

The University of Texas at Tyler
Department of History
HIST 4330: Modern American Military History

COURSE DESCRIPTION:

This is an overview of United States military history from the late 19th century to the present, emphasizing the concepts of race and ideology in American warfare. This course focuses on how race and ideology influence the origins of policy-making and the interrelationship between foreign and military policy. 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.

GOALS:

- Students will achieve a deeper understanding of the complicated nexus between race and war
- Students will also develop a comprehension behind the theme of war and how it serves as a consideration of how the rhetoric of war has figured into racial politics and policy making
- Students will be familiar with how wars (foreign and domestic) have transformed the racial geography of the nation and how race continues to inform contemporary debates

BOOKS:

- **Allan R. Millett & Peter Maslowski, *For the Common Defense: A Military History of the United States*, (New York: Free Press, 1994) ISBN: 0029215978**
- **Jane Samson, *Race and Empire* (2005) ISBN: 0582418372**
- **John Dower, *War Without Mercy: Race and Power in the Pacific War* (1986) ISBN: 0394751728**
- **Michael Walzer, *Arguing About War* (2005) ISBN: 0300103654**

BLUE BOOK SUBMISSION REQUIREMENT:

All students must submit **FIVE** 8" x 11.5" examination books (bluebooks) no later than 3:00 p.m. on. Bluebooks will be used for the exams. Please write your full name & the course number on the **back** of each blue book in **pencil**. **Do not** write anything on the front since they will be redistributed randomly during exam time. Students who fail to submit blue books on time will have 10 points subtracted from their first test grade. Students who fail to follow instructions will have 5 points subtracted from their first test grade.

GRADING:

A midterm exam worth 20% will include essay and identification questions. The final exam is worth 20% of the course grade and will be comprehensive. A 10 to 12-page research paper, three book exams on individual monographs, and the average of unannounced reading quizzes (from a total of 10-16) will be worth 5% of the overall grade. A class participation component is worth 5% of the final grade.

- | | |
|------------------------------------|----------------|
| ▪ Midterm Exam | 20% |
| ▪ Final Exam | 20% |
| ▪ 10-12-page Research Paper | 20% |
| ▪ Monograph Tests | 30% (10% each) |
| ▪ Textbook Reading Quizzes | 5% |
| ▪ Class Attendance & Participation | 5% |

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. No extra credit will be accepted to substitute for poor test grades.**

EXAMS & QUIZZES:

Two exams will be given during the semester. Exams will be comprised of matching, short identification and essay. Each test will focus on lectures and assigned readings. In order to keep up with the course material, approximately 5-10 reading quizzes, based exclusively from the assigned pages in the **Millett and Maslowski** textbook for that particular date will be administered throughout the session. Students are given an assigned reading schedule in their syllabus which must be adhered to throughout the semester. Consequently, students will be quizzed on the assigned reading material for that date. The quizzes will be **unannounced** and subject to being administered at the beginning **or** the end of class. The two lowest quiz grades will be dropped and the remaining average will be worth 5% of the student's final grade. **Due to the nature of the textbook quizzes, there will be NO make-ups for ANY reason whatsoever (arriving late, car trouble, etc., for example, will not merit a makeup quiz). Students who are not prepared to deal with this component should consider withdrawing from the course.**

MONOGRAPH TESTS:

Students are required to read three monograph studies dealing with race and war this semester. In lieu of book reviews/reports, the students will take three essay 50-minute tests dealing with each particular study. On the date of each test—students will have been expected to read the entire book and write on a series of essay topics dealing with the work. No study guides will be available prior to each exam.

RESEARCH PAPER:

Students are required to write a 10-12 page research paper on a topic dealing with race and the ideology of warfare since the Civil War. The paper may be an analysis of an event, group, or issue. The final version of your paper will be graded for: originality, style, quality of research (including use of primary sources), analysis and interpretation, and overall impression. Students will not be allowed to write biographical papers on individuals related to the various military conflicts of the United States. A more detailed research paper guideline will be provided later in the semester.

CLASSROOM HONESTY:

In my courses all students are responsible for adhering to a certain standard of behavior when it comes to honesty and plagiarism. I expect each individual to adhere to these standards so that every member of the class knows that his or her work is being held to an equal standard. A student who cheats or plagiarizes in any fashion will receive an "F" for the course. The university's guidelines can be read online at (<http://www.uttyler.edu/mainsite/conduct.html>).

CLASS ATTENDANCE & 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. 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 participate, there will be some consideration for attendance. The class participation rubric is as follows:

Outstanding Contributor (A): Contributions in class reflect excellent preparation. Ideas offered are always substantive, provide major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor (B): Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor (C): Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant (D): While attending, this person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor (F): Contributions in class reflect inadequate preparation or infrequent attendance. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Student is usually at a loss to answer questions or bring up any of the assigned readings. If this person were not a member of the class, the quality of discussion would not be changed.

Students are also subject to having points deducted from their class participation component for arriving late and/or disrupting the class.

STUDENTS WITH DISABILITIES:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. I will make every reasonable accommodation to assist students with disabilities. It is the responsibility of the student to let me know of the disability for accommodation to his/her needs. If you have a disability, including a learning disability, for which you request an accommodation, 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 accommodations must provide documentation for 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 111. The telephone number is 566-7079 (TDD 565-5579).

CHOOSING A PAPER TOPIC:

We will discuss the possible paper topics in the third week of class and topics must be selected by the tenth day of class. Upon approval of paper topic, students must turn in a written prospectus, an outline, and a working bibliography of their subjects on. Although the discussion topics provide some guidance for papers, students will not be restricted to approaches covered in class. The professor will have to approve the final research paper topic or assign one if necessary.

WRITING YOUR RESEARCH PAPER:

You have an ample choice of topics for this paper, within the limits of the subject matter of this course. You must come in and talk to me about your paper, and discuss the sources you will be using. It is not enough to say to me as we are walking out of the classroom one afternoon “*Professor Mendoza, is it OK if I write about Japanese American Internment during World War II?*” You will need to talk things over with me for fifteen minutes, not just a few seconds. After we have talked, you must give me a written statement of your topic, with a list of the main sources you plan to use. There will be a ten-point penalty if you have not given this to me by the proposed deadline of. If it still is not in by, I will either give you yet another ten-point penalty, or else simply hand you a sheet of paper telling you what topic you must write on, and what sources you must use.

If you bring in a preliminary draft of your paper ten days or so before it is due, I will read it and then tell you what needs changing. You can then go home and re-write it. This will almost certainly improve the grades of the few students who bother to take advantage of this offer, so if possible, try to avoid working on the paper until a week before it is due, and then have no time for re-writing.

CLASSROOM POLICY AND EXPECTATIONS:

Students are required to do the assigned reading and come to class prepared to join in discussion. Students unwilling to participate in class discussions 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.

MAKEUP EXAM POLICY:

There is **NO** makeup policy for any of the unannounced reading quizzes. 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 **May 01**. 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.

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.

USE OF EMAIL:

Feel free to e-mail me in regard to anything related to the class, the topic, or professional requests. Please do not e-mail me in regard to specific grades. I will not respond to grade queries for reasons of student privacy, and anything I deem inappropriate or unprofessional. I also retain the right to forward all such e-mails to university officials.

WHAT I EXPECT FROM YOU:

1. Keep up with the readings. **The course has a challenging reading load.** If you fall behind, you will be lost in class and have difficulty catching up in time for exams.
2. Please try not to be late to class. If there is a reason why you must be late, try to be quiet as you come in.
3. Take all exams and quizzes on the scheduled dates. All make-ups are left for the end of the semester.

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 as promptly and accurately as possible.
3. I will remain accessible throughout the semester and hold office hours regularly.

NOTE:

- Please do not bring a tape recorder to class unless you can provide some documentation for a disability.
- This syllabus is subject to change at the professor's discretion. All changes will be provided verbally in class.

POLICY STATEMENT:

IT IS UNDERSTOOD THAT REMAINING IN THIS COURSE (NOT WITHDRAWING) CONSTITUTES AN AGREEMENT TO ABIDE BY THE TERMS OUTLINED IN THIS SYLLABUS AND AN ACCEPTANCE OF THE REQUIREMENTS OUTLINED IN THIS DOCUMENT.

Schedule of Lectures and Readings (subject to change)

Week One: Introduction

Introduction

A New Frontier: American Military Expansion after the Civil War

Readings: Millett and Maslowski, *For the Common Defense*, 265-270

Week Two: Race and Empire

No Class Scheduled—MLK Day

Social Darwinism and American Expansionism in the Victorian Age

“That Splendid Little War”

Readings: Millett and Maslowski, *For the Common Defense*, 284-304

Week Three: New Duties and Reform for the Armed Forces

“It is Not Our Usual Way of Making War”: The Philippine War, 1898-1902

Readings: Millett and Maslowski, *For the Common Defense*, 305-313

Discussion: How to approach your Research Papers

“It is Not Our Usual Way of Making War”: The Philippine War, 1898-1902

Readings: Millett and Maslowski, *For the Common Defense*, 305-313

The Era of Reform, 1902-1915

Readings: Millett and Maslowski, *For the Common Defense*, 316-334

Week Four: American Interventions and Border Conflicts

Expanding Racial Hegemony and Military Interventions

Readings: Millett and Maslowski, *For the Common Defense*, 334-338

Expanding Racial Hegemony and Military Interventions

Readings: Millett and Maslowski, *For the Common Defense*, 334-338

Book Test: Samson, *Race and Empire*

Research Paper Topics must be chosen on this date

Week Five: World War I

Origins of the Great War

“An Innocent Self-Confidence”: The American Expeditionary Force

Readings: Millett and Maslowski, *For the Common Defense*, 346-360

Over There: The Great War in Europe

Readings: Millett and Maslowski, *For the Common Defense*, 360-376

Week Six: The Impact of the Great War

Over Here: Race and Conflict during the Great War

The Interwar Years, 1920-1939

Readings: Millett and Maslowski, *For the Common Defense*, 380-407

The Good Neighbor?: The U.S. and the World

Week Seven: Depression Diplomacy and World War II

The Rise of the Totalitarians The Arsenal of Democracy and the Road to War

Readings: Millett and Maslowski, *For the Common Defense*, 413-419

Pearl Harbor and U.S. Entry into World War II

Readings: Millett and Maslowski, *For the Common Defense*, 419-420

Mobilizing for War

Readings: Millett and Maslowski, *For the Common Defense*, 420-435

Week Eight: World War II

Mobilizing for War (Part II)

Readings: Millett and Maslowski, *For the Common Defense*, 420-435

Midterm Exam—ID section

Midterm Exam—Essay Section

Research Paper Prospectus Due (outline and bibliography included)

Week Nine: The “Good” War?

The Second World War, 1941-1943

Readings: Millett and Maslowski, *For the Common Defense*, 435-446

The Second World War, 1941-1943

Readings: Millett and Maslowski, *For the Common Defense*, 435-446

“Americans All?”: Race and Conflict in the “Good War”

Week Ten: Spring Break ☺

Spring Break—No classes scheduled ☺

Week Eleven: World War II

Case Study: D-Day and the Road to Berlin

Readings: Millett and Maslowski, *For the Common Defense*, 466-474

Citizen Soldiers: The American G.I. in the Second World War

Ending the War in Europe

Readings: Millett and Maslowski, *For the Common Defense*, 474-486

Week Twelve: The End of World War II

Book Test: Dower, *War Without Mercy*

Strategic Bombing and the Bomb

Fighting the Cold War

Readings: Millett and Maslowski, *For the Common Defense*, 494-504

Week Thirteen: Limited Wars and other Conflicts

“To Secure These Rights”: Segregation and the Armed Forces

Readings: Millett and Maslowski, *For the Common Defense*, 505-507

The Forgotten War: Korea, 1950-1952

Readings: Millett and Maslowski, *For the Common Defense*, 508-527

Research and Reading Day: No Class Scheduled

Week Fourteen: America's Longest War

The Forgotten War: Korea, 1950-1952 (Part II)

Readings: Millett and Maslowski, *For the Common Defense*, 508-527

Origins of America's Longest War: Vietnam

Readings: Millett and Maslowski, *For the Common Defense*, 570-578

Research Paper Due Date

Escalation and Conflict

Readings: Millett and Maslowski, *For the Common Defense*, 578-589

Week Fifteen: Modern Wars and their Problems

The Antiwar Movement at Home

Vietnamization and the Vietnam Syndrome

Readings: Millett and Maslowski, *For the Common Defense*, 589-601

Buildup: Arming the Country during the Reagan Revolution

Readings: Millett and Maslowski, *For the Common Defense*, 607-628

Week Sixteen: Modern Wars and their Problems

The First Gulf War

Readings: Millett and Maslowski, *For the Common Defense*, 628-642

Book Test: Walzer, *Arguing About War*

Summary

Week Seventeen: Wrap-up

Makeup Exam Day—No Class Scheduled

COMPREHENSIVE FINAL EXAM