

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**



## 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:

Allan R. Millett and Peter Maslowski. For the Common Defense: The Military History of the United States of America. Rev. ed., New York: The Free Press, 1991.

Robert Middlekauf, The Glorious Cause: The American Revolution, 1763-1789. Rev. ed., New York: Oxford University Press, 2005.

James M. McPherson. Battle Cry of Freedom: The Civil War Era. New York: Oxford University Press, 1988.

David M. Kennedy. Freedom from Fear: The American People in Depression and War, 1929-1945 2 vols., New York: Oxford University Press, 2000-2003. Vol. II, The American People and World War II (2003).

All of these books are available in paperback, new or used.

**PART I: The 18<sup>th</sup> Century War: The American Revolution, 1763-1815.**

- 1<sup>st</sup> week      Jan 13: Introduction to U.S. Military History  
                    Jan 15: The Colonial Wars, 1607-1763
- 2<sup>nd</sup> week      Jan 20: The Road to Revolution, 1763-1775  
                    Jan 22: The Road to Revolution, 1763-1775
- 3<sup>rd</sup> week      Jan 27: The War for Independence, 1775-1783  
                    Jan 29: The War for Independence, 1775-1783
- 4<sup>th</sup> week      Feb 3: The War for Independence, Consequences  
                    Feb 5: Securing Independence, 1783-1812
- 5<sup>th</sup> 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 19<sup>th</sup> Century War: The Civil War, 1850-1877**

- 6<sup>th</sup> week      Feb 17: Continental Expansion, 1815-1861  
                    Feb 19: Expansion, Slavery, and Regional conflict, 1850-1861
- 7<sup>th</sup> week      Feb 24: No class/Mardi Gras  
                    Feb 26: Civil War
- 8<sup>th</sup> week      Mar 3: Civil War  
                    Mar 5: Civil War
- 9<sup>th</sup> week      Mar 10: Civil War  
                    Mar 12: Civil War
- 10<sup>th</sup> 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 20<sup>th</sup> Century War: World War II**

11<sup>th</sup> week      Mar 24: Defense and the New American Nation, 1876-1914

Mar 26: The U.S. and World War I and Its Aftermath

12<sup>th</sup> week      Mar 31: The Origins of World War II

Apr 2: World War II, 1937-1941

13<sup>th</sup> week      Apr 7-9: Spring Break, no classes

14<sup>th</sup> week      Apr 14: The U.S. and World War II

Apr 16: The U.S. and World War II

15<sup>th</sup> week      Apr 21: The U.S. and World War II

Apr 23: The U.S. and World War II

16<sup>th</sup> week      Apr 28: The Aftermath of World War II

Apr 30: The Aftermath of World War II

FINAL EXAM:      May 5-7

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:

First Exam	25%
Second Exam	25%
Final Exam	50%

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](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.