American Military History

History 4565/4565G

Prof. Allan R. Millett

Dept. of History, the University of New Orleans

Class hours: 3 p.m. – 4:15 p.m. Tuesdays and Thursdays

Room: LA 113, (504) 280-6152

Spring, 2009
American Military History

The purpose of this course is to understand the development of the political, economic, and social culture of the United States of America through the study of the nation’s three most significant wars, measured by their impact on American domestic life. Other wars certainly influenced American foreign policy (the war with Mexico, the war with Spain, World War I, and the Korean War), but had more limited impact on domestic life. Although this course does not deal with these foreign wars in depth, they are covered in the reading. Defense policy and institutions will be covered in both lectures and readings.

Student mastery of the course material will be evaluated by two in-class essay examinations and an end-of-course essay paper that will serve as a final examination, due during University final exam week, May 4-9. I will announce the exact schedule for the final in class. The hour exam dates are included in the class syllabus.

Additional class policies dictated by the University are attached to the syllabus.

Four books are required reading for this course:


All of these books are available in paperback, new or used.
PART I: The 18th Century War: The American Revolution, 1763-1815.

1st week  
Jan 13: Introduction to U.S. Military History
Jan 15: The Colonial Wars, 1607-1763

2nd week  
Jan 20: The Road to Revolution, 1763-1775
Jan 22: The Road to Revolution, 1763-1775

3rd week  
Jan 27: The War for Independence, 1775-1783
Jan 29: The War for Independence, 1775-1783

4th week  
Feb 3: The War for Independence, Consequences
Feb 5: Securing Independence, 1783-1812

5th week  
Feb 10: Securing Independence, 1812-1815
Feb 12: EXAM

Reading:  
Millett and Maslowski, For the Common Defense,
Introduction, Chapters 1-4
Robert Middlekauff, The Glorious Cause: The American Revolution,
1763-1789
PART II: The 19th Century War: The Civil War, 1850-1877

6th week  
Feb 17: Continental Expansion, 1815-1861  
Feb 19: Expansion, Slavery, and Regional conflict, 1850-1861

7th week  
Feb 24: No class/Mardi Gras  
Feb 26: Civil War

8th week  
Mar 3: Civil War  
Mar 5: Civil War

9th week  
Mar 10: Civil War  
Mar 12: Civil War

10th week  
Mar 17: Civil War  
Mar 19: Examination

Reading: Millett and Maslowski, For the Common Defense, Chapters 5-7  
James M. McPherson, Battle Cry of Freedom
## PART III: The 20th Century War: World War II

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>11th</td>
<td>Mar 24:</td>
<td>Defense and the New American Nation, 1876-1914</td>
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<td>Mar 26:</td>
<td>The U.S. and World War I and Its Aftermath</td>
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<td>12th</td>
<td>Mar 31:</td>
<td>The Origins of World War II</td>
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<td>Apr 2:</td>
<td>World War II, 1937-1941</td>
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<td>13th</td>
<td>Apr 7-9:</td>
<td>Spring Break, no classes</td>
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<tr>
<td>14th</td>
<td>Apr 14:</td>
<td>The U.S. and World War II</td>
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<td>Apr 16:</td>
<td>The U.S. and World War II</td>
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<tr>
<td>15th</td>
<td>Apr 21:</td>
<td>The U.S. and World War II</td>
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<td>Apr 23:</td>
<td>The U.S. and World War II</td>
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<tr>
<td>16th</td>
<td>Apr 28:</td>
<td>The Aftermath of World War II</td>
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<td>Apr 30:</td>
<td>The Aftermath of World War II</td>
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<td>FINAL EXAM:  May 5-7</td>
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Reading:  
Millett and Maslowski, *For the Common Defense*, Chapters 8-17  
David Kennedy, *The American People and World War II*
Class Policies and Administration

1. Grading. A final grade will be determined by the student’s performance on the graded exercises. It will be determined in the following grade distribution:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>First Exam</td>
<td>25%</td>
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<tr>
<td>Second Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>50%</td>
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2. The evaluation process will be conducted as follows:

   a. The two classroom examinations will be one-question essay exams that may be written or electronically produced/printed at class time. The question will be distributed at class time.

   b. The final examination will be a comprehensive essay question covering all the course content. It will be a “take home” examination. The paper should not exceed thirty double-spaced pages. Stylistic and grammatical performance counts. The exam will be due on the day of the scheduled final exam. Additional reading will be favorably viewed.

   My grading is determined by ideal standards and relative standards. Ideal standards are determined by my perception of what you should know from the readings and classroom discussions, in turn influenced by other students’ work in this class over forty years in state university teaching. The relative standard is shaped by my judgment of the comparative performance of the students in this class. I compare graduate students and undergraduates to their peer groups, not each other. Graduate students will have a more demanding additional reading assignment. I am also influenced by demonstrated effort and test improvement. I have no predetermined scheme for grade distribution. A scale is useful for weight control, not evaluation.

c. Academic Integrity. Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and
examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The Code is available on-line at: http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm
If you have questions on the nature of plagiarism, please see me.

d. **Attendance Policy.** This class will be taught in an interactive manner. Your attendance at every class session is especially important. Your final grade will be affected by your attendance since I am influenced by those who come to work.

e. **Classroom Conduct.** Be in class on time. There is no excuse for repeatedly arriving late. Parking is often a hassle; allow enough time for it. Cell phones must be turned off before class begins. Feel free to ask questions during class, but please do not ask other students, as talking disturbs the concentration of other class members. Civility in the classroom and respect for others is essential in an academic environment. You may not agree with everything that is discussed in the classroom, but I expect courteous behavior.