

Syllabus (mid-August 2018 version, subject to minor revisions)

HIST 2120-001/ AMST 2050-002  
**American Military History**

UNC-Charlotte, Fall 2018

This course meets Tuesdays and Thursdays from 8:30 to 9:45 AM in Fretwell 118

Instructor: Dr. Mark Wilson, Professor, History Department

Temporary office for 2018-19: Hickory 41B

Office Hours: Tuesdays and Thursdays, 12:30-2:00, and by appointment

E-Mail: [mrwilson@uncc.edu](mailto:mrwilson@uncc.edu)

Course Description and Goals

According to the terse, old language in the university course catalog, this course offers “[a] survey of the development and organization of military practice from the colonial period to the present.” The present version of the course, which has been completely overhauled by Dr. Wilson for Fall 2018, builds upon and revises the HIST 2120 course offered for many years at UNC Charlotte by Dr. James K. Hogue, now an emeritus professor (retired).

This course surveys the development of the U.S. military and its activities over more than three centuries, from the colonial era and Revolutionary War through the present day. We are especially interested in tracing changes and continuities in military organizations and institutions; in military cultures; in civil-military relations; in doctrine, strategy, tactics, technologies, and operations; and in the experience of soldiering, in combat and behind the lines, in wartime and peacetime.

Students will emerge from the course with a good general understanding of the historical development of the U.S. military. They will gain knowledge, along with a spirit of critical inquiry, which will position them to become leading participants in present and future conversations about the American military and its roles. By carrying out a small independent, original research project, under the instructor’s supervision, students will have the opportunity to explore their own special interests, while sharpening their research and communication skills.

Attendance, Etiquette, and Participation

Attendance is required; attendance will be taken each day, using a seating chart and/or the short answers to in-class exercises, submitted by individuals and/or teams. (Team assignments will be created during the first week of class.) You should plan on attending every single class meeting.

All exams and other assignments assume that students have attended each class meeting and have carefully followed each lecture and discussion. If an emergency causes you to miss a class meeting, you should contact the instructor as soon as possible—preferably, before the class meeting. If you have a lengthy illness or other persistent problem that causes you to miss more than two class meetings, you should contact the Dean of Students and speak with the instructor.

Be on time for class. We start early. Set two alarms. During class, turn off electronic devices (unless they are used to take notes for personal use), stay for the duration, and be respectful when others are speaking. Each student should plan on contributing to class discussions several times during the semester by offering comments or raising questions. All students will benefit from taking notes during class.

### Readings

Required common readings include four books, available for purchase at the University Bookstore and on library reserve, and a variety of short documents and articles, noted on the syllabus and on the course Canvas page. (Most documents and articles will be available in PDF format on Canvas.) We will also work in class with short primary source documents, distributed as handouts. The required books are as follows:

Alan R. Millett, Peter Maslowski, and William B. Feis, *For the Common Defense: A Military History of the United States from 1607 to 2012*, 3<sup>rd</sup> Ed. (New York: Free Press, 2012).

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

Charles B. MacDonald, *Company Commander* (first published in 1947; any edition is fine).

Aaron B. O'Connell, *Underdogs: The Making of the Modern Marine Corps* (Cambridge, Mass.: Harvard University Press, 2014).

### Major graded assignments, including short original research project and exams

Major graded assignments include a midterm exam, focused on the course content covered in August and September; a final exam, on the course content covered in October, November, and December, plus a small cumulative (full-course) element; and a short original research project.

Students will write the exams during regular class time and the university-assigned final exam time. Students should purchase "blue books," in which the exams will be written.

Students will complete a research project, individually or in pairs or small teams. In this project, students must answer a specific question of interest to them, using primary sources (i.e., sources generated during the past period that is the focus of the question.) Deadlines for various stages of this project are noted in the course calendar. At least one draft must be submitted; the final product must respond to instructor and peer comments on the draft. The end product will be a short essay of approximately 1,500-2,000 words, or an equivalent product in another format (which could be a website, film, annotated map, etc.) We will discuss details in class.

### Academic Integrity:

Academic honesty and integrity are essential to the existence and growth of an academic community. Without the maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining academic standards of honesty and integrity is ultimately the formal responsibility of the instructional faculty; and this responsibility is shared by all members of the

academic community. For a formal statement of university policy on this matter, see <http://www.legal.uncc.edu/policies/ps-105.html>

Plagiarism on any assignment will bring a minimum penalty of zero credit for the assignment, as well as an academic settlement that will likely result in a minimum of recording the violation with the Dean of Students. More severe penalties, including an F for the course, may also be imposed, depending on the circumstances. For guidance on how to avoid plagiarism and its consequences, please visit <http://history.uncc.edu/Student-Resources/plagiarism>

Diversity: UNC Charlotte strives to create an academic climate in which the diversity of all individuals is respected and maintained. Therefore we celebrate diversity that includes, but is not limited to, ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Disability: If you believe that you have a disability that requires special accommodations in this course (or others), you should contact immediately the Office of Disability Services, 704-687-0040, [disability@uncc.edu](mailto:disability@uncc.edu), <http://ds.uncc.edu/>.

Weight of course requirements for grading purposes:

Attendance and participation, including completion of short in-class team and/or individual exercises (one point for full credit for each of the 25 regular class sessions; mere attendance with unsatisfactory exercises earn only half a point per session)	25%
Midterm exam, scheduled for 2 Oct., in class	15%
Final exam, scheduled for 11 December, 8:00-10:30 AM	30%
Short original research project:	
Proposal, with research question(s) and research plan (due 4 Oct):	5%
Full draft of essay/other product (due 13 Nov.):	5%
Final, revised essay/other product (due 13 Dec.):	20%

Course calendar:

- 21 August: Introductions
- 23 August: US Military History/Histories
- FTCD, Acknowledgments and Introduction and Appendices
  - Brian M. Linn, "The American Way of War Revisited," *Journal of Military History* 66, no. 2 (April 2002): 501-30.
  - Richard H. Kohn, "The Social History of the American Soldier: A Review and Prospectus for Research," *American Historical Review* 86, no. 3 (June 1981): 553-67.
- 28 August: North America, 17<sup>th</sup> and 18<sup>th</sup> centuries
- FTCD, Chapters 1-2
  - Recommended article: Ronald Dale Karr, "Why Should You Be So Ferocious?: The Violence of the Pequot War", *Journal of American History*, 85, no. 3 (December 1998): 876-909.

- 30 August: Revolutionary War, with film clips from *The Patriot* (2000)
- FTCD, Chapter 3
  - Recommended article: Robert C. Pugh, "The Revolutionary Militia in the Southern Campaign, 1780-1781," *William & Mary Quarterly* 14, no. 2 (1957): 154-175.
- 4 September: Focus on Planning for Short Research Project Assignment
- Bring to class a one-page informal discussion of the specific question(s) you think you might want to explore in your research project (as an individual or as a pair/team), and the kinds of sources, ideally, that you would like to use to answer your question(s).
  - In class, we will discuss the many rich sets of primary sources available to us, electronically and in print, which may be most helpful for research projects.
- 6 September: Development of the Early US Military, and Its Activities in the early 19<sup>th</sup> Century
- FTCD, Chapters 4-5
  - Recommended article: Samuel J. Watson, "How the Army Became Accepted: West Point Socialization, Military Accountability, and the Nation-State during the Jacksonian Era," *American Nineteenth Century History* 7, no. 2 (June 2006): 217-49.
- 11 September The Civil War, Part 1, with film clips from *Glory* (1989)
- FTCD, Chapter 6
  - Recommended article: Earl J. Hess, "Rejuvenating Civil War Military History: A New Take on Infantry Tactics," *Journal of the Civil War Era* 7, no. 2 (June 2017): 167-80.
- 13 September Civil War, Part 2, and Reconstruction
- FTCD, Chapter 7
  - Joseph T. Glatthaar, A Tale of Two Armies: The Confederate Army of Northern Virginia and the Union Army of the Potomac and their Cultures," *Journal of the Civil War Era* 6, no. 3 (Sept. 2016): 315-46.
  - Recommended article: William Blair, "The Use of Military Force to Protect the Gains of Reconstruction," *Civil War History* 51, no. 4 (December 2005): 388-402.
- 18 September Modernization and Professionalization in the Progressive Era
- FTCD, Chapter 8
  - Recommended article: "Naval Warfare: Prize Money and Blood Money," Chapter 9 in Nicholas R. Parrillo, *Against the Profit Motive: The Salary Revolution in American Government, 1780-1940* (New Haven: Yale University Press, 2013), 307-58.

- 20 September: The Spanish American War and Imperial Operations
- FTCD, Chapters 9-10
  - Recommended article: Christopher Capozzola, “The Secret Soldiers’ Union: Labor and Soldier Politics in the Philippine Scout Mutiny of 1924,” in *Making the Empire Work: Labor and United States Imperialism*, ed. Daniel E. Bender and Jana K. Lipman (New York: NYU Press, 2015), 85-103.
- 25 September The Great War, Pt. 1, film clips from *The Big Parade* (1925) and/or *Wings* (1927)
- FTCD, Chapter 11
  - Keene, *Doughboys*, Introduction and Chapters 1-3
- 27 September The Great War, Part 2, with film clips from *Sergeant York* (1941)
- Keene, *Doughboys*, Chapters 4-6
- 2 October MIDTERM EXAM, on course content Aug-Sept, including FTCD, Chapters 1-11, Keene book, and at least three (3) recommended articles of your choice.
- 4 October Peer review of proposals for short research projects
- 9 October: FALL BREAK, no class meeting
- 11 October: Interwar Years
- FTCD, Chapter 12
  - Keene, *Doughboys*, Chapters 7-8, and Epilogue
- 16 October World War II, Part 1, w/ film clips from *Guadalcanal Diary* (1943), *Sahara* (1943), and/or others, time permitting
- FTCD, Chapters 13-14
  - Read first part of MacDonald, *Company Commander*
- 18 October World War II, Part 2, with film clips from *Saving Private Ryan* (1998), *Patton* (1970), and/or others, time permitting
- Read remainder of MacDonald, *Company Commander*
  - Recommended article: Mary Louise Roberts, “The Price of Discretion: Prostitution, Venereal Disease and the American Military in France, 1944-1946,” *American Historical Review*, 115, no. 4 (October 2010):1002-1030.
- 23 October World War III, Part 3, and the late 1940s reorganization, with film clips from *The Best Years of Our Lives* (1946), *Sands of Iwo Jima* (1949)
- FTCD, Chapter 15
  - First part of O’Connell, *Underdogs* (intro and chapters 1-3)

- 25 October Early Cold War, Part 2: From Korean War to New Look to McNamara, film clips from *Pork Chop Hill* (1956), *The D.I.* (1957), &/or *Dr. Strangelove* (1964)
- FTCD, Chapter 16
  - Remainder of O’Connell, *Underdogs* (chapters 4-6 and conclusion)
- 30 October Vietnam War, Part 1, with film clips from *Green Berets* (1968), *We Were Soldiers* (2002)
- FTCD, Chapter 17
  - Recommended article: Gregory A. Daddis, “Eating Soup with a Spoon: The U.S. Army as a "Learning Organization" in the Vietnam War,” *Journal of Military History*, 77, no. 1 (Jan. 2013): 229-54.
- 1 November Vietnam War, Part 2, film clips from *M\*A\*S\*H* (1970), *Platoon* (1986), *Full Metal Jacket* (1987)
- FTCD, Chapter 18
  - Tim O’Brien, “The Things They Carried,” short story, originally published in *Esquire* magazine, August 1986.
- 6 November The All-Volunteer Force and the Post-Vietnam Years, with film clips from *Private Benjamin* (1980), *Stripes* (1981)
- Beth Bailey, “The Army in the Marketplace: Recruiting an All-Volunteer Force,” *Journal of American History* 94, no. 1 (June 2007): 47-74.
  - Recommended article: Jennifer Mittelstadt, “‘The Army Is a Service, Not a Job’: Unionization, Employment, and the Meaning of Military Service in the Late-Twentieth Century United States,” *International Labor and Working-Class History* 80, no. 1 (Fall 2011): 29–52.
- 8 November The Late Cold War (1980s), and the Gulf War of 1990-91, with film clips from *Top Gun* (1986), *Hunt for Red October* (1990), *Courage under Fire* (1996), and/or *Jarhead* (2005)
- FTCD, Chapter 19
  - Recommended article: James R. Locher III, “Has It Worked? The Goldwater-Nichols Reorganization Act,” *Naval War College Review* 54, no. 4 (2001): 95-115. Available free in PDF format online at <http://digitalcommons.usnwc.edu/cgi/viewcontent.cgi?article=2537&context=nwc-review>
  - Recommended article: William J. Perry, “Desert Storm and Deterrence,” *Foreign Affairs* 70, no. 4 (Fall 1991): 66-82.
- 13 November Focus on Short Research Projects
- Bring a full draft of your paper/product for peer review in class.

- 15 November Post-Cold War Years: Peace Dividends, New Strategies, New Warnings, with film clips from *A Few Good Men* (1992); *Black Hawk Down* (2001)
- FTCD, Chapter 20
  - Recommended article: Richard H. Kohn, “Out of Control: The Crisis in Civil-Military Relations,” *National Interest* 35 (Spring 1994): 3-17.
  - Recommended video: Andrew Bacevich, talk on “The New American Militarism,” 15 April 2005, Council on Foreign Relations. See video on CSPAN: <https://www.c-span.org/video/?186336-1/the-american-militarism>
- 20 November Iraq and Afghanistan, 2002-present, with film clips from *The Hurt Locker* (2008), *Restrepo* (2010), and/or *Billy Linn’s Long Halftime Walk* (2016).
- FTCD, Chapter 21
  - Recommended article: Lindy Heineken, “Outsourcing Public Security: The Unforeseen Consequences for the Military Profession,” *Armed Forces & Society* 40, no. 4 (October 2014): 625-46.
- 22 November: THANKSGIVING. No class meeting
- 27 November: The Present Day
- Kacy Crowley and Michelle Sandhoff, “Just a Girl in the Army: U.S. Iraq War Veterans Negotiating Femininity in a Culture of Masculinity,” *Armed Forces & Society*, Vol 43, Issue 2 (April 2017): 221-37.
  - C.J. Chivers, “War without End,” *New York Times Magazine*, 12 August 2018 (published on NY Times website 8 August 2018).
- 29 November: Possible Futures. Film clips from *Good Kill* (2014), *Eye in the Sky* (2015), *Starship Troopers* (1997); and/or *Edge of Tomorrow* (2014).
- P.W. Singer, “The Global Swarm,” *Foreign Policy*, 11 March 2013, <https://foreignpolicy.com/2013/03/11/the-global-swarm/>
  - Conrad Crane, “The Future Soldier: Alone in a Crowd,” *War on the Rocks*, 19 January 2017, <https://warontherocks.com/2017/01/the-future-soldier-alone-in-a-crowd/>
  - Other/alternative readings TBA
- 4 December: Review (Final Class Meeting)
- 11 December: Final Exam, 8:00-10:30 AM. The focus of the final exam will be on course content Oct-Dec., including FTCD, Chapters 12-21, MacDonald and O’Connell books, and at least three (3) recommended articles of your choice.
- 13 December: Deadline for submission of final version of research paper/product is 5:00 PM. You are encouraged to submit it before this date.