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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

MILH510

Studies in U.S. Military History

3 Credit Hours

8 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

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Course Description

This course examines the military heritage of the United States from the colonial period to the present time. Through an in-depth study of the extensive literature in American military history, students assess the key individuals, military policies, postures, organizations, strategies, campaigns, tactics, and battles that define the American military experience.

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Course Scope

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In *Studies in U.S. Military History* students will examine the military heritage of the United States from the colonial period to the late twentieth century. Emphasis is placed on the using common themes that relate to the American experience in war to determine how periods of peace and war challenged the nation and influenced the development of its military policy. The American Revolution, War of 1812, Mexican War, U.S. Civil War, the Indian wars, wars of empire, both world wars, the Korean Conflict, Vietnam War, and the Persian Gulf War are considered in detail because of their influence on U.S. military policy and the nation's perception of war.

The readings for the course will examine military strategy, theory, organization, and leadership, in addition to the battles & campaigns waged. Since a nation's military establishment reflects the society from which it is born, the American military is examined as an integral part of the larger cultural, political, and social structures that comprise the United States. Thus, the cultural, economic, political and social influences on the American military experience are considered, as well. As this is a graduate class, the historiography of American military history is an integral part of the course. The course requires extensive reading and research.

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Course Objectives

After successfully completing the *Studies in U.S. Military History* course, students will be able to:

- CO-1: Discern and evaluate several common themes in American military history.
- CO-2: Compare and contrast the military conflicts, both major and minor, of the United States, their causes and results, from the early 17th to the late 20th centuries, as well as appraise their major battles and campaigns in an analysis of the strategies and tactics employed.
- CO-3: Assess how military policy evolves and the effect of political influences on it, as well as the relationship between civilian and military hierarchies of command throughout the American experience.
- CO-4: Analyze the role of leadership in the military, both in war and peace, along with the role leadership plays in preparing the military for its next war.
- CO-5: Evaluate the relationship between war and society in an analysis of the U.S. military as a reflection of American society writ large.
- CO-6: Assimilate the principle interpretive trends in the literature of American military history and evaluate them in an annotated bibliography.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions

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(accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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Course Materials

Required Course Textbooks

The following books are required reading for this class:

Millet, Allan R., and Peter Maslowski. *For the Common Defense: A Military History of the United States of America*. Revised and Expanded. New York: Free Press, 1994.

Additional Required Readings: In *Resources Files* or Provided by Instructor

Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 8th Edition. Chicago: University of Chicago Press, 2013. *Purchase is highly recommended.*
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

WEB-BASED VIDEOS

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Note to students: If your internet connection does not have enough bandwidth to view videos use the American Public University library, search for an article related to the week's topic, and use this as supplementary input for discussion posts or writing assignments.

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Evaluation Procedures

MILH510 uses seven common themes as a framework for the analysis of the American military experience. These themes include:

1. American defense policy has traditionally been built upon pluralistic military institutions, most notably a mixed force of professionals and citizen-soldiers.
2. The nation's firm commitment to civilian control of the armed forces makes military policy a paramount function of the federal government, where the executive branch and Congress (and, at times, the state governments as well) vie to shape policy.
3. More often than not, it has been the decisive campaign (and not the decisive battle) that has allowed American battlefield victories to translate to political solutions.
4. Rational military considerations alone have rarely shaped military policies and programs.
5. Despite the popular belief that the United States has generally been unprepared for war, policy makers have done remarkably well in preserving the nation's security.
6. The armed forces of the nation have become progressively more nationalized and professionalized.
7. The United States has used increasingly sophisticated technology to overcome logistical limitations and to match enemy numbers with firepower.

This course requires thoughtful reading and analysis. The class Forums and book reviews are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings. Your perception of the issues introduced in these readings will be shaped by your worldview and experience. Feel free to report your views but do so in a considerate and thoughtful manner. Since this is a graduate-level coursework, do not merely regurgitate information from the reading assignments. You are expected to analyze, critique, and agree, or disagree, with the authors. My expectation is that your work is original. Academic integrity is essential. Scrupulously acknowledge the source of direct quotes, paraphrased passages, and another's ideas.

IMPORTANT NOTE ON LATE SUBMISSIONS: Because we strive to make this as near a physical classroom setting/environment as possible, it is expected that all materials be turned in on time and in accordance to the due dates listed on the assignments. Should you expect to have a problem meeting a deadline, you should notify me as soon as you are aware of the situation. Because of the nature of the Forums—they are to simulate actual discussions as if we were meeting together weekly and sharing in an actual physical setting—any submissions made past the posted due dates will NOT be graded.

Forum Topics: This requirement replicates the class discussion portion of the course, which is essential in a graduate-level program and thus also relatively important. I believe that these assignments provide me with points to give, as you must “earn” them with thoughtful and provocative postings and convince

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me to give them to you. During this course you will be required to participate in eight graded online discussion topics. Certain topics and issues derived from the readings will be raised for the purposes of generating an exchange of ideas between students. Each discussion topic counts as 5% for a total of 40% of your final grade. Respond to the discussion question of the week in AT LEAST 250 words using the reading assignments, video assignments, and any outside research you feel is appropriate. Cite relevant examples from the week's reading, and use the opportunity to critique the authors' work (you can comment on issues like author assumption, agenda, research, methodology, etc.) Respond to AT LEAST two other student postings, plus any follow-up questions I ask. Discussion is a very important part of the class. It is a way to interact and learn from each other as well as demonstrate our understanding of course content. I expect all posts to be thoughtful (making good, reasoned, well-written points), thorough (accurate and complete in its response), and interesting (a response that is on point, and relevant to the question asked). When responding to other students it is not enough to simply state "I agree" or only compose 2 or 3 sentences. Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic. You are expected to be an active participant. These responses can be made during either the first or second week of each discussion topic. INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. ALL DEADLINES ARE 11:59 EASTERN TIME ON THE DAY DUE.

Book Reviews: You will write three book reviews. Each book review should summarize the content of the book, identify its central thesis, and if possible point out what of its arguments and interpretations were new contributions to the literature on that topic, placing it in the context of our overall knowledge of American military history in general. When possible, your review should also offer a brief (probably one-sentence) statement of the author's background and qualifications to write the book. Each review should be 800-1000 words in length and will be worth 20% of your final grade, for a total of 60%. The length limits will be strictly enforced. You should feel free to disagree with the books you review.

- [Graduate Course \(500-700 level courses\)](#)

To establish standards in measuring and evaluating the development of APUS student's writing skills, rubrics have been developed to measure student competencies in the following areas:

1. Focus/Thesis
2. Organizational Skills
3. Grammar/Style/Mechanics
4. Content/Subject Knowledge
5. Critical Thinking Skills
6. Use of Computer Technology/Applications
7. Synthesis/Analysis

Your grade in the course is determined as follows:

Grade Instruments:	Points	% Final Grade
Forums (8 total, 50 points each)	400	40%
Book Reviews (3 total, 200 points each)	600	60%
TOTAL	1000	100%

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Course Outline

<u>WK</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web Activities</u>	<u>Assignment(s) and Forums</u>
1	Colonial Era	<ul style="list-style-type: none"> Analyze the Euro-colonial approach to American Indian warfare Assess the Euro-colonial response to security threats and evaluate their socio-political influence Compare and contrast American Indian and European state warfare Evaluate the colonial role in England's North American wars Assess the militia's role <p>CO-1, CO-2, CO-6</p>	<p>FTCD Chapters 1 and 2</p> <p>(You may wish to consult Lepore. <i>The Name of War</i> for Discussion Topic 1)</p>	<ul style="list-style-type: none"> Virtual Introduction Forum Topic 1
2	The Revolution and the Early Republic & National Expansion	<ul style="list-style-type: none"> Appraise the British campaign of 1777 and its influence Assess the influence of Valley Forge on the Continental Army Analyze the strategies, tactics, and leadership qualities of the American and British military commanders Appraise the state-Continental Congress relationship and its influence Assess who fought and why Compare and Contrast the Continental Army with the militia Analyze Shays' Rebellion, Miami Uprising, Quasi War with France, and conflict with the Barbary States Assess the constitutional and intellectual discussions of standing armies and militias Assess the causes of the War of 1812 and their influence on U.S. strategy Analyze the call for and practice of total warfare versus limited war during the nation's early expansion Evaluate the role of the Army in the settlement of the American West Measure professionalism in the Army <p>CO-1, CO-2, C-06</p>	<p>FTCD Chapters 3, 4 and 5</p>	<ul style="list-style-type: none"> Forum Topic 2
3	US Civil War	<ul style="list-style-type: none"> Compare and contrast the campaigns of Generals Taylor and Scott Analyze the evolution of weapons and tactics on the 	<p>FTCD Chapters 6 and 7</p>	<ul style="list-style-type: none"> Forum Topic 3 Book Review 1:

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		<p>eve of the Civil War</p> <ul style="list-style-type: none"> Assess the influence of the Emancipation Proclamation on the war Evaluate the 1864-1865 campaigns of Grant and Sherman Analyze the generalship of Lee, Grant, and Sherman Assess who fought in the Civil and why they did so <p>CO-2, CO-3, CO-4, CO-6</p>		<p>Anderson, <i>A People's Army</i>; Royster, <i>A Revolutionary People at War</i>; Hagerman, <i>The American Civil War and the Origins of Modern Warfare</i> or another book with a similar theme</p>
4	<p>Empire and World War I</p>	<ul style="list-style-type: none"> Evaluate the use of the Army as a domestic police force Analyze the Army's western campaigns Assess the influence of Upton and Mahan Critique the U.S. military's performance in the Spanish-American War Appraise Army strategy and performance in the Philippine War Evaluate Pershing's formation of the American First Army Appraise the United States' mobilization for war <p>CO-2, CO-3, CO-4, CO-5, CO-6</p>	<p>FTCD Chapters 8, 9, 10, and 11</p>	<ul style="list-style-type: none"> Forum Topic 4
5	<p>Interwar Years</p>	<ul style="list-style-type: none"> Assess how the America's embrace of isolationism affected the military Evaluate how reductions in military spending influenced U.S. strategy Assess the influence of the prewar army on strategy in North Africa Evaluate U.S. infantry doctrine in North Africa <p>CO-5</p>	<p>FTCD Chapter 12</p>	<ul style="list-style-type: none"> Forum Topic 5 Book Review 2: Linn, <i>The Philippine War</i>; Keene, <i>Doughboys</i>; Mansoor, <i>The GI Offensive in Europe</i>; Dower, <i>War Without Mercy</i>; or another book with a similar theme
6	<p>World War II</p>	<ul style="list-style-type: none"> Assess the influence of the North African, Sicilian, and Italian campaigns on American tactics in Normandy Evaluate the degree to which American commanders learned from their own combat experience Evaluate Eisenhower's broad front strategy and how it reflected the Army's doctrinal proclivities Review the Huertgen Forest campaign and the Battle of the Bulge in an evaluation the U.S. Army from Dec. '44 to Feb. '45 Evaluate U.S. strategy in the central Pacific Evaluate U.S. strategy in the southwest Pacific Evaluate the role of sea and land based airpower in the Pacific War <p>CO-2, CO-3, CO4, CO-5, CO-6</p>	<p>FTCD Chapters 13 and 14</p>	<ul style="list-style-type: none"> Forum Topic 6

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7	Korea and the Cold War	<ul style="list-style-type: none"> Assess how U.S. national security strategy influenced the way in which the nation's response to war in Korea Evaluate U.S. Army and Air Force strategy and tactics in Korea Assess and evaluate the effectiveness of U.S. strategy under the direction of Truman and Eisenhower <p>CO-4, CO-5, CO-6</p>	FTCD Chapters 15 and 16	<ul style="list-style-type: none"> Forum Topic 7 Book Review 3: Appleman, <i>East of Chosin</i>; Krepinevich, <i>The Army and Vietnam</i>; Atkinson. <i>Crusade</i>; or another book with a similar theme
8	Vietnam The End of the Cold War The Gulf War	<ul style="list-style-type: none"> Assess the effectiveness of U.S. strategy under the dual direction of Westmoreland and LBJ Evaluate the influence of the Tet Offensive on U.S. civil and military policy Assess how U.S. civil and military policy changed after the Tet offensive Evaluate General Abrams tenure as MACV commander Evaluate Vietnamization and determine its short/long-term success Assess the U.S. military in SE Asia, 1969-1973 Assess the differences in the U.S. domestic and military experiences with the Vietnam War to evaluate how the disparities influenced U.S. policy post-1975 Examine the revolution in military affairs of the last quarter of the 20th century Assess the effectiveness of airpower as a means to wage war, keep the peace, and deter future aggression Review the US/UN campaign to liberate Kuwait Evaluate the effectiveness of U.S. strategy in the Persian Gulf to determine if pre-conflict goals were reached <p>CO3, CO-4, CO-5, CO-6</p>	FTCD Chapters 17 and 18	<ul style="list-style-type: none"> Forum Topic 8

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

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Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed. (Chicago, IL: University of Chicago Press, 2013), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

[Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

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Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

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- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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Selected Bibliography

Students are directed to the bibliographies included in the course readings for a comprehensive overview of the scholarship on *Studies in U.S. Military History*. Suggestions for further reading on select topics will be made available in the E-Classroom where appropriate.

Students are directed, as well, to the Department of History & Military Studies portal at the APUS Online Library: http://www.apus.edu/Online-Library/departments/military_st.htm.

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