

HIST 503/629: STUDIES IN WESTERN MILITARY HISTORY

1. COURSE DESCRIPTION

Wars are among the most transformative events in any human society. In the United States, for instance, the Revolutionary War, the Civil War, WWI, and WWII still loom large in public and private memory. Numerous western states are currently engaged in many larger and smaller conflicts around the world. Yet, in recent decades, few historians and academic institutions have focused their research and writing on warfare and violent conflict. One explanation for this unfortunate trend is the decisive turn in academia toward social and cultural history since the 1960s. An emphasis on frameworks such as race, class, and gender seemingly does not fit with military history and its focus on politics, organizations, and institutions. Particularly since the Vietnam War, at least in the United States, there is also a widespread concern that teaching and studying warfare entails its glorification.

This course aims to confront these and other developments in historiography but also study key topics such as the Military Revolution, the rise of the British Empire, the American Revolution, the U.S. Civil War, the Eastern Front in WWII, Vietnam, and current Counterinsurgency Warfare in Iraq and Afghanistan. Not including warfare when writing about human society, culture, and politics can lead to a woefully inadequate picture. Moreover, military historians have recently adopted numerous new techniques and methodological frameworks that have propelled the field far ahead and away from the old 'drum-and-bugle' accounts of yesteryears.

In general, this course includes lectures and discussions. Lectures will be enhanced by PowerPoint presentations and some video/documentary material. The format and content explored in this course will enable you to recognize historical arguments, become familiar with major interpretations of Western military history, know the most important people, ideas, and events in Western military history since 1500, understand their significance in today's world, find and analyze primary and secondary sources, and write a research paper. You will learn that warfare cannot be placed in a separate category of horrible human behavior or be seen simply as a terrible exception to otherwise peaceable human progress. Instead, we need to understand that warfare remains a common and central theme of even the world's most advanced societies.

2. ROOM AND TIME

Time: 5.30 – 8.15pm

Days: W

Room: Gottschalk Hall 202

3. OFFICE HOURS

W: 10am – 12pm or by appointment

Room: Gottschalk Hall 102C

4. BLACKBOARD

Check the course's Blackboard page (<http://blackboard.louisville.edu/>) frequently to download material, receive messages, and learn about changes.

5. REQUIRED TEXTS

Available for sale at the bookstore and on Course Reserve in the Ekstrom Library. Some readings will also be available on Blackboard (Rogers, *Military Revolution*). See the Weekly Schedule for reading assignments.

Brewer, John, *The Sinews of Power: War, Money and the English State, 1688-1783*. Paperback edition (Cambridge: Harvard University Press, 1990). ISBN: 0674809300.

Reardon, Carol. *Pickett's Charge in History and Memory*. Paperback Edition. Chapel Hill: University of North Carolina Press, 2008. ISBN-10: 0807854611.

Neimeyer, Charles, *America Goes to War: A Social History of the Continental Army*. Paperback editions (New York: New York University Press, 1997). ISBN-10: 0814757820.

Rogers, Clifford J., ed., *The Military Revolution Debate. Readings on the Military Transformation of Early Modern Europe* (Boulder: Westview Press, 1995). ISBN: 0813320534.

Moore, Harold G. and Joseph L. Galloway, *We Were Soldiers Once – And Young: Ia Drang, The Battle That Changed the War in Vietnam*. Paperback Edition (New York: Presidio Press, 2004). ISBN-10: 034547581X.

Bartov, Omer, *Hitler's Army: Soldiers, Nazis, and War in the Third Reich* (New York et al.: Oxford University Press, 1992). ISBN-10: 0195079035.

6. ADDITIONAL READINGS

Additional readings (see Weekly Schedule below) will be provided online via Blackboard, by copies in class, or through the Course Reserve in Ekstrom Library.

Citino, Robert M., "Military Histories Old and New: A Reintroduction," *American Historical Review* 112, no. 4 (2007): 1070 – 1090.

Keegan, John, *The Face of Battle*. 2nd Paperback edition (New York: Penguin Books, 1978). ISBN: 9780140048971.

Lookingbill, Brad D., ed. *American Military History: A Documentary Reader* (Oxford: Wiley-Blackwell, 2011). ISBN: 9781405190510.

Lynn, John A., *Battle: A History of Combat and Culture*. Revised Paperback edition (Cambridge: Westview Press, 2003). ISBN: 0813333725.

Rid, Thomas, and Thomas Keaney, eds. *Understanding Counterinsurgency: Doctrine, Operations, and Challenges*. New York and Abingdon: Routledge, 2010.

7. COURSE REQUIREMENTS AND GRADING

500-Level	Points	600-Level	Points
I. Research Paper	120	I. Research Paper	170
II. Topic	15	II. Topic	15
III. Annotated Bibliography	20	III. Annotated Bibliography	20
IV. Proposal	25	IV. Proposal	25
V. Outline	30	V. Outline	30
VI. Reading Tests	70	VI. Reading Tests	70
VII. Class Participation	20	VII. Class Participation	20
Total:	300	Total:	350

Grading:

Letter Grade:	Percentage:
A+	100 – 97
A	96 – 94
A-	93 – 90
B+	89 – 87
B	86 – 84
B-	83 – 80
C+	79 – 77
C	76 – 74
C-	73 – 70
D+	69 – 67
D	66 – 64
D-	63 – 60
F	<60

Plagiarism: Students must not plagiarize, which is the use of primary or secondary materials without proper citation in the footnotes, endnotes, or in the work. Plagiarism is theft of intellectual property and results in the immediate failure of the assignment and/or worse. For further discussion and definitions of plagiarism and its penalties, see <http://louisville.edu/a-s/history/plagiarism.html>. All students must consult these statements and are hereby given due notice of this History Department policy. If the instructor should find out about a case of plagiarism in this course, the student will always fail the entire course, not just the assignment and will also be reported to the Dean of the College. All students have the right to appeal these decisions.

Disability clause: All students with a disability who require special accommodations to participate in and complete this course must contact the Disability Resource center (852-6938) for verification of eligibility and for determination of specific accommodations.

Due dates/Make-up Exams: All papers/assignments are due on the dates given in the syllabus (see Weekly Schedule below). The instructor will not accept any late assignments or offer make-up exams without a valid reason (e.g. illness) and documentary proof (i.e. a note from the physician) presented within two workdays after the due date. If you anticipate problems with due dates or exams, inform the instructor during office hours and discuss possible solutions.

I. RESEARCH PAPER

All undergraduate and graduate students will write a research paper (double-spaced; 12p Times New Roman; 1" margins; 10p Times New Roman, single-spaced footnotes in Turabian/Chicago style; no in-text citations or endnotes; incl. a bibliography, title page with name, paper title, course information; page numbers in lower right corner; entire paper stapled in upper left corner). Undergraduate students will write 15 – 25 pages, graduate students 20 – 30 pages (not including title page and the bibliography).

All students will develop their own topic upon consultation with the instructor and following this assignment plan: We will visit the Frazier Museum and the Filson Historical Society in January and also receive an introduction to the George S. Patton Museum that same month. This way, you will learn about various artifacts, documents, collections, stories, events in Medieval/Early Modern European, Kentucky, and Modern U.S. military history. During these visits and introductions, or during your own visits later on, you will pick one artifact, document/collection, story that strikes/excites/inspires you. You will conduct preliminary research on this item/story/event at the institution (Frazier/Filson/Patton) or at Ekstrom Library. Thus, you will develop a general subject for your research paper. You will consult about this subject with the instructor and/or curator/archivist at the institutions. Your subject should fall into one of these categories: Medieval/Early Modern (Frazier Museum), Kentucky (Filson Society), Modern/U.S. (Patton Museum) military history. With your subject in mind, you will go back to the institution and/or Ekstrom Library and conduct additional research among primary and secondary sources. In the process, you will discover one or more problems related to your subject and the artifact/collection/story you have chosen initially. This will be your guiding question from which you will develop a thesis. Over the course of your studies, you might have to revise your thesis, reformulate your questions, or even change your entire topic. Once you have settled on a specific topic and thesis/question, you will conduct further research and start organizing your thoughts into a proposal. Next, you will organize your ideas, thesis, arguments, and evidence into an outline. Finally, you will write your paper and revise it at least twice before handing it in on the last day of class. You cannot submit a final paper without having received full points on II. Topic and IV. Proposal.

A study week during the semester as well as research and writing guides on Blackboard will help you in the process (see Weekly Schedule below). If you have a question, at any time, talk to the instructor. By February, you will also be required to form study groups within class to discuss ideas, share findings, and proofread each other's papers.

II. TOPIC

You will submit a one-page (double-spaced; 12p Times New Roman; 1" margins) description of your topic (incl. a description of the artifact/collection/story that led you to this topic), your preliminary thesis/research questions, and current/planned primary/secondary sources.

III. ANNOTATED BIBLIOGRAPHY

You will collect primary sources as well as secondary literature pertinent to your project. In order to decide which items are important, you will have to skim everything. This means, for instance, that you look closely at the table of content, the introduction, and conclusion of a book in order to determine whether it is important for your project or not. For this assignment, you will list at least ten items according to bibliographical standards of this course (*Turabian/Chicago*) and describe them and their importance in a brief paragraph.

IV. PROPOSAL

This assignment requires you to write a two- to three-page proposal (double-spaced, 12p Times New Roman, 1" margins, no foot- or endnotes) of your research topic for the final paper. It should contain information introducing the reader to the topic and your overall thesis (*What*) as well as the major questions or problems to be discussed (*So What*). Your proposal then needs to say something about your sources and methodology (*How*).

V. OUTLINE

You will write a one-page outline of your final paper. A mass of facts and opinions concerning a subject does not constitute a historical study. Your main goal in writing a paper in history, whether it is based on original research or secondary literature, is to arrange the material you found so that it supports your thesis. An outline will give you the overall plan for your paper and helps you decide the order in which to present your evidence and arguments. It will structure each section of your paper and lead to the final conclusion sustaining your thesis. Consult the online guide to writing outlines in order to decide over the style of outline best suited to your topic and research.

VI. READING TESTS

Up to seven, unannounced tests in this course are designed to quiz you about reading assignments (see the Weekly Schedule below). Usually, these quizzes are very brief and only require you to write short answers or even just answer a few multiple-choice questions.

VII. Class Participation

You will be asked to be present and participate in all classes, prepare the course readings, and contribute to course discussions and activities. In other words, simply sitting in class and raising your hand sometimes will not earn you full points in this category. You are expected to be on time and conduct yourself with decorum and courtesy in the classroom. The instructor does not tolerate sleeping, chatting, texting, and wearing hats/hoods. Cell phones, pagers, etc. must be turned off during class and stored away. Surfing the internet or watching movies on your laptop/iPad, or other electronic devices, during class will not be tolerated.

The instructor reserves the right to make changes in the syllabus and give additional, unannounced quizzes when necessary.

8. REVIEW SHEETS AND RESEARCH/WRITING GUIDES

For most lectures (not the reading discussions) brief review sheets will be available for download on Blackboard. These contain a list of items (events, ideas, developments, persons, places, etc.) that will be covered this day and a brief outline of the lecture.

Further guides on writing a research paper, listening to lectures, note taking, effective reading, citing, and other topics will also be available online. Be advised that all writings in this course will also be graded for grammatical errors, style, word choice, composition, etc. Good writing is essential for convincing your reader about your arguments.

9. WEEKLY SCHEDULE

Week 1: 01/12

Introduction and Trends in Historiography

Citino, "Military Histories"

Week 3: 01/19

Frazier Museum and Filson Historical Society

**Frazier: Wed., Jan. 19, 5.30 – 7pm
Filson: Jan 21; 4pm – 5.30pm**

Week 4: 01/26

George S. Patton Museum

**Patton Introduction: Wed.,
Jan 26, 2011, 5.30 – 7pm**

Week 5: 02/02

The Military Revolution

Paper Topic due: Monday, Feb 7, 2011

Rodgers, Intro & Ch. 1, 2, 4

Week 6: 02/09

Making a State and Empire: Great Britain

Brewer, Intro & Ch. 1 – 7

Week 7: 02/16

The American War of Independence

Neimeyer, entire

Week 8: 02/23

The French Revolutionary and Napoleonic Wars

Annotated Bibliography due

Lynn, Ch. 6

Week 9: 03/02

The U.S. Civil War

Reardon, Prologue & Ch. 1-3, 5, 7.

Week 10: 03/09

World War I

Paper Proposal due: Friday, Mar 11, 2011

Keegan, Ch. 4

Spring Break: 03/14 – 03/20

Week 11: 03/23

World War II – Eastern Front

Bartov, entire

Week 12: 03/30

World War II – Pacific

Paper outline due

HBO Miniseries: The Pacific

Week 13: 04/06

Vietnam

Moore and Galloway, entire

Week 14: 04/13

Counterinsurgency

Understanding Counterinsurgency,
Ch. 4 – 7, 10 – 13, 15, 18

Week 15: 04/20

Study Week

No Class

Paper Due: 04/25

10. IMPORTANT DATES

Classes start: Jan. 10 (Mon)

Last day to drop/add: Jan. 14(Fri)

Martin Luther King holiday: Jan. 17 (Mon)

Last day to withdraw: Feb. 28 (Mon)

Spring break: March 14-20 (Mon–Sun)

Last day of classes: April 25 (Mon)

11. HELPFUL LITERATURE AND RESOURCES FOR RESEARCH

For additional literature and readings, see the excellent recommendations in John W. Chambers II and G. Kurt Piehler, *Major Problems in American Military History* (Boston and New York: Houghton Mifflin, 1999).