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## HISTORY 427: THE AMERICAN MILITARY EXPERIENCE TO 1902

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Fall 2014  
Univ. of Wisconsin-Madison  
Class Meetings: MWF, 9:55 AM - 10:45 AM  
1121 Mosse Humanities Bldg.

Asst. Prof. John W. Hall  
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(845) 662-1911  
Office hours: M, 3:30 - 5:00 PM

### 1. Course description.

History 427 surveys the American military experience from the 16<sup>th</sup> century through the development of a nascent American “empire” at the turn of the 19<sup>th</sup> and 20<sup>th</sup> centuries. This course adopts a very broad view of both American and military history. In the former regard, we will trace the American military experience not from the English settlement of Jamestown but from the military practices of its indigenous peoples and the various colonial powers that contended for control of the continent. Moreover, this course embraces the scholarship and orientation of the “New Military History,” and we will examine the influence of warfare on all aspects of American society. We will not omit the traditional mainstays of the field—the study of battles and leaders—but we will consider them within the broader context of the American experience. Ultimately, this course will provide an appreciation of how war has shaped America and, in many regards, defined its interaction with the world.

### 2. Course Objectives. Students will understand:

- a. The diverse military traditions that collided in colonial North America and how they evolved in response to each other and technological developments.
- b. How and why American military policies, establishments, and practices evolved over time.
- c. How concepts of identity (to include race, ethnicity, kinship, gender, and religion) influence the character of war and how war can, in turn, influence identity.
- d. Warfare as a human experience endured on the battlefield, at sea, on the homefront, at desolate outposts, and in councils of government.
- e. The significance and persistence of expansion—physical, commercial, and ideological—to American (military) history.
- f. How to analyze, synthesize, and interpret historical process and events.

### 3. Course format.

This course consists of three complementary, core components: lectures, seminar discussions, and readings. To master the course objectives, students must afford each component

sufficient attention. Lectures will address the broad themes, important events, and significant issues in American military history. Readings from Millet, Maslowski, and Feis, *For the Common Defense*, will generally (but not always) align with lecture topics and provide a context for discussion. These readings lack the breadth and depth of the lectures, however, and will not suffice as a substitute for attending class. Moreover, several lectures will address topics covered only fleetingly—if at all—in the assigned reading. Your other course texts provide more thorough treatment of selected topics in American military history and represent various forms of historical writing. These readings, each focused on a different aspect of the American military experience, will provide the basis for weekly seminar discussions. These sessions provide students opportunities to interactively engage the materials and each other. To improve group discussions, students must complete all assigned readings prior to each seminar discussion. The 3-credit option for this course is for graduate students. All undergraduates are encouraged to enroll for 4 credits as they will—regardless of their registration—fulfill the requirements of a 4-credit-hour course.

4. Evening lectures.

Students are required to attend two evening lectures at the Wisconsin Veterans Museum, 30 W. Mifflin Street, per the course schedule below. Students unable to attend due to irreconcilable schedule conflicts must make alternative arrangements with their TA no later than the second week of the course. Students may attend additional evening programming at the Wisconsin Veterans Museum for potential extra credit. A full schedule of these programs is available at <http://www.wisvetsmuseum.com/events/>.

5. Graded requirements. Students will be graded on a 1000-point scale.

a. Seminar participation / quizzes: 150 points.

The quality of seminar discussions is entirely dependent upon student preparation and contributions. Accordingly, Teaching Assistants (TAs) will circulate a discussion question at least four days prior to most seminar meetings. Over the course of the semester, students must respond to at least seven of these prompts with a 300-word essay, submitted on Learn@UW at least twenty-four hours before the respective seminar meeting. Each response is worth 15 points (contingent upon student participation in this meeting). Students will have opportunities to earn the remaining 45 points through unannounced quizzes (but students with unexcused absences will receive zero points for missed quizzes).

b. Lecture quizzes: 50 points.

Student may earn up to 50 points in unannounced quizzes administered during select lectures. As in seminar, students with unexcused absences will receive zero points for missed quizzes.

c. Research proposal: 100 points.

In preparation for the writing requirement (described below), students will submit a research proposal consisting of the following elements:

- (1) A description of your topic and its relevance to the course themes.
- (2) A research question that *deserves to be answered* (i.e. the question is historically significant and the answer is unknown to you).
- (3) An annotated bibliography comprising at least four secondary sources and one *substantial* primary source collection.

**Prof. Hall will discuss this requirement during the 15 September lecture. The proposal is due at the beginning of the 6 October lecture.**

d. Mid-term examination: 200 points.

Students will receive a take-home mid-term examination **in class on 22 October**. Students will answer two essay questions, each worth 100 points. Each essay must present a compelling thesis substantiated by specific historical evidence and demonstrate a mastery of the material covered in lectures, readings, and discussions. Poor writing, grammatical errors, and ineffective organization will result in grade deductions. Exams are due at the beginning of the next class, Friday, 24 October.

e. Writing requirement: 200 points.

Students will write a 7-10 page research paper on any topic that sheds light on some aspect of American military history. Essays must offer an original thesis answering the research question posed in the research proposal, substantiating this argument with evidence from the *best secondary sources available* and at least one substantial collection of primary sources. Students must employ *at least* six additional sources (exclusive of course texts) in researching this paper; superior papers will employ upward of ten sources and demonstrate time spent in the library. This writing requirement will account for 200 points. **Essays are due at the beginning of the 12 November class meeting.**

f. Final examination: 300 points.

Students will take the final examination **from 10:05 a.m. to 12:05 p.m. on 15 December** (location TBD). Students will answer two essay questions (each worth 100 points) and identify the significance of **two** historical events, actors, or artifacts (from a menu of four options, each worth 50 points). Essays must present a compelling thesis substantiated by specific historical evidence, and all answers must demonstrate a mastery of the material covered in lectures, readings, and discussions. Poor writing, grammatical errors, and ineffective organization will result in grade deductions. Students may refer to a single page of printed notes during the exam.

g. Grading summary.

Seminar participation / quizzes:            150 points     15%

Lecture quizzes:	50 points	5%
Proposal:	100 points	10%
Mid-term examination:	200 points	20%
Writing requirement	200 points	20%
Final examination	300 points	30%

h. Grading scheme.

92-100%	A
87-91.9%	AB
82-86.9%	B
77-81.9%	BC
72-76.9%	C
67-71.9%	D
0-66.9%	F

6. Grading standards for written work.

g. Organization:

- i. Does the essay begin with an effective introduction that (a) engages the reader, (b) identifies historical problem under consideration, and (c) posits the student's thesis?
- ii. Do paragraphs comprise discrete ideas defined by identifiable topic sentences?
- iii. Does the student make effective use of transitions (especially between paragraphs)?
- iv. Does the student arrange his or her paragraphs (ideas) in a logical sequence that furthers the argument while maintaining a coherent, chronological narrative?
- v. Does the student conclude with a summary of the essay's most salient findings and (if appropriate) allusions to their broader significance?

h. Use of sources:

- i. Is the student's research adequate?
- ii. Does the student make significant / sufficient use of primary sources?\*
- iii. Does the student over-rely on select secondary sources or non-scholarly sources?
- iv. Does the student make appropriate use of the *best available* (rather than the most conveniently accessible) sources?
- v. Does the student effectively use evidence from these sources to further his or her argument?
- vi. Does the student understand the historiography of his or her topic?\*

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\* Research paper only.

- vii. Does the student make excessive or inappropriate use of direct quotations?
  - i. Overall:
    - i. Does the student present an original, compelling argument substantiated by appropriate historical evidence? Would a general, educated reader find the argument compelling?
    - ii. Does the student demonstrate mastery of the subject matter?
    - iii. Is the essay well written? Would a general, educated reader understand it and enjoy reading it?
    - iv. Is the essay (to include a cover sheet and bibliography) properly formatted in accordance with *The Chicago Manual of Style* and otherwise free of errors?
7. How to succeed in this course.
- g. Do the reading.
  - h. Attend all class meetings (lectures and seminar discussions).
    - i. Be seated and prepared to take notes when class begins.
    - ii. Turn off cell phones in class. Prof. Hall or the TAs will answer phones that ring; repeat offenders will be asked to leave.
    - iii. Coordinate anticipated absences, late arrivals, and early departures ahead of time.
    - iv. Prof. Hall expects personal explanations for unanticipated tardiness immediately following class.
  - i. Contribute to discussions.
  - j. Take notes—in class and while reading. Laptops and tablets are permitted in class for note-taking and referencing purposes only. Prof. Hall reserves the right to revoke IT privileges for those who abuse them.
  - k. Work ahead on all graded requirements and submit them on time. **Late submissions will be penalized 10% the moment they are late with additional 10% deductions every twenty-four hours unless students negotiate an extension prior to the original due date.** Submissions will not be accepted after the return of other students' graded submissions.
  - l. Do your own work. Doing otherwise defeats the purpose of taking the course. Prof. Hall will investigate and punish suspected cases of plagiarism in accordance with Chapter 14 of the University of Wisconsin System Administrative Code.
  - m. Seek assistance from the professor or TA if you are struggling or do not understand the expectations.
8. Course texts. Students are responsible for acquiring the following texts:

Calloway, Colin G., ed. *Our Hearts Fell to the Ground: Plains Indian Views of How the West Was Lost*, The Bedford Series in History and Culture. Boston: Bedford Books of St. Martin's Press, 1996.

- Crane, Stephen. *The Red Badge of Courage*. Clayton, Del.: Prestwick House, 2004.<sup>1</sup>
- Gross, Robert A. *The Minutemen and Their World*. New York: Hill and Wang, 2001.
- Hickey, Donald R. *The War of 1812: A Short History*. Urbana: University of Illinois Press, 1995.<sup>1</sup>
- Millett, Allan R., and Peter Maslowski. *For the Common Defense: A Military History of the United States from 1607 to 2012*. Completely revised and expanded ed. New York: Free Press, 2012.
- Morison, Elting E. *Men, Machines, and Modern Times*. Cambridge, Mass.: M.I.T. Press, 1966.
- Steele, Ian K. *Warpaths: Invasions of North America*. New York: Oxford University Press, 1994.
- Summerhayes, Martha. *Vanished Arizona: Recollections of the Army Life of a New England Woman*. Salem, Mass.: Salem Press, 1911. (Available for free download at [http://books.google.com/books?id=hukTAAAAYAAJ&printsec=frontcover&dq=vanished+arizona&ei=ZQ74SIqDHo3kywT\\_3ND8DA#PPP1,M1](http://books.google.com/books?id=hukTAAAAYAAJ&printsec=frontcover&dq=vanished+arizona&ei=ZQ74SIqDHo3kywT_3ND8DA#PPP1,M1)).
- Watkins, Samuel R. *Co. Aytch: A Confederate Memoir of the Civil War*. New York: Touchstone, 2003.
- Wooster, Robert. *The American Military Frontiers: The United States Army in the West, 1783-1900*. Albuquerque: University of New Mexico Press, 2009.

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<sup>1</sup> Any version of this text is acceptable.

9. Course schedule.

LSN	Date	Topic	Reading
1	9/3	Introduction	M&M, xiii-xviii
<b><i>The Invasion of America</i></b>			
2	9/5	Native American & European Warfare	Steele, 3-36, 110-130
3	9/8	Contact and Conflict	M&M, 1-19; Steele, 37-58, 80-109
S1A <sup>2</sup>	9/8	Seminar Discussion 1	Review readings to date
S1B <sup>3</sup>	9/9	Seminar Discussion 1	Review readings to date
4	9/10	The Contest for Colonial Dominion	M&M, 20-34; Steele; 59-79, 131-174
5	9/12	Endgame: The Seven Years' War	M&M, 34-43; Steele, 151-206
6	9/15	Research Symposium	Steele, 207-47
S2A	9/15	Seminar Discussion 2	Review readings to date
S2B	9/16	Seminar Discussion 2	Review readings to date
<b><i>The American Revolution</i></b>			
7	9/17	A People in Arms	Gross ix-29; M&M, 44-57
8	9/19	Miscalculations: 1775-76	Gross, 30-67; M&M, 58-62
9	9/22	Turning Point: Saratoga	Gross, 68-108; M&M, 62-65
S3A	9/22	Seminar Discussion 3	Gross, 109-32
S3B	9/23	Seminar Discussion 3	Gross, 109-32
10	9/24	Metamorphosis: Valley Forge & the Global War against Britain	Gross, 133-204; M&M, 65-76
11	9/26	Defeat to Victory: Charleston to Yorktown	Gross, 133-204
<b><i>The Early Republic</i></b>			
12	9/29	Founding a Military Establishment	Wooster, 1-38; M&M, 77-89
S4A	9/29	Seminar Discussion 4	Hickey, ix-34
S4B	9/30	Seminar Discussion 4	Hickey, ix-34
13	10/1	To the Shores of Tripoli: The American Navy in the Napoleonic Age	Hickey, 35-76; M&M, 89-95
14	10/3	The War of 1812	Hickey, 77-109; M&M, 95-107
15	10/6	Breaking Indian Power	Wooster, 39-56 <b><i>Research Proposals Due!</i></b>
S5A	10/6	Seminar Discussion 5	Review readings to date
S5B	10/7	Seminar Discussion 5	Review readings to date
<b><i>The Frontier Constabulary, Part 1</i></b>			
16	10/8	Engineers & Explorers	Wooster, 57-77; M&M, 108-126
~	10/10	Compensatory drop—no class	
17	10/13	The Black Hawk War	Primary accounts (Learn@UW)

<sup>2</sup> "A" designates Sections 301 and 302.

<sup>3</sup> "B" designates Sections 303 and 304.

S6A	10/13	Seminar Discussion 6	Review ALL readings to date
S6B	10/14	Seminar Discussion 6	Review ALL readings to date
18	10/15	Indian Removal	Wooster, 78-95; M&M, 126-128
L1	10/16	<i>A Wicked War</i> lecture by Amy Greenberg	7 PM at Wisconsin Veterans Museum
19	10/17	The Mexican-American War	Wooster, 96-117; M&M, 128-141
20	10/20	Expanding Frontiers, Opening Rifts	Wooster, 118-162
S7A	10/20	Seminar Discussion 7	Review readings to date
S7B	10/21	Seminar Discussion 7	Review readings to date
21	10/22	Mid-Term review	
<b><i>The Civil War</i></b>			
22	10/24	America on the Eve of War	Watkins, 3-39; Wooster, 143-62
23	10/27	Rise of the South, 1861-62	M&M, 142-180
S8A	10/27	Seminar Discussion 8	Review readings to date
S8B	10/28	Seminar Discussion 8	Review readings to date
24	10/29	The African-American Experience: Slaves, Soldiers, & "Contraband"	Watkins, 40-80; M&M, 181-190
25	10/31	Turning Point: 1863	Watkins, 81-124; M&M, 190-197
26	11/3	Materiel of the Civil War	Watkins, 125-72
S9A	11/3	Seminar Discussion 9	Review readings to date
S9B	11/4	Seminar Discussion 9	Review readings to date
27	11/5	Fighting the Civil War	Watkins, 173-223
28	11/7	Toward Total War: 1864-65	Watkins, 224-42; M&M, 197-214
29	11/10	Why the North Won	Watkins, 243-48; M&M, 214-17; Start Crane
S10A	11/10	Seminar Discussion 10	Continue Crane
S10B	11/11	Seminar Discussion 10	Continue Crane
30	11/12	Reconstruction	M&M, 228-33; finish Crane <b>Submit writing requirement</b>
L2	11/13	<i>Brothers and Barbarians</i> lecture by Wayne Lee	7 PM at Wisconsin Veterans Museum
31	11/14	Civil War in the Borderlands	Wooster, 163-87; Calloway, 89-105
<b><i>The Frontier Constabulary, Part 2</i></b>			
32	11/17	Plains Indian Warfare	Calloway, 1-88
S11A	11/17	Seminar Discussion 11	Summerhayes, Chapters 1-7
S11B	11/18	Seminar Discussion 11	Summerhayes, Chapters 1-7
33	11/19	"Indian Wars," 1866-73	Wooster, 188-215; Calloway, 105-32; M&M, 218-228
34	11/21	Buffalo Soldiers	Summerhayes, Chapters 8-18
35	11/24	The Sioux War of 1876	Calloway, 133-167; Wooster, 216-37
S12A	11/24	Seminar Discussion 12	Calloway, 168-207; Wooster, 238-75
S12B	11/25	Seminar Discussion 12	Calloway, 168-207; Wooster, 238-75



~	11/26	Compensatory drop—no class	Summerhayes, Chapters 19-25
36	12/1	Martha Summerhayes's World	Summerhayes, Chapters 26-33
S13A	12/1	Seminar Discussion 13	Review Summerhayes
S13B	12/2	Seminar Discussion 13	Review Summerhayes
<i>The Progressive Era</i>			
37	12/3	Strike Breakers	M&M, 234-35
38	12/5	Industrialized Warfare	Morison, vii-44
39	12/8	Roles & Missions in the Age of Mahan	M&M, 236-51; Morison, 98-122
S14A	12/8	Seminar Discussion 14	Review readings to date
S14B	12/9	Seminar Discussion 14	Review readings to date
40	12/10	The Birth of Empire	Morison, 45-66; M&M, 252-81
41	12/12	Final Review	
EXAM	12/15	<b>Final Exam, loc. TBD 10:05 a.m.-12:05 p.m.</b>	