

The University of Southern Mississippi, Department of History
Fall 2007
History 585: Topics in War & Society
“War & Society in the New World: 1607—1815”

Dr. Kyle F. Zelner

Office: 466 LAB **Office Phone:** 601-266-6196 **Email:** kyle.zelner@usm.edu

Web Site: <http://ocean.otr.usm.edu/~w535683/Index.html>

Office Hours: Mondays, 2-4PM; Tuesdays, 11AM-12Noon, & by appointment

Statement of Purpose:

By the early 1960s, the academic study of military history had been on the decline for decades. It seems that all the battles and tactics had been studied and while amateur historians debated strategy, most professional historians ignored the field, lest they be relegated to "amateur" status. However, in the late 1960s and early 1970s, the "new social history" changed the way American historians looked at the past. With a new, social perspective, historians retraced the steps of their professional ancestors and took a fresh look at topics long thought dead. One of these topics was military history. Instead of focusing on battle movements, “new military historians” look at war and the military “from the bottom up”---they study war's effect on communities, soldiers, non-combatants, societies, and cultures.

We will study the impact of war on early American society, a period which was, in many ways, characterized by the experience of war. The course will examine conflict and its impact on colonial societies and people, move on to the monumental event of the American Revolution, the constitutional establishment of the new nation's armed forces, and the first test of the new nation's military in the War of 1812. In addition to gaining an in-depth comprehension of the influence of war on early American societies, we will evaluate the findings of the “new military historians” working in the period.

It is unfortunate that to many historians, military history is still "Flag and Trumpet" history, perpetuated by amateurs. However, as class lectures and written works will point out, military history has once again become a vital and exciting field—a critical one when trying to understand early America, which was a society almost constantly at war or under the threat of military conflict. Because of its new focus, military history has more than ever to tell us about the human condition-- the stuff of history.

Disclaimer:

This is a course on war and society in early America. It is NOT a course in military operations. While we will discuss selected military operations in an illustrative fashion, if you simply want descriptions of battles, THIS IS NOT THE COURSE FOR YOU!

Mechanics of the Course:

Class will be divided between lectures and discussions. You will also devote a considerable amount of time to outside reading, primarily of a number of important monographs (single subject books), journal articles, and primary sources.

In order to cover the vast amount of material necessary, the professor **will lecture each Tuesday**. Audio-visual materials will be used during certain classes to stimulate understanding and discussion. The schedule of topics and the reading assigned to complement the lectures follows below. Readings and lectures are complementary in this course-- you will have to synthesis them in order to understand our topic.

On every Thursday, the class will become a discussion section to talk about that week's reading. It is important that you have the reading done before class each week on Tuesday to follow the lectures more precisely. It is IMPERATIVE that you have the reading done before class each Thursday because most of the class period will be devoted to discussion. Lively and thoughtful participation in the discussions is a requirement of the course and will account for a large percentage of your participation grade. Usually, the professor will take responsibility for leading discussions and making sure all students have a chance to be heard and ask pertinent questions. At times, students will be asked (in advance) to offer their own discussion questions (in writing) which the professor will use to guide the class through the material. Read the class schedule below and take note of class announcements or emails from the instructor for changes in this general format.

Graduate students will meet with the instructor once a week for a one hour discussion period to discuss the course books without the undergraduates present.

Required Books for Graduate Students:

The following books have been ordered and should be available at the university's textbook center. Students are also encouraged to search out used or cheaper new copies via alternative booksellers to keep costs down (one good source is Amazon.com's used books). Copies of most of the assigned books will also be on reserve at Cook Library. All journal articles and other assigned documents are available either on JSTOR (see schedule for hyperlinks) or the Internet.

Fred Anderson, *A People's Army: Massachusetts Soldiers and Society in the Seven Years' War* (Chapel Hill: Published for the Institute of Early American History and Culture, Williamsburg, Va., by the University of North Carolina Press, 1984).

Guy Chet, *Conquering the American Wilderness: The Triumph of European Warfare in the Colonial Northeast* (Univ. of Mass Press, 2003)

John Ferling, *Struggle for a Continent: The Wars of Early America*, (Arlington Heights, Harlan Davidson, 1993).

John Grenier, *The First Way of War: American War Making on the Frontier, 1607-1814* (Cambridge: Cambridge Univ. Press, 2005)

Robert Gross. *The Minutemen and their World*. (Hill & Wang, 25th anniversary ed., 2001)

Donald R. Hickey, *The War of 1812: A Short History* (Urbana: Univ. of Illinois Press, 1995)

Linda A. Kerber, *Women of the Republic: Intellect and Ideology in Revolutionary America*. (University of North Carolina Press, 1997 reprint ed) **ISBN-13: 978-0807846322**

Patrick M. Malone. *The Skulking Way of War: Technology and Tactics Among the New England Indians* (Baltimore: Johns Hopkins University Press, 1993).

James Kirby Martin, *A Respectable Army: The Military Origins of the Republic, 1763-1789* (Arlington Heights: Harlan Davidson, 1982),

Joseph Plumb Martin, *A Narrative of a Revolutionary Soldier: Some of the Adventures, Dangers, and Sufferings of Joseph Plumb Martin*, (New York: Signet Classics, 2001)

Holly Mayer, *Belonging to the Army: Camp Followers and Community during the American Revolution* (Columbia: University of South Carolina Press, 1986).

Charles. *A Royster, Revolutionary People at War: The Continental Army and American Character, 1775-1783*. (University of North Carolina Press, 1996 reprint ed) **ISBN-13: 978-0807846063**

Assignments and Grading

Discussion is a critical part of every graduate level class and I expect it will be well informed, to the point, and vigorous.

Graduate Students will write précis and book reviews on several books. A précis is a detailed description of the book's major points of argument and any unique content. It does not evaluate the book—but instead gives a clear picture of the book so non-readers will know the major points the author was trying to make. A critical book review should briefly describe what the book is about, but concentrate on identifying and commenting upon the author's thesis: What is the author trying to get across, how does she/he argue the case and upon what evidence, where does it fit into the historiography, and where and to what extent do you agree and disagree? If you are unsure how to write a critical book review, take a look at reviews in such publications as the *William and Mary Quarterly* or *Reviews in American History*. The précis can be a MAXIMUM of 700 words long, while the book review can be a MAXIMUM of 1000 words. See the grade scale and course schedule in this syllabus for when the papers are due and how they fit into the overall grade structure of the course.

Graduate students will also write a paper on Charles Royster's *A Revolutionary People at War* and how the Revolution shaped American character and a historiographic paper on the debate between Guy Chet and John Grenier about the nature of Early American warfare.

Each of these papers will be five (5) to six (6) pages long. See the grade scale and course schedule in this syllabus for when the papers are due and how they fit into the overall grade structure of the course.

Students will also write an six (6) page essay based on the diary of Revolutionary soldier, Joseph Plumb Martin. For this paper, students will write an essay relating Martin’s first-hand account of early American warfare to one or more of the major class themes—for example “War and Community” or “The Experience of War.” The questions the essay should focus on are:

How well do the secondary historical works we have been reading relate the true nature of early American warfare when compared to Martin’s first-hand account? When compared to the words of an individual soldier, have the articles and books we’ve read in class do the subject of war and society justice? Why or why not? Which type of document, primary or secondary, teaches you more and why?

Use specific examples from Martin’s diary and your class readings as evidence. More information on papers (mechanics, etc.) is listed below in “Course Policies.” The course will also have a final exam on Wednesday, September 12th, 8-10:30AM.

Graduate Grading Breakdown:

Discussion/Participation.....	10% (100 Points)
2 Précis (Malone, Mayer).....	10% (100 Points)
3 Book Reviews (Anderson, Kerber, Gross).....	15% (150 Points)
Royster Paper.....	15% (150 Points)
Chet vs. Grenier Paper.....	20% (200 Points)
Joseph Plumb Martin Paper.....	10% (150 Points)
<u>Final Exam.....</u>	<u>20% (200 Points)</u>
Total	100% (1000 Points)

Class Grading Scale:

- A=1000-900 points;**
- B=899-800 points;**
- C=799-700 points;**
- D=699-600 points;**
- F=below 600 points.**

Course Policies:

1. Class Climate: In order for discussions to be productive, all students need to feel comfortable participating. We will create and maintain an atmosphere of mutual respect in which everyone’s ideas can be heard. In discussions in the regular class, graduate students

should wait for the undergraduates to exhaust their points before jumping into the fray of discussion.

2. USM Email: All students should check their USM email regularly—you can set it to forward to your main email account (yahoo, hotmail, etc.) if you desire, but be sure to check it in some fashion. Students who do not set up their accounts or respond to USM email can lose participation points and suffer a lower grade. I may use these online resources to post assignments and/or keep you up-to-date on class activities.

3. Support and Documentation: For reviews, parenthetical references of the books under review are acceptable. All other notations must be formal footnotes. Follow *Chicago Manual of Style* format.

4. Manuscript Preparation: All papers should be computer-generated (12pt font, Times New Roman) and should be double-spaced with one-inch margins. Papers should always be handed in with the pages numbered and stapled together. Proofread carefully. Clearly place your name, the course and instructor, a description of the paper, and date of each assignment in the upper right hand corner of the first page.*

Papers which do not conform to ALL of these rules WILL suffer a grade penalty.

*Sample heading for papers:

Student Name
History 725—Dr. Zelner
Book Review #1
September 6, 2007

5. Copies of Papers: It is your responsibility to keep a copy of each paper that you submit. In the unlikely event that I misplace the paper, you should be able to produce your copy that same day. Students unable to produce the requested copy will fail the assignment.

6. Late Papers: In graduate school, there should be no late papers. Extensions of a paper due date will be granted only in the event of a documented medical, athletic, academic, or personal emergency and only in advance of the paper due date. Decisions on the validity of the documentation and the penalty for any late paper are within the sole purview of the instructor (it will be severe).

7. Academic Dishonesty: Scholastic dishonesty will not be condoned under any circumstance. See the current Graduate Bulletin for a good definition of such behavior. Cheating on an exam or demonstrated plagiarism on a paper will automatically lead to a grade of “F” for the course and dismissal from the university. The instructor reserves the right to use electronic resources, such as Turnitin.com, to detect plagiarism. If you have questions or concerns about this policy—please see the instructor during office hours.

8. Students with Disabilities: If you have any disabilities that might affect your performance in this class, please let me know. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities Covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Mailing address: 118 College Drive # 8586, Hattiesburg, MS 39406-0001; Telephone: (601) 266-5024; TTY: (601) 266-6837; Fax: (601) 266-6035 or at: <http://www.ids.usm.edu/ODA/default.asp>

9. Syllabus: This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible and in writing.

Course Schedule

WEEK #1 INTRODUCTION

Required Reading:

John Ferling, *Struggle for a Continent*, 1-60.

Thursday, Aug. 23—Class Introduction

WEEK #2 COLONIAL MILITARY HISTORY--THE BASIC NARRATIVE

Required Reading:

John Ferling, *Struggle for a Continent*, 61-209.

Tuesday, Aug. 28—Lecture and General Discussion

Thursday, Aug. 30—Lecture and General Discussion

WEEK #3 INDIANS AND COLONISTS; TECHNOLOGY AND WAR

Required Reading:

Patrick M. Malone. *The Skulking Way of War*, entire book.

Tuesday, Sept. 4—Lecture and General Discussion

Thursday, Sept. 6—Class Discussion of Week's Reading

****Book Précis on Malone due at beginning of class.**

WEEK #4 THE COLONIAL MILITIA

Required Reading:

John Shy, "A New Look at the Colonial Militia" in *A People Numerous and Armed: Reflections on the Military Struggle for American Independence*. rev. ed., 29-41. JSTOR--
<http://links.jstor.org/sici?sici=0043-597%28196304%293%3A20%3A2%3C175%3AANLACM%3E2.0.CO%3B2-Q>

Benjamin Quarles, "The Colonial Militia and Negro Manpower" in *The Mississippi Valley Historical Review* 45 No. 4 (March 1959), 643-652. JSTOR--
<http://links.jstor.org/sici?sici=0161-391X%28195903%2945%3A4%3C643%3ATCMANM%3E2.0.CO%3B2-G>

Ronald L. Boucher. "The Colonial Militia As a Social Institution: Salem, Massachusetts 1764-1775" in *Military Affairs*, Vol. 37, No. 4. (Dec., 1973), 125-130. JSTOR--
<http://links.jstor.org/sici?sici=0026-3931%28197312%2937%3A4%3C125%3ATCMAAS%3E2.0.CO%3B2-K>

Tuesday, Sept. 11—Lecture and General Discussion

Thursday, Sept. 13—Class Discussion of Week's Reading

WEEK #5 THE COLONIAL AMERICAN SOLDIER

Required Reading:

Fred Anderson, *A People's Army*, pgs v-141.

Tuesday, Sept. 18—Lecture and General Discussion

6:30PM **Lecture** "Robert Rogers: War & Society on the Early American Frontier" by Lt. Col. John Grenier, Ph.D. (USAF) sponsored by the USM Center for the Study of War and Society. LAB 101. Students who can not attend must inform Dr. Zelner in advance. Students who write a well-crafted, 2 pg. reaction paper to the lecture will earn extra credit points.

Thursday, Sept. 20—Class Discussion of Week's Reading

WEEK #6 THE EXPERIENCE OF COMBAT IN COLONIAL AMERICA

Required Reading:

Fred Anderson, *A People's Army*, 142-242.

Tuesday, Sept. 25—Lecture and General Discussion

Thursday, Sept. 27—Class Discussion of Week's Reading

****Critical Book Review on Anderson due at beginning of class**

WEEK #7 COLONIAL WOMEN AND WAR

Required Reading:

Mary Rowlandson, *The Narrative of the Captivity and the Restoration of Mrs. Mary Rowlandson* (1682) at <http://www.library.csi.cuny.edu/dept/history/lavender/rownarr.html>
Guy Chet, *Conquering the American Wilderness*, entire book

Tuesday, Oct. 2—Lecture and General Discussion

Wednesday, Oct. 3 Last day to drop full-semester classes without academic penalty

Thursday, Oct. 4—Class Discussion of Week's Reading

WEEK #8 THE AMERICAN REVOLUTION-THE BASIC NARRATIVE

Required Reading:

James Kirby Martin, *A Respectable Army*, 1-179.

Tuesday, Oct. 9—Lecture and General Discussion

Thursday, Oct. 11—Lecture and General Discussion

WEEK #9 LIBERTY'S DAUGHTERS? REVOLUTIONARY WOMEN AT WAR

Required Reading:

Linda A. Kerber, *Women of the Republic*, entire book.
Marsh, Ben. "Women and the American Revolution in Georgia," *Georgia Historical Quarterly*; Summer 2004, Vol. 88 Issue 2, 157-178. Ebscohost--<http://lynx.lib.usm.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=13407855&site=ehost-live>

Tuesday, Oct. 16—Lecture and General Discussion

Thursday, Oct. 18 Fall Break—No Class.

WEEK #10 THE REVOLUTIONARY SOLDIER

Required Reading:

Joseph Plumb Martin, *A Narrative of a Revolutionary Soldier*, entire book.

Tuesday, Oct. 23—Lecture and General Discussion

***Critical Book Review of Kerber due**

Thursday, Oct. 25—Class Discussion of Week's Reading

WEEK #11 THE OTHER CONTINENTAL ARMY: CAMP FOLLOWERS

Required Reading:

Holly Mayer, *Belonging to the Army*, entire book.

Tuesday, Oct. 30—Lecture and General Discussion

Thursday, Nov. 1—Class Discussion of Week's Reading

****Précis of Mayer due**

WEEK #12 REVOLUTIONARY WARFARE AND COMMUNITY

Required Reading:

Robert Gross. *The Minutemen and their World*. entire book.

Joseph S. Tiedemann, "Patriots by Default: Queens County, New York and the British Army, 1776-1783" *William & Mary Quarterly* 43 (January 1986), 35-63. JSTOR-- <http://links.jstor.org/sici?sici=00435597%28198601%293%3A43%3A1%3C35%3APBDQCN%3E2.0>.

Tuesday, Nov. 6—Lecture and General Discussion

Thursday, Nov. 8—Class Discussion of Week's Reading

****Critical Book review of Gross**

WEEK #13 THE NEW NATION'S MILITARY ESTABLISHMENT TAKES FORM

Required Reading:

Charles. A Royster, *Revolutionary People at War*, entire book

James Kirby Martin, *A Respectable Army*, 179-208.

The Constitution of the United States, Article I; Section 8; Article II: Section 2; Amendments 2, 3, 5. <http://www.house.gov/Constitution/Constitution.html>

Alexander Hamilton, John Jay, and James Madison, *The Federalist Papers*, Nos.: 24-29, 74. <http://www.law.ou.edu/hist/federalist/>

Tuesday, Nov. 13—Lecture and General Discussion

Thursday, Nov. 15—Class Discussion of Week's Reading

****Royster Paper Due**

WEEK #14 THE WAR OF 1812: THE FIRST TEST OF THE NEW U. S. MILITARY

Required Reading:

Donald R. Hickey, *The War of 1812: A Short History*, entire book.

Tuesday, Nov. 20—Lecture and Class Discussion of Week's Reading

****Joseph Plumb Martin paper due at beginning of class**

Thursday, Nov. 22 Thanksgiving Break—No Class.

WEEK #15 A GRAND SYNTHESIS? THE NATURE OF EARLY AMERICAN WARFARE

Required Reading:

John Grenier, *The First Way of War*, entire book.

Tuesday, Nov. 27—Lecture and General Discussion

Thursday, Nov. 29—Class Discussion of Week's Reading

WEEK #16 LESSONS LEARNED

Tuesday, Dec. 4—Final Discussion and Final Exam Review

****Chet/Grenier Paper Due**

****FINAL EXAM: WEDNESDAY, SEPTEMBER 12TH, 8-10:30AM**