

## **Seminar in Modern Military History** **The Historiography of Early American War & Society**

**Dr. Kyle F. Zelner**

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

**Office Hours:** Tuesdays 10am-12noon; T, W, Th. 4-5pm; and by appointment

### **Statement of Purpose:**

If the past came without gaps and problems, there would be no task for the historian to complete. And if the evidence that existed always spoke plainly, truthfully, and clearly to us, not only would historians have no work to do, we would have no opportunity to argue with each other. History is, above all else, an *argument*. It is an argument between historians . . . Arguments are important; they create the possibility of changing things.

John Arnold, *History: A Very Short Introduction* (Oxford, 2000)

Historiographic study, or the study of the study of history, is a vital component of being a historian. Historians do not begin a single project without first learning what came before—what other historians have said on the topic, how they said it, and what the state of the field is at the moment. Undergraduate history majors do well if they can make the leap from writing historic narrative to making an argument about the past. The leap for graduate students is bigger—they must grasp the complexities of historiography. Much of the professional study of history centers on arguments about the past. As a beginning professional historian, you will be expected to talk about the historical debates surrounding your topic and how your work intersects with the work of others on those debates. You will be expected in your classes, and especially during your comprehensive exams, not only to know what happened in the past and why, but who argued what and the methods they used to come up with those arguments.

This course will examine some of the main themes and debates in the historiography of War & Society. By the 1960s, the academic study of military history had been on the decline for decades. It seemed 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, by the 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 professionally dead. One of these fields was military history. Instead of focusing on leaders, strategy, and battle movements, starting in the late 1970s into the 1980s "new military historians" (later War & Society scholars) looked at war and the military "from the bottom up," studying war's consequences on communities, soldiers, non-combatants, societies, and cultures. The field of War & Society has grown exponentially since those early days and now has a rich and varied historiography. If you plan to research, write, and teach in the field—you must master this widening field of historical inquiry. In this class, we will examine what War & Society scholars of Early American history (mostly) are debating as a lens into the wider debates/themes/

concerns of the entire field. Once you have successfully completed this course, you will have a better understanding of many of the most important themes in the field of War & Society, which will inform your thinking as a scholar—no matter which time period or geographic location you study.

## Course Mechanics, Structure, and Assignments

Each week we will look at a historiographical theme in the field of War & Society, usually focusing on one book and two articles. The heart of this course is the outside reading of these works and the subsequent seminar discussions about them. Needless to say, students should come to class thoroughly familiar with all of the reading assigned for that day and prepared to discuss the readings in an informed manner. Students are required to bring all assigned reading materials to class.

Students will write eight book reviews during the course of the semester. At least two of the reviews must be completed by March 2<sup>nd</sup> (more than that would be better). Book reviews are due at the beginning of class the day a book is discussed. Students may **not** write single reviews of Peter Silver's or Douglas Egerton's books (April 13<sup>th</sup> and 20<sup>th</sup>—see below). 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? Reviews should begin with the standard bibliographical heading and end with your name and affiliation. 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 the *New England Quarterly*. In addition, H-Net has useful guidelines for its book reviewers which may be helpful ([http://www.h-net.org/reviews/guidelines\\_books.php](http://www.h-net.org/reviews/guidelines_books.php)). See below for minimum word requirements and grade percentages.

Students will also write a comparative book review, focusing on the similarities and differences, of the books from April 13<sup>th</sup> and 20<sup>th</sup> (Silver and Egerton). Good examples of comparative book reviews may be found in the journal *Reviews in American History*.

Each student will also take the lead (twice during the semester) in leading class discussion on one of the articles for that week. Discussion leaders will offer a 15 minute presentation on their article and how it addresses the historiographical debate in question. Discussion leaders should be sure to cover:

- The author's academic background (schools, mentors, methodologies, etc.)
- The main thesis of the article
- Major evidence used to prove thesis
- Types of evidence used
- Your (students') major critiques of the article (positive and negative)

Your participation in class – everything from your performance as an article discussion leader to the questions you ask your peers to the points you make about the readings (or don't)—will determine 25% of your final grade.

The final 25% of your course grade will derive from a final exam. I will expect you to have a grasp of all articles and books from the class, as well as the field of Early American War & Society. The final exam will mimic a comprehensive exam question(s) and will be taken in exam week as a self-timed and self-proctored take-home exam. More details on this exam will come later in the course.

## Grading Breakdown:

<u>ASSIGNMENT</u>	<u>MAX. WORDS</u>	<u>PERCENTAGE</u>	<u>DUE DATE</u>
Seminar Participation (incl. article presentations)	N/A	25%	all semester
Book Reviews (8)	800 each	40% (5% each)	2 by March 2 <sup>nd</sup> , all by May 4
Comparative Review	1200	10%	April 20 <sup>th</sup>
<u>Final Exam</u>	<u>Timed</u>	<u>25%</u>	<u>TBA</u>
Total	7600	100%	

## A Note about Books and Articles:

I have ordered the books for the first week of class at the USM Barnes and Noble bookstore. For the rest, I encourage you to scrounge the internet for cheap used or new copies of these works. Most of the course books are also on overnight reserve at Cook Library. Some of the articles in class will be distributed via email (usually book chapters and some articles from smaller journals), but students are expected to scout out most of the articles on their own in the index “America: History and Life” and retrieve them in JSTOR, Project Muse, etc.

## 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.
- 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.
- 3. Cell Phones:** All cell phones must be turned off when in class. Any exceptions to this policy must be cleared with the instructor in advance.
- 4. Support and Documentation:** For reviews, parenthetical references of the books under review are acceptable, except in the comparative review, where students should use formal footnotes. All other notations must be formal footnotes; follow *Chicago Manual of Style* format. **Note:** I do not accept the use of “Ibid” in citations—instead I prefer the short author/title system.
- 5. Manuscript Preparation:** All papers should be computer-generated (12pt font, Times New Roman) and should be double-spaced with ½ inch margins. Papers should always be handed in with the pages numbered and stapled together. Clear, readable writing and careful proofreading are minimal requirements; **I will not read careless, unproofed writing.**

All papers must also be turned into the instructor in electronic format via email (MS Word or .rtf format) as well as in hard copy during class. Be sure to use your last name in the file name, for example: Smith\_Review\_Oct\_21.doc.

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.\*

\*Sample heading for papers:

Student Name  
History 736—Dr. Zelner  
Book Review #6  
March 6, 2011

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

**6. Copies of Papers:** It is your responsibility to keep a copy of each paper that you submit and be able to produce it in case the original is lost.

**7. 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, 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 (it will be severe) are within the sole purview of the instructor.

**8. 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 probable 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.

**9. Students with Disabilities:** If a student has a disability that qualifies under the American 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.

Address:

The University of Southern Mississippi  
Office for Disability Accommodations  
118 College Drive # 8586  
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232    Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay*

*Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at [Suzanne.Hebert@usm.edu](mailto:Suzanne.Hebert@usm.edu).

**10. 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 possible and in writing.

## Course Schedule

Readings with an (\*) are on the War & Society Graduate Reading List

**19 Jan. Class Introduction**

**26 Jan. Overview of the Field(s)**

\*Hughes, Matthew and William Philpott, eds. *Palgrave Advances in Modern Military History*. New York: Palgrave Macmillan, 2007.

\*Lee, Wayne E. "Mind and Matter - Cultural Analysis in American Military History: A Look at the State of the Field." *Journal of American History* 93, no. 4 (2007): 1116-1142.

**2 Feb. The Military Revolution/Rise of the State**

Clifford J. Rogers, *The Military Revolution Debate: Readings on The Military Transformation of Early Modern Europe*. Boulder, CO: Westview Press, 1995.

Manning, Roger B. "Styles of Command in Seventeenth-Century English Armies." *Journal of Military History*. Vol 71 No. 3 (2007): 671-699.

Presenter: \_\_\_\_\_

**9 Feb. Recruitment, Motivation, and Experiences of War: Colonial and Revolutionary**

\*Anderson, Fred. *A People's Army: Massachusetts Soldiers and Society in the Seven Years' War*. Chapel Hill: University of North Carolina Press, 1984.

Zelner, Kyle F. "The Pressed Men of Essex County: The Social Identity of the Soldiers of King Philip's War." In *A Rabble in Arms: Massachusetts Towns and Militiamen during King Philip's War*, 141-180. New York: New York University Press, 2009. Distributed by Dr. Zelner

Presenter: \_\_\_\_\_

Neimeyer, Charles Patrick. "To Get as Much for My Skin as I Could: The Soldier as Wage Laborer." In *America Goes to War: A Social History of the Continental Army*, 108-129. New York: New York University Press, 1996. Distributed by Dr. Zelner

Presenter: \_\_\_\_\_

**16 Feb. Recruitment, Motivation, and Experiences of War: Confederation to Civil War**

\*Linderman, Gerald. *Embattled Courage: The Experience of Combat in the American Civil War*. New York: Free Press, 1987.

Stagg, J. C. A. "Enlisted Men in the United States Army, 1812-1815: A Preliminary Survey." *William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. 43 No. 4 (October 1986): 615-645.

Presenter: \_\_\_\_\_

Sheehan-Dean, Aaron. "Everyman's War: Confederate Enlistment in Civil War Virginia" *Civil War History*, Vol. L No. 1 (March 2004): 5-26.

Presenter: \_\_\_\_\_

**23 Feb. War and Community: The Costs of Conflict on Society**

\*Melvoin, Richard I. *New England Outpost: War and Society in Colonial Deerfield*. New York: Norton, 1989.

Merritt, Bruce G. "Loyalism and Social Conflict in Revolutionary Deerfield, Massachusetts." *Journal of American History*, Vol. 57, No. 2 (September, 1970): 277-289.

Presenter: \_\_\_\_\_

Tiedemann, Joseph S. "Patriots by Default: Queens County, New York, and the British Army, 1776-1783." *William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. 43 No. 1 (January, 1986): 35-63.

Presenter: \_\_\_\_\_

**2 March War and Community: War Production and Economic Consequences**

**\* STUDENTS MUST HAVE A MINIMUM OF TWO BOOK REVIEWS TURNED IN BY THIS DATE\***

Gallman, J. Matthew. *Mastering Wartime: A Social History of Philadelphia during the Civil War*. New York: Cambridge University Press, 1990.

Stumpf, Stuart O. "Implications of King George's War for the Charleston Mercantile Community." *South Carolina Historical Magazine* Vol. 77, No. 3 (July, 1976): 161-188.  
Distributed by Dr. Zelner

Presenter: \_\_\_\_\_

Moehring, Eugene P. "The Civil War and Town Founding in the Intermountain West." *Western Historical Quarterly*, Vol. 28 No. 3 (Autumn, 1997): 316-341.

Presenter: \_\_\_\_\_

**9 March Spring Break**

**No class**

**16 March War and Technology/Tactics**

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

\*Chet, Guy. *Conquering the American Wilderness: The Triumph of European Warfare in the Colonial Northeast*. Amherst: University of Massachusetts Press, 2003.

**23 March War and Politics**

Rosswurm, Steven. *Arms, Country, and Class: The Philadelphia Militia and "Lower Sort" during the American Revolution, 1775-1783*. New Brunswick: Rutgers University Press, 1987.

Cress, Lawrence Delbert. "Republican Liberty and National Security: American Military Policy as an Ideological Problem, 1783 to 1789." *William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. 38, No. 1 (January, 1981): 73-96.

Presenter: \_\_\_\_\_

White, Jonathan W. "Citizens and Soldiers: Party Competition and the Debate in Pennsylvania over Permitting Soldiers to Vote, 1861–64." *American Nineteenth Century History*. Vol. 5 Issue 2, (July, 2004): 47-70.

Presenter: \_\_\_\_\_

**30 March War and Socio-Economic Status/Class**

Cox, Caroline. *A Proper Sense of Honor: Service and Sacrifice in George Washington's Army*. Chapel Hill: University of North Carolina Press, 2007.

Way, Peter. "Class and the Common Soldier in the Seven Years' War." *Labor History*, Vol. 44, No. 4 (2003): 455-481.

Presenter: \_\_\_\_\_

Glatthaar, Joseph T. "Everyman's War: A Rich and Poor Man's Fight in Lee's Army." *Civil War History*. Vol. 54, No. 3, (September, 2008): 229-246.

Presenter: \_\_\_\_\_

**6 April War and Gender**

Lynn, John. *Women, Armies, and Warfare in Early Modern Europe*. Cambridge: Cambridge University Press, 2008.

Little, Ann. “‘Insolent’ Squaws and ‘Unreasonable’ Masters: Indian Captivity and Family Life.” In *Abraham in Arms: War and Gender in Colonial New England*, 91-126. Philadelphia: University of Pennsylvania Press, 2007. Distributed by Dr. Zelner

Presenter: \_\_\_\_\_

Hagemann, Karen. “The Military and Masculinity: Gendering the History of the Revolutionary and Napoleonic Wars, 1792-1815.” In *War in an Age of Revolution, 1775-1815*, edited by Roger Chickering and Stig Förster, 331-351. Washington, D.C: German Historical Institute and Cambridge University Press, 2010. Distributed by Dr. Zelner

Presenter: \_\_\_\_\_

### **13 April      War and Race: Native American Cultures**

Silver, Peter. *Our Savage Neighbors: How Indian War Transformed Early America*. New York: Norton, 2008. \*No single book review on this title.

Richter, Daniel K. “War and Culture: The Iroquois Experience.” *William and Mary Quarterly*, Vol. 40 No. 4, (October , 1983): 528-559.

Presenter: \_\_\_\_\_

Lee, Wayne E. “Fortify, Fight, or Flee: Tuscarora and Cherokee Defensive Warfare and Military Culture Adaptation.” *Journal of Military History*, Vol. 68 (July, 2004), 713-770.

Presenter: \_\_\_\_\_

### **20 April      War and Race: African American Cultures**

#### **\*COMPARATIVE BOOK REVIEW (ON SILVER AND EGERTON) DUE\***

Egerton, Douglas R. *Death or Liberty: African Americans and Revolutionary America*. New York: Oxford, 2009. \*No single book review on this title.

Reidy, Joseph P. “The African American Struggle for Citizenship Rights in the Northern United States during the Civil War” In *Civil War Citizens: Race, Ethnicity, and Identity in America’s Bloodiest Conflict*, edited by Susannah J. Ural, 213-236. New York: New York University Press, 2010. Distributed by Dr. Zelner

Presenter: \_\_\_\_\_

Voegeli, V. Jacque. “A Rejected Alternative: Union Policy and the Relocation of Southern ‘Contrabands’ at the Dawn of Emancipation.” *Journal of Southern History*, Vol. 69 Issue 4, (November 2003): 765-790.

Presenter: \_\_\_\_\_

**27 April      War and Ethnicity/Religion**

\*Ural, Susannah. *The Harp and the Eagle: Irish-American Volunteers and the Union Army, 1861-1865*. New York: New York University Press, 2006.

Goodfriend, Joyce D. "Foreigners in a Dutch Colonial City." *New York History*, Vol. 90 Issue 4, (Fall, 2009): 241-269.

Presenter: \_\_\_\_\_

Campbell, Alexander V. "A 'Nursery for Soldiers to the Whole World': Colonel James Prevost and the Foreign Protestant Military Migration of the Mid-Eighteenth Century." *Pennsylvania Magazine of History & Biography*, Vol. 129 Issue 3 (July, 2005): 253-281. Distributed by Dr. Zelner

Presenter: \_\_\_\_\_

**4 May              War and Culture/Mentalité**

**\*MUST HAVE ALL EIGHT (8) BOOK REVIEWS IN BY THIS DATE\***

\*Royster, Charles. *A Revolutionary People at War: The Continental Army and American Character, 1775-1783*. Chapel Hill: University of North Carolina Press, 1979.

Kulikoff, Allan. "Revolutionary Violence and the Origins of American Democracy." *Journal of the Historical Society*, Vol. 2 Issue 2, (March, 2002): 229-260. Distributed by Dr. Zelner

Presenter: \_\_\_\_\_

Storey, Margaret M. "Civil War Unionists and the Political Culture of Loyalty in Alabama, 1860-1861." *Journal of Southern History*, Vol. 69, No. 1 (February, 2003): 71-106.

Presenter: \_\_\_\_\_

**Final Exam (Due Date: TBA)**