

HIS563: Seminar in Military History
“U.S. Military History: Colonial America through the Indian Wars”

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Sec 01 CID 8434

REQUIRED TEXTS:

General texts (do not review)

Center for Military History, [*American Military History*](#). Washington, D.C. 1989.
Free online textbook written and published by the Army.

Turabian, Kate L. [*A Manual for Writers of Term Papers, Theses, and Dissertations \(Chicago Guides to Writing, Editing, and Publishing\)*](#). 7th Edition. University of Chicago Press, 1996.

Books for Review

(Listed in order of assignments. Please Select FOUR to review, though you are expected to read all of them)

Grenier, John. [*The First Way of War: American War Making on the Frontier, 1607-1814*](#). Cambridge University Press, 2008.

Royster, Charles. [*A Revolutionary People At War: The Continental Army and American Character, 1775-1783*](#). Reprint. Chapel Hill: UNC Press, 1996.

Remini, Robert V. [*The Battle of New Orleans: Andrew Jackson and America's First Military Victory*](#). Penguin, 2001.

Bauer, K. Jack. [*The Mexican War, 1846-1848*](#). Bison Books, 1992.

Goss, Thomas J. [*The War within the Union High Command: Politics and Generalship during the Civil War*](#). University Press of Kansas, 2003.

Glatthaar, Joseph. [*General Lee's Army: From Victory to Collapse*](#). Free Press, 2008.

Rickey, Don, Jr. [*Forty Miles a Day on Beans and Hay: The Enlisted Soldier Fighting the Indian Wars*](#). University of Oklahoma Press, 1999.

Bourke, John G. [*On the Border with Crook*](#). Bison Books, 1971.

Welcome to HIS563! This three credit-hour course is designed to provide graduate students with an in-depth study of a particular aspect of military history. This summer 2008 our focus is the U.S. Military experience from the colonial period through the end of the Indian Wars (1890).

Please use the general *American Military History* text to answer any basic factual issues you do not know. Also, please read some of the broad essays on an “American Way of War” and the historiography of U.S. military history that I have posted in Black Board under “Course Documents.” These address some of the broad historiographical trends and questions in the field that are essential to your ability to interpret the assigned texts. I also hope that these will give you a sense of what historiography is (see also the “[Historiography: What the Heck is it?](#)” document in BB) that will help you fulfill the book review assignments

NOTE: You can find all of these texts at [Amazon.com](#), [Barnesandnoble.com](#), and in used bookstores that you can search at sites such as [abebooks.com](#) and [bibliofind.com](#). Remember when ordering used books that you may want to find a copy that is "fine" or better, which is usually quite easy to do, available at a reasonable price, and nicer than a moldy, highlighted, or otherwise flawed text.

Course Description: While this is an online course and we will never physically meet together for class, you will have ample opportunity for scholarly discussion and debate via the Discussion Board in Blackboard.

Students will write a review of **four** of the assigned books (2-3 pages or 750 word **limit** each; also, do not review the main text, *American Military History* or the writing guide by Kate Turabian). You will also read online and print readings and research and create an **annotated bibliography and historiographical abstract** on a topic that I approve.

Before you write a review, please carefully read through the [standards presented by H-Net: Humanities Online](#). I also encourage you to read through some of the H-Net reviews, particularly those by professors, to get a good sense of what I’m expecting. Another great idea is to get into databases like [Ebsco](#) to read current reviews in academic journals like *The Journal of Military History* and others.

The first 1/2 of the course (run through Summer I) will focus on the assigned readings and reviews, while the second half (Summer II) will be reserved for researching and writing your annotated bibliography paper and discussing this with me. Your grade will be based on these assignments. Your discussions in Blackboard are not graded--this is simply an opportunity, an invaluable one, for you to discuss ideas relating to the course with your classmates.

Course Objective: In this course we will study the leaders, soldiers, campaigns, and themes that define the American military tradition and scholars’ interpretation of that past. The required texts will shape our discussion, the review will help you learn how to find books on a subject (related to the one you are reading; an expanded version of this is “related historiography”), how to analyze these texts, and how to use them to shape your own ideas. The annotated bibliography will enhance your ability to conduct historical research via databases, online

primary source material, and published works acquired through our library or [interlibrary loan](#) (basic program in our Newton Gresham Library that allows you to request books on loan from other libraries) draw thoughtful conclusions, grounded in evidence, from your readings.

I do NOT want you to use random websites for information because while the web has some great private and peer-reviewed sites that measure the quality of published (and thus peer-reviewed) works, there are also terrible sites out there filled with false information. Still, there are some outstanding repositories of primary source materials from which you glean outstanding information online. If you are ever unsure of whether or not you can use the material at a site, just ask me.

I hope that in the process of researching and writing an annotated bibliography on a topic that I have approved (I encourage you to discuss this with me early in the course), you will learn how to conduct research, how to briefly (2-3 sentences per source) summarize its worth, and also learn more about historiography (or the works related to a particular topic that shape our understanding of that topic). For more on historiography, you MUST read "[Historiography: What the Heck is It?](#)"

It is my hope that you will not only learn a great deal from this class, but find it an enjoyable experience through this opportunity to develop your personal interests in military history. **Make no mistake**, however, you will have to work hard and there is no whining. Always remember--you not only volunteered for this class; you're paying for it. So make it worthwhile.

Getting Started -- First Steps for this Class:

1. Contact me via e-mail IMMEDIATELY after you have registered for the course. We will stay in touch primarily through e-mail and Blackboard, and to avoid confusion please USE YOUR SHSU EMAIL ADDRESS throughout the duration of this course. If you do not have one yet, you may contact via email by your current address, but be sure to request a SHSU email account (free to you as a student) as soon as possible (see step 3).
2. Start purchasing your books ASAP. This is your responsibility, no excuses, and they are listed above in the order they are assigned.
3. Sign up for an SHSU email account--**I do not accept messages from accounts other than SHSU**. I know it's not convenient, but we have to do this due to problems with viruses/worms. Your SHSU email account is the one you will use for the class, to access Blackboard, and it is essential for you to have this to use the databases at [SHSU's Newton Gresham Library](#). These will allow you to read numerous articles online, some of which I may require for the class, but many of which will be useful for other courses in our graduate program. I suggest you peruse the library's [Databases and Index's for History](#) page. In particular, I recommend the databases [JSTOR](#) (thousands of online articles, book reviews, etc. from leading academic journals) and [America: History and Life](#) (great research tool for articles, books, book reviews, etc.). NOTE: These databases are essential for writing your research paper. Also, check out the [Civil War-era Newspapers Database](#) as well as [Early American Newspapers, Series I, 1690-1876](#), and the other newspaper databases. To [activate your computer account, click here](#) and follow the instructions

(your pin is your birth day, month and year with no spaces or slashes, i.e. if you were born on January 1, 1970 it would be 010170). As long as you are registered for this class, you can acquire this account. Then, when you try to enter these databases available to you as a member of the SHSU community, you just type in your user name and password and you're in.

4. I realize that you have outside commitments, other classes, work, family, etc., but in order to successfully complete this course you will have to assign a high priority to it. This course is demanding and requires you to exert a considerable degree of self-discipline and self-motivation. The pay-off for this hard work, I hope, comes in a rewarding learning experience that should spark new interests in various aspects of American history.

Book Reviews:

You will be writing a brief review of **four** of the books assigned **other than** for *American Military History* and the Turabian writing guide. NOTE: I expect you to read all of the assigned books either this summer or in the near future. If I am on your comps committee, for example, you will be expected to understand and discuss all of these assigned works and the related historiography. Please see the Reading Schedule below for the due dates for each of these assignments. You will submit these reviews via the "TurnItIn" system under "Course Documents" as MS Word or WordPerfect documents, and you are responsible for scanning them for viruses. If my computer contracts a virus from one of your assignments, **you automatically fail the course**. Each book review is **500-750** words (maximum--and I mean it) and should have your name, the date, course, etc. at the top of the page and the exact formatting style for the book title, publisher, etc. as seen in the [H-Net Review guidelines](#).

REMINDER: You **must** read the [H-Net Review guidelines](#) and the [Historiography page](#) before writing your reviews. I will grade your assignments with the understanding that you have read and understood this. If you have questions, raise them with me.

Make sure your review addresses the following points (go over this like a check list before submitting each review to make sure you've covered these):

1. What is the general subject of the book?
2. What is the author's central argument?
3. What kind of resources does he use to support his thesis (significant archival research? does he consult the relevant secondary literature)?
4. What is the related historiography? (Click here for my "[Historiography. What the Heck is It?](#)" document)
5. Note the formatting of the author, title, publisher, cost, ISBN and use this at the top of your review.
6. You must offer evidence for every point you make about the book. One of the easiest ways to accomplish this is to put a simple parenthetical page citation after you comment. This also shows me the thoroughness with which you read the book and forces you to return to the work to make sure you are fairly representing the author's comments. If it is a large concept, i.e. "Jones dedicates an entire section of the book to this issue." (chapters 5-6) Or you could simply incorporate that into your statement, "Jones uses chapters 5

and 6 to address this issue." Such details also allow interested readers to jump right to that section of the book.

7. Related to this, if you support or fault one of the author's arguments, you must defend this position with an example and/or citation from the text.
8. Remember that it can be useful to offer a few quotes from the author to give your reader a sense of the writer's style. You would cite the quote (in a review) just as you would the specific references outlined above, i.e. parenthetical reference at the end of the sentence.

All late assignments lose one letter grade per day late.

Annotated Bibliography:

- Each student will create an annotated bibliography on a topic that we discuss and I approve. It may be extremely broad, such as works relating to the "Cause of the American Civil War" or perhaps more a focused topic, such as "The Atlanta Campaign as a Turning Point in the American Civil War." Maybe you'll address the "Emancipation Proclamation" or perhaps the uses and abuses of "Memoirs of the Civil War." Create a sweeping list (should be a minimum of 4-5 pages, and there is no maximum) of the books, articles, diaries, letter collections, newspapers, etc. that relate to this topic. Format them as directed in your Turabian guide, and I would suggest that you format your bibliography as I show you in this example below:

Memoirs of the U.S. Civil War: Their Uses and Abuses An Annotated Bibliography

Start with a 1-3 page brief discussion of the subject and the historiographical trends (memoirs were once heavily relied upon by scholars, but they have now become more critical of this genre, etc. My study is broken down into military memoirs, civil-military memoirs (nurses, doctors, etc. related to military service), political memoirs, and home front memoirs....

Then start your bibliography, and I would suggest breaking it down into subcategories as follows:

Unpublished Primary Sources
Published Primary Sources
Secondary Sources

Each entry should have a short 1-3 sentence description of the work that summarizes its significance to this subject.

ATTENTION--I will assume you have read the following and grade your papers accordingly:

- If you are fairly new to history and historical research, you may be a bit fuzzy on the differences between primary and secondary sources, how to conduct research, etc. I

STRONGLY recommend that you review the instructions at the [Benjamin Guide to Historical Writing](#)

- The thing you must remember as you select your topic is to make sure you're interested in the subject. There's nothing worse (well, I'm sure we could think of something!) than being up at 3am working on a project that bores you. I have given you a number of examples, so feel free to discuss these with me as the course progresses, and then have fun with this. It will be hard work and take far more time than you expect, but I promise it will be worth it in the end. If you're totally stumped, please see my list of "General Military History Websites" that I posted under "Course Documents" in BB. Most of these are general or for the Civil War, but you should be able to find some Col/Rev-Civil War sites with the general prompts I give you.
- WARNING: Historians use the Chicago-Style and I will not accept another style in your papers. If you do not own a copy of Turabian, buy one now. It's required for this course and it should sit next to your computer along with a dictionary.
- The first page of your annotated bibliography should be a separate title page, including the title of your piece, your name, the date, the name of this course, my name, and the name of this institution, Sam Houston State University.
- All pages MUST be numbered.
- **Online sources are allowed for primary sources only.** You may not use or cite any online secondary sources unless they originally come from a published, print scholarly journal. To be safe, check all online primary sources with me. An online version of a published journal article is not considered an "online" secondary source since it was originally in published form, and you should cite it as though you looked at the original journal.
- See my "[Research Tips](#)" page under "Course Documents" in Blackboard for some examples and citation methods for sources like the *OR* (listed first and *essential* for any topic related to the military aspects of the war)
- In "Course Documents" I am posting documents with detailed information on creating and formatting your endnotes and on your bibliographies. In addition to this, you have the Turabian guide. As a result, I expect your endnotes and bibliographies to be nearly perfect.
- Remember that you must offer proof (citation directing the reader to evidence/source) for any argument you make. I'll expect to see endnotes in your introductory essay to support any claims you make.
- **Any paper containing typos, distracting grammatical errors, or other signs that the author has rushed through the assignment cannot earn better than a B and runs a strong chance of earning a C, at best.** It should take you several drafts to complete this

paper and be sure to read through the final draft at least two times before submitting it. You will have put a lot of work into this by the time you are finished--take pride in your writing and avoid sloppy errors.

- Your bibliographies should indicate a **full** use of the libraries many superb databases. I have instructions below on how to use these, and the library has their own tips too. Failure to have a broad range of material in your bibliographies from all of these databases, as well as online primary material, is inexcusable.
- If you're interested in sending your annotated bibliography through the SHSU Writing Center to check for spelling, grammar, etc. see [their page](#). Be sure to let them know that you are using the **Chicago Manual of Style** and that you are one of my graduate students.
- Be sure to read the official course policy regarding plagiarism stated at the bottom of this syllabus. **Your enrollment in this course indicates that you understand and accept this policy and punishments for plagiarized work, and all course policies.** All assignments in this course automatically go through the "TurnItIn" plagiarism review database. If you are found guilty of plagiarism, you will, at a minimum, automatically fail this class.
- All final drafts of your annotated bibliographies will be submitted to me via Blackboard's "Course Documents" page through the TurnItIn link for this assignment. I would also like you to post them, at the end of the semester, in Blackboard's "Discussion Board" so your classmates can see your work. (I will provide a thread where you can post it as an attached **MS Word file**--check first for viruses!) All papers are due **NO LATER THAN Wednesday, Aug. 6, 2008.** All late assignments lose one letter grade per day late. See the course schedule below for all due dates. If I or one of your classmates receive a virus from your file, you fail the course.

Research Tips:

Click here for a link to descriptions and sub-links of [all history-related databases](#) in the Newton Gresham Library.

Click here for [some links to U.S. Civil War-related online primary source collections](#), as well as some tips for using them and formatting advice for your endnotes and bibl.

Below are just a few tips to using History Databases at our library. For an online tutorial go to: http://tegrity.shsu.edu/tegrity/library/history_databases/class/default.htm

I'm going to force you to become familiar with the databases "[America: History and Life](#)" and "[JSTOR](#)" (but don't forget about the primary source databases [Civil War-era Newspapers Database](#) as well as [Early American Newspapers, Series I, 1690-1876](#) and all of the [treasures our library](#) offers you--we have one of the best database collections in the country.) (If you ever take a non-U.S. history course, "[Historical Abstracts](#)" is the non-U.S. cousin of America: History

and Life). It will be a little frustrating as you fiddle with these databases and learn to use them, but I promise you, it's worth learning as a trained historian.

For a general introduction to SHSU's Newton Gresham Library's resources, please see: [History Databases](#) and, if you need some [distance learning assistance](#), visit that page, too. Also, every scholar/historian uses [Interlibrary Loan](#). Learn what it is and how to use it.

COURSE GRADING:		GRADING SCALE:	
First Review:	50 points	A	90%-100% or 269-300 points
Second Review:	50 points	B	80%-89% or 239-268 points
Third Review:	50 points	C	70%-79% or 208-238 points
Fourth Review	50 points	D	60%-69% or 179-209 points
Annotated Bibliography	100 points	F	59%-0% or 0-178 points
Total Points Possible	300 points		

COURSE CALENDAR

Week of Monday:	Readings	Work Due
June 2	Summer I begins June 3 Please make sure you have ordered all of the textbooks.	<ul style="list-style-type: none"> • Order books • Read the articles posted under “Course Documents” in Black Board. • Read “Historiography – What the Heck is It?” • Read the H-Net guidelines for scholarly book reviews, which spells out the standards for reviews in this class as well. • Over this weekend skim and Read intro of Genier and Royster
June 9	Skim Grenier and Royster , reading the introduction of each carefully to glean their central arguments. Then choose one to read thoroughly and review.	<p>Review of Grenier or Royster due Thursday, June 12</p> <p>Over this weekend, skim and read intro of Remini and Bauer</p>

June 16	Skim Remini and Bauer , reading the introduction of each carefully to glean their central arguments. Then choose one to read thoroughly and review.	Review of Remini or Bauer due Thursday, June 19 Over this weekend, skim and read intro of Goss and Glatthaar
June 23	Skim Goss and Glatthaar , reading the introduction of each carefully to glean their central arguments. Then choose one to read thoroughly and review.	Review of Goss or Glatthaar due Thursday, June 26 Over this weekend, skim and reading intro of Rickey and Bourke
June 30	Skim Rickey and Bourke , reading the introduction of each carefully to glean their central arguments. Then choose one to read thoroughly and review.	Review of Rickey or Bourke due Thursday, July 3
July 7	Annotated Bibliography Project includes a 2-3 page introductory essay on your topic that includes a significant historiographical discussion of the subject, followed by a lengthy bibliography of the primary and secondary sources for your topic with 1-3 sentences describing each work. Must have a balance of primary and secondary sources, books, articles, etc. to show that you know how to use the databases, online sources, etc. to find a vast collection to research for your project. The hope is that you can use this for your HIS694 intense research paper before you graduate.	Make-up Review – if you missed any deadline this summer, this is your chance to submit a fourth review due Thursday, July 10 Email me (if you have not already) your preferred topic for your annotated bibliography project.
July 14	Research topic	Research topic
July 21	Research & draft essay	Research topic
July 28	Rough draft of essay should be completed by this week.	Are you having trouble with the historiography? Don't hesitate to contact me.
August 4	Final work on essay and annotated bibliography	Annotated Bibliography due by Wednesday, Aug. 6; Post in BB and email to me – check for viruses first!