1. OVERVIEW. War figures prominently in the self-affirming narratives of most societies, but this is perhaps especially true of the United States—a nation paradoxically conceived in opposition to military “tyranny” yet birthed in war and self-defined largely by its subsequent martial ventures. Fred Anderson and Andrew Cayton have likened the metanarrative of American history to a suspension bridge, anchored at one end by Plymouth and Jamestown and rising to three peaks—the Revolution, the Civil War, and World War II—before descending through the Cold War to the present day. This course will critically examine this arc and its important omissions, beginning with pre-contact Native American military practices. In keeping with the “new” military history, this course will study the ways in which North American societies organized and applied external violence to serve their collective ends. This includes the “traditional” study of armed conflicts but places them in a broader social and cultural context. Weekly readings will follow a familiar chronology yet reflect a range of approaches to military history privileging seminal and worthy new interpretations. Many of these will reflect the field’s ongoing fascination with cultures or “ways of war.” The course meets weekly for two-hour seminar discussions on the assigned readings. To facilitate these discussions, students will prepare 500-800-word critical reviews of the core readings for most weeks. Additionally, students will write and present two longer reviews (4-5 pages) and a seminar paper of 10-12 pages.

2. EXPECTATIONS / REQUIREMENTS.
   a. Students must attend all meetings of the seminar and participate actively in discussion. Participation will be evaluated for quality and consistency.
   b. Students will submit reviews of eight of the common, core texts (indicated on the schedule by an asterisk) no later than noon the day before each seminar meeting. These reviews will be 500-800 words and conform to the guidelines provided below. No common reviews are required for weeks 1 and 13, weeks in which students submit their two longer reviews (see below), and three additional weeks of the students’ choosing.
   c. Students will submit two 4-5 page reviews of works listed as “additional readings” on the schedule. These reviews are due at noon the day prior to the respective class meeting, and students will present their review to their classmates at this session. No two students may review the same book; nor will students review books that they have already read. Students should prioritize their preferences prior to our first class meeting, at which I will reconcile your wishes with the needs of the course. These reviews should also conform to the guidelines below but more substantially engage the relevant historiography.
d. Students will submit a 10-12 page seminar paper by the beginning of the week 13 class meeting. Students may elect to either write a historiographical essay on an issue of their choosing or an original piece of scholarship based on research in a primary document collection. In either case, students seeking to fulfill a U.S. field period requirement must select a topic in the appropriate period.

3. BOOK REVIEW GUIDELINES. All reviews should be critical, analytical, and thoughtful. Assess the book as a work of individual scholarship and locate it in the larger body of literature. Consider and address at least three published, scholarly reviews in your own. At a minimum, reviews should provide:
   a. Information on the author and his or her qualifications.
   b. A brief, general description of the organization and contents of the book.
   d. Your critical evaluation of how successful the author is in achieving his or her goals and in persuading you of the thesis. The emphasis in each review should be on critical reading and evaluation. No book is perfect and none is worthless. The objective is to discern the strengths and weaknesses in the books you read and to place them in the context of the kinds of literature being done in the field and approaches to the various topics.

4. COURSE TEXTS.

   a. Required. See course schedule (below).

   b. General works. There are four general works that can be read along chronologically at the right time, in pieces. You are not required to read them, but I highly recommend each of these books—particularly if you lack the background familiarity necessary to contextualize our common readings.


   c. References / bibliographic sources.


5. COURSE SCHEDULE.

<table>
<thead>
<tr>
<th>Week 1, 3 September</th>
<th>American Ways of War</th>
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<tbody>
<tr>
<td><strong>Common Readings:</strong></td>
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<tr>
<td><strong>Additional Readings:</strong></td>
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<tr>
<th>Week 2, 10 September</th>
<th>Contact and Conflict</th>
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<tbody>
<tr>
<td><strong>Common Readings:</strong></td>
<td></td>
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</tbody>
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**Additional Readings:**


**Week 3, 17 September**

**Early American Warfare**

**Common Readings:**


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1 Each student will review only one of the books here indicated as a common reading.


### Additional Readings:


**Additional Readings:**


<table>
<thead>
<tr>
<th>Week 5, 1 October</th>
<th>Young Republic</th>
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**Common Readings:**


**Additional Readings:**


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<tr>
<th>Week 6, 8 October</th>
<th>Antebellum Era</th>
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**Common Readings:**


**Additional Readings:**


**Week 7, 15 October Civil War**

**Common Readings:**


**Additional Readings:**


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**Week 8, 22 October**

**Closing the Continental Frontier**

**Common Readings:**


Grimsley, Mark. "'Rebels' and 'Redskins': U.S. Military Conduct toward White Southerners and Native Americans in Comparative Perspective." In *Civilians in the Path of War*, edited by Mark Grimsley and Clifford J. Rogers, 137-161. Lincoln: University of Nebraska Press, 2002 (available at Learn@UW).


**Additional Readings:**


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**Week 9, 29 October**

**Young Empire**

**Common Readings:**


Additional Readings:


Week 10, 5 November

The Great War

Common Readings:


Additional Readings:


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<th>Week 11, 12 November</th>
<th>Interwar</th>
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**Additional Readings:**


### Week 12, 19 November

<table>
<thead>
<tr>
<th>World War II</th>
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<tbody>
<tr>
<td><strong>Common Readings:</strong></td>
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<tr>
<td><strong>Additional Readings:</strong></td>
</tr>
</tbody>
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**Week 13, 26 November**

**The Cold War**

PAPERS DUE (no weekly review)

**Common Readings:**


**Additional Readings:**


Stueck, William Whitney. *Rethinking the Korean War: A New Diplomatic and Strategic History*. 


**Week 14, 3 December**

**Vietnam**

**Common Readings:**


**Additional Readings:**


<table>
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<tr>
<th>Week 15, 10 December</th>
<th>Perplexity</th>
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**Common Readings:**


**Additional Readings:**


