1. **OVERVIEW.** This course introduces graduate students to the methods, issues, and literature of American military history. 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 nine 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 500-800 words and conform to the guidelines provided below. A joint review (not to exceed 1,200 words) of two books is required for week 3. No common reviews are required for weeks 1 and 13, weeks in which students submit their two longer reviews (see below), and two 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. Students seeking to fulfill U.S. field period requirements must select at least one book from the appropriate period. 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, 23 January</th>
<th>Introduction</th>
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**Common Readings:**


<table>
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<th>Week 2, 30 January</th>
<th>Contact and Conflict</th>
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**Common Readings:**


**Additional Readings:**


Common Readings:


Additional Readings:


### Week 4, 13 February

**War for American Independence**

**Common Readings:**


**Additional Readings:**


### Week 5, 20 February

**Young Republic**

**Common Readings:**


**Additional Readings:**


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<th>Week 6, 27 February</th>
<th>Proto-Professionals</th>
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**Common Readings:**


**Additional Readings:**


### Week 7, 6 March

#### Civil War

**Common Readings:**


**Additional Readings:**


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**Week 8, 13 March**

**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:**


<table>
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<tr>
<th>Week 9, 20 March</th>
<th>Young Empire</th>
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Common Readings:


Additional Readings:


<table>
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<tr>
<th>Week 10, 3 April</th>
<th>The Great War</th>
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**Common Readings:**


**Additional Readings:**


**Week 11, 10 April**  
*Interwar*


**Additional Readings:**


**Week 12, 17 April**  
*World War II*

**Common Readings:**


Additional Readings:


Week 13, 24 April  |  The Cold War

PAPERS DUE (no weekly review)

Common Readings:


Additional Readings:


| Week 14, 1 May | Vietnam |

**Common Readings:**


**Additional Readings:**


Week 15, 8 May

**Perplexity**

**Common Readings:**


**Additional Readings:**

