

HIST 1004 UNITED STATES AT WAR

Section 001

29396: TTh, 9:30-10:50 A.M., Tuttleman Learning Center 103

Spring Semester 2017

Credit Hours: 3

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

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Office Hours: 11:00 A.M.-1:30 P.M.; Tuesday; 11:00 A.M-12:00 P.M., Thursday, or by appointment.

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Declaration of Intent: This course is a survey of the rise of the American military establishment from its origins as a small, neglected cadre of coastal and frontier guardians to a mighty world police force and the most expensive concern of the federal government. Emphasis will be placed on the development of military policy, the principles of war, and the inter-relationship between military affairs, technology, politics, and social change.

Goals and Objectives:

Knowledge Based Skills: 1) Strategy, Tactics, and Logistics; 2) Applying the Principles of War; 3) Impact of Evolving Military Technology; 4) Importance of Politics; 5) War's Impact on Society; 6) Social Pressures and the Military; 7) Recruitment, Training, and Motivation; 8) Military Professionalism; 9) Recognition of Primary Sources.

Skill-Based Goals: 1) Spatial Awareness; 2) Writing Proficiency; 3) Appreciation for Historical Context; 4) Improved Reading Comprehension; 5) Sequential Logic; 6) Analytical Thinking; 7) Preparation for a Lifetime of Learning; 8) Research Skills; 9) Computer Literacy.

Main Text: Matthew S. Muehlbauer and David J. Ulbrich. *Ways of War: American Military History from the Colonial Era to the Twenty-First Century*. New York: Routledge, 2014.

Collateral Texts: Lawrence E. Babits, *A Devil of a Whipping: The Battle of Cowpens*. Chapel Hill: University of North Carolina Press, 1998.

Earl J. Hess, *The Union Soldier in Battle: Enduring the Ordeal of Combat*. Lawrence: University Press of Kansas, 1997.

Jerome A. Greene, *Washita: The U.S. Army and the Southern Cheyennes, 1867-1869*. Norman: University of Oklahoma Press, 2008.

Peter S. Kindsvatter, *American Soldiers: Ground Combat in the World Wars, Korea, & Vietnam*. Lawrence: University Press of Kansas, 2003.

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), quizzes on the three collateral texts (50 points apiece, or 150 points, total), one essay based on the fourth collateral reading, i.e., Ricks, *Fiasco* (100 points), and one computer exercise (50 points) -- a total of 500 possible points. Class attendance and participation will also affect the grade. The professor reserves the right to fail any student who misses six classes without prior permission or valid excuses. It is up to any student who misses a test or quiz to schedule a make-up session with the teaching assistant. Students who do not provide valid excuses for missing the dates on which these exercises were originally scheduled can expect a late penalty. If opportunities arise, the class will be able to earn extra-credit points by attending films, lectures, or other educational events relating to the content of the course.

Computer Exercise: Students must bring the instructor any example of a primary source dealing with some aspect of United States military history from 1607 to 1992 from any site on the World Wide Web. A primary source is usually an eyewitness account of a historic event or some document that was generated at the time or shortly after the event occurred. In other words, you could select the reminiscences of military veterans or of politicians who helped make military policy or visited the front; a speech, briefing, or press conference given by an American general, admiral, or some other military spokesman; military legislation (such as the text of the Militia Act of 1792, Enrollment Act of 1863, National Defense Act of 1920, Burke-Wadsworth Selective Service and Training Act of 1940, or National Defense Act of 1947); soldier letters or diaries; contemporaneous newspaper or magazine articles; and reports or memoranda generated by military commanders, military organizations, or government agencies (such as the War Department, Navy Department, and later, the Defense Department).

Once you have found an appropriate document and printed it out, you must then write a two-page paper (typed, double-spaced, in 10- or 12-point font) summarizing its content and explaining how it relates to what we are studying in this course. (In other words, what important thing does your primary source say about how Americans experienced war in certain historical eras or the development of the American military?) After you have written your paper, prepare a typed cover sheet giving your full name, the name of the web site, and the web site's URL (address), staple the cover sheet to your paper and the primary source that you found, and hand it in on the date signified on the

course schedule.

Essay on Greene: After reading *Washita*, write an essay in which you address the following questions about the U.S. Army's first major post-Civil War victory over the Plains Indians: 1) Should the Battle of the Washita, November 27, 1868, be regarded as a military victory or a cold-blooded massacre? 2) Was Lieutenant Colonel George Armstrong Custer right to attack Black Kettle's Southern Cheyenne village or should he have chosen another option? 3) Did Custer commit any major errors in his conduct of the Washita attack? 4) Did Custer and his 7th U.S. Cavalry Regiment comport themselves as honorable soldiers at the Washita or as genocidal murderers? 5) Finally, why did Custer's victory become a source of acrimony and division within his regiment rather than one of pride and unity?

Your paper should be typed, double-spaced, and at least five pages in length. You must provide enough information from the book to prove that you read it and to support your historical arguments.

Possible Extra Credit Possibility: On Saturday, March 4, 2017, I will help lead an annual staff ride of the Gettysburg Battlefield on behalf of Temple University's ROTC Program. The bus that the ROTC charters for this trip usually contains a dozen or more empty seats, which Lieutenant Colonel Gregory Nardi, Temple's Professor of Military Science, is pleased to make available to students in a class I teach in the Spring Semester. This is your chance to acquire an intimate knowledge of how combat was conducted in the U.S. Civil War.

Any student who wishes to participate in the staff ride will receive 30 extra credit points. Be warned, however, that the staff ride is an all-day affair. The bus usually departs Temple at 6:00 A.M., and you cannot anticipate returning to Main Campus before 9:00 or 10:00 P.M.

Once I receive confirmation from Colonel Nardi, I will make an official announcement of this opportunity via TUMail. Seats will be filled on a first-come, first-served basis until they are filled. Do not volunteer unless you are sure you can make the trip. It would not be fair to take a seat away from one of your classmates who really wants to see Gettysburg.

Academic Honesty Statement: Students are expected to do their own work on all exams, quizzes, and other exercises. Anyone caught cheating in class and/or plagiarizing will receive a failing grade in the course. *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."

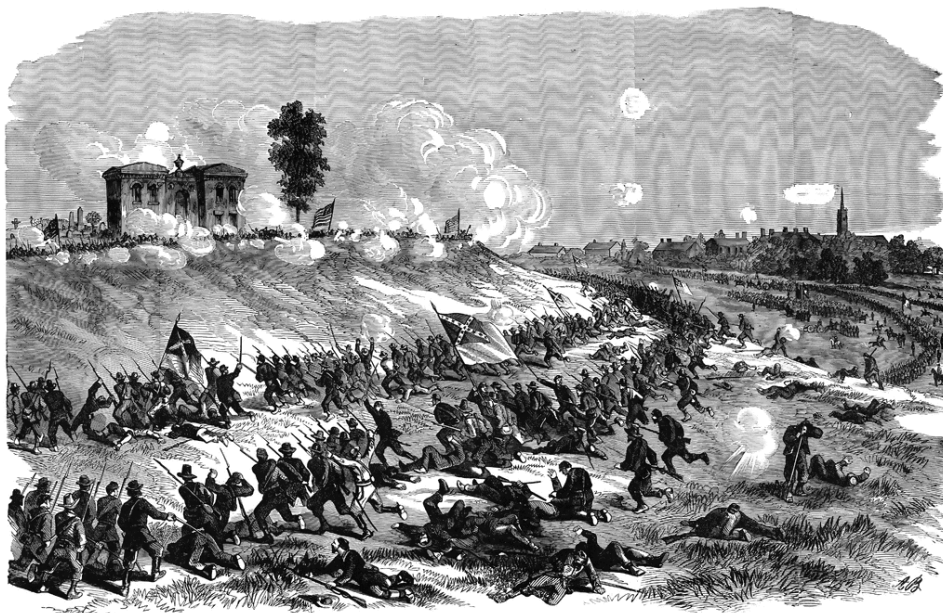
Americans with Disabilities Act Statement: Temple University adheres to the provisions of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, you must immediately contact Disability Resources and Services at 215-204-1280 or 11280 and register. You may also access Disability Resources and Services at

this web site: <http://www.temple.edu/studentaffairs/disability/>. After you are duly registered, you must make an appointment with the instructor to discuss the academic accommodation that your disability requires. If you are entitled to additional time for completing quizzes and exams, you need to e-mail an electronic version of a Test Administration Request Form. Be sure to fill out the student section. The instructor will complete the rest of the form and then send electronic copies to you and Disability Resources and Services. Do not hesitate to request the accommodations guaranteed you by law. This is not a matter of preferential treatment; it is a matter of justice.

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>.

Some Basic Regulations

- 1) When class begins, silence your cell phones and put them away.
- 2) No food, liquids, or tobacco products may be consumed in class.
- 3) It is a sign of poor manners for men to wear hats or caps indoors (except for religious purposes). All students will remove their headgear for tests and quizzes.
- 4) Anyone leaving class after an exam or quiz (i.e., cutting the lectures after these exercises) will fail that particular exercise.
- 5) If you must miss class for some foreseeable reason, have the courtesy to notify the instructor in advance.
- 6) Anyone caught cheating will flunk the course.
- 7) Students who disrupt class will be liable to punitive quizzes that may lower their grades. Persistent misbehavior can lead to expulsion or other disciplinary action.



CLASS SCHEDULE

Week 1: 16-20 January

**Introduction: The Nature and Principles of War
The Colonial Wars, 1607-1774**

Muehlbauer and Ulbrich, Introduction, Chs. 1-2

Week 2: 23-27 January

The War of Independence, 1775-1783

Muehlbauer and Ulbrich, Ch. 3

Week 3: 30 January-3 February

**Military Vulnerability, 1784-1812
The War of 1812-1815**

Muehlbauer and Ulbrich, Ch. 4
Quiz: Babits, *A Devil of a Whipping* (2 February)

Week 4: 6-10 February

**Indian Removal and Frontier Defense, 1815-1845
The Mexican War, 1846-48**

Muehlbauer and Ulbrich, Ch. 5, pp. 142-58

Week 5: 13-17 February

**The Mexican War, 1846-48 (Cont.)
Skirting the Whirlwind, 1848-61
The Civil War: The First Taste of Total War, 1861-65**

Muehlbauer and Ulbrich, Chs. 5, pp. 158-71, Ch. 6, pp. 172-84
Quiz: Hess, *The Union Soldier in Battle* (16 February)

Week 6: 20-24 February

The Civil War: The First Taste of Total War, 1861-65 (Cont.)

Muehlbauer and Ulbrich, Ch. 6, pp. 184-209

Week 7: 27 February-3 March

The Civil War: The First Taste of Total War, 1861-65 (Cont.)

Muehlbauer and Ulbrich, Ch. 7
Internet Exercise Due (2 March)

Week 8: 6-10 March

Losses and Gains on the Seas and the Plains

Muehlbauer and Ulbrich, Ch. 8, pp. 250-73
Midterm (9 March)

Spring Break: 13-19 March

Week 9: 20-24 March

The War with Spain and the Philippines, 1898-1902
Growing Pains and a Prolonged Adolescence, 1898-1917

Muehlbauer and Ulbrich, Ch. 8, pp., 273-81, Ch. 9, pp. 282-96

Week 10: 27-31 March

Over There: The United States and World War I, 1917-18

Muehlbauer and Ulbrich, Ch. 9, pp. 296-313

Week 11: 3-7 April

A Sleeping Giant, 1919-39
The United States and World War II, 1939-45

Muehlbauer and Ulbrich, Chs. 10-11
Essay on Greene, *Washita*, Due (6 April)

Week 12: 10-14 April

The United States and World War II, 1939-45 (Cont.)

Muehlbauer and Ulbrich, Ch. 12

Week 13: 17-21 April

Cold War, Containment, and Complacency, 1945-50
The Korean War: Reaction and Rearmament, 1950-53
From Massive Deterrence to Counterinsurgency: Military Affairs
under Eisenhower and Kennedy, 1954-63

Muehlbauer and Ulbrich, Ch. 13

Week 14: 24-28 April

America's First Defeat: The War for Vietnam, 1965-1973
From Vietnam to Desert Storm, 1973-91

Muehlbauer and Ulbrich, Chs. 14-15
Quiz, Kindsvatter, *American Soldiers* (27 April)

Week 15: 1-5 May (Final Exams Start on 4 May)

No Class This Week (Study Days, 2-3 May)

Final Exam, Thursday, 4 May 2017, 8:00-10:00 A.M.

Final Exams: 8-14 May (Final Exams Continue, 8-10 May)

