HIST 305-01 American Military History

Cathy Collopy
collopyc@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/history_syllabi_fall_2015

Recommended Citation
http://www.exhibit.xavier.edu/history_syllabi_fall_2015/9

This Restricted-Access Syllabus is brought to you for free and open access by the History Syllabi 2015 at Exhibit. It has been accepted for inclusion in History Syllabi Fall 2015 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
Office: 610B Schott Hall  
Phone:  

Course Description:
This course will explore the history of the American military from the colonial period to the present, focusing on the interaction between society, politics, and war, and how that interaction has shaped military policy and the fighting forces. Using both primary and secondary sources and both conventional and non-conventional operations, the course will investigate the evolution of military strategy and major technological innovations, and how these have affected the lives of ordinary soldiers.

Required Text:

Course Objectives:
The following are the expected outcomes for students who attend class regularly, are prepared, and participate:
1. Understand the past on its own terms
   Students will be able to articulate how early societies differed, sometimes fundamentally, from contemporary societies.

2. Change over time and historical processes
   Students will be able to comprehend the significance of change over time and be able to explain the historical processes that have transformed the past into the present world we inhabit.

3. Interpret sources
   Students will be able to work individually and in groups to analyze and interpret a variety of texts, images, objects, and artifacts within their historical context.

4. Oral, written, technological expression
   Students will be able to express historical and historiographical arguments clearly and persuasively orally, in writing, and through technology.

5. Research
   Students will be able to locate and identify primary and secondary texts.

Class Policies:
I will not read or respond to an email that lacks proper grammar, capitalization, or a salutation. While I encourage you to use email for questions about the readings or assignments, I will not accept papers sent through email.
It is your responsibility to regularly check your Xavier email and Blackboard for Announcements.

Students who need any type of accommodations for this course must meet with the DSO (Room 320 University Center) to fill out a form for such accommodations and submit them as early as possible to this instructor.

Respectful behavior is expected of all students in this class. The door will be closed five minutes after class has begun. Because this is a small class, latecomers will be a distraction. Therefore, if you are more than ten minutes late to class you will be considered absent. Likewise, if I am more than ten minutes late to class & you do not wait for me, you will not be considered absent. If you need to leave class early for a legitimate reason, please alert me at the beginning of class. Ringing cell phones are always a distraction – please turn them off and put them away at the beginning of class. Please do not use laptops or other electronic devices during class.

All readings are DUE the day they are listed in the syllabus. For our intellectual study group to be most successful, everyone needs to read the assignments and be prepared to discuss them. Regular attendance and regular participation is the best way to earn a good participation grade. Students are responsible for all class materials, presentations, and readings.

_Academic Honesty:
Xavier policy—_

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.” (from Student Handbook)

_Grades:_
Your grades will be based on the following assignments and will be out of 500 points:

| Participation | 100 |
### Final Exam
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle Analysis (2)</td>
<td>80</td>
<td>A – 450-500</td>
</tr>
<tr>
<td>Book Review</td>
<td>70</td>
<td>B – 400-449</td>
</tr>
<tr>
<td>Reaction Paper</td>
<td>60</td>
<td>C – 350-399</td>
</tr>
<tr>
<td>Lead Discussion</td>
<td>50</td>
<td>D – 300-349</td>
</tr>
<tr>
<td>Quizzes</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

All of these assignments will be discussed further in a different space.

**Schedule of Classes:**  
The instructor reserves the right to alter this schedule at any time with plenty of warning.

- **Aug. 26**  
  - Introduction
  - Colonial Warfare

- **Aug. 28**  
  - Colonial Warfare
  - For the Common Defense, Chapter 2

- **Sept. 2**  
  - Colonial Warfare
  - For the Common Defense, 44-60.

- **Sept. 4**  
  - Revolution  
  - Battle of Breed’s Hill, Battles of Trenton & Princeton
  - For the Common Defense, 61-76

- **Sept. 9**  
  - Revolution  
  - Cowpen’s, Yorktown
  - For the Common Defense, Chapter 4

- **Sept. 11**  
  - The Early Republic Creates an Army  
  - Battle of Fallen Timbers, Battle of New Orleans
  - Thaddeus Holt, “Checkmate at Mexico City,” in *The Quarterly Journal of Military History* 2 (Spring 1990), 82-93.
  - For the Common Defense, Chapter 5

- **Sept. 16**  
  - Expansion  
  - Battle of San Jacinto, Black Hawk War, General’s Scott’s march to Mexico City

- **Sept. 18**  
  - The Civil War Begins  
  - 1st Battle of Bull Run, Shiloh
  - For the Common Defense, Chapter 5
Sept. 23
The Civil War becomes Revolutionary [Vicksburg – overland campaign, Antietam, Chancellorsville, Fredericksburg]
* For the Common Defense, 181-207

Sept. 25
Union Victorious [Gettysburg, Wilderness, Cold Harbor]

Sept. 30
Policing the Nation [Pullman]
* Reconstruction & Strikebreaking
* For the Common Defense, 228-235

Oct. 2
Winning the West [Sand Creek, Chasing Geronimo]
* For the Common Defense, 218-228

Oct. 7
Imperialism (the Navy & Hawaii)
* For the Common Defense, 236-251

Oct. 9
No Class

Oct. 14
Spanish-American War & Insurgency [Campaign for Cuba]
* For the Common Defense, 252-281.

Oct. 16
Building up the Armed Forces
* For the Common Defense, Chapter 10

Oct. 21
World War One [1st Battle of the Marne, Battle of Tannenburg, Verdun]
* For the Common Defense, 309-322

Oct. 23
World War One [Passchendaele, Cambrai, Meuse-Argonne]
* For the Common Defense, 322-338
Oct. 28  Banana Wars

Oct. 30  Modernizing the Armed Forces
* For the Common Defense, Chapter 12

Nov. 4  World War II, in Europe [Battle of France, Battle of Kursk]
* For the Common Defense, 367-391

Nov. 6  World War II, in the Pacific [Battle of the Coral Sea, Tarawa]
* For the Common Defense, 391-420

Nov. 11  Veteran’s Day, The End of the War [D-day & breakthrough, Operation Market Garden, Battle of the Bulge, Okinawa]
* For the Common Defense, 420-439

Nov. 13  The Cold War
* John Lewis Gaddis, We Now Know: Rethinking Cold War History (New York: Oxford University Press, 1997), 152-188.
* For the Common Defense, 440-453

Nov. 18  The Korean War and the New Look [Inchon Landing]

Nov. 20  Into Vietnam [Dien Bien Phu]
* For the Common Defense, 507-522

Nov. 25  No Class – Thanksgiving
Nov. 27  No Class – Thanksgiving

Dec. 2  Vietnam [Battle of Ia Drang, Tet Offensive]
* Ang Cheng Guan, “Khe Sanh—From the Perspective of the North Vietnamese Communists,” in *War in History* 2001 8 (1), 87-98.
  * For the Common Defense, 522-543

Dec. 4  Getting Out [1972 Easter Offensive]
  * For the Common Defense, 543-568

Dec. 9  The End of the Cold War [Yom Kippur War, Invasion of Granada]
  * For the Common Defense, 569-605

Dec. 11 New Challenges [Operation “Urgent Fury”, Operation “Just Cause”]
  * For the Common Defense, 606-632

Final Exam will be a take-home essay due at the regular exam time.