Instructor: Dr. Robert Wooster
Office Hours: MWF 11-12:00
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COURSE DESCRIPTION
The development of U.S. military strategy and policy from the Colonial Wars through the Gulf Wars.

I encourage you to ask questions and make comments in class and/or during office hours. If these hours are not convenient, please feel free to make an appointment with me. This is particularly important in this course, for the U. S. military is notorious for having developed specialized jargon and confusing acronyms. In addition, there are a number of specialized terms relating to military issues, organization, and ordnance. I will try to reduce this to a minimum, but if you don’t understand a term I use in class, please ask me to explain it. You’ll be doing yourself (and undoubtedly some other bewildered classmate) a favor.

STUDENT LEARNING OUTCOMES
Through essay exams, a research paper, and a wargame simulating the Vicksburg campaign, students who successfully complete this course will:

1. Understand the events, personalities, and ideas which have shaped U. S. military history;
2. Place America's military past within its larger national and international contexts;
3. Construct persuasive essays using sound logic and concrete examples;
4. Become more skilled in the art of primary research and historiographical analysis.

COURSE POLICIES
Please read the course requirements listed below with care. It is important that there is no misunderstanding regarding them, so if you have any questions concerning them, be sure to ask. I will operate under the assumption that you are aware of and understand them.

1. Lectures and Attendance -- The lectures are designed to be the foundation for the course. As such, regular class attendance is essential if you hope to pass the course. I assume that when you sign up for the course, you are committing yourself to be in class on a regular basis. Further, it is essential that you pay close attention and take good notes when you are here. Despite the help of PowerPoint screens to guide you, this is not always easy in a lecture setting. The screens are just an aid, and merely copying what is on them will not be enough.

2. Examinations
First Exam: Section One of the lectures; Major Problems in Military History, Chapters 1, 2, 3, 4, 5, 6
Second Exam: Section Two of the lectures; Major Problems in Military History, Chapters 7, 8, 9, 10
Third Exam: Section Three of the lectures; Major Problems in Military History, Chapters 11, 12, 13, 14, 15

There will be three exams. These exams will be drawn from the lectures as well as the readings, and will consist of a series of chronology questions (20%), an essay on the materials from Major Problems in
Military History for that section (30%), and an essay focusing on the lectures from that section (50%). Subject matter for the chronologies from the readings will be listed on a study guide, but there will be no such guide covering potential subject matter from the lectures. All essay questions will be drawn from a study guide.

On exam days, leave your books, backpacks, etc., at the front of the room or along the sides of the corridors before taking the exam. Electronic devices will not be permitted. In order to do well on the exams, it is essential that you attend class regularly, take good notes, and read your assigned materials. There are no short-cuts to academic success. It demands energy and effort on your part.

3. Make-up Examinations – For those students who miss the first or second exam, all makeups will be given during our regularly scheduled class period of November 21. You should immediately reserve this date and time in your calendar. Because of the nature of the course, you are strongly advised to take the exams at the originally scheduled time. You are expected to show up for the make-up without being prompted, and must rearrange your schedule in order to take the make-up at the time noted above. It is your responsibility to make-up the test, and your responsibility to make the necessary arrangements to take the makeup at this scheduled time. The make-up will cover the same materials and use the same study questions as the regular examination.

4. Extra Credit -- You have enough of importance to do in the regular assignments for this course. No extra credit opportunities will be available.

5. Grade Appeals during the semester -- In grading your exams the primary concerns are to maintain fair standards. You have the right to appeal if you believe that you have received an exam grade which does not reflect the quality of your work, or if you do not understand why an answer you gave was graded in the manner in which it was. The first step in the process should be to see your class assistant. If, after this consultation, you still believe your exam grade was unfair, please feel free to bring the matter to my attention. For your critical essays, see me, as I will be grading them.

6. Assistance – Office hours are intended to make this course less forbidding. I encourage you to come by and talk with me during office hours. If you cannot make these times, ask to make an appointment.

7. Freedom of Speech -- Feel free to raise your hand with a question or comment. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service if you request a clarification.

8. Academic etiquette -- Universities must maintain standards of academic etiquette in order to affect an atmosphere conducive to learning. You are expected to demonstrate courtesy to one another in and out of the classroom. Turn off your cell phones, blackberries, I-Pods, etc., before coming to class, and use laptop computers only for legitimate academic reasons. Talking to one’s neighbor(s) during class lectures or general discussions, chronic lateness, using cell-phones or text message gadgets in class, surfing the web, leaving class before it has been dismissed, etc., is inherently disruptive and thus injurious to the rights of others to the opportunity to learn. As such, it is unacceptable in a university classroom. Students who are unable to abide by these rules of academic etiquette and normal civility will be removed from the class.
9. Academic Integrity -- Cheating or plagiarism on an assignment or test, or failure to complete any of the course requirements, will result in a zero grade for the assignment in question, and, in more serious cases, lead to further academic penalty. For definitions of and penalties for plagiarism, see University Procedures, 13.02.99.C3.01 “Procedure for Academic Misconduct Cases” at http://www.tamucc.edu/provost/university_rules/students/130299C301.pdf
See also the guidelines for your research paper.

10. Dropping a Class – I hope no student needs to drop a course. However, events sometimes occur that make dropping a course necessary or wise. November 2 is the last day to drop a course for the semester with an automatic grade of “W”.

11. Late Work – If you turn in an assignment late without a valid reason (verified extended illness, accident, or unavoidable circumstance cleared by the professor in advance) you will be assessed a penalty of ten points per weekday you turn in that assignment late.

12. Electronic submissions of assignments – This is not an on-line course. You must submit hard copies of each assignment at the beginning of the class period in which it is due. Electronic submissions will not be accepted.

FINAL GRADE APPEALS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible though the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html.
For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

ACADEMIC ADVISING
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

STUDENTS WITH DISABILITIES
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at 825-5816.
VETERANS
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office, located in Driftwood 101, at 825-5816.

REQUIRED READING
John Whiteclay Chambers II and G. Kurt Piehler, eds., *Major Problems in American Military History*

For those seeking a textbook, Alan Millett and Peter Maslowski, *For the Common Defense*, has been placed on reserve in the university library.

COURSE GRADES
First Exam 20%  Third Exam 20%
Second Exam 20%  Research Paper 40%

To pass the course, you must also participate in a classroom simulation of the Vicksburg campaign. Those who do not participate in this entire simulation will be required to write a five-page (typewritten) essay on the campaign. If you miss all or part of this simulation, see me for a reading list to be used in writing this report. Anyone who fails to fulfill this obligation will fail the course.

PAPER REQUIREMENTS
You will also write a twelve to fifteen page paper, which must be based on a theme from one of the chapters of the Chambers and Piehler reader, *Major Problems in American Military History*. In addition to using all appropriate sources included in Chambers and Piehler, you will be required to include materials from at least twelve additional sources (six primary and six secondary) into your paper. Please see the accompanying “U.S. Military History Paper” and “History Area Style Guide” handouts for further information and requirements. Please read the “Style Guide” with care, and follow the rules set forth therein for matters of organization, quotations, names, style and clarity, format, plagiarism, primary and secondary sources, documentation, footnotes/endnotes, and bibliography.

In order to encourage you to think of writing a paper as a process, rather than something done hurriedly in the last week before the assignment is due, the paper assignment will include the following elements, with the percentage of the paper grade in parentheses:

1) Paper proposal (1-2 pages), summarizing the key themes raised in the chapter you’ve selected to base your paper on and proposing a specific topic (10%). Due September 27.

2) A complete bibliography, using proper bibliographic techniques. We’ll go over the proper bibliographic forms in class; see also the “History Area Style Guide.” (10%). Due October 13.

3) Five pages of draft text for your paper (“I’ve started to write” assignment). This draft will be graded on its completeness. Does it have a theme? Are you making some form of argument? Is there enough evidence? Are your citations done properly? (10%). Due November 1.

4) The final research paper itself. This paper will be graded according to the quality of evidence, depth of analysis, and effectiveness of organization, style, and presentation (70%). Due November 29.
**COURSE SCHEDULE (subject to change)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug. 22</td>
<td>Introduction; <em>Major Problems</em>, Chapter 1</td>
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<tr>
<td>Aug. 27</td>
<td>Colonial Military Traditions; <em>Major Problems</em>, Chapter 2; Reading and analyzing primary documents. BRING CHAMBERS AND PIEHLER TO CLASS!</td>
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<td>Sept. 29</td>
<td>The American Revolution, part 1; <em>Major Problems</em>, Chapter 3</td>
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<td>Sept. 3</td>
<td>Labor Day Holiday; no class</td>
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<td>Sept. 5</td>
<td>The American Revolution, part 2</td>
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<td>Sept. 10</td>
<td>The Military and the Early Republic; <em>Major Problems</em>, Chapter 4; Paper Workshop; BRING CHAMBERS AND PIEHLER TO CLASS!</td>
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<td>Sept. 12</td>
<td>The Sword of the Republic; <em>Major Problems</em>, Chapter 5</td>
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<td>Sept. 17</td>
<td>The Civil War: The Early Years</td>
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<td>Sept. 19</td>
<td>The Civil War: Turning the Tide; <em>Major Problems</em>, Chapter 6</td>
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<tr>
<td>Sept. 24</td>
<td>Vicksburg campaign simulation; <strong>One page proposal for paper topic due</strong></td>
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<td>Sept. 26</td>
<td>Vicksburg campaign simulation</td>
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<td>Oct. 1</td>
<td>The Union Triumphant</td>
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<td>Oct. 3</td>
<td>First Examination</td>
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<td>Oct. 8</td>
<td>Reconstruction and the Wars against the Indians; <em>Major Problems</em>, Chapter 7</td>
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<td>Oct. 10</td>
<td>The Emergence of a Modern Navy; <em>Major Problems</em>, Chapter 8; <strong>Paper bibliography due</strong></td>
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<td>Oct. 15</td>
<td>Paper Workshop</td>
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<td>Oct. 17</td>
<td>The Great War</td>
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<td>Oct. 22</td>
<td>Paper Workshop</td>
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<td>Oct. 24</td>
<td>The American Expeditionary Force; <em>Major Problems</em>, Chapter 9</td>
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<tr>
<td>Oct. 29</td>
<td>The Long Armistice; <em>Major Problems</em>, Chapter 10; <strong>I’ve started to write assignment due</strong></td>
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Nov. 2 Last day to drop a course with an automatic “W”
5 Second Examination

Section Three

Note: During the lectures on World War II, you’ll need to read Chapters 11 and 12 in *Major Problems*

7 World War II, part 1
12 World War II, part 2
14 World War II, part 3
19 Indochina in Flames; *Major Problems*, Chapter 13
21 Makeup examinations
26 The Wars in Vietnam; *Major Problems*, Chapter 14; Research papers due
28 An Era of Violent Peace; *Major Problems*, Chapter 15

Dec. 3 Three Wars in Iraq

**FINAL EXAM** – 4:30-7, Monday, December 10