

KENNESAW STATE UNIVERSITY
Fall Semester 2019
History 3340/01
The US Military Experience
CRN 80911
Social Sciences Building, Room 3019

Instructor: Dr. Joseph L. Meeler

Office Phone: 470-578-6294

Class Hours: 3:30 PM to 4:45 PM on Tuesdays & Thursdays

Office Hours: by appointment

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COURSE DESCRIPTION:

This course is a survey of America's military history, including its participation in European conflicts, from the colonial era to the Gulf War. Military history, broadly defined, encompasses more than battlefield tactics, war heroes, technology, or professionalism. Students will also study how America's military experience was at the nexus of foreign policy, political and social change, and economic development. Class lectures and textbook readings will give you a general chronological framework. Films and videos shown in class will provide deeper insight into particular problems and periods. ***As world geography is an important part of this course, tests and quizzes will include maps.*** The course schedule is a guide to this course, outlining your reading schedule and the subjects of discussion for each class period. Students should **complete all assigned readings before class.** Do not fall behind on reading assignments. Although there will not be enough time to discuss all assigned readings in a particular class, the information in each assignment may be included on examinations. The course schedule is subject to change. Students are responsible for any amendments to the reading list that the instructor may announce in class during the semester.

Attendance:

The instructor will take roll on a regular basis. Excessive absences (more than three) will result in a lower class participation grade and will surely impair the student's ability to succeed on examinations. When necessity prevents a student's class attendance, he or she should assure the procurement of notes from a reliable source. Students will receive their participation grade based on their individual contributions to classroom activities and attendance. **Class absences over three (3) will result in the loss of the student's total "Class Participation" grade.**

Additionally, classroom inattention to lectures, sleeping, talking, the use of telephones or computers, multiple incidents of tardiness, and multiple incidences of leaving class before the end of the period will result in the reduction of the offending student's "Class Participation" grade.

The instructor may award a failing grade for the course to any student upon his or her fourth absence.

LEARNING OUTCOMES:

After successful completion of the course, students should be able to perform the following in written and oral presentations:

- (1) Reconstruct on exams and book reviews the relationship between military developments and historical continuity and change.
- (2) Identify in the course readings, exams, and book reviews the central question(s) that different kinds of historical narratives address and the purpose, perspective, or point of view from which it was constructed.
- (3) In classroom discussions and book reviews, draw on historical data to clarify information on the relationship between military patterns and historic events.
- (4) In classroom discussion and exams, analyze cause and effect relationships bearing in mind multiple causation.
- (5) In student presentations, bring sound and relevant historical analysis to the lives and careers of important military leaders.

REQUIRED READING:

Doughty & Gruber, *American Military History and the Evolution of Western Warfare*, ISBN 0-669-41683-5

Stackpole, Edward J., *They Met at Gettysburg*, ISBN 0-8117-2089-6

Toland, John, *Battle: The Story of the Battle of the Bulge*, ISBN 0-8032-9437-9

EVALUATION:

Midterm Exam:	25%
Final Exam:	25%
Book Reviews	30%
Class Participation	10%
Film Review	10%

EXAMS:

The **TWO exams** will each include a map section, a section of objective questions, and an essay section. **Students must obtain prior permission (before the scheduled date of the test), from the instructor, to reschedule an examination.** Without such an arrangement or a valid excuse (personal illness verified by documentation from a health-care professional or a documented death in the family), the instructor may not allow the student to make up a missed examination. If an emergency occurs on an exam day, causing the student to miss that exam, he or she must contact the instructor within 24 hours of the exam time, explaining the nature of the emergency and his or her intention to reschedule that exam as soon as possible.

Grammar or spelling mistakes on examinations will not count against the student, nevertheless, his or her writing must be legible and comprehensible, and those responses should be well organized and reasoned. If the instructor cannot make sense of an answer, there will be no credit given for that response. **THE FINAL EXAM WILL BE COMPREHENSIVE OF THE ENTIRE COURSE.**

BOOK EXAMS:

Students will write book reviews/exams in class on ***They Met at Gettysburg*** and ***Battle: The Story of the Battle of the Bulge***. These reviews/exams will be written in (8 1/2" x 11" size) "Blue Books" -- purchased by the student and brought to class -- during the 75 minutes of class time on each of the appointed days listed below. On these days, the instructor will issue each student a series of questions concerning the subject book, questions that will require him or her to possess a thorough knowledge of that work's contents and ideas. The instructor will evaluate these reviews/exams, focusing on the thoroughness, accuracy, and detail of each student's responses. The successful student will know much and write much about the subject book.

BOOK EXAM DATES:

They Met at Gettysburg, September 17.

Battle: The Story of the Battle of the Bulge, October 31.

*Film Review:

Toward the end of the semester, on a yet undetermined date, the instructor will show a feature length motion picture in class. After viewing this film, students will write a short review of it, adhering to certain guidelines, which the Instructor will prescribe at the time of the movie's presentation.

CLASS PARTICIPATION:

Be in class on time. The instructor will take roll on a DAILY basis. A student's class participation grade will be based his or her individual contributions to classroom discussions and classroom attendance. When necessity prevents your class attendance, assure that you obtain notes from a reliable source. Valid reasons for excused absences include personal illnesses, infirmities that a health-care professional verifies by documentation; or a death in the family, certified by an obituary from a newspaper or funeral program.

The instructor prohibits student use of laptop computers and any other sound-reproducing device in the classroom before, during, or after class.

Students should keep their cell phones in their pockets, packs, or purses, turning the ringer to vibrate or silent before entering the classroom. If a student's cell phone should ring while he or she is in the classroom, that individual should turn it off immediately and directly put it away. However, if the phone call is important, he or she should leave the classroom and answer it outside in the hall. When that phone call is finished, the student should quietly return to his or her seat, putting the telephone in his or her pocket or purse. No student should have a cell phone in his or her hands or on his or her desk for any other reason while he or she is in the classroom.

The grading scale for this course’s “semester grade” is as follows:

A = 90% or above = 4.0
B = 80% to 89% = 3.0
C = 70% to 79% = 2.0
D = 60% to 69% = 1.0
F = 59% and below = 0

ACADEMIC HONESTY:

Observe the honor code. Your student handbook and KSU catalog thoroughly explain Kennesaw State University’s stance on cheating and **plagiarism**. This instructor will enforce all stipulations of this code. Do your own work! The submission of any plagiarized work will denote an actionable case of academic dishonesty. Examples of plagiarism include papers and study sheets that you may copy from other students and the copying of significant passages from sources such as books, magazines, or websites without attribution. ***It is the instructor’s policy that even one incidence of plagiarism will warrant the award of an **F** to that student for the entire course.***

Examples of Plagiarism Avoidance websites:

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

Academic Integrity Statement:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. The instructor will handle incidents of alleged academic misconduct through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-studentcode-conduct>.

MEETING WITH THE INSTRUCTOR:

Students should bring questions concerning readings, lectures, themes, or general concepts, and any other course-related matters to the instructor’s attention. Students can arrange a visit with the instructor by approaching him after class, making contact with him by E-mail, or by

leaving a written message in his mailbox, which is located in the History & Philosophy Department, on the fourth floor of the Social Sciences Building.

LEARNING DISABILITIES:

Students with learning impairments should inform the instructor of their disabilities at their first opportunity. The instructor will then arrange a meeting with that student in order to discern the accommodations he may arrange in order to insure an optimal learning environment for that student.

COURSE SCHEDULE

Week 1— August 20-22— Get Acquainted. Introduction -- Colonial & Indian Conflicts.

Reading: *American Military History*, chapter 1

Week 2— August 27-29 -- Toward a Revolution.

Reading: *American Military History*, chapter 2

Week 3— September 3-5 -- The Military of a New Nation.

Reading: *American Military History*, chapter 3
Read ahead. Cover as much of Civil War reading as possible.

Week 4— September 10-12 -- Mexican War
Reading: *American Military History*, chapters 4-6

They Met at Gettysburg (BOOK EXAM: September 17)

Week 5—September 19 -- Civil War Roots
Reading: *American Military History*, chapter 7

Week 6— September 24 -26 – Civil War (Cont.)
Reading: *American Military History*, chapters 8-9

October 1 — MIDTERM EXAM

Week 7—October 3 -- Modern Warfare and WWI

Reading: *American Military History*, chapters 10-11

Week 8— October 8-10-- WWI (cont.)

Reading: *American Military History*, chapter 12

(October 9 is the last day to withdraw without academic penalty)

Week 9—October 15-17--Towards WWII

Reading: *American Military History*, chapters 13-14

Week 10— October 22-24 -- WWII (cont.)

Reading: *American Military History*, chapters 15-16

Week 11— October 29– WWII (cont.)

Reading: *American Military History*, chapters 17-18

Battle: The Story of the Bulge (BOOK EXAM: October 31)

Week 12— November 5-7 -- Korea and the Vietnam War

Reading: *American Military History*, chapters 20 & 21

Week 13— November 12-14 -- War in the Middle East & The Age of Interventions

Reading: *American Military History*, chapter 22-23

Week 14— November 19-21 – **Catch Up**

Reading: *American Military History*, Review all chapters

November 22 - December 2: Fall Break for This Class

Week 15— December 3-5 - **Summation** (**Review for the Exam**)

Reading: *American Military History*, Review all chapters

FINAL EXAM (Comprehensive of the Entire Course):
Thursday, December 12, 3:30 PM to 5:30 PM, Room 3019, Social Sciences Building

Style Sheet for Writing Papers

Form:

- 1) Papers must be double-spaced.
- 2) Paginate every page.
- 3) Indents are five spaces and do not add an extra space between paragraphs.
- 4) Use one-inch margins on all sides.
- 5) A Times New Roman font of 12 is mandatory.

Style:

- 1) Papers must be free of spelling, punctuation, and grammar mistakes.
 - 2) Book and magazine titles must be underlined.
 - 3) Verify that the first sentence of each paragraph is a topic sentence, and that each sentence follows logically from the one preceding it.
 - 4) Limit the use of direct quotes to essential passages in primary sources. If the words are powerful or paraphrasing would lose the original meaning, then use the quote. Avoid quoting secondary sources.
 - 5) Be sparing in your use of block quotes (quotes of more than 40 words set off in block form).
 - 6) Always provide some information or the name of the source of a quote. For example, give the reader information that will put a quote in context: As one Civil War veteran said, "War is hell." If it is important to be more specific because the person is an important figure, include the full name: As General William T. Sherman said, "War is hell."
 - 7) Always footnote sources even when you paraphrase their words. Facts generally found in an encyclopedia do not require footnoting.
 - 8) Put the footnote number at the end of the sentence.¹ If the sentence ends with a quote, put the number outside the quotation marks."²
 - 9) Spell all numbers less than one hundred and general numbers such as one million.
 - 10) Contractions such as "can't" or "don't" are inappropriate in formal writing. Use cannot or do not.
 - 11) A comma or period goes inside of a quote. For example: "War is hell," not "War is hell",
 - 12) Historians avoid passive voice. There should be a subject carrying out some action at the beginning of the sentence. For example, do not write, "Jimmy was given the ball by Billy." Write, "Billy gave the ball to Jimmy."
 - 13) Check your paper for run-on and incomplete sentences.
 - 14) Use the past tense.
 - 15) Do not use cliché phrases or slang.
 - 16) Vary your words.
 - 17) When one cuts out part of a quote in the middle of a sentence or paragraph, he or she should use ellipses (three periods). For example, "Jimmy . . . ran to the store." Four periods mean that you have eliminated an entire sentence.
 - 18) Stay in the third person. Do not write, "I think" or "I believe." These phrases are unnecessary and are too mushy. Be bold. State your opinion forcefully.
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Content:

- 1) Avoid retelling the story. The paper should be analytical.
- 2) These papers do not need much background information. Get right to the point and analyze the documents or book.
- 3) Be generous in your use of evidence. The more you have the more convincing your argument will be. Every paragraph in the body of the paragraph should have a footnote. Use footnotes in the format shown below.

Footnotes:

The citation method for history papers comes from the *Chicago Manual of Style*. If you have any questions about how to cite a particular book, consult the sixth edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Below are a few examples of the most common ones you will encounter for this paper.

¹ Melba Pattillo Beals, *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High* (New York: Washington Square Press, 1994), 15.

Once you have cited a source once you may shorten it. For example,

² Beals, 34.

Two authors:

³ Thomas G. Paterson and Dennis Merrill, eds., *Major Problems in American Foreign Relations Volume II: Since 1914*, 4th ed. (Lexington, Mass: D.C. Heath, 1995), 56, 77, and 103.

For three or more authors:

⁴ Carol Berkin and others, *Making America: A History of the United States Volume II: Since 1865* (Boston: Houghton Mifflin, 1995), 77.

For multiple references in a single footnote use:

⁵ Caroline Seabury, *The Diary of Caroline Seabury, 1854-18*, ed. Suzanne L. Bunkers (Madison: University of Wisconsin Press, 1991), 14; Robert A. Doughty and Ira D. Gruber, *American Military History and the Evolution of Warfare in the Western World* (Lexington, Mass: D.C. Heath, 1996), 56; and Carol Berkin and others, *Making America: A History of the United States Volume II: Since 1865* (Boston: Houghton Mifflin, 1995), 77.

To cite my lecture notes write:

³ Joseph Meeler, Lecture Notes, 1 January 2008.

How to Write a Book Review

- 1) A book review is an essay, which the writer/student composes with the purpose of commenting on a particular work or a series of works bearing upon a single subject or related subjects. The most important element about a book review to remember is that it is a **commentary**, not merely a summary. You should devote relatively little space to surveying the contents. Simply present a brief outline or synopsis, indicating the general topic, the chronological scope, the major emphasis (political, economic, intellectual, etc.) and which, if any, aspects of the subject are totally ignored.
- 2) The bulk of your review, therefore, should concentrate on your evaluation of the way the author(s) handled the issues discussed. What is/are the overall thesis/theses -- the points of view or conclusion? What are your reactions? Did the book enhance your understanding of the issues? Be as direct as possible. Remember, you are the expert. In framing your review, you should provide some information on the author(s). What are his or her relevant qualifications and background (or lack thereof) for writing on this subject? What were his or her reasons for writing this book? (Often, the preface contains such information) What evidence does the author cite, and has new documentation become available? If so, identify the new documentation. Alternatively, does the book present a novel interpretation based on previously available documents, or does it provide a new literary or dramatic account of a subject already treated by others? Your conclusions and assessments regarding these aspects, of course, will affect your comparative evaluations of the works. You should also consider the time during which the book was written and, if evident, the author's values and biases. For example, in all likelihood a biography of Senator Joseph McCarthy written by a conservative Republican journalist in 1954 will differ from a biography written by a neo-Marxist academic in 1974.
- 3) It will probably be necessary to refer to specific portions of the books to illustrate your statements and conclusions, but it is generally not advisable to quote extensively from it. Do not try to make more points than can be accomplished thoroughly in your review. It is better to make a few points well than many points poorly. Once you have decided on the central points you intend to make, treat each one as a separate section of your review. Each section should explain the one point, supporting it with your own arguments and with brief examples from the book(s) under review and drawing conclusions as to the meaning and importance of the point.
- 4) Your review should conclude with your personal critique. Refer back to your introductory paragraph(s). What is your ultimate judgment of the style, format, contents, and historical value of the book? Has the author achieved the purpose, explicit or implicit, for writing the book? Has he or she persuasively argued the thesis to your satisfaction? Then, explain why or why not? Compare the evidence cited and argumentation used to support the respective conclusions. Has the book challenged you intellectually, increasing your knowledge, raising new questions, and/or presenting the material in a novel, even provocative manner? On the other hand, does the author simply rehash what everyone already knows?

(Some material excerpted from documents written by
US Army Combat Studies Institute
Fort Leavenworth, Kansas)