

The University of Texas at Tyler
Department of History
HIST 4329—Early American Military History

COURSE DESCRIPTION: This is an overview of United States military history from the colonial period to 1900. This course focuses on the creation of American military institutions, the origins of policy-making and maintenance of civilian control over that process, the interrelationship between foreign and military policy, and the general conduct of war. Students will achieve an understanding of the main developments in American military history, the ways in which these developments reflected or shaped developments in general American history, and how political and societal changes have influenced the nature of American military conflicts.

COURSE OBJECTIVES: To obtain a better understanding of the events, people, and ideas that helped shape the military affairs of the United States from the colonial period through the Spanish-American War. More specifically:

- 1) To discover the importance of studying U.S. military history. Why study military history when there are so many other important historical fields? You should discover your own answers to these questions throughout the semester.
- 2) To gain an appreciation for the influence of the period under study in this course on the events of today. How did colonial military traditions and beliefs influence the formation and shape of the American government after the Revolutionary War? How did the various wars to the 20th century change the United States?
- 3) To recognize the monumental changes in tactics, strategy, national policy, weaponry, and technology in the 18th and 19th centuries that influenced the evolution of American military. How did advances in communication, transportation, and technology alter the battlefield and the world power structure?

TEXTS:

- **Allan R. Millett & Peter Maslowski, *For the Common Defense* (1994)**
- **Richard McMurry, *Atlanta, 1864* (2001)**
- **Robert Remini, *The Battle of New Orleans* (2002)**

GRADING:

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| ▪ Midterm Exam | 30% |
| ▪ Final Exam | 30% |
| ▪ Book Review | 10% |
| ▪ Book Test | 10% |
| ▪ Movie Project | 10% |
| ▪ Class Participation | 10% |

Generally speaking, a grade of 90.00% corresponds to a borderline A- and 89.99% to a B+; 80% is the line between a B- and a C+ and so on. **GRADES WILL NOT BE CURVED IN THIS COURSE.**

EXAMS & QUIZZES:

Two exams will be given during the semester. Exams will be comprised of matching, identification and essay. Each test will focus on lectures and assigned readings.

BOOK REVIEW:

Students are required to read two monograph studies dealing with Early American Military History this semester. For the first book, students will be required to write a 3-4 page review essay on **Robert Remini, *The Battle of New Orleans*** (2000). A detailed description of the essay requirements will be distributed later during the semester. **The essay is worth 10% of student's overall grade** and will be due on Students who fail to turn in the assigned review will be penalized a letter grade a day (including weekends) until the professor personally receives the assignment (sorry no emailed papers). A more detailed preparation guide will be forthcoming.

BOOK TEST:

Students are required to read two monograph studies dealing with Early American Military History this semester. In lieu of book reviews/reports for the second book, **Richard McMurry, *Atlanta, 1864***, students will take an essay test dealing with that particular study. **The test is worth 10% of student's overall grade and will be administered on** On the date of the test students will have been expected to have read the entire book and thus be prepared to write on a series of essay topics dealing with the work. The purpose of these tests is for students to have a grasp of some of the overarching concepts dealing with American Military History. **No study guides will be available prior to the exam.**

THE AMERICAN MILITARY IN THE MOVIES PROJECT:

Films have arguably been the dominant cultural expression of the twentieth century. The power of films, and to a lesser extent other forms of popular culture, to express and influence popular attitudes is self-evident. Since at least the 1910s, films have had the power to reach vast audiences, audiences who never experienced a war or visited a military museum or historical shrine in the United States as a tourist. That films have profoundly influenced perceptions of how wars are fought among Americans is beyond question. But to determine the extent films revise, distort, or alter or excessively praise the American military is the goal of this course project. Students must choose, acquire, and view (on their own time, of course) **ONE** of the assigned movies and write a comprehensive **four-to-five page** analytical review of the experience, **worth 10% of the overall grade**. The project is due on the last day of class. **A more detailed preparation guide will be forthcoming.** The list of films that have shaped perceptions of the American military and its history includes:

- *The Last of the Mohicans* (1992)—French and Indian War
- *Revolution* (1985)—American Revolution
- *The Crossing* (2000)—American Revolution [A&E film]
- *One Man's Hero* (1999)—Mexican-American War
- *Gods and Generals* (2003)—Civil War
- *The Outlaw Josey Wales* (1976)—Civil War
- *Cold Mountain* (2003)—Civil War
- *Ride with the Devil* (1999)—Civil War
- *How the West was Won* (1956)—Indian Wars
- *Fort Apache* (1948)—Indian Wars
- *She Wore a Yellow Ribbon* (1950)—Indian Wars
- *The Rough Riders* (1997)—Spanish American War

No substitutions allowed to this list.

CLASS PARTICIPATION COMPONENT:

Ten percent of your grade will be based on a subjective class participation component. I will occasionally call on students to answer questions or to explore themes related to the individual topics. From time to time, the professor will pose questions to the class, but feel free to initiate your own comments and ask questions related to course material, and respond to the questions and comments made by others.

Since participation in class is expected, I will keep track of who shares in discussion, who attempts to dominate discussion, and who says next to nothing. Obviously, since you have to attend class to contribute to the class, there will be a strong emphasis on attendance for the class participation component. The professor will check attendance on a daily basis and use this to correlate this portion of the overall grade.

MAKEUP EXAM POLICY:

Tests may not be taken early. Students must arrange work schedules and last-minute travel plans in order to take the exams on the scheduled dates. There are no make-ups unless you have some kind of documented medical emergency, in which case all make-ups will be given at the end of the semester at the same time as designated by the professor. Students who have “last-minute” travel plans/vacations and need to take an exam early will be referred to this portion of the syllabus.

Make-up exams will be given only to students who in my opinion have a legitimate excuse, such as a severe illness, or absence due to a University-sponsored activity. No excuses will be accepted more than 48 hours after the scheduled test date and the burden of supplying sufficient documentary proof rests upon the student. Make-up tests are given at the end of the semester on a designated date of. Students will be allowed only one makeup exam on that date. Due to material restrictions the number of choices for the identifications and essay questions will be limited; thus, the makeup exam/quiz will be composed of an all-essay format covering the same material. It is the student’s responsibility to prepare for such a test.

CLASS DEPARTMENT:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the professor; students are prohibited from engaging in any other forms of distraction (talking, reading the newspaper, etc.). Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

WITHDRAWALS:

It is your responsibility to understand The University of Texas at Tyler’s procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. Please consult the Registrar’s office for deadlines and procedures.

STUDENTS WITH DISABILITIES:

“If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579).” Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

CLASSROOM POLICY AND EXPECTATIONS:

Students are required to do the assigned reading and come to class prepared to ask questions or participate in discussion of course material if desired. Students unwilling to participate in lecture and class discussion formats should not enroll in the course. Class discussion is the essential mode of instruction in this course. Students are expected to participate actively in discussion and to respect the ideas of all participants.

Students are expected to complete written assignments on time. Late assignments will be penalized a letter grade a day. Assignments turned in after the beginning of class will be designated as late. A penalty of a letter grade a day (including weekends) will accrue until the professor personally receives the assignment. Please take note of pre-existing medical conditions, computer/printer difficulties, job conflicts, and travel plans, etc. when viewing the course requirements. **There will be no exceptions to the late penalty.**

LECTURE POLICIES:

Questions during lecture: Often I will ask the class if there are any questions on the material we are covering, and you should feel free to ask whatever you want during that time. During lecture, you are encouraged to raise questions on the material at any point. Should you have additional questions that are not pertinent to the rest of the class or if you feel uncomfortable asking them during class, please come by my office hours.

Questions after Class: I encourage students to use office hours or to set appointments to discuss course material or any other university-related matter. Please do not hesitate to visit me during my office hours, even if you do not have specific questions. Professors have office hours for the benefit of their students, but sometimes students' schedules conflict with those times. Feel free set up appointments or to email me or leave clear phone messages as well with any questions or concerns.

GRADE REPLACEMENT:

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog, p. 35)

REPORTING OF GRADES:

No grades will be given out by phone or email, as this can potentially violate student confidentiality. All grades will be posted via the university password protected **CAMPUSCONNECT**.

INCOMPLETES:

It is the professor's prerogative to not grant incompletes for any reason. Students must acknowledge this model if they are to enroll in History 4329.

WHAT I EXPECT FROM YOU:

1. Please try not to be late to class. We only have limited time—we can't afford any distractions. If there is a reason why you must be late, try to be quiet as you come in.
2. Take all exams and quizzes on the scheduled dates. All make-ups are left for the end of the summer session and are subject to professor's approval. Visit office hours if you need help or have additional questions.
3. Please be considerate of the opinions of your fellow classmates.

WHAT TO EXPECT FROM ME:

1. My lectures will be well-prepared and organized.
2. I will see that your papers and exams are graded promptly and accurately and I will remain accessible throughout the semester and hold office hours regularly.
3. I will remain accessible for questions during office hours.

NOTE:

- **Please do not bring a tape recorder to class unless you can provide some documentation for a disability.**
- **Feel free to e-mail me in regard to anything related to the class, the topic, or professional matters.**
- **This syllabus is subject to change at the professor's discretion. All changes will be provided verbally in class.**

It is understood that remaining in this class constitutes an agreement to abide by the terms outlined in this syllabus and an acceptance of the requirements outlined in this document.

Schedule for Lecture Topics (subject to change)

Date	Lecture	Topic	Assigned Reading
01	Course Description/Uneasy Relationship		Millett & Maslowski pgs., xi-xiv; 1-19
02	Americans in the British Wars for Empire		M & M , pgs. 13-19, 23-46
03	The Road to Revolution and Mobilization		M & M , pgs., 51-65
04	The American Revolution—1776-1778		M & M , pgs., 65-73
05	The American Revolution—1779-1783		M & M , pgs., 73-83
06	The Impact of The Revolutionary War & the Constitution		M & M , pgs., 88-95
07	Military Policies of the Federalists		M & M , pgs., 95-104
08	Mr. Jefferson's War, The Origins of the War of 1812		M & M , pgs., 104-119
09	The War of 1812 II Book Review Due: Remini, <i>The Battle of New Orleans</i>		M & M , pgs., 123-137, 141-144
10	Professionalization & Change in the Military		M & M , pgs., 137-152
11	Mr. Polk's War		M & M , pgs., 144-153
12	The Mexican American War		M & M , pgs., 152-157
13	The Onset of the Civil War		M & M , pgs., 162-184
	MIDTERM EXAMINATION		
14	Turning Point I: Antietam		M & M , pgs., 185-200
15	Turning Point II: Gettysburg and Vicksburg		M & M , pgs., 211-219
16	The Guerrilla War Book Test—McMurry, <i>Atlanta, 1864</i>		M & M , pgs., 203-211, 223-229
17	Turning Point III: The Atlanta Campaign and Hard War		M & M , pgs., 229-240
	LAST DAY TO WITHDRAW WITH AN AUTOMATIC "W"		
18	By Sea or By River: The Naval War, 1861-1865		M & M , pgs., 219-223
	Reconstruction and Occupation Duty		M & M , pgs., 248-251; 257-265
20	The Army and the Indian Wars I		M & M , pgs., 251-257
21	The Army and the Indian Wars II		M & M , pgs., 251-257
22	The Decline and Rise of the U.S. Navy		M & M , pgs., 266-270; 275-280
23	Expansion and the Spanish-American War		M & M , pgs., 265-266; 284-292
	Reading Day—No Class Scheduled		
	THANKSGIVING HOLIDAYS—NO CLASSES SCHEDULED		
24	"The Splendid Little War," 1898-1902		M & M , pgs., 292-304
25	The Philippine War		M & M , pgs., 305-313
26	The American Military at the Turn of the Century		M & M , pgs., 270-275; 316-334
27	Summary Day		

FINAL EXAMINATION: