

HIST 460: American Military History – Spring 2017

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Course Time and Place:

This course meets in Slagle 305 on Mondays, Wednesdays and Fridays from 9:00-9:50 a.m.

Office Hours:

Mondays & Wednesdays from 10-11 am, and Thursdays from 8:30-10 am in East Hall 203, although you can arrange to see me any time. Give me a call or send an email. If I'm in, chances are we can meet.

Required Readings:

- Millett, Maslowski and Feis, *For the Common Defense: A Military History of the United States from 1607 to 2012* (2012)
- Ricardo Herrera, *For Liberty and the Republic: The American Citizen as Soldier, 1775-1861* (2015)
- Mitchell Yockelson, *Forty-Seven Days: How Pershing's Warriors Came of Age to Defeat the German Army in World War I* (2016)
- Conrad Crane, *Cassandra in Oz: Counterinsurgency and Future War* (2016)
- *HIST 460 Policy Paper Readings Packet* - available on D2L.

Catalog Description:

Examines the origins and developments of military institutions, traditions, tactics, and practices in the United States from 1775 to the present, including the relation between the armed forces and other government agencies.

Course Objectives:

This course is a survey of American military history from colonial times to the modern day. Because it is a survey course, we will not have the opportunity to give as much attention as you may desire to every important, interesting, and controversial topic. However, we will discuss a wide range of issues about which you will be expected to think and form your own opinions. Military history is about more than generals and battles (what some historians like to call "Guns and Drums History"). We will spend much of our time discussing things like technology, professionalism, administration, and military policy -- the less glamorous but equally important components of a balanced overview of military history. Rote memorization will do you little good in this class; be prepared to think for yourselves, especially when it comes to the policy paper and outside readings. You are strongly encouraged to make use of the instructor's office hours throughout the semester.

Course Requirements:

The instructor expects each student to keep up with the schedule of readings that appears on this syllabus. You will have a much better idea of what's going on if you have done the reading. These assignments, along with information from the lectures and discussions, will provide the material for the exams. There are 400 possible points to be earned in this class. There will be three (3) essay/ID exams. Each exam will be worth 100 points. Bring a big bluebook and pen(s) to each exam. You will also write a 9-12 page policy paper worth 100 points, which is explained in more detail in a required course packet that is posted on D2L. Your course grade is determined by your average and is based on a standard 10-point scale.

Makeups

Makeups must be taken within two weeks of a missed exam and will only be given if the student has a university-approved absence. **It is your responsibility to arrange the makeup.** Unless there are extenuating circumstances, makeups not completed within two weeks will have a score of zero entered on the grade sheet. Students with unexcused absences will not be allowed to take a makeup.

Writing Essay Exam Questions

When writing essays, it is important that you build your answer around some kind of thesis statement. Be blunt and put your thesis in the opening paragraph. The remaining paragraphs should strengthen your thesis while answering the question. I often write essay questions that ask you to explain different aspects of a basic question. You may find it easiest to make each of these aspects the subject of its own paragraph. Be sure to support your essay throughout with details from lectures and your readings. Make it **crystal clear** to me that you understand the material. Finally, include a strong conclusion where you tell me what you just told me in the rest of the essay.

Semester Schedule

Topics and dates are subject to change.

- 09 Jan: Introduction to the Course
- 11 Jan: Topic: The American Military Tradition & Our European Heritage
- 13 Jan: Topic: The Colonial Wars
Assigned Reading: *For the Common Defense*, ch. 1-2.
- 16 Jan: NO CLASS: MLK HOLIDAY
- 18 Jan: Topic: The Revolutionary War: The Continental Army
Assigned Reading: *For the Common Defense*, ch. 3.
- 20 Jan: Topic: The Revolutionary War: Citizen Soldiers & The Course of the War
- 23 Jan: Topic: US Army from 1783-1812
Assigned Reading: *For the Common Defense*, ch. 4.
- 25 Jan: Topic: The War of 1812
- 27 Jan: Topic: American Military Policy, 1815-1845
Assigned Reading: *For the Common Defense*, ch. 5.
- 30 Jan: Topic: The Mexican War
- 01 Feb: Topic: The American Way of War, 1848-1861
- 03 Feb: Topic: Civil War Strategy
Assigned Reading: *For the Common Defense*, ch. 6-7.
- 06 Feb: Topic: Army Organization from 1865-1898
Assigned Reading: *For the Common Defense*, ch. 8.
- 08 Feb: Topic: Army Missions from 1865-1898
- 10 Feb: **EXAM I** - Essay question on Herrera, *For Liberty and the Republic*
- 13 Feb: Topic: The Spanish-American War
Assigned Reading: *For the Common Defense*, ch. 9.
- 15 Feb: Topic: The Philippine Insurrection and Guerrilla War
- 17 Feb: Topic: Army Reform, 1900-1917
Assigned Reading: *For the Common Defense*, ch. 10.
- 20 Feb: NO CLASS: PRESIDENT'S DAY HOLIDAY

- 22 Feb: Topic: The Changing Face of War, 1865-1914
- 24 Feb: Topic: America Prepares for the Great War
- 27 March: Topic: The AEF in the Great War
Assigned Reading: *For the Common Defense*, ch. 11.
- 01 March: Topic: WWI Airpower & the Origins of Strategic Air Doctrine
- 03 March: Topic: Strategic Bombing Doctrine
Assigned Reading: *For the Common Defense*, ch. 12.
- SPRING BREAK
- 13 March: **PAPERS DUE**
Topic: Interwar Land Defense Policy, 1919-1941
- 15 March: Topic: WWII: American Grand Strategy
Assigned Reading: *For the Common Defense*, ch. 13-14.
- 17 March: Topic: WWII: Manpower & Doctrine
- 20 March: Topic: WWII: The Air War
- 22 March: **EXAM II** - Essay question on Yockelson, *Forty-Seven Days*
- 24 March: Topic: Post-War Military Policy & Containment
Assigned Reading: *For the Common Defense*, ch. 15.
- 27 March: Topic: The Korean War: Background & Status of American Forces
- 29 March: NO CLASS: SOCIETY FOR MILITARY HISTORY MEETING
- 31 March: NO CLASS: SOCIETY FOR MILITARY HISTORY MEETING
- 03 April: Topic: The Korean War: The Course of the War
- 05 April: Topic: The New Look, 1953-1960
Assigned Reading: *For the Common Defense*, ch. 16.
- 07 April: NO CLASS
- 10 April: Topic: The Kennedy Years
- 12 April: Topic: The Vietnam War, 1954-1968
Assigned Reading: *For the Common Defense*, ch. 17-18.
- 14 April: NO CLASS: EASTER BREAK
- 17 April: Topic: The Vietnam War, 1968-1975
- 19 April: Topic: The Air War in Vietnam
- 21 April: Topic: The Post-Vietnam Army, 1976-1989
Assigned Reading: *For the Common Defense*, ch. 19.
- 24 April: Topic: The Post-Cold War Army, 1990-present
Assigned Reading: *For the Common Defense*, ch. 20.
- 26 April: Topic: Iraq War 2003 and Civil/Military Tension
Assigned Reading: *For the Common Defense*, ch. 21.
- 28 April: Topic: From COIN to the "Next War"
- 02 May: **FINAL EXAM** – 10 am-noon. Essay question on Crane, *Cassandra in Oz*

Diversity and Inclusive Excellence:

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodations:

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389

Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

College of Arts & Sciences Academic Integrity Policy:

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook. No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

KEEP THIS SYLLABUS AND REFER TO IT OVER THE COURSE OF THE SEMESTER.
WHEN IN DOUBT, ASK QUESTIONS.

Updated 4 January 2017

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Spring 2017
Policy Paper Guidelines

The Scenario:

It is the fall of 1939. The Far East has been embroiled in war since 1937, with Japanese forces actively campaigning in China. Europe is a powder keg: the Spanish Civil War has ended, with the Fascists coming out on top; Germany has invaded Poland, leading to a declaration of war by Britain and France; Italy has become increasingly belligerent, especially in North Africa; and the Soviets are frantically beefing up their military after having struck a deal with Hitler that they are sure is only temporary.

In the United States, things are a bit calmer, but military leaders and policy makers are still on edge. Congress has passed neutrality legislation designed to keep the country out of a foreign conflict, but the United States Army is still wary of a future war. As a result, the new Army Chief of Staff, General George C. Marshall, has ordered a reappraisal of army doctrine. Earlier in the year, the army released a tentative version of *Field Manual 100-5: Field Service Regulations*, which defines the army's tactical structure and doctrine. In short, this document describes how the army plans to fight the next war. Marshall, however, is not happy with the current state of *FM 100-5* and wants more input before the document is finalized (which it will be in 1941).

You are a young but promising captain currently attending the U.S. Army Command and General Staff College at Fort Leavenworth, Kansas, where you are learning the skills necessary to command larger units in your branch (infantry) and to integrate/cooperate with units from other branches (field artillery, coast artillery, cavalry, air corps). Officers attending CGSC are asked to think and write about the army and its future regularly, and your class is no exception. This time, however, things are different. Members of your class have been asked to prepare individual policy papers that will be forwarded to General Marshall and fed into the *FM 100-5* rewrite process.

There has been a lot of debate within the army since the Great War about what combat will look like in the future and how the army should organize itself to fight that next war. Much of that debate has happened in the pages of the *Infantry Journal*. As a student at CGSC, you will have access to many key articles (in your reading packet) from that journal. You will also have access to the Joint Board's 1927 *Joint Action of the Army and the Navy* report (in your reading packet) as well student papers written by those who attended CGSC before you (click on the CGSS Student Papers 1930-1936 link at <http://cgsc.contentdm.oclc.org/cdm/>).

The Paper:

You will write a policy paper directed to Army Chief of Staff George Marshall that will outline how the United States Army should prepare to fight a war within the next three years. Your paper should consider (but not be limited to) the following:

- What kind of war should the army expect to fight?
- If the army is going to successfully fight that war, what should the army look like? In other words, what elements should be present in a modern army by the early 1940s?
- How should the army's force structure be organized to fight that war, and how should its major assets be organized relative to each other?
- What does the chain of command look like and why does it look that way?

Over the course of this semester, you will be exposed to the history of the American military and American military policy, and your policy paper should reflect that. We will touch on issues relevant to your policy paper throughout the semester, and I will do my best to help you make connections. Policy makers and strategists (at least the smart ones) have long realized that military history can be instructive when considering future courses of action. It does not provide absolute answers but it can raise important questions and suggest possible approaches to problems. For that reason, it is in your best interest to pay careful attention to relevant issues that will appear in your lectures and readings during the first half the semester.

There is no right answer to this project! Your goal is to produce a plausible proposal based on a solid understanding of American military history up to 1939 rather than what you know about the post-1939 world. Your grade depends on your ability to demonstrate that understanding in a realistic, creative and coherent fashion.

Mechanics:

Paper length is no less than 9 and no more than 12 pages in length. It must be double spaced, typed in a standard 12-point font with appropriate margins, and have page numbers in the upper right hand corner of the page. Your paper must draw upon the *Infantry* Journal articles and Joint Board report in this packet as well as the Command & General Staff College student papers from 1930-1936 (<http://cgsc.contentdm.oclc.org/cdm/landingpage/collection/p4013coll14>). You can also get there from the Combined Arms Research Library main page at <http://cgsc.contentdm.oclc.org/cdm/>.

Endnotes will be based on the Chicago Manual of Style, should start on a separate page after the text, and are not considered part of the 9-12 pages. If you are not familiar with this form of citation, consult the Chicago-Style Citation Quick Guide (http://www.chicagomanualofstyle.org/tools_citationguide.html, also linked from the D2L course page) and then come to me with any questions you might have.

The paper is worth 100 points, or 25% of your final grade. Plagiarism will not be tolerated and will be handled in accord with university policy, which includes the option of course failure. Due date is March 13th. You will submit your paper via D2L. The paper will be graded for grammar and style as well as content. Content, and specifically the argument you construct, is especially important because all of the sources have been identified for you. I've saved you some work in one area (research), but expect more work in the other (writing).