectures and that you are keeping up with your assigned readings.

Week 3: Why did Americans fear the existence of a standing army in peacetime and how did that effect United States military policy in the early years of the republic?

Week 5: What exactly did courage mean to Civil War soldiers? Was it considered proper to admit being afraid while acting bravely?

Week 9: What kind of traits or values did U.S. Army training during World War I strive to inculcate in millions of American citizen-soldiers?

Week 11: Why did the U.S. military insist in from the late 1940s and into the 1970s that its female members be proper ladies, and how did it try to train them to act appropriately?

Group Project: The class will be divided into four to six debate teams containing no more than twelve students apiece. Each team will elect its own leader. These teams will be tasked with taking either a pro or con stand on one of the following questions:

- 1) Should the United States restore the draft to ensure that a wider cross-section of Americans serve in the military?
- 2) Should women be assigned to combat units on the same basis as men?
- 3) Was President Donald J. Trump right to ban transgender people from serving in the U.S. military?

The instructor will decide which teams argue pro or con. Each team will be expected to research its position and give a twenty-minute public presentation the final week-and-a-half of class. Team members will receive a collective grade on this exercise. The leader of each team that receives a passing grade will be awarded ten extra credit points. The team leader will also identify his or her most valuable player and two runners up (in private conversation with his or her teaching assistant). The MVPs will each receive ten extra credit points, and the runners up will get five extra credit points apiece.

Students interested in the issue of gays and transsexuals in the military can begin their research at the Palm Center (<http://www.palmcenter.org/>); Gay Military Signal (<http://www.gaymilitarysignal.com/Links.html>); Don't Ask, Don't Tell, Don't Pursue: Robert Crown Law Library at Stanford Law School (<http://dont.stanford.edu/>); Unit Cohesion and the Impact of DADT (<http://www.au.af.mil/au/ssq/2010/fall/schaub.pdf>); the Center for Military Readiness (<http://www.cmrlink.org/content/home>); and Yahoo Directory to Gays in the Military (http://dir.yahoo.com/Society_and_Culture/Cultures_and_Groups/Lesbian__Gay__Bisexual__and_Transgendered/Issues_and_Causes/Gays_in_the_Military/). You may also consult the web site of U.S. Senator Kirsten Gillibrand (<http://www.gillibrand.senate.gov/>), who helped lead the charge against Don't Ask, Don't Tell.

Students interested in researching women in the military should check out the Minerva Center: A Nonprofit Educational Foundation Supporting Student of Women in War & Women in the Military (<http://www.minervacenter.com/>); Women in the U.S. Military and Combat: Research Roundup (<http://journalistsresource.org/studies/society/gender-society/women-military-research-roundup>); the Center for Military Readiness

(<http://www.cmrlink.org/content/home>); Women in Combat Compendium (<http://www.strategicstudiesinstitute.army.mil/pdf/files/pub830.pdf>); Women in the Armed Forces (<http://www.au.af.mil/au/aul/bibs/women/womtoc.htm>); Sisters in Arms (<http://sistersinarms.ca/>); *Marine Corps Gazette* (<http://www.mca-marines.org/gazette/article/women-combat-bogus-old-arguments-rise-again-rebuttal>); Women in Combat: Issues for Congress (<http://www.fas.org/sgp/crs/natsec/R42075.pdf>); and the web site of the International Debate Education Association (<http://idebate.org/debatabase/debates/politics/house-would-allow-women-take-part-combat>).

You will find comments on these and other issues in Vet Voice: The Voice of America's 21st Century Patriots, which styles itself as “the online home of Iraq and Afghanistan veterans.”

Course Minimum Grade: Although D- is a passing grade, a minimum grade of C- is required in many programs, and courses required by the major. For more information, please see [Temple University's Academic Policies on Grades and Grading](#).

Incomplete: A student will be eligible for a grade of “Incomplete” only if he/she: 1) has completed at least 51% of the work at a passing level, 2) is unable to complete the work for a serious reason beyond his or her control, and 3) files a signed agreement with the instructor outlining the work to be completed and the time-frame in which that work will be completed. The student is responsible for initiating this process and all incomplete forms must be sent to the Senior Vice Dean for Academic Affairs prior to the start of study days in that semester.

Withdrawal from the Course: If a student wishes to withdraw from a course, it is the student's responsibility to meet the deadline for the last day to withdraw from the current semester.

See [Temple University's Academic Calendar](#) for withdrawing deadlines and consult the [University policy on withdrawals](#) (Policy # 02.10.14).

Attendance Policy: Attendance will be taken by Qwickly Pro. Students must check in via Canvas on each class day. The professor will activate check in about ten minutes before class and it will run twenty-five minutes – or, until 1:15 P.M. Students who miss six classes without a valid or verifiable excuse may receive a failing grade for the course.

Course Technologies: This course requires the use of Canvas, including access to materials and assignment submission. Some videos posted via Canvas will require the use of speakers. The instructor may utilize web-conferencing tools to deliver synchronous material. To participate in synchronous sessions, you should have a computer, a webcam, headphones, and microphone.

This course requires the use of Microsoft Office (i.e., Word, Excel, PowerPoint). Students can gain access to these materials by visiting the [Computer Services Download Site](#).

Students should check their Temple email daily for course updates.

All students are required to comply with [Temple University's Computer and Network Security Policy](#).

Accessibility of course technologies

- [Adobe Acrobat accessibility information](#)
- [Big Blue Button accessibility information](#)
- [Canvas accessibility information](#)
- [Microsoft Office accessibility information](#)
- [VoiceThread accessibility information](#)
- [Zoom accessibility information](#)

Limited resources are available for students who do not have the technology they need or class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the [Student Emergency Aid Fund](#) form. The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

Assignment Submission: All assignments will be open-book and due on the dates specified in the syllabus. You will be asked to submit all assignments online via Canvas -- either as uploaded files (exams, quizzes, and review essay) or in textboxes (thematic recaps). **Your exams, quizzes, and review essay must be submitted in Microsoft Word or pdf format (doc, docx, or pdf).** Files in any other format are unacceptable.

Statement on the Recording and Distribution of Recordings of Class Sessions:

Lectures in this course will be recorded and made available on Canvas. As extra insurance, students with an “approved accommodation from the Office of Disability Resources (DRS)” have permission to record all class sessions for their personal use.

Academic Honesty Statement: According to the University Student Code of Conduct, students must not commit, attempt to commit, aid, encourage, facilitate, or solicit

the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization. Students are expected to do their own work on all exams, quizzes, and other exercises. Anyone caught plagiarizing material in their various papers will fail the course and face other sanctions as enumerated in the [University Code of Conduct](#). *The American Heritage Dictionary* defines plagiarism as: "1. To steal and use the ideas and writings of another as one's own. 2. To appropriate passages or ideas from another and use them as one's own." You can repeat major ideas from other works and even quote them, but it is only honest to inform the reader where you found that material.

Americans with Disabilities Act Statement: Please bear in mind that COVID-19 may result in a need for new or additional accommodations. Temple University adheres to the provisions of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, you must immediately contact Disability Resources and Services at 215-204-1280 or drs@temple.edu and register. After you are duly registered, you must make an appointment with the instructor to discuss the academic accommodation that your disability requires. I will work with you and DRS to coordinate reasonable accommodations for all students with documented disabilities and all dealings on this score will be confidential. Accommodations are not retroactive.

Statement on Student and Faculty Academic Rights and Responsibilities: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02), which can be accessed through at the following URL: <http://policies.temple.edu/PDF/99.pdf>.

Expectations for Class Conduct: In order to maintain a safe and focused learning environment, we must all comply with the four public health pillars: wearing face coverings, maintaining physical distancing, washing our hands and monitoring our health. It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as "shouting"

online. Remember to be careful with your own and others' privacy. In general, have your behavior mirror how you would like to be treated by others.

Netiquette: Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences, some of which are outlined in the [University's nondiscrimination statement](#), will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course atmosphere.

TEMPLE AND COVID-19

Temple University's motto is Perseverance Conquers, and we will meet the challenges of the COVID pandemic with flexibility and resilience. The university has made plans for multiple eventualities. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we are in this together so we can be together.

How This Course Will Be Taught: Synchronously all semester via ZOOM. You can access each class session at the appropriate day and time by clicking this ZOOM link:

Attendance Protocol and Your Health: If you feel unwell, you should not come to campus, and you will not be penalized for your absence. Instructors are required to ensure that attendance is recorded for each in-person or synchronous class session. The primary reason for documentation of attendance is to facilitate contact tracing, so that if a student or instructor with whom you have had close contact tests positive for COVID-19, the university can contact you. Recording of attendance will also provide an opportunity for outreach from student services and/or academic support units to support students should they become ill. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

Course Schedule

Unit I. ORIGINS OF THE AMERICAN MILITARY SYSTEM, 1600-1783

18-22 January

WEEK 1: INTRODUCTION

Reading: Martin and Lender, *A Respectable Army*, Ch. 1

25-29 January

WEEK 2: SHORT-TERM SOLUTIONS, 1607-1776

Reading: Martin and Lender, *A Respectable Army*, Ch. 2

1-5 February

WEEK 3: TOWARD A STANDING ARMY, 1776-1783

Reading: Martin and Lender, *A Respectable Army*, Chs. 3-5
First Thematic Recap Due, 4 February

Unit II. RELEARNING THE SAME LESSONS, 1783-1898

8-12 February

WEEK 4: THE ARMY OF THE CONSTITUTION, 1783-1800

Readings: Martin and Lender, *A Respectable Army*, Ch. 6
First Reflective Essay Due, 11 February (Martin and Lender, *A Respectable Army*)

15-19 February

WEEK 5: REGULARS, MILITIA, AND VOLUNTEERS, 1800-1860

Reading: Linderman, *Embattled Courage*, Chs. 1-5
Second Thematic Recap Due, 18 February

22-26 February

WEEK 6: AMATEURISM AND SLAUGHTER, 1861-90

Reading: Linderman, *Embattled Courage*, Chs. 6-12
Quiz on Linderman, *Embattled Courage*, 25 February

1-5 March

WEEK 7: PROLOGUE: THE PROFESSIONALIZATION OF THE AMERICAN OFFICER CORPS

Reading: Keene, *Doughboys, the Great War, and the Remaking of America*, Chs. 1-4

UNIT III. AMERICA'S DRAFTEE WARS, 1917-1973

8-12 March

WEEK 8: WORLD WAR I AND WORLD WAR II, 1917-1945

Mid-Term Exam Due (11 March)

Reading: Keene, *Doughboys, the Great War, and the Remaking of America*, Chs. 5-8 and Epilogue

15-19 March

WEEK 9: THE EVOLUTION OF AMERICAN COMMAND CULTURE, WORLD WAR II

Researching Your Group Presentation: Rebecca Lloyd, 25 March

Third Thematic Recap, 18 March

22-26 March

WEEK 10: AMERICAN COMMAND CULTURE IN WORLD WAR II AND THE KOREAN WAR, 1941-53

Reading: Bristol and Stur, *Integrating the US Military*, Introduction and Chs. 1-3
Second Reflective Essay Due, 25 March (Keene, *Doughboys, the Great War, and the Remaking of America*)

29 March-2 April

WEEK 11: VIETNAM AND ITS AFTERMATH, 1964-73

Reading: Bristol and Stur, *Integrating the US Military*, Chs. 4-6

Fourth Thematic Recap, 1 April

UNIT IV. THE ALL VOLUNTEER MILITARY AND AN ERA OF PERPETUAL WAR, 1990-PRESENT

5-9 April

WEEK 12: THE MILITARY REMODELS ITSELF, 1973-89

Reading: Bristol and Stur, *Integrating the US Military*, Chs. 7-9 and Conclusion
Quiz on Bristol and Stur, *Integrating the US Military*, 8 April

12-16 April

WEEK 13: AMERICA AND ITS MILITARY: WHERE DO WE GO FROM HERE?

Presentation of Group Projects, 12 and 16 April

19-23 April

**WEEK 14: AMERICA AND ITS MILITARY: WHERE DO WE GO FROM
HERE?**

Presentation of Group Projects, 20 and 22 April

26-30 April

WEEK 15: (Final Exams Start on 29 April)

No Class This Week (Study Days, 27-28 April; Final Exams Start on 29 April)

Final Exam: Thursday, April 29, 10:30 A.M.-12:30 P.M.

Final Exams: 3-5 May

