

U.S. MILITARY HISTORY
HISTORY 340 - Spring 2017

Location: 123 GHS
Tuesdays/Thursdays 8:30-9:50
CRN 36766

Professor Dracobly
Office: McKenzie 329
Office phone: 541-346-5910; e-mail: dracobly@uoregon.edu
Office hours: Thurs. 10:15-11:30 and 2-3:30; or by appointment.
Catch me right after class if you cannot make it to MCK.

This course examines the military history of the United States from the colonial period to the early twenty-first century with an emphasis on the United States Army. A governing assumption of the course is that a nation's military establishment reflects the society of which it is a part, even as it develops and maintains a distinct identity and traditions of its own. Because war remains the critical test of any military establishment, however, changes in warfare and the performance of the U.S. military in war will be our primary focus. We will be considering throughout the term how the nation's military institutions have responded to the demands of war and how those responses have changed over the last two centuries. The American Revolution, War of 1812, Mexican War, U.S. Civil War, the Indian Wars, the Philippine-American War, World War I, World War II, the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the Global War on Terror will provide the focal points for the course, even as we also keep in mind the many tasks other than war that the U.S. military has often been asked to fulfill.

Required course materials: U.S. Army Center of Military History, [American Military History](#) volumes 1 and 2. Washington, D.C., 2009 (revised edition).

This book is available for free as a pdf:

Volume 1: <http://www.history.army.mil/books/AMH-V1/>

Volume 2: <http://www.history.army.mil/books/amh-v2/amh%20v2/>

We will also be distributing free copies of the text courtesy of the University of Oregon's ROTC program.

You should also download from the course Canvas site the collection of primary source materials that we will be using throughout the term.

HOW THIS COURSE WORKS

This course provides an introduction both to U.S. military history and, as a 300-level group-satisfying course, to historical methodology and the ways that historians think about the past. We will be examining a set of issues common to historical inquiry: the

creation and development of institutions and institutional practice; the diverse forces that shape those institutions and their practices; and the factors that both promote change and predicate against change within those institutions. Over the course of the quarter we will be examining the wide range of factors and diverse explanations that historians have employed in trying to explain the successes and failures of the U.S. Army in its various endeavors.

Our textbook will provide us with most of substantive content. The various assignments are designed simultaneously to think about and test the different ways of explaining the history of the U.S. Army and to practice the different methods that historians employ in generating new historical knowledge and testing existing historical arguments.

We will have four quizzes over the course of the term. Each of the quizzes will be divided into two sections. One section will be devoted to a series of "factual" questions on the previous week's topics. You can think of those questions as identifying what you need to know to do anything more substantial. The second section will be devoted to a written analysis and interpretation of 1) a primary source document and 2) one of the broader interpretative arguments discussed in the textbook and in class.

There will be an in-class midterm and in-class final, both of which will focus primarily on these broader interpretative questions regarding the history of the U.S. Army and its place in U.S. history.

Finally, there will be two short papers of 5-6 pages each. For the first paper you will use one of the volumes of George Washington's papers to examine a single issue in either the colonial volunteer Washington commanded during the French and Indian or in the Continental Army of the American Revolutionary War. The second paper will examine the recent debate over the respective place of conventional and counterinsurgency warfare in U.S. Army doctrine, training, and force preparedness.

The expectation is that the themes and methods learned in this class will be applicable not only to other courses in U.S. history and military history, but also to the study of any institution that exists over a long period of time, develops a body of doctrine that is transmitted from one generation to the next, and creates an institutional memory that is preserved both formally and informally by the members, past and present, of the institution.

EXPECTED LEARNING OUTCOMES

1. Demonstrate an ability to recognize and understand the central themes of American military history.
2. Compare and contrast both major and minor military conflicts with respect to causes, strategy, operations, and tactics.

3. Assess the evolution of military policy and the role of political influences in shaping that policy, as well as the relationship between civilian and military hierarchies of command in U.S. military history.
4. Evaluate the relationship between war and society in shaping U.S. history.
5. Acquire an understanding of and practice in the use of basic historical concepts as they pertain to the study of institutions over long spans of time.
6. Practice the use of primary sources in developing new historical and testing existing historical arguments.

HOW GRADES WILL BE DETERMINED

Terms and basics quiz	1%
Three on-line "quizzes": 10 points each	30%
First paper: 20 points	20%
Midterm: 14 points	14%
Second paper: 20 points	20%
Final exam: 15	15%
 Total:	 100%

SIGNIFICANT DATES: all on-line submission due at 11:00 pm

- April 17: 1st quiz
- April 24: 1st paper
- May 4, in-class midterm
- May 22: 2nd quiz
- May 31: 3rd quiz
- June 9: 2nd paper
- June 15: in-class final exam

LATE POLICY

Late submissions are accepted for one week following the due date and time with a penalty of 20% of the value of the assignment.

GRADING CRITERIA

Final grades will be assigned as follows:

A = 93% and up

A- = 90-92.9%

B+ = 87-89.9%

B = 83-86.9%

And on down the scale to 60% = D-

Anything below a 60% is an F.

A+ are awarded on a discretionary basis. I typically award 1-3% of any class an A+ but only when there are clear cases of students who consistently outperform their peers throughout the duration of the term.

The following criteria will be employed for all written work.

A: Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and reasonably free of errors.

B: Work that satisfies main criteria of the assignment, and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assigned question.

COURSE POLICIES

Class attendance is expected and the quizzes and exams will reflect that expectation. If you are in class, I expect you to avoid the use of any devices or engaging in behavior that might distract your fellow students.

The midterms will be open for two weeks: the week before the quiz is due and the week following the due date. Late midterms will be accepted for up to a week but with an automatic deduction of 20% of the total value of the midterm. No midterm more than a week late will be accepted without an explanation in person of why I should allow it.

The final will be in-class. You will need a "blue" (or "green") book, which you may purchase an exam booklet at the UO Bookstore. If you need special accommodations for the in-class exams, you should speak to me at least one week in advance (you make arrangements through the Accessible Education Center: aec.uoregon.edu).

I encourage everyone in the class to collaborate - to talk with classmates about the midterms and final. You will benefit from sharing ideas and talking with others about the coursework.

>>>>> **However, all submitted written work must be your own:** you may share ideas but in the end you must write it up yourself. Doing otherwise - whether "borrowing" a colleague's written work or submitting something written by a third party - constitutes plagiarism. Plagiarized work will receive a zero in the first instance. A second instance of plagiarism will result in a failing grade for the class and will be reported to the Office of Student Conduct.

For reference methods for the midterms, see the information sheet posted on the course Canvas site under the "midterms" section of "Assignments."

ACCESSIBILITY

This course supports access and inclusion for students with disabilities. This includes but is not limited to exam adjustments, sign language interpretation, classroom relocation, and adaptive technology services available to students who register with the Accessible Education Center (AEC).

You can find more information at: <https://aec.uoregon.edu/>

Class Schedule

WEEK 1

April 4: Introduction to US military history: What does military history encompass? What are the central themes of U.S. military history?

Read: American Military History, vol. 1, preface and introduction (xv-17); you should also at least open the "terms and basic concepts" quiz. If you have done the reading, you should have no problem answering the questions. This quiz will be open all term and can be taken as many times as you wish.

April 6: The Beginnings: the military in colonial America

Read: American Military History, vol. 1, chapter 1 (19-43); George Washington to Robert Dinwiddie, October 11-14, 1755, from The Papers of George Washington, Colonial Series, II (1983), 101-108.

For class make sure to have a copy of Washington's letter to Dinwiddie that you can consult (whether printed out or on a device).

WEEK 2

April 11: American Revolutionary War (day 1)

Read: American Military History, vol. 1, chapter 3 (45-74); George Washington, General Orders of July 4, 1775, Papers of George Washington, Revolutionary War Series, I, 54; and George Washington, Letter "To John Hancock [President of Congress]," September 25, 1776, , Papers of George Washington, Revolutionary War Series, VI, 393-40. Also, an example of a "return" from the Seven Years War: The Papers of George Washington, Colonial Series, III (1984), 428-29.

Topic: Note Washington's attempt to place the "Continental Army" on a regular footing and his general distrust of militia: why the emphasis on a regular army as opposed to relying on militia?

April 13: American Revolutionary War (day 2)

Read: : American Military History, vol. 1, chapter 4 (75-106); and Christopher Ward, "Before Cowpens" and "Cowpens," chs. 68-69, The War of the Revolution II (1952), 748-762 (in a single file: war_cowpens.pdf).

WEEK 3

First quiz due: April 17, 11:00 pm

April 18: From the early years of the Republic and War through the Mexican War

Read: American Military History, vol. 1, skim chapters 5 to 8 (107-98); George Washington "Calls for a Standing Army, 1783," and excerpts from the Constitution and Bill of Rights, as reproduced in John Whiteclay Chambers II and G. Kurt Piehler, eds., Major Problems in American Military History (1999), 101-102; and excerpts from the Militia Act of 1792, from Walter Millis, ed., American Military Thought, 60-7 (read especially Chap. XXXVIII and Chap. XXXIX, section 1).

April 20: The Civil War

Read: American Military History, vol. 1, chapters 9 and 10 (199-251); and miscellaneous documents regarding Confederate strategy by General Lee and President Jefferson Davis, from John Whiteclay Chambers II and G. Kurt Piehler, eds., Major Problems in American Military History (1999), 154-160.

WEEK 4

First paper due: April 24, 11:00 pm

April 25: The Civil War (cont.)

Read: American Military History, vol. 1, chapters 11 and 12 (253-305); and miscellaneous documents regarding Union strategy and the conduct of the war by General Grant and General Sherman, from John Whiteclay Chambers II and G. Kurt Piehler, eds., Major Problems in American Military History (1999), 166-168; and letters between the same from Walter Millis, ed., American Military Thought (1966), 143-160.

April 27: The Indian Wars, frontier policing and constabulary responsibilities

Read: American Military History, vol. 1, chapters 13 and 14 (307-346)

WEEK 5

May 2: Philippine-American War and U.S. emergence as a world power

Read: American Military History, vol. 1, chapters 15 to end (347-396); Elihu Root, "Extract from the Report of the Secretary of War for 1899 on Army Reorganization," from Walter Millis, ed., American Military Thought (1966), 240-53.

May 4: IN CLASS MIDTERM EXAM

WEEK 6

May 9: World War I

Read: American Military History, vol. 2, prologue and chapter 1 (1-54); and John Pershing, "Against Amalgamation," and AEF Combat Instructions, 1918," in John Whiteclay Chambers II and G. Kurt Piehler, eds., Major Problems in American Military History (1999), 255-7.

May 11: The interwar years and the beginning of WWII

Read: American Military History, vol. 2, chapters 2 and 3 (55-105)

WEEK 7

May 16: WWII: Grand Strategy and the European theatre

Read: American Military History, vol. 2, chapters 4 and 5 (107-68)

May 18: WWII: The War against Japan

Read: American Military History, vol. 2, chapter 6 (169-202)

WEEK 8

Second quiz due: May 22, 11:00 pm

May 23: The Korean War and the Army of the Cold War

Read: American Military History, vol. 2, chapters 7 to 9 (203-88); and Dwight D. Eisenhower, "[On the 'New Look'," from Mandate for Change (1963), 445-458; and idem, "Farewell Address" (1961).

May 25: The U.S. Army and Vietnam

Read: American Military History, vol. 2, chapters 10 and 11 (289-372)

WEEK 9

May 30: From Vietnam to Desert Storm: the creation of an All-Volunteer Force

Read: American Military History, vol. 2, chapter 12 and 13 (373-461); and Captain H.R. McMaster, "Eagle Troop," in Personal Perspectives on the Gulf War (1994), 33-38

Third quiz due: May 31, 11:00 pm

June 1: 9/11 and the Global War on Terrorism (GWOT), first stage

Read: American Military History, vol. 2, chapter 14 (463-518)

WEEK 10

June 6: The Challenge of the Wars in Iraq and Afghanistan

Read: Conrad C. Crane, "Military Strategy in Afghanistan and Iraq: Learning and Adapting under Fire at Home and in the Field," in Beth Bailey and Richard H. Immerman, eds. Understanding the U.S. Wars in Iraq and Afghanistan (2015), 124-146; and excerpts from The Blog of War.

June 8: GWOT after Iraq. Summing up and conclusions

No reading

Second paper due: June 9, 11:00 pm

FINAL EXAM: In class, bring exam booklet: Thursday, June 15, 8:00 am