

# History 427: The American Military Experience to 1902 – Syllabus (Fall 2021)

Institution: University of Wisconsin – Madison  
Subject: History  
Class Meetings: In Person – MWF (11:00 – 11:50)  
Classroom: Humanities 1217

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Office Hours: F (12:00 – 1:30)  
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**1. Course Description:** History 427 broadly examines American military history from the first encounters between Europeans and Native Americans in the 16<sup>th</sup> and early 17<sup>th</sup> centuries through the emergence of the United States as an “imperial” power in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. This course applies an expansive view of both American and military history and embraces the scholarship and orientation of the “New Military History,” in that it explores the relationship between war, military institutions, and American societies (broadly construed). While we will not ignore the study of strategy, campaigns, and battles, we will consider them within the broader context of the American experience. Ultimately, this course will provide an appreciation of how war and military service have shaped American identity and how the use of military force has defined American interactions with the world. This course also serves to familiarize students with the historian’s craft. It exposes students to the methods historians use to analyze the past and allows them to develop their own historical interpretations.

History 427 is a three-credit-hour course and typically has three hours of group meetings per week (each fifty-minute segment of lecture counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that students will spend an average of at least two hours outside of class for every hour in the classroom. In other words, in addition to class time, students plan to allot an average of six hours per week completing activities to include reading from assigned memoirs and other primary documents, watching assigned videos, writing essays, and/or studying for and completing quizzes and exams.

**2. Course Learning Outcomes:** During this course, students:

- a. Identify and describe the diverse military traditions that collided in colonial America and how and why these different “ways of war” evolved over time.
- b. Explain how political, cultural, economic, and technological factors influenced American military institutions, decisions to go to war, and the conduct of military operations.
- c. Explain how and why American military policies, institutions, and practices changed or remained consistent over time and assess if there are persistent themes or areas of continuity that constitute a distinctly “American way of war.”
- d. Explain how concepts of identity (to include national, regional, racial, ethnic, kinship, gender, and religious) influenced the character of war and the nature of American military institutions.
- e. Explain the ways that war and military service have served as agents of social change and identity formation.
- f. Analyze war as a human experience endured on the battlefield and on the home front.
- g. Assess the relationship between national expansion (in a physical, commercial, and ideological sense) and American military history.
- h. Think critically about the past and learn how to analyze, synthesize, and interpret historical processes and events.

**3. Course Structure:** History 427 consists of fifteen weeks of instruction. Each week, students navigate two or three lessons, completing a series of lesson activities and mastering a number of lesson objectives. Lesson activities include:

- a. Attending in-person lectures. Lectures present the broad themes, important events, and significant issues in American military history and provide students with a coherent narrative of the nation's military past. Lecture attendance is absolutely essential for mastering the lesson objectives and course learning outcomes and for successfully completing the course
- b. Reading from the course textbook, *For the Common Defense: A Military History of the United States from 1607 to 2012*. Like the lectures, the textbook presents a coherent narrative and addresses major themes in American military history. It covers much of the same content covered in lectures. Consequently, students should treat assigned textbook readings as **OPTIONAL** but many students will benefit from the reiteration of the subject matter and from comparing the interpretations provided by the instructor in lecture with those of the textbook's authors. The text also serves as a useful reference.
- c. Reading from primary-source documents. While lectures and the textbook allow students to develop a foundational understanding of American military history, this course challenges students to think critically about the past and develop their own interpretations. To accomplish this goal, students examine primary sources – a series of journals and memoirs as well as shorter documents. These readings allow students to examine events broadly covered in lectures and the textbook in greater detail and from the perspective of participants to those events. They also serve to complicate and sometimes challenge the interpretations provided in daily lectures and textbook readings, forcing students to evaluate conflicting evidence and develop their own conclusions.
- d. Examining maps. Over the course of the semester, students examine several maps that correspond to military campaigns covered in lectures and readings. These maps help students understand the important relationship between military operations and the physical environment and allow students to gain an appreciation for the challenges armies face in moving and sustaining themselves over great distances.
- e. Examining period illustrations and artwork. Students will occasionally examine and analyze historical illustrations and art that depict important events in American military history. These images often provide insight on the human experience of war and shed light on participant attitudes and perceptions.
- f. Watching films and video clips. Over the course of the semester, students watch a series of short films and video clips designed to introduce specific advancements in weapons technology or illustrate concepts more clearly than can be accomplished by reading. In completing Lesson 31: "From Slaves to Soldiers – The Civil War as a Catalyst for Social Change," students watch the movie *Glory*, a feature film that dramatizes the experiences of the soldiers of the 54<sup>th</sup> Massachusetts Regiment, an African-American unit that served in the United States Army during the Civil War.

In addition to lesson activities, students complete weekly graded requirements. During weeks one, two, three, five, six, eight, nine, ten, thirteen, and fourteen, students take online quizzes that test their understanding of recently-covered material (see paragraph 4(a), "Quizzes," below). During weeks four, seven, eleven, and fifteen students complete short essays based on their readings of assigned journals and memoirs (see paragraph 4(b), "Writing Requirements," below).

**4. Graded Requirements:** Students will be graded on a 1000-point scale.

a. Quizzes:

- (1) General: During weeks one, two, three, five, six, eight, nine, ten, thirteen, and fourteen, students complete graded, online quizzes using Canvas. Quizzes focus heavily on key terms and lesson objectives but may test any material presented in lecture or assigned readings.
- (2) Expectations: Quiz formats vary from week to week but may include multiple choice, true/false, matching, and short essay questions. Students have thirty minutes to complete each quiz and get one attempt. Students may use their notes, the textbook, and any instructor provided content to complete each quiz. Quizzes open on Canvas after lecture on Friday. Students must complete each quiz no later than 1159 PM (CST) on the following Monday.
- (3) Grading – 300 points: Each of the ten assigned quizzes is worth 30 points.

b. Writing Requirements:

- (1) General: Students complete **three of four** short essays (1000 words each) based on the instructor-provided prompts below and corresponding to assigned journals and memoirs. For each essay, students develop a well-conceived, well-supported, and well-written response that unambiguously and narrowly answers the question posed in the prompt. Students submit each essay as a PDF to the portal on Canvas by the deadline.

(2) Prompts:

- a. Essay 1: Upload to Canvas no later than 1159 PM (CST) on Saturday, October 2<sup>nd</sup>. Based on your reading of the *Journals of Major Robert Rogers* and your understanding of the different “ways of war” practiced by regular, colonial, and Native American forces in eighteenth-century North America, explain the role that Rogers’ Rangers performed for the British Army during the French and Indian War.
- b. Essay 2: Upload to Canvas no later than 1159 PM (CST) on Saturday, October 23<sup>rd</sup>. Based on your reading of *A Narrative of a Revolutionary Soldier*, and analysis of other primary documents provided on Canvas, explain how the Continental Army embodied or failed to embody the American Revolution’s ideals and values. You will probably want to identify and focus on one particular ‘ideal’ or ‘value’ in formulating your answer.
- c. Essay 3: Upload to Canvas no later than 1159 PM (CST) on Saturday, November 20<sup>th</sup>. Based on your reading of the *Personal Memoirs of U. S. Grant*, compare and/or contrast one significant aspect of the antebellum United States Army with the Civil War United States Army (Union Army).
- d. Essay 4: Upload to Canvas no later than 1159 PM (CST) on Wednesday, December 15<sup>th</sup>. Based on your reading of *Vanished Arizona: Recollections of the Army Life of a New England Woman*, analyze the experiences and roles played by family members who accompanied and supported the United States Army on the Western frontier in the later part of the nineteenth century.

(3) Expectations / Standards for Written Work:

- a. Use 12-point, Times New Roman Font.

- b. Use 1-inch margins on all sides and double space.
- c. Write 1000 words for each essay.
- d. Number all pages and include your full name on each page.
- e. The only sources students are required to use for each essay are the corresponding journal / memoir for that particular essay. Students may also incorporate what they have learned in lecture and material from other primary sources they have examined on Canvas. To cite evidence you obtain from a journal / memoir, use parenthetical citations. For example, if in your first essay you find a piece of historical evidence on page 25 of the *Journals of Major Robert Rogers* that you want to use in your essay, after quoting or paraphrasing the evidence, cite as follows: (Rogers 1765, 25). You **MUST** cite evidence and ideas obtained from the memoirs and other course materials.
- f. In your essay, you **MUST** engage with the assigned journal or memoir – this is the whole point of the assignment. Failure to provide evidence from the assigned journal or memoir will result in a failing grade.
- g. **Unambiguously and narrowly** answer the question posed and do so in your first paragraph. This is your thesis. Make sure the reader understands your thesis.
- h. Ensure your supporting paragraphs have clear topic sentences.
- i. Ensure each supporting paragraph comprises a discrete idea that supports your thesis.
- j. Arrange your paragraphs in a logical sequence that furthers your argument while maintaining a coherent narrative.
- k. Use specific, historical evidence to further your argument.
- l. Write clearly. It is your job to ensure the reader understands your essay.
- m. Most importantly, ensure your essay presents an original and compelling argument. I am interested in your interpretation and your analysis of the question posed.
- n. Submit your essay as a PDF to the portal on Canvas no later than the deadline.

(4) Grading – 450 points: Students earn up to 150 points for each of their three essays.

- c. Final Examination – 250 Points: Students will take the final exam on December 21<sup>st</sup>, 2021. The instructor will provide information on the exam format and expectations later in the semester.

5. **Grade Scale**: Students earn final grades in accordance with the following grade scale:

<u>Points Earned out of 1000</u>	<u>%</u>	<u>Equivalent Letter Grade</u>
900 – 1000	90% – 100%	A
850 – 899	85% – 89.9%	AB
800 – 849	80% – 84.9%	B
750 – 799	75% – 79.9%	BC
700 – 749	70% – 74.9%	C
650 – 699	65% – 69.9%	D
< 650	< 65%	F

## **6. How to Succeed in this Course:**

- a. On or before the first day of class, read the *Course Syllabus* and familiarize yourself with the setup of the Course Canvas Page.
- b. Attend all lectures. If you need to miss a lecture for whatever reason, contact the instructor.
- c. Before each lecture, visit the course page on Canvas to download that lecture's note-taking outline, identify lesson objectives and key terms, identify required lesson activities, and examine supplemental materials (primary source excerpts, maps, video clips) provided by the instructor.
- d. Take notes – in class and while you are reading. Use the note-taking outlines provided to focus your efforts. Laptops and tablets are permitted in class for note taking and reference purposes.
- e. Work ahead on writing requirements and submit them on time.
- f. Do your own work. Plagiarism will be dealt with according to Chapter 14 of the University of Wisconsin Administrative Code.
- g. Seek assistance from your instructor if you are struggling or do not understand the course expectations or content. Contact the instructor immediately if illness, family emergencies, work requirements, etc. affect your ability to attend lecture or submit assignments. I am willing to make accommodations and provide assistance but need to be aware of problems in order to do so.

## **7. Required Books and Materials:**

- a) **Student-Acquired Materials:** Each student is responsible for acquiring a copy of the following:

Grant, Ulysses. *Personal Memoirs of U. S. Grant*. Edited by John F. Marszalek. Cambridge: Harvard University Press, 2017. (ISBN: 9780674237858).

Martin, Joseph Plumb. *A Narrative of a Revolutionary Soldier*. New York: Penguin Group, 2010. (ISBN: 9780451531582).

Millet, Allan R., Peter Maslowski, and William B. Feis. *For the Common Defense: A Military History of the United States from 1607 to 2012*. Third Edition. New York: Free Press, 2012. (ISBN: 9781451623536).

*Glory*, Motion Picture – TriStar Pictures, 1989. Widely available via streaming services or DVD.

- b) **Instructor Provided Materials:** Two of the assigned journals / memoirs are in the public domain and are available in PDF form. The instructor will place copies of these PDFs on Canvas:

Rogers, Robert. *Journals of Major Robert Rogers*. London, 1765. (PDF on Canvas)

Summerhays, Martha. *Vanished Arizona: Recollections of the Army Life of a New England Woman*. Salem: Salem Press, 1911. (PDF on Canvas)

8. **Course Schedule and Activities:** For a week-by-week breakdown of lesson activities and other course requirements see the following pages.

## **Week 1 – Introduction to the American Military Experience (September 8<sup>th</sup> – 10<sup>th</sup>):**

### **9/8: Lesson 1: Introduction to the American Military Experience:**

- 1) Download the Note-Taking Outline for Lesson 1 to assist in note taking (Canvas).
- 2) Download and review the *Course Syllabus* (Canvas).
- 3) Watch the video, “Welcome to History 427” (Canvas).
- 4) Familiarize yourself with the various course pages and links on Canvas.
- 5) Read *For the Common Defense*, xiii-xviii (OPTIONAL).
- 6) Attend the lecture, “Introduction to the American Military Experience.”

### **9/10: Lesson 2: Contexts for Contact – 16<sup>th</sup> and 17<sup>th</sup> Century European and Native American Warfare:**

- 1) Download the Note-Taking Outline for Lesson 2 to assist in note taking (Canvas).
- 2) Read the document, “Samuel de Champlain’s Account of Battle with the Mohawks” (Canvas).
- 3) Watch the video, “Matchlock” (Canvas).
- 4) Attend the lecture, “Contexts for Contact – 16<sup>th</sup> and 17<sup>th</sup> Century European and Native American Warfare.”

**Additional Week 1 Activities:** Complete **QUIZ #1** on Canvas covering lessons 1-2. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, September 10<sup>th</sup>. You must complete this quiz by 1159 PM (CST) on Monday, September 13<sup>th</sup>. It is worth 30 points.

## **Week 2 – War in Colonial America (1) (September 13<sup>th</sup> – 17<sup>th</sup>):**

### **9/13: Lesson 3: Contact and Conflict – Spanish, Dutch, and French Encounters with Native Americans:**

- 1) Download the Note-Taking Outline for Lesson 3 to assist in note taking (Canvas).
- 2) Read the document, “Report of Pedro Menéndez de Avilés to King Philip II of Spain” (Canvas).
- 3) Attend the lecture, “Contact and Conflict – Spanish, Dutch, and French Encounters with Native Americans.”

### **9/15: Lesson 4: Contact and Conflict – English Encounters with Native Americans:**

- 1) Download the Note-Taking Outline for Lesson 4 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 1-19 (OPTIONAL).
- 3) Read the document, “The Militia Laws of the Massachusetts Bay Colony (1660)” (Canvas).
- 4) Attend the lecture, “Contact and Conflict – English Encounters with Native Americans.”

### **9/17: Lesson 5: Britain’s Imperial Wars in North America:**

- 1) Download the Note-Taking Outline for Lesson 5 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 20-34 (OPTIONAL).
- 3) Watch the video, “Flintlock Smoothbore Musket” (Canvas).
- 4) Download and examine the map, “Louisbourg Siege, 1745,” (Canvas).
- 5) Download and start reading the *Journals of Major Robert Rogers* (Canvas).
- 6) Attend the lecture, “Britain’s Imperial Wars in North America.”

**Additional Week 2 Activities:** Complete **QUIZ #2** on Canvas covering lessons 3-5. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, September 17<sup>th</sup>. You must complete this quiz by 1159 PM (CST) on Monday, September 20<sup>th</sup>. It is worth 30 points.

### **Week 3 – War in Colonial America (2) (September 20<sup>th</sup> – 24<sup>th</sup>):**

#### **9/20: Lesson 6: The Experience of War in 18<sup>th</sup> Century North America:**

- 1) Download the Note-Taking Outline for Lesson 6 to assist in note taking (Canvas).
- 2) Examine the map, "... Hudson River ... Lake George and Lake Champlain ..." (Canvas).
- 3) Watch the video clip from *Barry Lyndon* depicting linear tactics (Canvas).
- 4) Watch the video clip from *The Last of the Mohicans* depicting siege warfare (Canvas).
- 5) Continue reading the *Journals of Major Robert Rogers* (Canvas).
- 6) Attend the lecture, "The Experience of War in 18<sup>th</sup> Century North America."

#### **9/22: Lesson 7: The French and Indian War – Reconciling Ways of War:**

- 1) Download the Note-Taking Outline for Lesson 7 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 34-43 (OPTIONAL).
- 3) Continue reading the *Journals of Major Robert Rogers* (Canvas).
- 4) Attend the lecture, "The French and Indian War – Reconciling Ways of War."

#### **9/24: Lesson 8: The French and Indian War – The European Way of War Triumphant:**

- 1) Download the Note-Taking Outline for Lesson 8 to assist in note taking (Canvas).
- 2) Finish reading the *Journals of Major Robert Rogers* (Canvas).
- 3) Attend the lecture, "The French and Indian War – The European Way of War Triumphant."

**Additional Week 3 Activities:** Complete **QUIZ #3** on Canvas covering lessons 6-8. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, September 24<sup>th</sup>. You must complete this quiz by 1159 PM (CST) on Monday, September 27<sup>th</sup>. It is worth 30 points.

### **Week 4 – The War for American Independence (1) (September 27<sup>th</sup> – October 1<sup>st</sup>):**

#### **9/27: Lesson 9: From Political Resistance to Armed Rebellion (1763-1775):**

- 1) Download the Note-Taking Outline for Lesson 9 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 44-60 (OPTIONAL).
- 3) Read *A Narrative of a Revolutionary Soldier*, 5-14.
- 4) Read the document, "Reports and Accounts concerning the British Raid on Concord" (Canvas).
- 5) Attend the lecture: "From Political Resistance to Armed Rebellion (1763-1775)."

#### **9/29: Lesson 10: Uniting the Colonies – Creating a Continental Army:**

- 1) Download the Note-Taking Outline for Lesson 10 to assist in note taking (Canvas).
- 2) Read the document, "Nathanael Greene to Nicholas Cooke, November 29<sup>th</sup>, 1775" (Canvas).
- 3) Read the document, "George Washington to John Hancock, February 9<sup>th</sup>, 1776" (Canvas).
- 4) Watch the video, "The Kentucky Rifle in the American Revolution" (Canvas).
- 5) Attend the lecture, "Uniting the Colonies – Creating a Continental Army."

#### **10/01: Lesson 11: Expanding War Aims in an Expanding War:**

- 1) Download the Note-Taking Outline for Lesson 11 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 60-76 (OPTIONAL).
- 3) Read *A Narrative of a Revolutionary Soldier*, 15-51.
- 4) Read the document, "The Declaration of Independence" (Canvas).
- 5) Attend the lecture, "Expanding War Aims in an Expanding War."

**Additional Week 4 Activities:** Complete **ESSAY #1** and upload your essay to the portal on Canvas no later than 1159 PM (CST) on October 2<sup>nd</sup>. As a reminder, Essay #1 is in response to the prompt: based on your reading of the *Journals of Major Robert Rogers* and your understanding of the different "ways of war" practiced by regular, colonial, and Native American forces in eighteenth-century North America, explain the role that Rogers' Rangers performed for the British Army during the French and Indian War. For formatting instructions and grading standards see paragraph 4(b), "Writing Requirements."

## **Week 5 – The War for American Independence (2) (October 4<sup>th</sup> – 8<sup>th</sup>):**

### **10/04: Lesson 12: Turning Points in 1777 – New Jersey and Saratoga:**

- 1) Download the Note-Taking Outline for Lesson 12 to assist in note taking (Canvas).
- 2) Read the document, “John Burgoyne to Lord George Germain, August 20<sup>th</sup>, 1777” (Canvas).
- 3) Read the document, “Burgoyne to Lord George Germain, August 20<sup>th</sup>, 1777 (private)” (Canvas).
- 4) Examine the map, “One Soldier’s Journey – The 1777 Philadelphia Campaign” (Canvas).
- 5) Read *A Narrative of a Revolutionary Soldier*, 52-92.
- 6) Attend the lecture: “Turning Points in 1777 – New Jersey and Saratoga,”

### **10/06: Lesson 13: An Army of Order, Regularity, and Discipline:**

- 1) Download the Note-Taking Outline for Lesson 13 to assist in note taking (Canvas).
- 2) Read *A Narrative of a Revolutionary Soldier*, 93-146.
- 3) Attend the lecture: “An Army of Order, Regularity, and Discipline.”

### **10/08: Lesson 14: Civil War in the Carolinas:**

- 1) Download the Note-Taking Outline for Lesson 14 to assist in note taking (Canvas).
- 2) Read the document, “Extract from the Pension Application of William Gipson” (Canvas).
- 3) Read *A Narrative of a Revolutionary Soldier*, 147-180.
- 4) Attend the lecture, “Civil War in the Carolinas.”

**Additional Week 5 Activities:** Complete **QUIZ #4** on Canvas covering lessons 9-14. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, October 8<sup>th</sup>. You must complete this quiz by 1159 PM (CST) on Monday, October 11<sup>th</sup>. It is worth 30 points.

## **Week 6 – Achieving Independence and Defending the New Republic (October 11<sup>th</sup> – 15<sup>th</sup>):**

### **10/11: Lesson 15: Coalition Warfare – The Yorktown Campaign:**

- 1) Download the Note-Taking Outline for Lesson 15 to assist in note taking (Canvas).
- 2) Read *A Narrative of a Revolutionary Soldier*, 181-253.
- 3) Attend the lecture: “Waging Coalition War – The Yorktown Campaign.”

### **10/13: Lesson 16: Forging the Republic’s Sword – The Birth of the American Military Establishment:**

- 1) Download the Note-Taking Outline for Lesson 16 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 77-95 (OPTIONAL).
- 3) Read the document, “George Washington’s Whiskey Rebellion Proclamation” (Canvas).
- 4) Attend the lecture, “Forging the Republic’s Sword – The Birth of the American Military Establishment.”

### **10/15: Lesson 17: Maintaining the Republic’s Sword – Naval Affairs and the Jefferson Administration:**

- 1) Download the Note-Taking Outline for Lesson 17 to assist in note taking (Canvas).
- 2) Attend the lecture, “Maintaining the Republic’s Sword – Naval Affairs and the Jefferson Administration.”

**Additional Week 6 Activities:** Complete **QUIZ #5** on Canvas covering lessons 15-17. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, October 15<sup>th</sup>. You must complete this quiz by 1159 PM (CST) on Monday, October 18<sup>th</sup>. It is worth 30 points.



**Week 7 – War Making, Nation Building, Peace Keeping in the New Republic (1) (Oct. 18<sup>th</sup> – 22<sup>nd</sup>):**

**10/18: Lesson 18: Testing the Republic’s Sword – The War of 1812:**

- 1) Download the Note-Taking Outline for Lesson 18 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 95-107 (OPTIONAL).
- 3) Read the document, “James Madison’s War Message, June 1<sup>st</sup>, 1812” (Canvas).
- 4) Attend the lecture, “Testing the Republic’s Sword – The War of 1812.”

**10/20: Lesson 19: Expanding American Frontiers – Expanding Military Roles:**

- 1) Download the Note-Taking Outline for Lesson 19 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 108-121 (OPTIONAL).
- 3) Read *Personal Memoirs of U. S. Grant*, 5-37.
- 4) Attend the lecture, “Expanding American Frontiers – Expanding Military Roles.”

**10/22: Lesson 20: Wooden Ships and Granite Bastions – Guarding the Nation’s Coasts:**

- 1) Download the Note-Taking Outline for Lesson 20 to assist in note taking (Canvas).
- 2) Attend the lecture, “Wooden Ships and Granite Bastions – Guarding the Nation’s Coasts.”

**Additional Week 7 Activities:** Complete **ESSAY #2** and upload your essay to the portal on Canvas no later than 1159 PM (CST) on October 23<sup>rd</sup>. As a reminder, Essay #2 is in response to the prompt: based on your reading of *A Narrative of a Revolutionary Soldier*, and analysis of other primary documents provided on Canvas, explain how the Continental Army embodied or failed to embody the American Revolution’s ideals and values. You will probably want to identify and focus on one particular ‘ideal’ or ‘value’ in formulating your answer. For formatting instructions and grading standards see paragraph 4(b), “Writing Requirements.”

**Week 8 – War Making, Nation Building, Peace Keeping in the New Republic (2) (Oct. 25<sup>th</sup> – 29<sup>th</sup>):**

**10/25: Lesson 21: The United States Army and Indian Removal:**

- 1) Download the Note-Taking Outline for Lesson 21 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 121-128 (OPTIONAL).
- 3) Read the document, “Andrew Jackson’s Message to Congress on Indian Removal” (Canvas).
- 4) Read *Personal Memoirs of U. S. Grant*, 38-94.
- 5) Attend the lecture, “The United States Army and Indian Removal.”

**10/27: Lesson 22: War with Mexico:**

- 1) Download the Note-Taking Outline for Lesson 22 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 128-141 (OPTIONAL).
- 3) Read *Personal Memoirs of U. S. Grant*, 95-145.
- 4) Read the document, “James K. Polk’s War Message to Congress, May 11<sup>th</sup>, 1846” (Canvas).
- 5) Attend the lecture, “War with Mexico.”

**10/29: Lesson 23: The Road to Disunion:**

- 1) Download the Note-Taking Outline for Lesson 23 to assist in note taking (Canvas).
- 2) Read *Personal Memoirs of U. S. Grant*, 146-197.
- 3) Read the document, “Declaration of the Immediate Causes which Induce and Justify the Secession of South Carolina from the Federal Union” (Canvas).
- 4) Attend the lecture, “The Road to Disunion.”

**Additional Week 8 Activities:** Complete **QUIZ #6** on Canvas covering lessons 18-23. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, October 29<sup>th</sup>. You must complete this quiz by 1159 PM (CST) on Monday, November 1<sup>st</sup>. It is worth 30 points.

## **Week 9 – The American Civil War (1) (November 1<sup>st</sup> – 5<sup>th</sup>):**

### **11/1: Lesson 24: On to Richmond – Opening Moves in 1861:**

- 1) Download the Note-Taking Outline for Lesson 24 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 142-165 (OPTIONAL).
- 3) Watch the video, “.58 Rifled Musket” (Canvas).
- 4) Download and examine the map, “Civil War Area of Operations” (Canvas).
- 5) Download and examine the map “Eastern Theater Major Battles” (Canvas).
- 6) Attend the lecture, “On to Richmond – Opening Moves in 1861.”

### **11/3: Lesson 25: River War in the Western Theater, 1862:**

- 1) Download the Note-Taking Outline for Lesson 25 to assist in note taking (Canvas).
- 2) Read *Personal Memoirs of U. S. Grant*, 198-252.
- 3) Watch the video, “The Twelve Pound Napoleon” (Canvas).
- 4) Attend the lecture, “River War in the Western Theater, 1862.”

### **11/5: Lesson 26: Lee Ascendent in the Eastern Theater, 1862:**

- 1) Download the Note-Taking Outline for Lesson 26 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 165-180 (OPTIONAL).
- 3) Read the document, “Benjamin Butler to Winfield Scott, May 24<sup>th</sup>, 1861” (Canvas).
- 4) Read the document, “Benjamin Butler to Winfield Scott, May 27<sup>th</sup>, 1861” (Canvas).
- 5) Read the document, “George McClellan to Abraham Lincoln, July 7<sup>th</sup>, 1862” (Canvas).
- 6) Read the document, “The Emancipation Proclamation, January 1<sup>st</sup>, 1863” (Canvas).
- 7) Attend the lecture, “Lee Ascendant in the Eastern Theater, 1862.”

**Additional Week 9 Activities:** Complete **QUIZ #7** on Canvas covering lessons 24-26. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, November 5<sup>th</sup>. You must complete this quiz by 1159 PM (CST) on Monday, November 8<sup>th</sup>. It is worth 30 points.

## **Week 10 – The American Civil War (2) (November 8<sup>th</sup> – 12<sup>th</sup>):**

### **11/8: Lesson 27: The Elusive Quest for Decisive Victory – Chancellorsville and Gettysburg, 1863:**

- 1) Download the Note-Taking Outline for Lesson 27 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 181-197 (OPTIONAL).
- 3) Watch the video clip from *Gods and Generals* depicting the Battle of Chancellorsville (Canvas).
- 4) Read *Personal Memoirs of Ulysses S. Grant*, 253-315.
- 5) Attend the lecture, “The Elusive Quest for Decisive Victory – Chancellorsville and Gettysburg.”

### **11/10: Lesson 28: Grant Ascendant – The Western Theater, 1863:**

- 1) Download the Note-Taking Outline for Lesson 28 to assist in note taking (Canvas).
- 2) Download and examine the map, “NPS Vicksburg Campaign” (Canvas).
- 3) Read *Personal Memoirs of Ulysses S. Grant*, 316-393.
- 4) Attend the lecture, “Grant Ascendant in the West, 1863.”

### **11/12: Lesson 29: Reading Period:**

- 1) Read *Personal Memoirs of Ulysses S. Grant*, 394-581.
- 2) **NO** lecture / **NO** class meeting.

**Additional Week 10 Activities:** Complete **QUIZ #8** on Canvas covering lessons 27-28. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Wednesday, November 10<sup>th</sup>. You must complete this quiz by 1159 PM (CST) on Monday, November 15<sup>th</sup>. It is worth 30 points.

### **Week 11 – The American Civil War (3) (November 15<sup>th</sup> – 19<sup>th</sup>):**

#### **11/15: Lesson 30: Amphibious Assaults, Blockades, and Commerce Raiding – The Naval Civil War:**

- 1) Download the Note-Taking Outline for Lesson 30 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 197-207 (OPTIONAL).
- 3) Read *Personal Memoirs of Ulysses S. Grant*, 582-648.
- 4) Attend the lecture, “Amphibious Assaults, Blockades, and Commerce Raiding – The Naval Civil War.”

#### **11/17: Lesson 31: From Slaves to Soldiers – The Civil War as a Catalyst for Social Change:**

- 1) Download the Note-Taking Outline for Lesson 31 to assist in note taking (Canvas).
- 2) Read *Personal Memoirs of U. S. Grant*, 649-688.
- 3) Watch the Movie *Glory*.
- 4) Attend the lecture, “From Slaves to Soldiers – The Civil War as a Catalyst for Social Change.”

#### **11/19: Lesson 32: Total War to Suppress the Southern Rebellion:**

- 1) Download the Note-Taking Outline for Lesson 32 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 207-217 (OPTIONAL).
- 3) Read *Personal Memoirs of U. S. Grant*, 689-763.
- 4) Read the document, “William T. Sherman to Henry W. Halleck, July 7<sup>th</sup>, 1864” (Canvas).
- 5) Read the document, “William T. Sherman to Ulysses S. Grant, October 9<sup>th</sup>, 1864” (Canvas).
- 6) Attend the lecture: “Toward Total War, 1864-1865.”

**Additional Week 11 Activities:** Complete **ESSAY #3** and upload your essay to the portal on Canvas no later than 1159 PM (CST) on November 20<sup>th</sup>. As a reminder, Essay #3 is in response to the prompt: based on your reading of the *Personal Memoirs of U. S. Grant*, compare and/or contrast one significant aspect of the antebellum United States Army with the Civil War United States Army (Union Army). For formatting instructions and grading standards see paragraph 4(b), “Writing Requirements.”

### **Week 12 – A Return to Familiar Missions (November 22<sup>nd</sup> – 26<sup>th</sup>):**

#### **11/22: Lesson 33: Demobilization, Reconstruction, and a Return to the Frontier Constabulary:**

- 1) Download the Note-Taking Outline for Lesson 33 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 218-235 (OPTIONAL).
- 3) Read the document, “The First Reconstruction Act, March 2<sup>nd</sup>, 1867” (Canvas).
- 4) Attend the lecture, “Demobilization, Reconstruction, and a Return to the Frontier Constabulary.”

#### **11/24: Lesson 34: Plains Indian Warfare:**

- 1) Download the Note-Taking Outline for Lesson 34 to assist in note taking (Canvas).
- 2) Watch the video, “Breechloader & Muzzle Loader: The Wagon Box Fight” (Canvas).
- 3) Attend the lecture, “Plains Indian Warfare, 1866-1875.”

**11/26: Thanksgiving Holiday:** **NO** Assignment / **NO** Lecture / **NO** Class Meeting.

**Additional Week 12 Activities:** **NONE**

### Week 13 – The Great Sioux War (November 29<sup>th</sup> – December 3<sup>rd</sup>):

#### 11/29: Lesson 35: Reading Period:

- 1) Download and start reading *Vanished Arizona...* (Canvas).
- 2) **NO** Lecture / **NO** Class Meeting.

#### 12/01: Lesson 36: The Great Sioux War of 1876:

- 1) Download the Note-Taking Outline for Lesson 36/37 to assist in note taking (Canvas).
- 2) Continue reading *Vanished Arizona...* (Canvas).
- 3) Attend the lecture, “The Great Sioux War of 1876.”

#### 12/03: Lesson 37: Examining the Battle of the Little Bighorn:

- 1) Continue to use the Note-Taking Outline for Lesson 36/37 to assist in note taking.
- 2) Continue reading *Vanished Arizona...* (Canvas).
- 3) Attend the in-class documentary film on the Battle of the Little Bighorn.

Additional Week 13 Activities: Complete **QUIZ #9** on Canvas covering lessons 30-37. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, December 3<sup>rd</sup>. You must complete this quiz by 1159 PM (CST) on Monday, December 6<sup>th</sup>. It is worth 30 points.

### Week 14 – Arming America for a New Century (December 6<sup>th</sup> – 10<sup>th</sup>):

#### 12/06: Lesson 38: Life in the Frontier Army:

- 1) Download the Note-Taking Outline for Lesson 38 to assist in note taking (Canvas).
- 2) Finish reading *Vanished Arizona...* (Canvas).
- 3) Attend the lecture, “Life in the Frontier Army.”

#### 12/08: Lesson 39: Searching for Missions – The United States Army and the End of the Frontier:

- 1) Download the Note-Taking Outline for Lesson 39 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 236-251 (OPTIONAL).
- 3) Watch the video, “Bolt Action Magazine Rifle” (Canvas).
- 4) Watch the video, “West Coast Artillery Post – 10-inch Gun Firing” (Canvas).
- 5) Attend the lecture, “Searching for Missions – The United States Army and the End of the Frontier.”

#### 12/10: Lesson 40: From Gunboat Diplomacy to Battleship Navy:

- 1) Download the Note-Taking Outline for Lesson 40 to assist in note taking (Canvas).
- 2) Attend the lecture, “From Gunboat Diplomacy to a Battleship Navy.”

Additional Week 14 Activities: Complete **QUIZ #10** on Canvas covering lessons 38-40. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, December 10<sup>th</sup>. You must complete this quiz by 1159 PM (CST) on Monday, December 13<sup>th</sup>. It is worth 30 points.

**Week 15 – From Frontier to Imperial Constabulary (December 13<sup>th</sup> – 15<sup>th</sup>):**

**12/13: Lesson 41: War with Spain:**

- 1) Download the Note-Taking Outline for Lesson 41 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 252-268 (OPTIONAL).
- 3) Attend the lecture, “War with Spain, 1898.”

**12/15: Lesson 42: A Military Establishment for an American Empire:**

- 1) Download the Note-Taking Outline for Lesson 42 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 268-281 (OPTIONAL).
- 3) Read the document, “William McKinley’s Proclamation on Benevolent Assimilation” (Canvas).
- 4) Read the document excerpt, “Theodore Roosevelt’s Annual Message to Congress, December 6<sup>th</sup>, 1904” (Canvas).
- 5) Attend the lecture, “A Military Establishment for an American Empire,” (Canvas).

**Additional Week 15 Activities:** Complete **ESSAY #4** and upload your essay to the portal on Canvas no later than 1159 PM (CST) on December 15<sup>th</sup>. As a reminder, Essay #4 is in response to the prompt: based on your reading of *Vanished Arizona: Recollections of the Army Life of a New England Woman*, analyze the experiences and roles played by family members who accompanied and supported the United States Army on the Western frontier in the later part of the nineteenth century. For formatting instructions and grading standards see paragraph 4(b), “Writing Requirements.”