

New Course Proposal
Submit completed form electronically

1. Course prefix and course number: MS 350
2. Course title: Landscapes of War: The Anthropology and History of American Military Conflict
3. Abbreviated title for class schedule (30 characters or less): American Military History
4. Credit hours: 4

Catalog description: *Landscapes of War* examines conflict and war from the perspective of both military history and anthropology. We will research and analyze the strategic, technological, cultural, and political dimensions of warfare on American history from the era of initial settler colonialism to recent times. Particular emphasis will be given to the applications of the principles of war & leadership, to the social ramifications of war on both the colonized and the colonizer and on U.S. Foreign policy, and to how conflict and war are remembered and commemorated.

5. Prerequisites (to add each additional prerequisite, start a new line): None

6. Co-requisites (including labs, if any): none

7. Major/Class restrictions: Please indicate any class or major restrictions:
Sophomore standing or above.

8. Is course repeatable? No

9. Labs requirements: If course includes a lab: # of hours lecture: None

10. Fees: List any course fees: None

11. Grade Mode: Graded only

12. CIP Code: Six-digit CIP code (check with your Division Director): ~~xxxxxx~~

28.05 MC

13. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No

B. Honors? No

15. Cross-listing: List any cross-listing:

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

The SOU Army ROTC is committed to creating leaders of the nation, for the nation and scholarship is the primary tenant of our approach to leadership development. In a world that is more interconnected than ever before, teaching students critically about the history of the United States and her domestic, foreign, and colonial and neocolonial policies and the complex role that the military has and continues to play in the society and culture of the U.S. and the world is essential. Equally essential is a critical perspective on the social construction of historical memory and the commemoration of war and conflict in today's society.

B. **Alignment:**

1. How does this course align with the unit's mission plan?

The class is a requirement for students taking the Military Science Minor. It will apply to the Tactics, Strategy, Public Policy and World Politics portion of the minor for other classes to be taken. The Minor requires and effectively produce an effective understanding of the political, social and geographical factors that shape modern military policy, tactics and strategy. This curriculum includes instruction and training in military leadership and values as well as a balance of academic classes in Communication, Education, History, Sociology & Anthropology, Psychology, Political Science, and Philosophy.

The American Military History course is an ROTC required course under Cadet Command Regulation 145-3. It states that prior to graduation and commissioning, Cadets will complete a one-semester or equivalent college level course in American military history offered by a college department. In January 2021, Mark Axel Tveskov, SOU Professor of Anthropology, completed the Military History Instructor Course at the Combat Studies Institute of the U.S. Army Command and General Staff College at Fort Leavenworth, Kansas, a requirement for teaching the ROTC American Military History Class.

2. How does the course fit into the rest of the unit's curriculum?

This course will complement the ROTC military history requirement as stated in paragraph B.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: **15**; Year 2: **20**; Year 3: **20**

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? **Mark Axel Tveskov**

- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. **This class fits well with Tveskov's research and teaching, and will likely be eventually cross listed as a Sociology and Anthropology class.**
- c. If additional faculty members are needed, how will that need be met?
N/A

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. **None**

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes.
- b. Are any other resources needed to support this course? **No.**

E. External impact:

- 1. What is the expected effect of this course on existing programs elsewhere in the university? **None**
- 2. Will any of your prerequisites affect other academic programs? **No.**

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)

***Landscapes of War* examines conflict and war from the perspective of both military history and anthropology. We will research and analyze the strategic, technological, cultural, and political dimensions of warfare on American history from the era of initial settler colonialism to recent times. Particular emphasis will be given to the applications of the principles of war & leadership, to the social ramifications of war on both the colonized and the colonizer, and to how conflict and war are remembered and commemorated.**

- B. Learning objectives of the course

Demonstrate an understanding of American military history, its major campaigns, themes, battles, and personalities.

Understand the difference between strategic and tactical military planning.

Analyze battle and conflict from the perspective of the Principles of War and Conflict Archaeology

Develop the ability to research and write about a topic.

Demonstrate the ability to critique various forms of popular history about war and conflict.

Understand the role of changing technology on military history.

Understand the relationship between the military and society in the United States

Understand the role of the U.S. military in U.S. foreign and colonial policy

C. Required texts

Immerwahr, Daniel

2019 *How to Hide an Empire: A History of the Greater United States*. Picador: Farrar, Straus, and Giroux, New York.

Stewart, Richard W. (general editor)

2009 *American Military History Vol 1: The United States Army and the Forging of a Nation, 1775-1917, 2nd Edition*. Center for Military History, United States Army, Washington D.C.

Stewart, Richard W. (general editor)

2010 *American Military History Vol 2: The United States Army in a Global Era, 1917-2008, 2nd Edition*. Center for Military History, United States Army, Washington D.C.

Tveskov, Mark Axel and Ashley Bissonnette (editors)

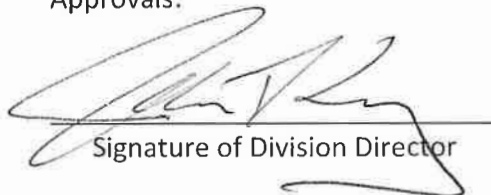
n.d. *The Battlefield and Beyond: Historical Memory, Archaeology, and the Social Experience of War and Conflict*. Draft book manuscript in review, University Press of Florida.

D. Course format

Traditional, in-person (10-week term)

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:


Signature of Division Director

5/24/21
Date

4/29/16

MS 399 Landscapes of War: The Anthropology and History of American Military Conflict

Mark Axel Tveskov PhD, tveskovm@sou.edu Office Hours:

Course Description:

This class examines conflict and war from the perspective of both military history and anthropology. We will research and analyze the strategic, technological, cultural, and political dimensions of warfare on American history from the era of initial settler colonialism to recent times. Particular emphasis will be given to the applications of the principles of war, to the social ramifications of war on both the colonized and the colonizer, and on U.S. Foreign Policy, and how conflict and war are remembered and commemorated.

Course Goals/Learning Objectives:

Demonstrate an understanding of American military history, its major campaigns, themes, battles, and personalities.

Understand the difference between strategic and tactical military planning.

Analyze battle and conflict from the perspective of the Principles of War

Develop the ability to research and write about a topic.

Demonstrate the ability to critique various forms of popular history about war and conflict.

Understand the role of changing technology on military history.

Understand the relationship between the military and society in the United States

Understand the role of the U.S. military in U.S. foreign and colonial policy

Required Textbooks (all available in pdf format on Moodle):

Immerwahr, Daniel

2019 How to Hide an Empire: A History of the Greater United States. Picador: Farrar, Straus, and Giroux, New York.

Stewart, Richard W. (general editor)

2009 *American Military History Vol 1: The United States Army and the Forging of a Nation, 1775-1917, 2nd Edition.* Center for Military History, United States Army, Washington D.C.

Stewart, Richard W. (general editor)

2010 *American Military History Vol 2: The United States Army in a Global Era, 1917-2008, 2nd Edition.* Center for Military History, United States Army, Washington D.C.

Tveskov, Mark Axel and Ashley Bissonnette (editors)

2021 *The Battlefield and Beyond: Historical Memory, Archaeology, and the Social Experience of War and Conflict.* Draft book manuscript in review, University Press of Florida.

Class Schedule

Week 1 Class Introduction: Military History, Conflict Archaeology, The Colonial Scene & The Pequot War

Week 2 The Revolutionary War & The War of 1812, Topic Review: The Battle of Turner's Falls and the Schenectady Massacre

Week 3 Westward Expansion & the Mexican War, The Rogue River War

Week 4 Topic Review: The Civil War 1862 & 1863; Topic Review: The Civil War 1864-65 & The Interwar Years

Week 5 “Winning the West” The “Indian Wars” 1865-1890 Topic Review: The Dakota War of 1862, Black soldiers at Fort Davis, Texas

Week 6 America Overseas, The Great War

Week 7 Topic Review: World War II Defensive Phase; Topic Review: World War II Grand Strategy

Week 8 The War Against Italy and Germany; Topic Review: The War Against Japan, The war on Saipan

Week 9 The Cold War: Korea. Topic Review: NATO, Vietnam.

Week 10 The neocolonial era: Vietnam to Desert Storm; Topic Review: 1990-2001, Iraq, Afghanistan,

Topic Review:

You will be assigned a topic to review in coordination with one or two other students. These topics will largely correspond to chapters from either the American Military History Textbooks, Vols. 1 or 2, or the Battlefield and Beyond annotated volume. Your task is as follows: On the assigned date, you will conduct a review of that topic for the class. The entire presentation should last 15 minutes or so, so each person should present for about 7 minutes. For each review, you should cover the below topics. Not all of them need to be covered, and you can also add topics if they fit your particular chapter/topic. Tell the class what you think is important, using these bullet points as a guideline: What are the major points should we know about this topic? Set a large context for your audience who may not know: when, where, why; What campaigns or major military related events will you cover? Who are the major personalities/Influencers involved in this topic? What innovations are involved with this topic (technological or doctrinal)? How does warfare change during this period (if at all)? Are there any morally troubling topics in this topic? What leadership lessons can be taken from this lesson? What are the key takeaways for an officer from this period of American History? If there is a battle or campaign involved in your topic, how were the principles of war applied, or not applied? How is this topic remembered in popular history? What points are emphasized in our historical memory that are at odds with the facts?

Each student will turn their Topic Review into a well written, 4-7 page essay. This essay will be double spaced and will include a bibliography. The paper should include at least one additional academic source—a book or academic journal article—beyond the class reading. My preference is that you use the Chicago Manual of Style. The prompt for the paper is the same as the Topic Review. Students should submit this paper to Moodle within two weeks of completing their Topic Review.