

# **History 350: American Military History, 1492-2005**



**History 350 Syllabus  
Section 001  
North Carolina State University  
Fall Semester 2020  
J.W. Caddell**

**Asynchronous Remote Course – Lectures available *via* Moodle**

# Table of Contents

<b>Syllabus and Assorted Instructions</b>	<b>Page 3</b>
<b>Course Schedule</b>	<b>4</b>
<b>General Policy and Required Syllabus Information</b>	<b>5</b>
<b>Desired Learning Objectives</b>	<b>6</b>
<b>What this course is not</b>	<b>7</b>
<b>University Requirements</b>	<b>8</b>
<b>Grading</b>	<b>10</b>
<b>Internet and email</b>	<b>13</b>
<b>Thesis Paper</b>	<b>15</b>
<b>Thesis Paper Outline</b>	<b>16</b>
<b>Dialectic Essay</b>	<b>17</b>
<b>Dialectic Essay Outline</b>	<b>19</b>
<b>Potential Paper Topics</b>	<b>20</b>
<b>Citations and Vetting</b>	<b>23</b>
<b>Examinations</b>	<b>24</b>
<b>Glossary</b>	<b>25</b>

## American Military History

NCSU  
History 350.001

Fall 2020  
Dr. Caddell

**Texts:**     -Allan R. Millett and Peter Maslowski, *For the Common Defense*  
              -John Chambers and Kurt Piehler, eds. *Major Problems in American Military History*  
              -J. Caddell, "Course Packet." (electronic PDF provided by email)

**Office & Office Hours:** Telephonic – MW 10-11 am and by email appointment (I really will make sure to make it easy for you to talk to me.)

**Phone:** 919 967-0471 Office Hours  
          919 548-5688 Other Times

**E-Mail:** jcaddell@ncsu.edu (**Not** the preferred method of communication.)

**Assignments:**     All assignments must be completed for a student to receive credit in this course. **Late papers will be penalized one letter grade per day they are late.**

<b>Grade percentages:</b>	<b><u>Type</u></b>	<b><u>Date Due</u></b>
20%	Thesis Paper	14 September
20%	Midterm Examination	5-12 October
30%	Dialectic Essay	2 November
<u>30%</u>	Final Examination	16 November (midnight)
100%		

**Alpha-Numeric Grade Correlations:** This course will utilize a 10 point grade scale.

<b>A+ = 98-100</b>	<b>B+ = 87-89</b>	<b>C+ = 77-79</b>	<b>D+ = 67-69</b>	<b>F &lt; 60</b>
<b>A = 93-97</b>	<b>B = 83-86</b>	<b>C = 73-76</b>	<b>D = 63-66</b>	
<b>A- = 90-92</b>	<b>B- = 80-82</b>	<b>C- = 70-72</b>	<b>D- = 60-62</b>	

## **Class And Reading Schedule**

<b><u>Date</u></b>	<b><u>Topic &amp; Readings</u></b>
10-14 August	Introduction (C&P 1), Lectures 1-3 (Moodle)
17-21 August	Early Modern Warfare (C&P 1), Lectures 4-7
24-28 August	Fighting in the Woods: Colonial Warfare (M&M 1-2; C&P 2), Lectures 8-12b
31 August - 4 September	Rebels & Redcoats and Other Myths: The Revolution (M&M 3; C&P 3), Lectures 13-16
7-11 September	How to Defend a Republic: Foundations and Redcoats Part II (M&M 4; C&P 4), Lectures 17-19
14-18 September	A Strategy Emerges? (M&M 5; C&P 5), Lectures 20-21
21-25 September	The “Wah”: Modern? Industrialized? (M&M 6-7; C&P 6), Lectures 22-23
28 September-2 October	New Technology, New Geography, New Ideas, but..? (M&M 8-9; C&P 7-8), Lectures 24-27
5-9 October	“Over There”: The Great War (M&M 10-11; C&P 9), Lectures 28-31
12 -14 October	The Long Armistice (M&M 12; C&P 10), Lecture 32 Pearl Harbor (M&M 13), Lecture 33
16-23 October	World War II: European Paradigm Testing (M&M 13-14; C&P 11-12), Lectures 34-39
26-30 October	The “Tyranny of Distance”: War in the Pacific (M&M 13-14; C&P 11-12), Lectures 40-42
2-6 November	Cold War: Containment, COIN, & LIC – Review of Conventional Warfare (M&M 15 –16; C&P 13-14), Lectures 43-50
9-13 November	Cold War: MAD, NUT and the rest (M&M 16-18; C&P 14-15), Lecture 51
16 November	Final Examination (Due before midnight)

All lectures are available on Moodle. The readings: *M&M* = *Millett and Maslowski text chapters*. *C&P* = *Chambers and Piehler chapters*.

# General Policy and Required Syllabus Information

Course Type: Lecture

Prerequisite: 3 hours of History or Sophomore standing

Course Description: This course examines the American military experience and its relationship to other historical developments. It addresses the use of military force in terms of strategy and tactics and as an element in the nation's diplomatic, political, social, economic, and intellectual life.

GPA Objectives (Humanities):

- Engage the human experience through the interpretation of human culture.
- Become aware of the act of interpretation itself as a critical form of knowing in the humanities.
- Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Specific Course Objectives in History 350:

Academic course objectives can range from the very general to the incredibly specific.

What is the utility of “desired learning objectives?”

Consider why we have “DLO’s” in this course.

The specific “DLO’s” of this course:

1. To develop and to improve fundamental powers of logic. This includes honing your ability to analyze and to synthesize information. The critical assessment of historical interpretations, as well as the students’ abilities to develop their own interpretations and arguments will be stressed.
2. To strengthen verbal capabilities, both oral and written. This will be accomplished through the writing of formal papers, essay examinations, and class discussions.
3. To become familiar with some basic concepts, events, and institutions that have evolved through the course on military history. This will involve the learning of some “stuff.” To quote the Faber College motto, “Knowledge is good.”
4. To develop a sense of “historical difference.” This entails coming to appreciate the fact that the passage of time causes change and that this change is ongoing. We will discuss Mark Twain’s observation that “While history does not repeat itself, it may rhyme.”
5. To have fun. As history is the story of people doing “stuff,” it is the story of smart people, dumb people, nice people, mean people, normal people, and unusual people.

## Course Objectives in History 350

The objectives of an academic course can range from the very general to the incredibly specific.

Should a student care?

Is the concept of course “objectives” too limiting?

Concept of “desired learning objectives” (an educationalist term) = ?

Why we have “DLO’s” in this course.

What the “DLO’s” are in this course:

6. To develop and to improve fundamental powers of logic. This includes honing your ability to analyze and to synthesize information. The critical assessment of historical interpretations, as well as the students’ abilities to develop their own interpretations and arguments will be stressed.
7. To strengthen verbal capabilities, both oral and written. This will be accomplished through the writing of formal papers, essay examinations, and class discussions.
8. To become familiar with some basic concepts, events, and institutions inherent to American military history. This will involve the learning of some “stuff.” To quote the Faber College motto, “Knowledge is good.”
9. To develop a sense of “historical difference.” This entails coming to appreciate the fact that the passage of time causes change and that this change is ongoing. We will discuss Mark Twain’s observation that “While history does not repeat itself, it may rhyme.”
10. To have fun. As history is the story of people doing “stuff,” it is the story of smart people, dumb people, nice people, mean people, normal people, and odd people. This even includes the study of nuclear security.

## What this course is not:

- It is not a military *training* program. This is *education*. Know the difference.
- It is not an attempt to create historians.
- It is not a training program for true/false, multiple guess, or rote memory examinations.
- It is not an arena for the promulgation of political ideology. All opinions *logically constructed and supported by evidence* will be welcomed.



**General George Catlett Marshall, Jr.**

## **Academic Integrity:**

Students are expected to adhere to the University policy on academic integrity, found in the Code of Student Conduct. (See Appendix L of the Handbook for Advising and Teaching). It is the student's responsibility to make himself or herself fully familiar with the requirements of this code. It is this faculty member's understanding and expectation that the student's signature on any test or assignment means the he or she neither gave nor received unauthorized aid. In accordance with NC State policies, infractions of the honor code, if detected, will be reported to the Office of Student Conduct. Again, it is the student's responsibility to familiarize himself or herself with the penalties that may ensure if he or she is found guilty of cheating, plagiarism, or other offenses.

## **Plagiarism**

The History Department's information on plagiarism and the honor code can be found at [http://history.ncsu.edu/ug\\_resources/plagiarism\\_honor\\_code](http://history.ncsu.edu/ug_resources/plagiarism_honor_code). This site provides examples of what constitutes plagiarism and how to avoid it. It is recommended reading.

## **Career Services in CHASS:**

Explore career options related to your major, make decisions about your major or minor, build resumes and cover letters, prepare for interviews, develop internship/ job search strategies, maximize career fairs, and more. Make an appointment through ePACK. Career Development Center, 2100 Pullen Hall. [careers.ncsu.edu](http://careers.ncsu.edu).

## **Drop Add**

- The History Department's policies regarding course restrictions and drop/add are available at: <http://history.ncsu.edu/images/uploads/8-5History-Restrictions-Drop-Add Policies.pdf>.
- Dropping and adding a class is a student's responsibility. It is up to the student to check MyPack Portal to confirm whether or not they are in the course. The CHASS Dean's office will not approve late withdrawals for students who claim that they thought they dropped the class.

## **Writing Center**

All authors benefit from editing and constructive feedback. Writing and speaking consultations are available in many formats at North Carolina State University. Visit the Undergraduate Tutorial Center (101 Park Shops) during the day for a mix of appointment and drop-in services. After dinner stop by one of the evening centers in First Year College Commons, Avent Ferry Complex, or Lee Hall to meet with a consultant face-to-face. All housing locations operate as drop-in centers and work on a first come, first served basis. Online consultation appointments are available in the afternoons Monday - Thursday. For a detailed description of times and locations, please visit: [http://www.ncsu.edu/tutorial\\_center/writespeak/](http://www.ncsu.edu/tutorial_center/writespeak/).

## **Students With Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office (919-515-7653) on the third floor of University College Commons (Suite 304). For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>. If you have been advised to take advantage of these adjustments, please contact me at the beginning of the semester.

## ABSENCES

**UNEXCUSED ABSENCES:** Full participation in classes, laboratory period and examinations is expected of all students. Students who have more than three unexcused absences during the semester will be penalized one half a letter grade on the final examination per unexcused absence.

### **EXCUSED ABSENCES:**

NC State University has a commitment to all students, including those who represent the University in official capacities. Students shall receive excused absences for a reasonable number of anticipated absences as well as for emergencies as specified below, in accordance with the regulations of the university under section 3 of the attendance policy statement:

**3.1 Anticipated Absences.** Excuses for anticipated absences must be cleared with the instructor before the absence. Examples of anticipated situations where a student would qualify for an excused absence are:

**3.1.1** The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team. These students would typically be accompanied by a University faculty or staff member.

**3.1.2** Required court attendance as certified by the Clerk of Court.

**3.1.3** Students will be allowed a minimum of two excused absences per academic year for religious observances as verified by the Division of Academic and Student Affairs (DASA) (Park Shops, 919-515-3037). For more information about a variety of religious observances, visit the Diversity Calendar.

**3.1.4** Required military duty as certified by the student's commanding officer.

**3.2 Unanticipated Absences.** Excuses for unanticipated absences must be reported to the instructor as soon as possible, but not more than one week after the return to class. Examples of unanticipated absences are:

**3.2.1** Short-term illness or injury affecting the ability to attend or to be productive academically while in class, or that could jeopardize the health of the individual or the health of the classmates attending. Students must notify instructors prior to the class absence, if possible, that they are temporarily unable to attend class or complete assignments on time.

**3.2.2** Death or serious illnesses in the family when documented appropriately. An attempt to verify deaths or serious illness will be made by the Office of the Vice Provost for Academic Services & Programs in the Division of Academic & Student Affairs (Park Shops, 919-515-3037).

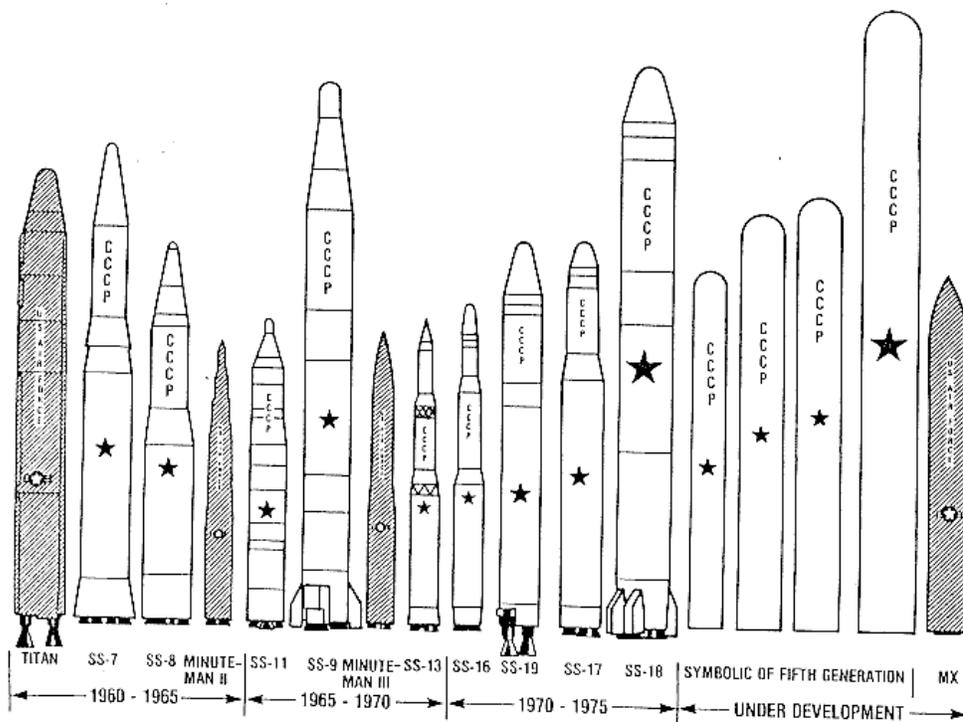
**3.3** There is no University-wide definition of a reasonable number of permissible excused absences. The instructor, in lieu of a University policy, is responsible for determining the acceptable number of excused absences in his/her class. The instructor may wish to use the elements of the Add Policy (e.g., the number of class meetings normally held during the Add period at the beginning of the semester; see NCSU REG02.20.02 - Adding and Dropping Courses, as a guideline in making this determination.)

**3.4** Because each instructor has the responsibility to implement grading procedures that are fair and equitable, the instructor shall devise a system for making up missed assignments and examinations that does not unfairly penalize the student when an excused absence is accepted. Such make-up work shall be at a comparable level of difficulty with the original assignment or examination. Make-up examinations shall be at a time and place mutually agreeable to the instructor and student.

**3.5** When excused absences are accepted, the instructor shall hold all students with excused absences to the same standard for making up missed assignments or examinations.

3.6 In a case where the student realizes in the first two weeks of class that the anticipated number of absences will exceed the number of excused absences permitted in the course, the student shall discuss the situation with the instructor, the student's adviser, or the academic dean in the college in which the student is enrolled. It is anticipated that a suitable resolution shall occur before the end of the second week of the semester.

### U.S./U.S.S.R. INTERCONTINENTAL BALLISTIC MISSILES



## A NOTE ON THE GRADING OF HISTORY PAPERS

A major goal in any history course is that the students think critically and improve their ability to organize and to communicate their ideas. As a result, your paper assignments will be evaluated as to how effectively you have demonstrated these abilities.

The framework for this evaluation will be structured around “**DOLPS**”

This acronym stands for:

**D** = Data  
**O** = Organization  
**L** = Logic  
**P** = Prose  
**S** = Scope

These areas may be further explained as follows:

**Data** = The evidence you use to support your points.  
Is it sufficient? Is it clear? Is it accurate?  
Is it cited?

**Organization** = The structure of your thoughts and sentences.  
(Yes, there is a connection). Do you follow a  
logical sequence? Do you have an introduction?  
Do you have a conclusion?

**Logic** = The reasoning you utilize. Is it clear?  
Does it follow a rational sequence?

**Prose** = Your writing ability. This includes the  
“mechanics” of spelling and grammar, as well  
as your overall style.

**Scope** = The extent to which your paper covers the  
assignment. Is it broad enough? Does it go  
into sufficient depth? Is it clearly focused?

Clearly, these are not mutually exclusive terms. There is considerable overlap. Organization relates to logic, to scope, and is, in turn, affected by prose. Think of your paper as a tool of communication and the logic behind this system should become clear. Remember, if you have questions, see the professor!

*Good Luck,  
Caddell*

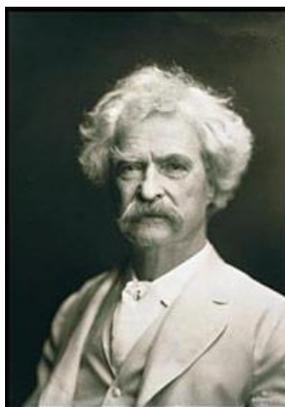
“I love to write, I just can’t seem to get anything on paper.”  
-History 252 student, 1999

“Why should you grade my writing! This is a history class!”  
-Former History 350 student, 1989 (currently  
employed at the Burger King in Sanford)



**“I notice that you use plain, simple language, short words and brief sentences. That is the way to write English - it is the modern way and the best way. Stick to it; don't let fluff and flowers and verbosity creep in. When you catch an adjective, kill it. No, I don't mean utterly, but kill most of them - then the rest will be valuable. They weaken when they are close together. They give strength when they are wide apart. An adjective habit, or a wordy, diffuse, flowery habit, once fastened upon a person, is as hard to get rid of as any other vice.”**

**-- Mark Twain to D.W. Bowser, March 1880**



## The Internet and Email: Perils and Pitfalls

The "information superhighway" and the electronic mail systems that appeared in the late 20th century are excellent and highly efficient tools for the modern scholar. However, like all technology, the new systems have the potential for misuse. In history classes a number of common problems are reaching epidemic proportions.

1. Do not assume that an Internet site is a credible source. A cyber-scholar of some renown notes that "Research on the Internet is like going to dinner in a fine French restaurant, but not knowing whether the meal will be prepared by the chef or by the fellow sitting at the table next to you." As an example, fifth-grade students have constructed some rather attractive sites dealing with the Second World War. They are monuments to the speed at which cyber-education is progressing. They are **NOT**, however, credible sources for university essays. **IF YOU USE AN INTERNET SITE AS A REFERENCE IT MUST BE "VETTED" IN THE BIBLIOGRAPHY.**
2. Provide a standardized citation for all references to information derived from the Internet. It is **NOT** acceptable to simply attach a note which says that "All data was found on the Internet." There are recognized citation formats for citing Internet material. Discover them and use them.
3. There are many subjects where it is not possible to write a university essay using material found only on the Internet. Sufficient information from credible sources on the Internet is simply not available for many topics. This is especially true of complex assignments, like dialectic essays, where it is virtually impossible to depend totally on the Net. The library remains the center of information research in the first decade of the 21<sup>st</sup> century. If this changes I will post a notice.
4. It is increasingly tempting for students with limited time (and even more limited ethical standards) to "cut and paste" passages from Internet sites into essay assignments. Do not do this. Others, with more disposable income, might purchase entire papers from handy Internet entrepreneurs. Do not do this. Be forewarned that efficient search engines are making the detection of such nefarious activity literally child's play. Any and all such violations of the Honor Code will be treated as such.
5. Email is **NOT** to be used to submit paper assignments. This is a logistical impossibility. I have over 200 students per semester --- my printer would not survive.
6. I will never, under any circumstances, send information regarding grades *via* email.
7. If you need to get in touch with me on a matter of importance, do **NOT** assume that an email will be sufficient. My email volume has increased dramatically in recent years and I do get behind. I will try harder to keep

**up, but always try to get in touch with me in person (office, telephone, etc.) if the issue is important.**

**The one way text message dates to the 1840s:**



Telegraph Operator



Telegraph Line

**The limitations of one way text messages led to a new invention in the 1870s:**



**The telephone.**

**Email ? Still a one-way text message.**

## **WRITING A THESIS PAPER**

(14 September 2020)

A “thesis” is defined as an argument, assertion, or statement requiring evidence and proof in order to gain acceptance. It is a claim which must be proven and defended. It is not self-evident. It consists of a statement (the thesis statement) supported by appropriate evidence, organized in a logical manner, presented in a convincing style. The thesis statement can usually be summarized in one sentence. This statement provides an answer to a question. All theses are answers to questions. These questions may be explicit or implicit. It must be on a topic related to U.S. military history.

A thesis paper should be structured as a self-contained argument, containing, in written form, the evidence and logic necessary to prove a specific thesis. Such a paper is usually introduced through the presentation of the inherent question. For example, a thesis arguing that “The United States was justified in dropping an atomic bomb on Hiroshima, Japan” is answering the question of “Was the United States justified in the atomic bombing of Hiroshima?” Stating the question and explaining its significance is a reasonable method for beginning the paper. The thesis (answer) may be revealed at this point or the writer may wait to reveal the thesis as part of the paper’s conclusion. Either technique may be desirable. It is a matter of style.

The introduction should, therefore: 1) introduce the subject, usually *via* a historical question, 2) perhaps present your answer/thesis, 3) explain the significance of the topic, and 4) tell the reader what sorts of points and evidence will be used to conduct your presentation. If you have already “given away” your thesis, you can be fairly specific in outlining the points you will make in arguing your thesis.

The main body of the paper should be a construction of the major points which you have outlined in the introduction. They should be well supported by evidence, logically argued, and clearly stated. Reviewed in their entirety, they should make your thesis appear obvious and reasonable.

Finally, your conclusion should restate the historical question; briefly review your points, evidence, and logic; clearly express your thesis in no more than one sentence; and leave the reader convinced of your argument.

### **Details to Remember**

- The paper must be typed, double-spaced.
- Citations must be used to cite every quote, fact, or idea taken from a source other than your own brilliance
- Include a bibliography page.
- The recommended length is five (5) pages. Use common sense.
- Make sure that you have a “thesis” rather than a mere topic.
- ALL INTERNET SITES MUST BE VETTED**
- If in doubt, **see me!**
- Make sure your topic relates to U.S. military history.**

## **SAMPLE THESIS PAPER OUTLINE**

### **I. INTRODUCTION**

**--General overview of the subject: what, when, who, where, etc.?**

**--Explain the disagreement: what is the question? Who says what?**

**--What will be proven in this essay? -- The thesis.**

*Via what points? (Brief overview = helpful.)*

### **II. POINTS**

--

--

--

--

### **III. CONCLUSION**

**--Summarize Section II (the main points).**

**--Note quality of the evidence and logic.**

**--Restate thesis.**

**BIBLIOGRAPHY: A bibliography is not the same as a works cited page. It should include all of the sources you used, whether you cited them or not. "Vetting" requires a short paragraph ascertaining the credibility of the source cited – this is REQUIRED FOR ALL INTERNET SITES.**

## DIALECTIC ESSAY

(2 November 2020)

Dialectic: [ME *Dialectic*, fr. MF *dialetique*, fr. L *dialectica*, fr. G *dialektike*, fr. fem. of *dialektikos* of conversation, fr. *Dialektos*]...development through the stages of thesis, antithesis, and synthesis...any systematic reasoning, exposition, or argument...that juxtaposes opposed or contradictory ideas and usually seeks to resolve their conflict. (*Webster's Seventh New Collegiate Dictionary* Springfield, Mass.: C. & C. Merriam Co., 1963, p. 229)

**The dialectic essay is a basic and vital assignment. Your goal is to review, in an objective fashion, two interpretations of a single historical topic. You will, in effect, present two sides of an argument. This is accomplished by identifying a significant historical question and explaining two, mutually exclusive, historical theses, each of which represents an attempt to answer the central question. Do not be intimidated by the title (multi-syllabic) or length (approximately 10 pages) of this assignment. It is a simple paper to organize and, once your purpose is understood, a relatively minor drain upon your valuable time.**

**The first order of business is to explain the significance of your topic and to introduce the reader to the nature of your historical question. It is strongly recommended that you state the historical question, rather than merely imply it. State your question clearly and precisely. Do not leave the reader to work this out by inference. The reader may make a mistake, but you will receive the grade.**

**It is also recommended that you use the introduction to describe briefly the two interpretations (theses) your paper will cover. This prepares the reader for the two perspectives to be evaluated and begins to define the scope of your effort. From this point you are ready to summarize the first thesis or interpretation.**

**The first side's interpretation should be explained in a clear and organized format. Their thesis should be summarized in a single sentence and the basic points should be summarized in separate, sequential, paragraphs. Do the same for the second side of the argument – the antithesis. Make it explicitly clear that these are NOT your arguments. In combination, the summaries of the two sides will constitute more than half of the essay.**

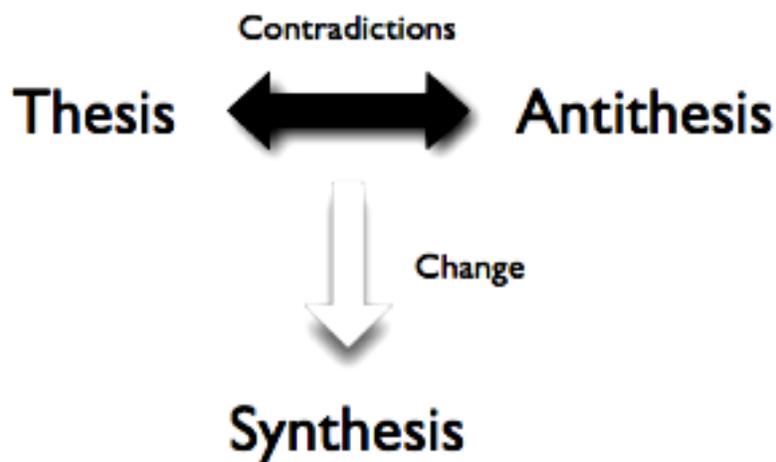
**Next, evaluate the two sides. Tell the reader whether or not the points (arguments) were supported by evidence. Evaluate the logic of each. Do they, in combination, prove the overall thesis? Repeat this process for the other side of the argument (the other thesis).**

**After you have evaluated both sides of the dialectic, you are ready to summarize and to synthesize the two interpretations. Briefly review the points contained within the two interpretations. Evaluate them. Assess their proof; judge their evidence and logic. Be fair, but critical. Objectivity is vital, but do not worry if**

you find that one side possesses a stronger case. The important thing is to be able to explain why this appears to be so. As long as you can cite specific differences in the quality of evidence and logic, you are on firm ground.

Admittedly, your evaluation will be subjective; all human evaluation is based upon value judgments. At the same time, however, it is crucial that you explain your assessment in a manner which can be understood and appreciated by others. To achieve this end, logic and reference to specific information are vital.

The final result of your evaluation will be your own answer to the historical question. This will be your thesis and, because it will arise out of an evaluation of two previous theses, it will be a synthesis. It may agree totally with one of the original theses or it may be a blend of the two. Support this interpretation with specific points, combined in a logical sequence, to prove your thesis. Be concise, clear, and generally brilliant. Your thesis is your conclusion.



Make sure your dialectic topic relates to U.S. military history. You may write on the same question as your thesis paper, but it is not required.

## DIALECTIC OUTLINE

### I. Introduction.

- Introduce the general subject. Explain its significance.
- Identify the historical question and briefly outline the various interpretations that comprise the dialectic.
- Briefly explain what this paper will do.

### II. Explain the first thesis. [Make it explicitly clear that this is someone else's argument.]

- Identify the author(s). Provide background information. Such as?
- Explain the author's thesis.
- Explain the author's points/arguments. (One paragraph per point)

### III. Explain the second thesis. [Make it explicitly clear that this is someone else's argument.]

- Identify the author(s). Provide background information.
- Identify the author's thesis/theses.
- Explain the author's points/arguments. (One paragraph per point)

### IV. Evaluate the two theses.

- Evaluate their evidence – be specific and detailed regarding their research.
- Assess their logic.
- Compare and contrast the relative “worth” of each thesis.

### V. Conclusion.

- Summarize the two theses.
- Review the evaluation of both sides. Note the strongest points made by the two interpretations.
- Present a synthesis. Explain and defend this thesis.

**BIBLIOGRAPHY: A bibliography is not the same as a works cited page. It should include all of the sources you used, whether you cited them or not. “Vetting” requires a short paragraph ascertaining the credibility of the source cited – this is REQUIRED FOR ALL INTERNET SITES.**

## AMERICAN MILITARY HISTORY: POTENTIAL HISTORICAL QUESTIONS

You may use any of these questions for your thesis and/or your dialectic, but you are not limited to them. Find a debate you are interested in.

- Were the Native American tribes generally warlike or pacifistic in their approach to conflict?
- Was Cortez successful primarily due to his military or to his diplomatic skills?
- Did the Europeans (Americans) practice genocide on the Native Americans (this could be further defined by region and dates)?
- Were Native American allies militarily effective in the colonial wars in North America?
- Which European power proved most adept at utilizing Native American allies?
- Was Montcalm an effective military leader? Wolfe?
- Were Rogers' Rangers a cost-effective military force?
- Was the American rifle a significant factor in the War for American Independence?
- Was George Washington an effective military commander?
- Who caused the American Revolution?
- Was the American Revolution a “revolution”?
- Benedict Arnold: Victim of “the system”?
- Was the American Revolution fought as a guerrilla war?
- Was the American militia an effective military force in the War for Independence?
- Who was correct in the debate over a peacetime military, the Federalists or the Republicans?
- Who won the War of 1812?
- Was the Battle of New Orleans significant?
- Did the United States military policies promote or follow expansion of the western frontier, 1815-60?
- Who caused the Mexican-American War? Was there a slaveocracy plot?
- Was slavery the primary cause of the American Civil War?
- Which side had the most difficult military problem, the Union or the Confederacy?
- Who was the better general, Lee or Grant? Lee or Longstreet? Lee or Jackson?
- Was President Lincoln an effective war leader?
- Did the Union blockade succeed?
- Did the U.S. Army achieve its objectives during Reconstruction?

- Did the U.S. Army attempt genocide against Native Americans, 1865-1890?
- Was General Custer an effective/competent commander?
- Was the U.S.- Canadian border “undefended,” 1815-1903?
- Who sank the U.S.S. *Maine*?
- Who started the Spanish-American War?
- Were the Root Reforms stimulated primarily by foreign or domestic policy considerations?
- Was the United States to blame for the outbreak of World War I?
- What caused the defeat of the Central Powers, 1914-1918? Battlefield attrition? Allied blockade? United States’ involvement? Internal political dissent?
- Was the Washington Naval Conference of 1922 a failure?
- Did the U.S. actually pursue a “Europe first” strategy in World War II?
- Why were the Americans surprised at Pearl Harbor? Were they?
- Was America justified in dropping the atomic bombs on Hiroshima, Japan?
- Were the Allied nations justified in conducting the Nuremberg War Crimes Trials?
- Was the U.S. policy of “containment” cost-effective?
- Was Truman justified in intervening in Korea?
- Should the United States have become militarily involved in SE Asia?
- Did America “win” the war in Vietnam?
- Was Kennedy’s handling of the Cuban missile crisis “effective”?
- Is the Strategic Defense Initiative (Star Wars) program feasible?
- Who/ what caused the Gulf War?
- To what extent should the United States become involved in peacekeeping missions?
- Should the Constitution be violated by Intelligence services in the interests of national security?
- Should the United States have become involved in Bosnia? Kosovo? Iraq?
- Should the United States/NATO withdraw from Afghanistan?
- Does the United States need a Marine Corps in 2018? What should be its primary mission?

*You are NOT limited to this list.*

## Some Useful Observations.

-Each of these questions can be answered in more than one way. The answer that you choose will be your thesis. Your job is to prove that your answer is correct.

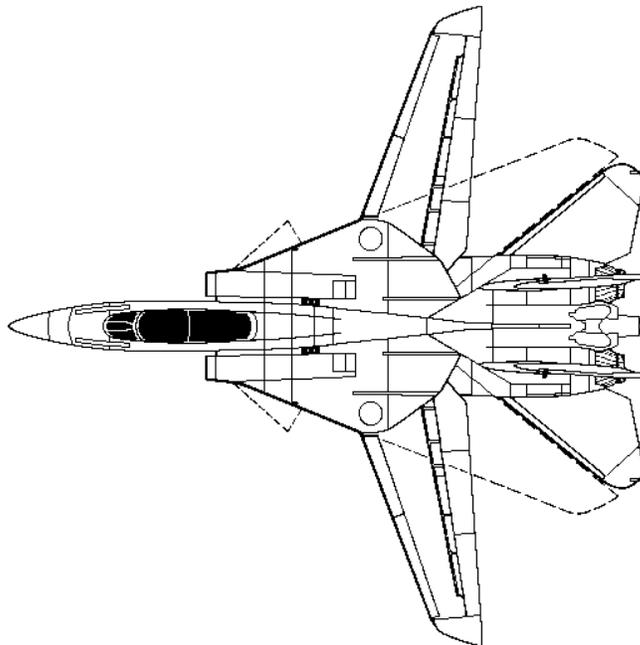
-No thesis can be proven beyond doubt. Do not worry about this epistemological “fact”. Do the best that you can. The goal is to make a reasonable case for your thesis. “Correct” in this sense is a relative term.

-Define all relevant terms! These would include concepts like “liberal” and “conservative;” “justified” and “moral;” “effective” and “responsible;” “success” and “guilty;” etc.

-Focus on one historical question. Several of the above topics include more than one question. This is done to show how one topic may be approached *via* more than one angle. Prior to writing your paper, however, it is necessary to decide on one angle/question.

-Choose a topic that you find interesting.

Grumman F-14 “Tomcat” Multi-mission Fighter



# Citations and Vetting Sources

The credibility of evidence is extremely important to historical research and writing. It should also be an important part of anyone's "critical thinking skills." This is a fancy way of saying that establishing the credibility of one's sources is common sense.

Because of the importance of credibility, there are two concepts which are stressed in this class. The first is citations and the second is "vetting:"

## 1. Citations: These are specific references to the sources of assertions of fact.

Students usually know that they need to cite quotations. What some do not appreciate is the need to cite any assertion of fact that is not common knowledge. It does not matter that you have put it into your own words. If you are presenting a fact that is not common knowledge, you need a citation to tell the reader where that information came from. This may take the form of a footnote, an endnote, or a parenthetical citation. But be consistent.

**NOTE:** Simply placing the number of the work in your bibliography in the text is NOT a recognized citation system.

For information on format, see the "Citation Builder" on the N.C. State University Library website (<http://www.lib.ncsu.edu/citationbuilder/>).

In conjunction with this, all papers need a complete bibliography, listing all sources which were used in writing that paper – regardless of whether or not they were cited in the paper. Remember, while the necessity of a citation is a judgment call, when in doubt it is usually a good idea to provide a citation.

## 2. Vetting: This is the information which you must supply to establish the credibility of a given source. It is a good idea to do this for all sources in one's bibliography. **IT IS REQUIRED FOR ALL INTERNET SOURCES USED IN WRITING PAPERS IN THIS CLASS.**

This means you need a short paragraph for each of these sources, explaining why this is a credible source. This also means you need to establish the credibility of the site's author, the sources they used, their objectivity, and the logic of their assertions. It is **NOT** enough to say "this is a credible site" or that this site was "useful." Remember, it is up to you to prove that the site you used is credible – this is not assumed for internet sites.

## Examinations

The purpose of the midterm and final examinations is to encourage the synthesis of information covered in the course. You are expected to synthesize material on a variety of subjects, from a variety of perspectives, out of a number of sources. Hopefully, knowing the purpose of these assignments will be helpful in preparing for them.

The midterm examination will be an “open book” essay (5-12 October 2020). The final examination (9-16 November 2020) will be the same. The final exam will cover material since the midterm – although you are responsible for basic concepts such as strategy, tactics, doctrine, etc. throughout the course. These examination essays should be organized, supported by relevant evidence, and constructed around a central answer or thesis. The logic should be explicit and clear. You will receive your essay options *via* email and you will have one week to write your examination. Provide in-text citations for all “assertions of fact.”

A brief synopsis of common problems noticed on recent examinations:

- Failure to state the examination question specifically and exactly at the beginning of the essay.
- Long essays which never answered the question being asked (Often related to the first problem)
- Failure to use paragraphs for organization
- Essays which were less than comprehensive
- Essays which lacked a summary conclusion
- Identifications which failed to cover the “who, what, where, when, and so what?”

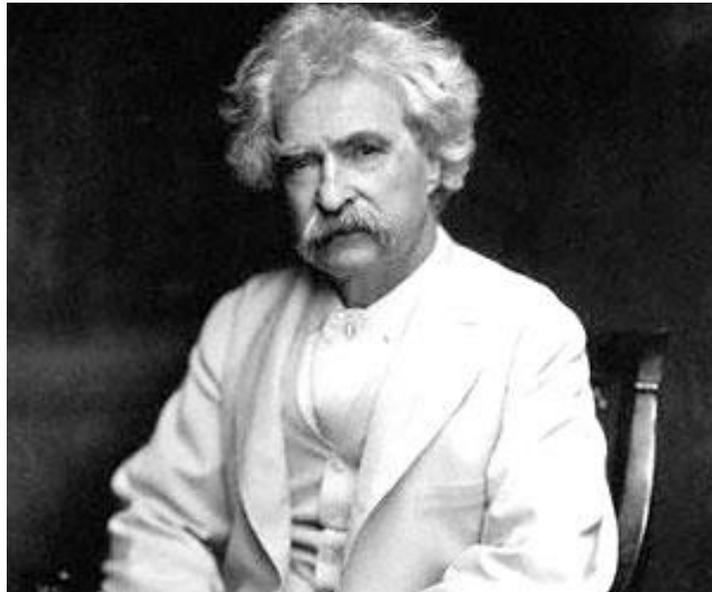
Submit your midterm exam as a word.doc *via* “assignments” our Moodle page. Please label your word.doc as - Last name H350 MT 2020F.doc – in other words, my midterm examination would be labeled Caddell H350 MT 2020F.doc.

Similarly, submit your final exam as a word.doc *via* “assignments” on our Moodle page. Please label your word.doc as - Last name H350 FE 2020F.doc – in other words, my final examination would be labeled Caddell H350 FE 2020F.doc.

# Concepts

**“History does not repeat itself, but it may rhyme.”**

**--Mark Twain?**



## American Military History: Some Useful Concepts

**War:** politics by other means...the act of compelling one's enemy to do one's will (Clausewitz).

**War:** armed conflict between national wills (Douhet).

**War:** a state of usually open and declared armed hostile conflict between states or nations (Webster's).

**Politics:** the art of governing a political entity. The organization and coordination of a group to achieve objectives.

**Policy:** a definite course or method of action selected from among alternatives (Webster's).

**Conflict:** the state of relations experienced when two or more parties have mutually exclusive objectives.

**Strategy:** the science and art of employing the political, economic, psychological, and military forces of a nation or group of nations to afford the maximum support to adopted policies in peace or war – the science and art of military command exercised to meet the enemy in combat under favorable conditions (Webster's).

**Strategy:** the art and science of developing and using political, psychological, and military forces as necessary during peace and war, to afford maximum support to policies, in order to increase the probabilities and favorable consequences of victory and to lessen the chances of defeat (U.S. Department of Defense).

**Strategy:** the art of making war upon the map...deciding where to act (Jomini).

**Strategy:** the art of the dialectic of two opposing wills using force to resolve their dispute (Beaufre).

**Grand Tactics:** deciding the methods of giving battle (Jomini).

**Tactics:** the employment of units in combat--the ordered arrangement and maneuver of units in relation to each other and/or to the enemy in order to utilize their full potentialities (U.S. Department of Defense).

**Tactics:** the science and art of disposing and maneuvering forces in combat--the art or skill of employing available means to accomplish an end (Webster's).

**Logistics:** the art of moving, lodging, and supplying military forces (Oxford).

**Intelligence:** collection, analysis, and dissemination of information pertaining to threat.

**Threat:** the potential harm posed by potential adversaries; a combination of intent and capabilities.

**Principles of War:** those factors which (historically) govern success in military operations. Various militaries and personalities have listed various principles at various times. The principles identified by the United States military after World War II are: objective, simplicity, unity of command, the offensive, maneuver, mass, economy of force, surprise, and security.

**Doctrine:** something that is taught--a statement of fundamental government policy – a principle accepted as authoritative (Webster's). [*Does what "is taught" = what "is learned?"*]

**Doctrine:** fundamental principles by which the military forces guide their actions in support of objectives. It is authoritative but requires judgment in application (NATO).

**Elements of National/Military Power** (Ropp/Andreski).

1. Basic Technology, Geography, Demography
2. Social Cohesion
3. Political Organization
4. Military Participation Ratio (MPR)
5. Military Subordination
6. Military Technology

**Sea Power:** naval strength (Webster's).

**Sea Power:** ability to utilize the sea for one's own purposes (Mahan).

**Elements of Sea Power** (Mahan).

1. Geographic Position
2. Physical Conformation
3. Extent of Territory
4. Number of Population
5. National Character
6. Character of the Government

**Naval Strategy:** the founding, supporting, and increasing, as well in peace as in war, the sea power of a nation (Mahan).

**Empire:** the supreme authority of a large and powerful nation over considerable territory beyond its immediate borders (Reynolds).

**Imperialism:** the policy of extending the authority of empire (Reynolds).

**Imperialism:** the extension of control by a nation over other nations, peoples, or territory. This control may be political, economic, military, or cultural. (Preston).

**Imperialism:** the policy, practice, or advocacy of extending the power and dominion of a nation especially by direct territorial acquisitions or by gaining indirect control over the political or economic life of other areas (Webster's).

**Technology:** anything done by humanity intended to manipulate the environment to the benefit of humanity or some portion thereof.

**Industry:** the systematic application of labor, machinery, and resources to maximize the production of "stuff."

**Science:** the pursuit or principles of systematic and formulated knowledge (Oxford).

**Science:** systematized inquiry, problem solving, and knowledge (Webster's).

**Terrorism:** the intentional use of terror calculated to achieve political/military objectives. (**Note the simplicity of this term.**)