
History 600, Sec. 7

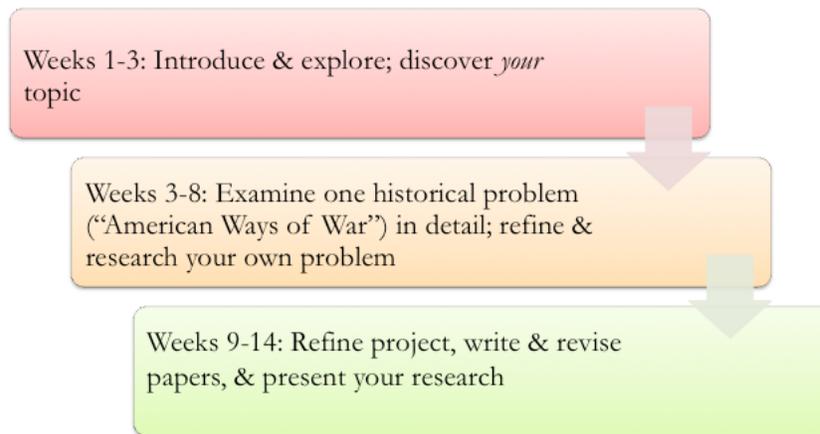
AMERICAN WAYS OF WAR

Fall 2010
Univ. of Wisconsin-Madison
Seminar Meetings: Mondays, 11:00AM-1:00PM
5255 Humanities

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Office hours: W, 9:30-12:00

1. OVERVIEW. Although thirty-six years have passed since the initial publication of Russell Weigley's *The American Way of War*, perhaps no other work continues to exert such a profound influence on the study of American military history. Weigley asserted the existence of a distinctive American preference for wars of annihilation and thereby opened one of the most enduring and fruitful debates in the field. Yet this field has evolved considerably in the intervening years, and military historians today wrestle with an array of important issues that a previous generation of scholars would have regarded as tangential to the study of war. This seminar will survey these themes and—by tracing differing perspectives on an “American way of war” from the colonial era through contemporary conflicts—familiarize students with the course of American military history. Students will then apply this knowledge to solving a historical problem of their choosing. In the first half of the semester, historical and methodological readings will enable students to frame a subject of historical inquiry in the form of a research proposal and other minor writing requirements. Subsequently, students will produce a twenty to twenty-five page paper that addresses a significant aspect of the American military experience.
2. COURSE OBJECTIVES. Students will:
 - a. Become familiar with the major themes and directions of American military history.
 - b. Understand the importance of historiography to the study of history.
 - c. Consider and critique the purported existence of a distinctive “American way of war.”
 - d. Develop and demonstrate competence in the crafts of research (emphasizing the use of primary sources) and writing.
 - e. Make an original, scholarly contribution to the study of American military history.
3. COURSE FORMAT. This course consists of three complementary phases. During the first three weeks, we will focus on course objectives A and B, defining academic military history and examining some of the most salient historiographical debates in the field—all with an eye to informing the selection of your own research project. In week three, we will enter the second phase, which fulfills objective C and the research component of objective D. This is the most

reading intensive portion of the course. For each two-hour class meeting, we will typically divide our time between methodological concerns and discussion of the assigned historical reading, the latter providing a common familiarity with the broad sweep of American military history. More importantly, these historical readings will afford students an opportunity to analyze and critique the ways in which several scholars have engaged their sources, their audiences, and one another. In the second half of the semester, assigned reading will subside to allow you the time to concentrate on your research and writing. Emphasizing objectives D and E, the final six weeks of the semester will resemble a research and writing workshop, during which we will continue to discuss methodology and students will present their work to one another.



4. GRADED REQUIREMENTS.

- a. Requirement 1: Refined Research Topic. Students will submit two paragraphs summarizing (1) the state of a historical debate that you’d like to enter and (2) the historical problem you’d like to solve and your rationale for doing so (i.e. *why* do you want to address this issue). On its face, this requirement may seem fairly simple, but it will require students to develop a familiarity with the secondary literature concerning their topics. Consequently, these two paragraphs are worth 5% of the total course grade. Students will submit this requirement via Learn@UW no later than 6 p.m. the evening before the Week 4 class meeting.
- b. Requirement 2: Preliminary Proposal. This requirement consists of a written, preliminary proposal and an oral presentation to your classmates. Building upon and refining Requirement 1, the written, preliminary proposal will contain:
 - i. A clear, grammatically correct thesis question.
 - ii. An explication of the significance of this question (to include historiographical treatment).
 - iii. A *tentative* thesis.

- iv. A concise, annotated bibliography (see Turabian) that complements the above and demonstrates familiarity with sufficient primary sources to support the intended project.

Students will communicate the first three elements of this proposal in coherent paragraphs; the total submission should not exceed three typewritten pages. Students will submit this requirement via Learn@UW no later than 6 p.m. the evening before the Week 6 class meeting. During this meeting, students will present their preliminary proposals to one another in small groups. These presentations may take whatever form the student deems most appropriate but must not exceed 10 minutes. Following each presentation, reading partners will lead no more than 20 minutes of critical discussion. The preliminary proposal will account for 5% of each student’s course grade.

- c. Requirement 3: Problem with Sources. For Week 7, students will bring to class a problem they have uncovered with sources that may take one of the following forms:
 - i. Suspect interpretation of a primary source by a secondary source.
 - ii. A primary source that appears problematic or untrustworthy in light of other evidence.
 - iii. Inferences you are tempted to make on the basis of incomplete primary evidence.

Note that all of the above involve primary sources in some capacity. Students will copy whatever documents or passages are necessary to discuss the problem with their classmates and bring four sets of these copies to class (in addition to their own). This requirement is worth 5% of each student’s course grade.

- d. Requirement 4: Review of Weigley’s *The American Way of War*. 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:
 - i. Information on the author and his or her qualifications.
 - ii. A brief, *general* description of the organization and contents of the book.
 - iii. A statement of the purpose of the book and its thesis.

iv. 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.

Students will submit this requirement, which is worth 5% of the course grade, via Learn@UW no later than 6 p.m. the evening before the Week 8 class meeting.

- e. Requirement 5: Final Proposal. A further development of Requirement 2, the final proposal likewise consists of a written submission and an oral presentation. The written submission will contain:
 - i. An updated thesis question.

- ii. A revised explication of the significance of this question (to include historiographical treatment).
- iii. An updated, tentative thesis.
- iv. A discussion of methodology (i.e. how you will use your sources to answer your question).
- v. A sentence outline.
- vi. An annotated bibliography of all *significant* sources (do not include sources of marginal or episodic value).

Students will communicate the first four elements of this proposal in coherent paragraphs; the total submission should not exceed eight typewritten pages. Students will submit this requirement via Learn@UW no later than 6 p.m. the evening before the Week 9 class meeting.

During this meeting, students will make 10-minute oral presentations of their proposals to their small groups, followed by 20 minutes of discourse led by the reading partner. This immensely important requirement represents each student’s detailed plan for completing his or her research project. Accordingly, this requirement will account for 15% of each student’s course grade.

- f. Requirement 6: Draft Paper. Students will submit two copies of their draft papers (one for their writing partner and one for Prof. Hall) at the beginning of the Week 11 class meeting. These drafts are to be polished, penultimate versions of the final paper—not “rough” drafts. They should be free of errors (spelling, typographical, or grammatical) and properly formatted. During the class meetings for Weeks 11 and 12, students will make 7-minute oral presentations of their research, followed by 7 minutes of discourse led by the reading partner. The purpose of this requirement is to enable students to revise their drafts on the basis of quality feedback. Drafts are worth 20% of each student’s course grade and will be evaluated by the criteria explained in “Grading Standards for Written Work” (below).
- g. Requirement 7: Peer Feedback. At the beginning of the Week 12 class meeting, students will submit two copies of written feedback on the drafts submitted by their writing partners. Students should refer to “Grading Standards for Written Work” (below) when evaluating their partners’ drafts and compiling feedback. Prof. Hall will evaluate the quality and thoughtfulness of this feedback; this requirement will account for 5% of each student’s course grade.
- h. Requirement 8. Final paper. Final papers are due in class at 11 a.m., Monday, 13 December. Late papers will not be accepted. Exclusive of bibliography, papers will be twenty to twenty-five pages in length. They are worth 30% of each student’s course grade.
- i. Discussion Participation. Throughout the semester, the quality of class discussions is dependent upon student contributions. These—judged on quality and consistency—will account for 10% of each student’s grade.

j. Grading summary.

Requirement	Due	Weight
1: Refined Research Topic	6 p.m., Sunday, 3 October (via Learn@UW)	5%
2: Preliminary Proposal	6 p.m., Sunday, 17 October (via Learn@UW)	5%
3: Problem with Sources	11 a.m., Monday, 25 October (4 copies)	5%
4: Book Review	6 p.m., Sunday, 31 October (via Learn@UW)	5%
5: Final Proposal	6 p.m., Sunday, 7 November (via Learn@UW)	15%
6: Draft Paper	11 a.m., Monday, 22 November (2 copies)	20%
7: Peer Feedback	11 a.m., Monday, 29 November (2 copies)	5%
8: Final Paper	11 a.m., Monday, 13 December (2 copies)	30%
Discussion Participation	N/A	10%

5. GRADING STANDARDS FOR WRITTEN WORK.

- a. Organization:
 - i. Does the essay begin with an effective introduction that (a) engages the reader, (b) identifies historical problem under consideration, and (c) posits the student’s thesis?
 - ii. Do paragraphs comprise discrete ideas defined by identifiable topic sentences?
 - iii. Does the student make effective use of transitions (especially between paragraphs)?
 - iv. Does the student arrange his or her paragraphs (ideas) in a logical sequence that furthers the argument while maintaining a coherent, chronological narrative?
 - v. Does the student conclude with a summary of the paper’s most salient findings and (if appropriate) an allusion to their broader significance?
- b. Use of sources:
 - i. Is the student’s research adequate?
 - ii. Does the student make significant / sufficient use of primary sources?
 - iii. Does the student over-rely on select secondary sources or non-scholarly sources?
 - iv. Does the student make appropriate use of the *best available* sources?
 - v. Does the student effectively use evidence from these sources to further his or her argument?
 - vi. Does the student understand the historiography of his or her topic?
 - vii. Does the student make excessive or inappropriate use of direct quotations?
- c. Overall:
 - i. Does the student present an original, compelling argument substantiated by appropriate historical evidence? Would a general, educated reader find the argument compelling?
 - ii. Does the student demonstrate mastery of the subject matter?
 - iii. Is the essay well written? Would a general, educated reader understand it and enjoy reading it?
 - iv. Is the essay properly formatted and free of errors?

6. HOW TO SUCCEED IN THIS COURSE.

- a. Do the reading.
- b. Attend all class meetings.
- c. Contribute to discussions.
- d. Be a diligent writing partner.
- e. Take notes—in class and while reading.
- f. Work ahead on all graded requirements and submit them on time. **Late submissions will not be accepted.**
- g. **Do your own work.**
- h. Seek the professor’s assistance if you are struggling or do not understand the expectations.

7. COURSE TEXTS.

- a. Students are responsible for acquiring the following texts, which should be available for purchase at the University Bookstore:

Grenier, John. *The First Way of War: American War Making on the Frontier*. New York: Cambridge University Press, 2005.

Marius, Richard, and Melvin E. Page. *A Short Guide to Writing About History*. 7th ed. New York: Pearson/Longman, 2009.

Strunk, William, and E.B. White. *The Elements of Style*. 4th ed. New York: Longman, 2000.

Morillo, Stephen. *What Is Military History?* Cambridge: Polity Press, 2006.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th ed. Chicago: University of Chicago Press, 2007.

Weigley, Russell F. *The American Way of War: A History of United States Military Strategy and Policy*. 1973. Reprint, Bloomington: Indiana University Press, 1977.

- b. Additionally, the following texts (or excerpts therefrom) are available on the Learn@UW course page. You ARE NOT required to purchase these texts.

Chambers, John Whiteclay, and G. Kurt Piehler, eds. *Major Problems in American Military History: Documents and Essays*, Major Problems in American History Series. Boston: Houghton Mifflin, 1999.

Lee, Wayne E. “Mind and Matter—Cultural Analysis in American Military History: A Look at the State of the Field.” *Journal of American History* 93, no. 4 (March 2007): 1116-42.

Linn, Brian M. *The Echo of Battle: The Army's Way of War*. Cambridge, Mass.: Harvard University Press, 2007.

Linn, Brian M., and Russell F. Weigley. “The American Way of War Revisited.” *The Journal of Military History* 66, no. 2 (2002): 501-33.

8. OTHER RESOURCES.

- a. Bibliographic sources. Topical bibliographies, which we will discuss during the first class meeting, are immensely valuable tools for selecting and refining the focus of your research project. In addition to the bibliographies available on the Learn@UW page for this course, students should avail themselves of the following volumes in the Wisconsin State Historical Society's non-circulating reading room:

Higham, Robin D. S. *A Guide to the Sources of United States Military History*. Hamden, Conn.: Archon Books, 1975.

Higham, Robin D. S., and Donald J. Mrozek. *A Guide to the Sources of United States Military History, Supplement I*. Hamden, Conn.: Archon Books, 1981.

———. *A Guide to the Sources of United States Military History, Supplement II*. Hamden, Conn.: Archon Books, 1986.

———. *A Guide to the Sources of United States Military History, Supplement III*. Hamden, Conn.: Archon Books, 1993.

———. *A Guide to the Sources of United States Military History, Supplement IV*. North Haven, Conn.: Archon Books, 1998.

- b. Bibliographic and note-taking software. Proper citation of your sources is not a formality; it is an essential (and therefore graded) component of your research project. Students will format footnotes and bibliographies in accordance with Turabian's *A Manual for Writers* or the more comprehensive *Chicago Manual of Style*, 15th ed., from which it is derived. A number of software applications make the tasks of organizing and citing your sources relatively easy. Use of these applications is entirely optional but recommended.
 - i. EndNote Web (free for UW students via the [UW Library](#)).
 - ii. RefWorks (free for UW students via the [UW Library](#)).
 - iii. Zotero (free [shareware](#) plug-in for Firefox).

9. COURSE SCHEDULE.

Week 1, 13 September

Introduction to Military History and Historical Research

1. Readings: Morillo, Chapters 1-3 (scan pp. 11-29, 57-66); Marius, pp. 1-40; Turabian, Chapters 1-2.
2. Assignments:
 - a. Complete questionnaire on Learn@UW and submit no later than 6:00 p.m., Sunday, 12 September
 - b. Be prepared to discuss your tentative research topic in class.
3. Objectives:
 - a. Explain course rhythm and expectations.
 - b. Introduce fundamental concepts and directions in American military history.
 - c. Introduce historical research methodology.

Week 2, 20 September

Archival Sources

1. Reading: Morillo, Chapters 4 and 6 (scan 88-94); Lee (scan, complete); Chambers (complete)
2. Assignments: *Meet in Reading Room on the 4th floor of the Wisconsin State Historical Society.*
3. Objectives:
 - a. Familiarize students with available archival sources and the means of locating them.
 - b. Inspire students to pursue an original project that furthers the field of military history and capitalizes on available, primary sources.

Week 3, 27 September

Working with Sources / American Way of War 1

1. Reading: Marius, pp. 40-93; Turabian, Chapters 3-4; Grenier, ix-114.
2. Assignments: None.
3. Objectives:
 - a. Discuss the challenges of dealing with primary and secondary sources and prioritizing your research.
 - b. Introduce the historiographical debate regarding an American Way of War and discuss assigned reading.

Week 4, 4 October

Refining Topics / American Way of War 2

1. Readings: Grenier, finish
2. Assignment: **no later than 6 p.m., Sunday, 3 October, submit Requirement 1 via Learn@UW.**
3. Objectives:
 - a. Conclude discussion of Grenier's *First Way of War*.
 - b. Scrutinize Grenier's argument in the light of primary sources.

Week 5, 11 October (NO CLASS)

Reading & Research Drop

1. Reading: Weigley, xvii-127.
2. Assignments: none
3. Objective: continue to refine scope and intent of research projects.

Week 6, 18 October

Preliminary Proposals

1. Reading: Weigley, 128-265
2. Assignments Requirement 2:
 - a. **No later than 6 p.m., Sunday, 17 October, submit Requirement 2 via Learn@UW.**
 - b. In small groups, make 10-minute presentations of proposals.
 - c. Reading partners will lead 20-minute discussions following presentations.
3. Objective: refine scope and intent of research projects.

Week 7, 25 October

Arguments & Outlining, Working with Sources 2, American Way of War 3

1. Readings: Marius, Chapter 4; Turabian, Chapter 5; Weigley, 267-398.
2. Assignments: **submit Requirement 3 at the beginning of class.**
3. Objectives:
 - a. Discuss the construction, organization, and evaluation of historical arguments.
 - b. Discuss Weigley’s *The American Way of War*.

Week 8, 1 November

American Way of War Reconsidered

1. Readings: Weigley, 399-477; Linn, “*The American Way of War Reconsidered*” (complete); Linn, *Echo of Battle* excerpt (complete).
2. Assignments: **no later than 6 p.m., Sunday, 31 October, submit Requirement 4 via Learn@UW.**
3. Objective: Critique Weigley’s *American Way of War* and consider several derivative interpretations.

Week 9, 8 November

Proposal Presentation

1. Readings: None.
2. Assignments:
 - a. **No later than 6 p.m., Sunday, 7 November, all students submit Requirement 5 via Learn@UW.**
 - b. In small groups, make 10-minute presentations of proposals.
 - c. Reading partners will lead 20-minute discussions following presentations.
3. Objectives:
 - a. Refine research projects.
 - b. Practice the skills of oral presentation and providing constructive, collegial criticism.

Week 10, 15 November

Writing Symposium

1. Readings: Marius, Chapter 5; Turabian, Chapters 6-7; Strunk & White (complete)
2. Assignments: Bring four copies of your draft introduction to class.

3. Objective: discuss the craft of writing.

Week 11, 22 November

Presentation of Drafts 1

1. Readings: Turabian, Chapter 13.
2. Assignments:
 - a. **Submit Requirement 6 (two copies of draft papers) at the beginning of class.**
 - b. Group 1: in-class, oral presentation of draft paper (7 minutes each).
 - c. Group 2: lead 7-minute discussion / questioning following reading partners' presentations.
3. Objectives:
 - a. Practice the skills of oral presentation and providing constructive, collegial criticism.
 - b. On the basis of this feedback, enable refinement of the final product.

Week 12, 29 November

Presentation of Drafts 2

1. Readings: none.
2. Assignments:
 - a. **Submit Requirement 7 (two copies of peer feedback) at the beginning of class.**
 - b. Group 2: in-class, oral presentation of draft paper (7 minutes each).
 - c. Group 1: lead 7-minute discussion / questioning following reading partners' presentations.
3. Objectives:
 - a. Practice the skills of oral presentation and providing constructive, collegial criticism.
 - b. On the basis of this feedback, enable refinement of the final product.

Week 13, 6 December

Individual Appointments

1. Reading: Turabian, Chapters 9-12.
2. Assignment: meet with Prof. Hall for scheduled appointment in 5133 Humanities.
3. Objective: review progress to date and provide personal feedback and recommendations.

Week 14, 13 December

Wrap up

1. Readings: none.
2. Assignment: **submit Requirement 8 (final paper) due at beginning of class.**
3. Objectives:
 - a. Review the semester.
 - b. Discuss possibilities for publication and further research.