KENNESAW STATE UNIVERSITY  
Fall Semester 2013  
History 3340/01  
The US Military Experience  
CRN 80575  
Social Sciences Building, Room 3007

Instructor: Dr. Joseph L. Meeler  
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Department Phone: 770-423-6294  
Class Hours: 3:30 PM to 4:45 PM on Tuesdays & Thursdays  
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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 American and 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.

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 has been 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,  


**EVALUATION:**

- Midterm Exam: 25%
- Final Exam: 25%
- Book Reviews: 30%
- Class Participation: 10%
- Student Oral Report: 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 REVIEWS/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 "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 the 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 REVIEW/EXAM DATES:**

*They Met at Gettysburg, September 24.*

*Battle: The Story of the Battle of the Bulge, November 12.*
CLASS PARTICIPATION:

Be in class on time. The instructor will take roll on a regular basis. A student’s class participation grade will be based on his or her individual contributions to classroom discussions and classroom attendance. *Each class absence over three (3) will reduce the student’s class participation grade by fifty (50%) percent.* Excessive absences will result in a lower class participation grade and will surely impair your ability to succeed on examinations. 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 may award a failing grade for the course to any student upon his or her fourth absence.*

*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. No student should have a cell phone in his or her hands 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. *Even one incidence of plagiarism by a student will serve as enough of an infraction of the honor code for the instructor to award that individual an F for the entire course.*
"No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s)."

(Section II-A of the KSU Student Code of Conduct)

OFFICE HOURS:
Students should bring questions concerning readings, lectures, themes, or general concepts, and any other course-related matters to the instructor’s attention. Students can visit the instructor by appointment (see the first page of this syllabus). Students can see the instructor after class, make contact by E-mail, or leave a message in this instructor’s mailbox in the History Department in order to arrange such a conference.

LEARNING DIABILITIES:
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 for the purpose of discerning what accommodations -- per the student's personally prescribed accommodations, which are decided upon by the KSU Disabilities Services Office -- he can make 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
Week 5 — September 17-19 -- Civil War Roots
Reading: *American Military History*, chapter 7

They Met at Gettysburg (Review/Exam: September 24)

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

Week 7 — October 1 -- Modern Warfare and WWI
Reading: *American Military History*, chapters 10-11

October 8 — MIDTERM EXAM

October 11 is the last day to withdraw without academic penalty

Week 8 — October 10-17 -- WWI (cont.)

Reading: *American Military History*, chapter 12

Week 9 — October 22-24 --Towards WWII
Reading: *American Military History*, chapters 13-14

Week 10 — October 29-31 -- WWII (cont.)
Reading: *American Military History*, chapters 15-16

Week 11 — November 5-7– WWII (cont.)

Battle: The Story of the Bulge (Review/Exam: November 12)
Reading: *American Military History*, chapters 17-18

Week 12 — November 14 -- Korea and The Vietnam War
Reading: *American Military History*, chapters 20 & 21

Week 13 — November 19-21 -- War in the Middle East & The Age of Interventions
Reading: *American Military History*, chapter 22-23

Week 14 — November 26 -- Continuation of Lectures
Reading: *American Military History*, Review all chapters
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 comment, 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)