

**HISTORY 4320  
AMERICA AT WAR 1600-1865**

**Instructor:** Edward J. Davies, II  
**Office:** 367 CTIHB  
**Hours:** TH 12:20 -1:20 PM & By Appointment  
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**Classroom:** 113 OSH

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**REQUIRMENTS**

A midterm in-class Examination and a final take home examination, Two Book Reviews from Assigned readings. These should be exactly 500 words. One must be completed before the midterm and one by the end of term. These should provide a critical commentary on each book. The book reviews require students to pinpoint the main arguments in a work and to delineate these arguments with economy and clarity in writing style. The reviews will be carefully read for style as well as content. The final examination is also a writing exercise as well as content. Students should review stylistic comments on their book reviews as they prepare the final examination.

**LEARNING OUTCOMES**

Master the Narrative of USA Military History 1600-1865  
Develop Analytical Skills  
Polish Writing Skills  
Engage the debates over the USA and its colonial antecedent in pursuing war  
Understand the dynamics of making war  
Understand the Consequences of War  
Understand the dynamics of race and gender in War

**Engaging War in the USA Past**

The course will introduce the student to the Military History of the United States from its days as a colony of Great Britain to the Civil War, which engulfed the country in a terrible conflict that killed hundreds of thousands of U.S. citizens. The course will explain the ways in which warfare was conducted and conceptualized by participants. War in the seventeenth century revolved around community as a way of organized the military. Colonial faced indigenous peoples who fiercely resistance English attempts to seize land and resources. Two hundred years later, central government organized national armies in the Civil War on a scale impossible in the 1600's. How and why such changes occur will be an important part of the course. How militaries conducted battles also dramatically differed and we shall explore such divergences in the course.

Conflicts such as the Civil war also have a moral side that justifies the taking up of arms. In the Civil War the North fought to end slavery and unite the country behind its uplifting principles of universal freedom rather than the sordid traditions such as slavery and racism, which had been such a crucial part of its history. Southerners saw their liberty in terms of slavery. For them slavery was a Southern right and they saw northern efforts to end slavery as an end to their civil liberties guaranteed by the Constitution. Similarly, in the Revolution the U.S. fought for independence from Great Britain, the right to self-government and to construct a society governed by individual freedom, equality for all and an egalitarianism that persists to the present. Students will develop an understanding of how wars are conducted whether it was an uprising against a colonial ruler, an invasion of a foreign country or a massive civil war that commanded all the resources of the North and South in a life and death struggle. We also need to realize that participants in a war had no knowledge of its ultimate outcome Neither Southerners in the early 1860s nor British leaders in the late 1770s recognized their causes would end in defeat. So as we evaluate wars we always need to avoid the intrusion of hindsight to understand the participants and their motivation.

Students will also grasp how central war has been to the U.S. experiences from ferocious battles between European settlers and indigenous peoples from the seventh to the nineteenth centuries to the conflicts with the French and their indigenous allies in the eighteenth century. Why do citizens see the U.S. as a peaceful nation dedicated only to democracy and not war and expansion? Yet, the historical record shows a very different narrative. So we have to

examine such a claim in light of historic evidence. Overall, students will come to know the full experience of war and its integral part in the development of the United States.

### **REQUIRED TEXTS**

Starkey, *European And Native American Warfare 1675-1815*

Steele, *Betrayals: Fort Henry & The Massacre*

Martin & Lender, *A Respectable Army, The Military Origins of the Republic, 1763-1789*

Timothy J. Henderson, *A Glorious Defeat: Mexico and Its War with the United States*

Urban, *Fusiliers*

McPherson, *Crossroads of Freedom*

Henderson, *A Glorious Defeat: Mexico and Its War with the United States*

McPherson, *Crossroads of Freedom*

Wells, *A House Divided: The Civil War and Nineteenth-Century America*

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### **COURSE OUTLINE**

#### **Armed Settlers 1600-1688**

The Americas Before the Europeans The Impact of the Europeans on the North American Continent War and Conflict in the Colonies: Armed Settlers vs Indigenous Warriors King Philip's War and the End of Indigenous Resistance in New England

**Assignment:** Starkey, *European and Native American Warfare*, pp. 1-82

#### **Major European Wars 1688-1748**

The Wars of Kings & Queens

The French Military & Militia

French Military Culture

Geography of Warfare Encounters in the Forests

**Assignment:** Starkey, *European and Native American Warfare*, pp. 83-111

#### **The French and Indian War 1754-1763**

The Outbreak of War in North America British Disasters, Recovery & Victories The Redcoats in North America

The Colonial Militia

British Perceptions of Colonial Military Abilities

**Assignment:** Starkey, *European and Native American Warfare*, pp. 111-136

Steele, *Betrayals*

#### **The American Revolution and the Development of the U.S Military Establishment**

Recruiting the Continental Army The Military Community in the Field: The Role of Women, Provisioners & Would-be officers Fighting in the Eighteenth Century British and American Armies Compared Winning the Revolution with French Help

**Assignment:** Starkey, *European and Native American Warfare*, pp.137-166, Martin & Lender, *A Respectable Army* Urban, *Fusiliers*

### **The Creation of a Standing Army, 1783-1812**

The Continental Army Disbanded

The Fight over a Military Force: Harmar, St. Clair & Wayne in the First War of the Republic

Creating a Military: Administration, Military Codes & Manpower

### **The War of 1812 & The Legacy of Unpreparedness**

The Approach of War: Jefferson to Madison,

A Military Unprepared

Defeat in the Opening Rounds

The Chaos of a Badly Executed Strategy

Winning on the Great Lakes

### **1814 and The United States Recovery**

New Leadership: Jacob Brown, Winfield Scott Reversal of Fortunes, 1814: The Niagara Frontier Chippewa and Lundy's Lane

The British Campaigns of 1814-1815

The Military in 1815

### **The Army in the Pre-Civil War Period, 1820-1860**

Reforming the Military, New Leadership: Sylvanus Thayer & Dennis Hart Mahan

Upgrading the Military Academy

Professionalizing the Officer Corps

Civil-Military Relations Internal Disputes

### **The Mexican War**

Mexico on the Eve of War

The United States on the Eve of War

The Mexican and the United States Armies Compared

Reasons for Mexican Defeats and United States Victories

Legacies for the Civil War

### **Assignment:**

Henderson, *A Glorious Defeat: Mexico and Its War with the United States*

### **The Civil War Era and the American Army, 1846-1865**

The Approach of War

The Confederacy and the Union: Resources

Abilities, and Leadership Strategies for War

Confederate Patriotism: Why Men Fought for the Confederacy and the Union

### **Assignment:**

Wells, *A House Divided: The Civil War and Nineteenth-Century America*, chapters 1-6

### **The Fight for Freedom**

The Union and Modern War,

The Strategy of Annihilation and Victory

River War and the Union Navy

The Union Army & Occupation

Grant and Lee in Historic Memory

**Assignment:** Wells, *A House Divided: The Civil War and Nineteenth-Century America*, chapters 7-13

### **The Old Army in Post-Civil War America, 1865-1890**

Emory Upton and the Intellectual Roots of the Modern Army

The Military Stagnates Modernizing the Army: Sherman to Root

### **Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

### **Veterans Center**

If you are a **student veteran**, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

### **LGBT Resource Center**

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone\*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

### **Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.