

Dr. Steven Elliott  
Spring 2018  
History 364  
21:512:364:01  
Monday 2:30-3:50/Wednesday 1:00-2:20  
Room: Conklin 319

Office Hours: Tuesdays and Wednesdays by appointment  
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## **War and American History**

### **Course Description**

This course will cover the experiences of the United States with armed conflict in three eras: the American Revolution, the Civil War, and the World Wars of the twentieth century. For each time period we will study how wars were fought on the battlefield, the social composition of the armed forces, the experiences of African Americans and women, as well as instances of atrocity. Students will emerge from the course with a better understanding of how war has comprised a central theme in American history from colonial times to the present.

### **Learning Goals**

Through this course, you should be able to:

- Identify sources of historical change and explain cause and effect relationships as they pertain to historical change
- Interpret primary documents and draw them into conversation with one another
- Identify significant events in American military history
- Discuss changing understandings of topics including American ways of war, the social burdens of military service, and atrocity

### **Texts**

All readings, including scholarly journal articles and primary source excerpts will be available on Blackboard during the semester.

### **Blackboard**

We'll be using the web-based Blackboard course software (<http://blackboard.newark.rutgers.edu>). I will post the syllabus and syllabus updates there, and I'll also post course documents and assignments. Be sure that you have created a Net ID; you'll need it to access the site.

## **Course Requirements**

-Exam One	15%
-Exam Two	15%
-Exam Three	15%
-Primary Source Essay	15%
-Oral Presentation	10%
-Reading Responses	10%
-In-class assignments and engagement	10%
-Attendance	10%

**Exams** – Students will take an exam at the conclusion of each unit, for a total of three. Exams will evaluate students’ understandings of course concepts. Exams are in essay format. Every student will be expected to provide detailed, complex responses that engage with course readings, primary sources, and lecture materials. Students will be evaluated primarily on the thoroughness of their responses and the clarity of the arguments.

**Primary Source Essay**- Students will produce one 3-5 page essay that engages with primary sources related to US military history. Over the course of the semester, students will learn how to find, interpret, and connect primary sources to ideas covered in readings and lectures. These essays will give students an opportunity to demonstrate their skills as researchers and writers.

**Group Presentations**-Students will give a 10-15 minute presentation the class relating to one of the major themes of the course (battle, service, home front, atrocity) as it applies to a conflict that was not yet covered (colonial wars, nineteenth-century wars, or post-1945 conflicts).

**Reading Responses**- Students will provide a response consisting of a one-paragraph summary of the main readings, not primary sources, a one-paragraph personal reaction, and 2-4 discussion questions related to the assigned readings, to be submitted to blackboard the night BEFORE the readings are due. Students are responsible for **five** of these submissions. At least two must occur before the first exam, and three after. Eligible readings are marked with a “+” in the syllabus.

**In-class assignments and engagement**- Students are expected to engage in classroom discussions. To give every student an opportunity to participate, most classes will include short written responses to questions related to class materials. Students should be prepared for in-class quizzes periodically to check-in on comprehension and completion of course readings. **Use of phones and laptops for unrelated work will result in loss of engagement credit.**

## **Attendance**

In addition to benefiting you as a student attendance is mandatory. Your course grade will be reduced by a half grade after four unexcused absences and a full grade after six unexcused absences. Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F. Attendance will be taken at the BEGINNING of each session, so please arrive by the scheduled time. Two late arrivals (15 minutes after the start of class) are considered an

absence. Even if you are absent, you are responsible for all assignments. If you miss class due to illness or emergency, consult another (reliable) student or contact me. You are expected to come to the next class fully caught up on all reading and writing assignments. If you need to leave class early, you are expected to provide notification beforehand, or an explanation as soon as possible afterwards. Early departures will be counted the same as late arrivals.

### **Academic Integrity, Plagiarism, and Cheating**

Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments, using concealed notes or crib sheets during examinations, copying the work of others and submitting it as one's own, and misappropriating the knowledge of others. The sources from which one derives one's ideas, statements, terms, and data, including Internet sources, must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College. The university's policy on academic integrity is available at:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

All students are required to sign the Rutgers Academic Integrity Pledge and the Rutgers Honor Pledge on all examinations and major course assignments submitted for grading

“On my honor, I have neither received nor given any unauthorized assistance on this examination assignment.”

### **Students with Disabilities.**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

## **Course Schedule**

### **Week 1**

JANUARY 23

Welcome to the class, introduction and orientation

### **Week 2**

JANUARY 28

Defining War and Peace

\*Sun Tzu, *The Art of War*; Clausewitz, *On War* (excerpts)

JANUARY 30

Colonial Ways of War

\*William Bradford, "Of Plymouth Plantation"; Benjamin Franklin, "Self-Defense and Moral Scruples"

**Week 3**

FEBRUARY 4

The Battlefield Experience in the Revolutionary War

\*Accounts of battle (various)

FEBRUARY 6

Military Service and Dissent in the Continental Army

+Caroline Cox, *A Proper Sense of Honor* (excerpts)

\*Accounts of mutinies (various)

**Week 4**

FEBRUARY 11

The Black Experience in the Revolution

+Benjamin Quarles, *The Negro in the Revolution* (Excerpts)

\*George Washington, "After Orders, October 1781"; Henry Clinton, "Phillipsburg Manor Declaration"

FEBRUARY 13

Atrocity and War on the Frontier

\*Sullivan Campaign diaries

**Week 5**

FEBRUARY 18

Smallpox and Biological Warfare

+Elizabeth A. Fenn, "Biological Warfare and Eighteenth-Century North America"

\*David Avery Diary

FEBRUARY 20

Loyalists, Neutrals, and Women on the Home Front

+Judith van Buskirk, *Generous Enemies* (excerpts)

\*New Jersey Damage Claims

**Week 6**

FEBRUARY 25

The US Military in the Early Republic, review

\*John C. Calhoun, "The Expansible Army"

FEBRUARY 27

First Exam

**Week 7**

MARCH 4

The Battlefield Experience in the Civil War  
+Lisa Brady, *War Upon the Land* (excerpts)  
Frank Haskell, "Pickett's Charge"

MARCH 6

Health and Discipline in Civil War Armies  
+Kathryn S. Meier, *Nature's Civil War* (excerpts)  
\*John D. Billings, "Hardtack and Coffee"

**Week 8**

MARCH 11

The Black Experience in the Civil War  
\*Daniel Sickles, "Black Service during the War"

MARCH 13

Racial Atrocities in the Civil War  
+Gregory Urwin, *Black Flag Over Dixie* (excerpts)  
\*Fort Pillow Massacre testimonies

**MARCH 18-22, SPRING BREAK, NO CLASS**

**Week 9**

MARCH 25

The Home front during the Civil War, review  
\*New York Draft Riot accounts

MARCH 27

Second Exam

**Week 10**

APRIL 1

The Experience of the World War I Battlefield  
Clifton B. Cates, "Marines in the Trenches"

APRIL 3

African American Participation in the World Wars  
+Bailey and Farber, "The Double-V Campaign in Hawaii during WWII"  
\*A Call to Negro America to March on Washington (1941)

**Week 11**

APRIL 8

World War II: Combat in the European Theater  
+Martin Van Kreveld, *Fighting Power* (excerpts)  
\*Ernie Pyle, “The God-Damned Infantry”

APRIL 10

World War II: Combat in the Pacific  
\*Ernie Pyle, “On Board a Fighting Ship”

**Week 12**

APRIL 15

The Home front during the World Wars  
\*Commission on Wartime Relocation and Internment of Civilians

APRIL 17

The Strategic Bombing Debate  
+Wetta and Noveli, “Good Bombing, Bad Bombing”  
\*“A Bombing Run”

**Week 13**

APRIL 22

The Atomic Bomb Decision, review  
+Gar Alperovitz, “Hiroshima: Historians Reassess”  
\*William L. Laurence, “Today’s Target, Nagasaki”

APRIL 24

Third Exam

**Week 14**

APRIL 29

Group Presentations

MAY 1

Group Presentations

**Week 15**

MAY 6

Wrap-up, peer-editing

**FINAL PAPER Due Monday, May 13**