
COURSE: HP 241, American Military History
CREDIT: 3 Semester Hours
SEMESTER: Fall 2020, Cycle One; July 6-August 14, 2020
TIME: 8:00 AM to 1:00 PM, July 20-24, 2020
INSTRUCTOR: Colonel Teddy D. Bitner
Office Phone: 322-0110 extension 1335, Cell 816-914-5119

I. DESCRIPTION

This course is a survey of American military history with focus on doctrinal and policy trends within US military services, use of forces throughout American history, and assessment of military effectiveness. The course uses Clausewitz as the basis for assessment.

** This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

II. OBJECTIVES

- A. The purpose of this course is to acquaint you with the critical aspects American military history. Basic understanding of the following elements will be achieved:
1. Awareness of contributions of key individuals associated with American military history. (PLO 1, 4) (Assessments A and B)
 2. Understanding of events associated with major conflicts. (PLO 1, 4) (Assessments A and B)
 3. Grasp of key doctrinal and organizational developments. (PLO 1, 4) (Assessments A and B)
- B. Specific competencies to be achieved. The student:
1. Identifies major people, places, and events associated with American military development and profession of arms with their causes and consequences. (PLO 1, 4) (Assessments A and B)
 2. Develops the ability to assess historical evidence in order to arrive at sound judgments relative to present and future issues. (PLO 1, 4) (Assessments A and B)

3. Develops the ability to determine the significance of facts, rather than simply memorize them, in order to prepare oneself for intellectual discussions. (PLO 1, 4) (Assessments A and B)
4. Understands current and historical examples of the interaction and interdependence of science, technology and society with regard to warfare. (PLO 1, 4) (Assessments A and B)
5. Understands the linkages between human decisions and consequences. (PLO 1, 4) (Assessments A and B)

III. REQUIREMENTS.

- A. Reading and Study Questions. You will be expected to complete the assigned reading from Stewart and answer questions for each reading assignment. As you read the assignments, pay attention to the general threads of history, and how specific individuals and events fit within the patterns of these movements. You will be required to turn in answers to study questions at the beginning of each class period. Study questions should be typed, single spaced, with the question first and then the answer, and about 150 to 250 words in length. Study questions will be graded and returned to students at the next class period.
- B. Paper. You will be required to prepare a paper in class. Topic will be a review of an individual, event, or development in American military history. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.) and is due no later than August 20, 2020. All class papers must follow the [*Chicago Manual of Style 17th edition*](#) as outlined in *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition ("Turabian"). The paper must include three scholarly references. Internet references may also be used (but not popular citations, blogs or Wikipedia). Students who use the Clark Academic Center (CAC) to review a draft of their paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper.

IV. METHODS

- A. Conduct of the class will include a combination of lecture, discussion and question / answer. Student interaction during the conduct of each class session is strongly encouraged.
- A. Grading and Attendance. I expect students to attend class regularly. My attendance policies are:

For in-class students, you may miss up the equivalent of one class period without penalty. If you miss more than one class, your grade will be lowered by one letter grade. If you miss more than two classes, your grade will be lowered by one additional letter grade (a total of two letter grades).

For online students, I will take attendance daily. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. The same rule regarding grade reduction indicated above applies for distance delivery students.

In computing the final grade, I will weigh the work of the course in the following proportions:

| | |
|---------------------|-----|
| Class Participation | 10% |
| Study Questions | 50% |
| Paper | 40% |

V. TEXTBOOKS

Richard W. Stewart (ed), *American Military History Volume I*, Washington DC: Center for Military History, 2009 (Available FREE for download as a pdf file online at <http://www.history.army.mil/html/books/030/30-21/index.html>). ISBN: 9780160723629. Retail price \$63.00. Provided as a PDF file at no cost to the student.

Richard W. Stewart (ed), *American Military History Volume II*, Washington DC: Center for Military History, 2010 (Available FREE for download as a pdf file online at <http://www.history.army.mil/html/books/030/30-22/index.html>). ISBN: 9780160725418. Retail price is \$64.00. Provided as a PDF file at no cost to the student.

The New American Standard Bible, La Habra, CA: Foundation Publications, 1995. ISBN: 9781885217721. Price: \$5.99. Available used for about \$ 0.01. NOTE: The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. TENTATIVE CLASS SCHEDULE:

| <u>Lesson</u> | <u>Dates</u> | <u>Subject</u> | <u>Reading Assignment</u> |
|---------------|----------------|--|----------------------------------|
| | July 13, 2020 | Answers to questions for Lessons 1 and 2 due | Stewart Volume I, Chapters 1-12 |
| 1 | July 20, 2020 | Road to Independence | Stewart Volume I, Chapters 1-6 |
| 2 | July 21, 2020 | The Civil War | Stewart Volume I, Chapters 7-12 |
| 3 | July 22, 2020 | Emerging World Power; Answers to questions for Lesson 3 due | Stewart Volume I, Chapters 13-16 |
| 4 | July 23, 2020 | World Wars I and II; Answers to questions for Lesson 4 due | Stewart Volume II, Chapters 1-9 |
| 5 | July 24, 2020 | The Cold War and Beyond; Answers to questions for Lesson 5 due | Stewart Volume II, Chapters 9-14 |
| | August 20,2020 | Research Paper due | All previous reading |

Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

CALVARY UNIVERSITY EVALUATION SHEET

| | |
|---------------------|---------------------------|
| Student Name: _____ | Date Due: _____ |
| Faculty Name: _____ | Course Number/Name: _____ |

ASSESSMENT OF LESSON

Categories 1-10: Maximum 100 points (Instructor assigns percentage weight to each category)

| | |
|--|--|
| | KNOWLEDGE Recalls details of previously learned material, including relevant facts and theories. |
| | COMPREHENSION Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate. |
| | APPLICATION Applies rules, methods, concepts, principles, and laws as required by questions. |
| | ANALYSIS Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole. |
| | SYNTHESIS Sees the whole of a concept, theory or idea by means of its constituent parts. |
| | EVALUATION Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. |
| | PROPER CITATION OF AUTHORITIES AND FREQUENCY OF REFERENCES Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. |
| | SPELLING/GRAMMAR/SYNTAX Follows the accepted norms of spelling, grammar, and syntax. |
| | TURABIAN STYLE The lesson has been submitted neatly and according to relevant school submission guidelines. |
| | ACADEMIC LEVEL SATISFIED Answers are insightful, original, scholarly, developed with adequate detail, and appropriate to degree level. |
| | TOTAL POINTS |
| | <u>FINAL GRADE</u> |

Computation of Grade: Maximum Points Possible = 100

| | | | |
|------------|------------|------------|------------|
| A = 93-100 | B+ = 87-89 | C+ = 77-79 | D+ = 67-69 |
| A- = 90-92 | B = 83-86 | C = 73-76 | D = 63-66 |
| | B- = 80-82 | C- = 70-72 | D- = 60-62 |

| | |
|----------------------------|---------------|
| _____ Faculty Signature | _____ Date |
|----------------------------|---------------|

| COMMENTS ON LESSON: | | |
|--|---|--|
| <input type="checkbox"/> This lesson shows improvement | <input type="checkbox"/> Unique, helpful expressions employed | <input type="checkbox"/> Strong in area of application |
| <input type="checkbox"/> Exemplary development of ideas | <input type="checkbox"/> Nice mix of theological and pastoral ideas | <input type="checkbox"/> References very strong relevant |
| <input type="checkbox"/> Lesson work shows much promise | <input type="checkbox"/> Excellent recall of material | <input type="checkbox"/> Aware of important intricacies of issue |
| <input type="checkbox"/> Submission requirements not fulfilled | <input type="checkbox"/> Lacking depth of treatment | <input type="checkbox"/> Lack of flow in communication |
| <input type="checkbox"/> References cited incorrectly | <input type="checkbox"/> Grammatical errors excessive | <input type="checkbox"/> Misunderstanding of question asked |
| <input type="checkbox"/> Insufficient reference material | <input type="checkbox"/> Weakness in paragraph format | <input type="checkbox"/> Improper conclusions drawn |

Study Guide 1
HP 241, American Military History Survey
Cycle One 2020
Colonel Bitner

During the 1980's, Secretary of Defense Casper Weinberger, and later, General Colin Powell, announced what became known as the "Powell Doctrine" as six tests that should be met before the United States went to war. Those tests were¹:

1. Is a vital US interest at stake?
2. Will we commit sufficient resources to win?
3. Are the objectives clearly defined?
4. Will we sustain the commitment?
5. Is there a reasonable expectation that the public and Congress will support the operation?
6. Have we exhausted our other options?

The above tests are based, loosely, on the work of Harry Summers (*On Strategy: The Vietnam War in Context*, Carlisle Barracks: US Army War College, 1981). During this course, students will assess the following American conflicts using the above criteria.

French and Indian War
American Revolution
War of 1812
Mexican-American War
Civil War
Spanish American War
World War I
World War II
Korean War
Vietnam War
Desert Storm
Task Force Ranger
Iraqi Freedom

Research and answer the following questions using Richard W. Stewart (ed), *American Military History Volume I*, Washington DC: Center for Military History, 2009. **Answers to the questions below will be due, in writing, at the beginning of the first class period.**

¹ Teddy Bitner, *Unreconstructed: Vietnam to Iraq*, (Morrisville NC: Lulu Press, 2005), 143

Questions from Chapter 2

Choose and answer any four of the following questions:

1. To what degree is the American Army a European Army?
2. How did our early colonial experience modify our European military inheritance?
3. What did the British learn about the nature of warfare in the Americas from their initial defeats in the French and Indian War?
4. Why did the British and American armies defeat the French and their French-Canadian allies?
5. What did the British learn about the military capabilities of their American “cousins”? What should they have learned?
6. Why didn't the rifle immediately replace the musket on the battlefield

Questions from Chapter 3

Choose and answer any four of the following questions:

1. Discuss the various differences between the Massachusetts Minutemen and the British troops they fired on during the battles of Lexington and Concord.
2. What were the strengths and weaknesses of the British military system and the new American Army in the opening days of the Revolution? What challenges did each side face in its attempts to prosecute its military operations?
3. Given the state of the American Army in 1776, how do you think Washington should have conducted operations in the New York City area? What should Howe have done?
4. Discuss the element of surprise in Washington's attacks at Trenton and Princeton. Did he make good use of this principle? What were the dangers in relying on surprise?
5. What role did Congress play in setting military policy and determining military operations in the opening days of the Revolution? Why was this important?
6. Why was it important to create the Continental Army in 1775 rather than relying upon the existing state militias to prosecute the war?

Questions from Chapter 4

Choose and answer any four of the following questions:

1. What were the flaws in the British plan of 1777? Would the offensive have been successful if it were implemented as planned?
2. List the reasons behind Burgoyne's defeat at Saratoga. How could he have done things differently? Could he have been successful?
3. Why were the British not more successful in rallying Tory support to the Crown?
4. Discuss the strengths and weaknesses of a guerrilla army such as that formed in the south by Sumter, Pickens, and Marion? Can guerrilla forces alone defeat regular troops?
5. What were the critical elements of the American victory at Yorktown?
6. How crucial was foreign support in the American victory in the Revolution?

Questions for Chapter 5

Choose and answer any four of the following questions:

1. To what extent was George Washington the “indispensable man” in the formation of the United States of America and in ensuring the practice of civilian control of the military?
2. How has the concept of the militia changed since the early days of the republic?
3. How would you characterize the U.S. Army under the Articles of Confederation? What effect did Shays’ Rebellion have upon the military needs of the new republic?
4. Discuss the tangible benefits to the United States resulting from the Lewis and Clark Expedition. Why did President Jefferson choose the U.S. Army to perform this mission?
5. Which tactics worked and which did not in fighting the Indians on the early frontier? Which force was more suited to fighting these campaigns: regulars or militia? Why?
6. Of what value was the newly established U.S. Military Academy at West Point to the Army and to the country as a whole?

Questions for Chapter 6

Choose and answer any four of the following questions:

1. What advantages did the United States have in the War of 1812 that it did not have during the American Revolution? What disadvantages?
2. Discuss why the contractor system of supply failed so miserably.
3. How did the effectiveness of the militiamen and regulars compare in this war?
4. Give some positive and negative examples of leadership during the war of 1812. Did either side adhere to the principle of unity of command? If so, when?
5. What was the tactical significance of the Battles of Lundy’s Lane and Chippewa? What effect did the battles have on American and British morale?
6. What were the American strategic objectives of the war? Were they achieved?

Study Guide 2 – The Civil War
HP 241, American Military History Survey
Cycle One 2020
Colonel Bitner

Focus for the second class period will be:

1. Mexican-American War
2. Developments in the Army between the Mexican and Civil Wars
3. Civil War

Research and answer the following questions using Richard W. Stewart (ed), *American Military History Volume I*, Washington DC: Center for Military History, 2005. **Answers to the questions below will be due, in writing, at the beginning of the second class period.**

Questions from Chapter 7

Choose and answer any four (4) of the following questions:

1. Discuss the importance of the U.S. Military Academy at West Point to the Army of the early nineteenth century. In what sense did the U.S. Army become more professional during this period? What reforms contributed to this result?
2. The wars against the Seminoles lasted for years and took thousands of troops to subdue and remove a relative handful of Indians. Why did this take so long? Which tactics worked and which did not?
3. What were the major roles and missions of the Army in the early settlement of the West from 1815 to 1845? How effective was the Army in performing these missions?
4. What was the “expansible army” policy proposed by Secretary of War Calhoun? To what degree do we have an expansible army today? What were some alternatives to this idea in the nineteenth and twentieth centuries?
5. What were the advantages and disadvantages of using contractors to provide military support such as rations, clothing, transportation, and other services during this period? Why was the Army so slow to develop its own internal logistics capability?
6. Compare and contrast the Army on the eve of the War of 1812 to the Army on the eve of the war with Mexico. What were the similarities and differences? What factors accounted for the changes?

Questions from Chapter 8

Choose and answer any four (4) of the following questions:

1. How risky was the strategy of a three-pronged attack on Mexico? What could have gone wrong?
2. What were President Polk’s diplomatic and political objectives during the Mexican War? What methods did he use to obtain them?
3. Why did the mix of volunteer and Regular Army units work well in the Mexican War? What could have gone wrong?

4. Discuss the strengths and weaknesses of Generals Scott and Taylor. Under whom would you rather have served, and why?
5. How would you characterize the occupation of Mexico City? What lessons could be drawn from this experience?
6. Discuss the role of technological advances in weaponry on the verge of the Civil War. What tactical options changed for commanders on the battlefield as a result of those advances?

Questions from Chapter 9

Choose and answer any four (4) of the following questions:

1. How was the War Department organized in 1861? Discuss the administrative and tactical organization of the U.S. Army units at the onset of the Civil War.
2. What military and political challenges did Lincoln as Commander in Chief face after the secession of the Southern states? How did Fort Sumter change the situation?
3. What advantages and disadvantages did each side have at the beginning of the war? Discuss their relative importance to the ultimate outcome.
4. Discuss the campaign of First Bull Run. What were the goals of the two armies, and how did they seek to achieve them? Why did the Confederates win? Why did the Union lose?
5. How did McClellan reorganize the Union Army? Was the reorganization effective? What were its principal strengths and weaknesses?
6. Assess the relative strengths and weaknesses of the Union and Confederate war efforts at the end of 1861. Which side do you think was in the best overall position?

Questions from Chapter 10

Choose and answer any four (4) of the following questions:

1. How and why did Union war aims and policies change over the course of the war?
2. Which theater of war was the most decisive in 1862, and why?
3. What are the benefits and problems of achieving unity of command? Could the Union have accomplished the goal of unity of command effectively? Why didn't it?
4. Why should the Peninsula Campaign have worked? What caused it to fail, and how did this failure impact on Union war aims?
5. "War is too important to leave to the generals." To what degree does this apply to the Civil War in 1862?
6. It has been said that many of the political generals appointed by Lincoln delayed Union victory through sheer incompetence. Attack or defend this observation, citing examples.

Questions from Chapter 11

Choose and answer any four (4) of the following questions:

1. What strategic challenges and choices did the North and South face in the opening days of 1863? What did each side choose to do with their opportunities and dangers?
2. Compare Hooker's plan to attack the Army of Northern Virginia with Rosecrans' plan to seize Chattanooga. Why did one fail and the other succeed?

3. Compare Lee's second invasion of the North with his first. What are the similarities and differences in rationale, plans, and outcomes?
4. It is nearly midnight, July 1, 1863, at Gettysburg. Choose the role of Lee or Meade, devise a plan for the next day, and describe the steps you would need to follow to implement that plan.
5. What opportunities were available to Bragg after the battle of Chickamauga? What possibilities were left in November 1863? What would you have done?
6. Did the Confederacy stand any chance of independence by the end of 1863? To what degree would a negotiated settlement have been the best course of action for President Davis?

Questions from Chapter 12

Choose and answer any four (4) of the following questions:

1. By 1864, what strategic options remained for the Confederacy?
2. Compare Grant's 1864 campaign with Scott's Anaconda Plan of 1861. What are the similarities and differences?
3. Was Sherman's and Sheridan's destruction of crops, warehouses and factories necessary? Why or why not? What was an alternative Union strategy to compel Southern submission?
4. To what degree did the very principle the Confederates claimed they were fighting for ("states rights") undermine their war effort?
5. Grant and Lee can be considered two of the greatest generals in American history. What were their strengths and weaknesses?
6. Thesis: The American Civil War was the first modern war. Why is this true? Why is this false?

**Study Guide 3 – Emerging World Power
HP 241, American Military History Survey
Cycle One 2020
Colonel Bitner**

Focus for the second class period will be:

4. Indian Wars
5. Spanish-American War
6. Emergence of a professional army following the Spanish-American War

Research and answer the following questions using Richard W. Stewart (ed), *American Military History Volume I*, Washington DC: Center for Military History, 2005. **Answers to the questions below will be due, in writing, at the beginning of the third class period.**

Questions from Chapter 13

Choose and answer any four (4) of the following questions:

1. What was the role of the U.S. Army in the occupation of the Southern states after the Civil War? Why was this such an unpopular mission?
2. What role should the U.S. Army have in domestic disturbances such as riots, large-scale strikes, etc.? What more recent uses of the Army in domestic interventions can you think of?
3. What is the difference between the militia and the National Guard?
4. What does the phrase “military professionalism” mean to you? Is the purpose of military education the learning of technical skills, the inculcation of a professional ethos or culture, or something else completely?
5. The argument of “line versus staff” is no longer as contentious as it once was. However, are there still differences between officers who are technical experts and those who are more generalists? If so, why is this a problem?
6. To what extent should the Army be involved in essentially nonmilitary missions such as exploration, weather forecasting, or other “civilian” occupations?

Questions from Chapter 14

Choose and answer any four (4) of the following questions:

1. How did the Army have to change its organization and tactics to fight the Indian Wars as opposed to how it fought the Civil War?
2. Compare the Seminole Indian Wars with the Indian Wars on the Great Plains. What were the similarities and differences?
3. Which of the Indian-fighters was most successful in his campaigns, and why? Of the two approaches used—harsh destruction of villages and foodstuffs or winning of “hearts and minds” through assimilation and gentle treatment—which seemed to work best?

4. Why did hundreds of Indians join the Army as Indian Scouts—some earning the Medal of Honor for bravery against other Indians?
5. How would you have settled the “Indian question” during the 1860s and 1870s? What means would have been available to you as an Army officer to change what happened to the Indians, and how would you use those means?
6. What was Fetterman’s big mistake? Custer’s?

Questions from Chapter 15

Choose and answer any four (4) of the following questions:

1. How did political considerations influence the planning and execution of military operations in Cuba, the Philippines, and China? Do similar considerations influence military operations today?
2. How well prepared was the United States to project power beyond its borders in 1898?
3. What challenges did the U.S. Army face in waging expeditionary warfare at the turn of the century? Do these same challenges remain today?
4. Should the United States have intervened in Cuba at all? Explain your answer.
5. How did the Army overcome guerrilla warfare in the Philippines?
6. What lessons can be derived by studying multinational operations during the Boxer Rebellion?

Questions from Chapter 16

Choose and answer any four (4) of the following questions:

1. What lessons do you believe the U.S. Army should have been able to use from its Indian-fighting days in the new situation of policing an empire?
2. Why was the Army so slow to adopt new technology even in the face of dramatic changes in the scope and scale of European warfare?
3. Of what value were the Root reforms? Why did a civilian Secretary of War have to implement these reforms rather than the senior Army uniformed leadership?
4. What was the “Plattsburg idea,” and how influential do you think it was?
5. Was the United States justified in intervening in Mexican affairs in 1916? What were some of the unintended consequences for the U.S. Army as a result of this expedition?
6. Should America have entered World War I? How could it have been avoided?

Study Guide 4 – World Wars I and II
HP 241, American Military History Survey
Cycle One 2020
Colonel Bitner

Focus for the fourth class period will be:

7. World War I
8. Inter-war years
9. World War II

Research and answer the following questions using Richard W. Stewart (ed), *American Military History Volume II*, Washington DC: Center for Military History, 2005.

Answers to the questions below will be due, in writing, at the beginning of the fourth class period.

Questions from Chapter 1

Choose and answer any four (4) of the following questions:

1. In what ways was America prepared or unprepared for war in 1917? How successfully did the U.S. Army overcome its initial problems?
2. How much strategic or operational flexibility did the American Army have when the United States entered the war?
3. Why did Pershing disagree with the concept of amalgamation? Was he correct? Discuss the viewpoints of the French and the British.
4. What role did the U.S. Army play in the operations of the Aisne-Marne and St. Mihiel? Why were these operations important to the Army's development?
5. What did the Army learn from the Meuse-Argonne Campaign? What should it have learned?
6. How did World War I change the Army?

Questions from Chapter 2

Choose and answer any four (4) of the following questions:

1. Some commentators have described U.S. policy as isolationist in the interwar era. What impact did this policy have on the Army in the interwar period, and how did this affect national security policy?
2. Interwar military policy emphasized maintaining force levels over procuring state-of-the-art equipment. Why did the War Department make that decision, and how ready was the Army for war in this period?
3. Describe the U.S. Army school system during the interwar period. What was its role, and how well did it perform that role? What was its impact on the Army?
4. During the late 1930s the United States began to rearm and eventually abandoned its policy of strict neutrality to support France and Great Britain. How did the President

implement this policy shift? Could neutrality and a continued policy of defending only U.S. territory have served the nation's interests better than supporting the allies?

5. What roles, missions, and operations did the Army perform during the interwar period? How successful was the Army, and did these missions or operations enhance or detract from its ability to perform its wartime missions?
6. To what extent did the outbreak of European hostilities in 1939 find the Army operating with outdated doctrine or organizations? How did this compare with prior experience, especially from World War I? What lessons can we learn?

Questions from Chapter 3

Choose and answer any four (4) of the following questions:

1. Why was the United States caught so unprepared by the Japanese attacks against Hawaii and the Philippines? What were the similarities and differences between the two garrisons and the defense each put up?
2. The surrender of U.S. forces at Bataan and Corregidor was the worst disaster in the history of the U.S. Army. Could it have been avoided? How?
3. Why did the United States see Germany as the greatest threat in late 1941? Was this policy correct? Why or why not?
4. When Churchill heard the news about Pearl Harbor, he reportedly said that he immediately thanked God that victory was now sure for Britain. Why did he have such confidence?
5. How did the United States and Great Britain coordinate their forces during World War II? How did the methods differ from those the Allies had adopted in World War I?
6. Under what circumstances could the Allies have launched an invasion of the European continent in 1942? What could the United States have contributed to such an operation? Why did the diversion of resources to the Mediterranean affect the timetable for an invasion of the continent in 1943?

Questions from Chapter 4

Choose and answer any four (4) of the following questions:

1. Why did the Americans invade North Africa? If you were planning the American strategy for 1942–1943, what would you do?
2. Discuss the comparative roles of Britain, the Soviet Union, and the United States in the fight against Germany. To what degree was the invasion of North Africa and then Italy a second front against Germany? How would Marshall Stalin have viewed this issue?
3. To what degree was Churchill motivated by his view of what postwar Europe would look like? Roosevelt? Stalin?
4. Why did the proposal to invade southern France in 1944 cause such a major disagreement between the Americans and the British?
5. Why was it so important to obtain the Soviet Union's involvement in the war against Japan? What was the strategic situation in the war against Japan at the time of the Yalta Conference in February 1945? At Potsdam in July 1945?
6. Discuss the background of the Army's decision to activate only ninety divisions. What impact would more divisions have had?

Questions from Chapter 5**Choose and answer any four (4) of the following questions:**

1. What mistakes did an inexperienced U.S. Army make in North Africa? Should it have played a more subsidiary role to the British until it acquired more experience?
2. Did the campaigns in the Mediterranean justify the investment in resources?
3. Why did the Allies invade in Normandy rather than another part of France or Europe? How did they achieve their breakout in July and August 1944?
4. Which was the proper strategy for the Allies in the late summer and fall of 1944: Montgomery's single thrust or Eisenhower's broad front? Defend your answer in light of both MARKET-GARDEN and the Battle of the Bulge.
5. Why did the Allies encounter logistical problems in the fall of 1944? Should General Eisenhower have done more to consolidate his logistics prior to continuing his pursuit of the Germans toward the frontier?
6. What factors contributed to the success of American arms in the war against Germany and Italy during World War II? In your opinion, which ally contributed most to the eventual victory? Which branch of the armed services? Explain.

Questions from Chapter 6**Choose and answer any four (4) of the following questions:**

1. Why did Japan go to war? How did she plan to win?
2. How successful was Army and Navy cooperation in the Pacific? In the Central Pacific? In the Southwest Pacific?
3. Why was the United States so deeply involved in operations in Burma? Was this the best use of resources?
4. Would it have made more strategic sense to bypass the Philippines and strike Formosa directly before moving against Okinawa? Why or why not?
5. Was the Allied dual-thrust strategy the best one to use in the Pacific war? Why or why not?
6. Should the United States have resorted to using the atomic bomb to force Japan's surrender? What about the second atomic bomb? Justify your answers.

Questions from Chapter 7**Choose and answer any four (4) of the following questions:**

1. Why did the United States demobilize so quickly after World War II? What were the consequences? Have there been parallels since?
2. What did unification entail? What are some reasons for greater unification of the services, and what are some against?
3. What were the areas of friction between the United States and the Soviet Union after World War II? How did they affect the U.S. Army?
4. What were the major components of the U.S. policy of containment in Europe? How successful was the effort? Could the new United Nations have filled this role?
5. Why were Berlin and Germany so important to the United States?
6. Discuss the pros and cons of Universal Military Training. Why did the attempt to pass UMT legislation fail?

Questions from Chapter 8

Choose and answer any four (4) of the following questions:

1. To what degree was the Korean War a civil war? How did the United States and Russia view it?
2. How did the relationships between the two Korean governments and their allies affect the origins and course of the war?
3. How did American war aims change in 1950 and 1951, and what were the effects of these changes?
4. Should President Truman have decided to seek a decisive military victory in mid-1951 by again invading North Korea, and should President Eisenhower have approved General Clark's plan for a major offensive in 1953? What are the good and bad points about waging limited war?
5. How did the use of intelligence affect the course of the war?
6. Why was there no armistice in 1951? Why did it take two more years of fighting to end the war?

Study Guide 5 – The Cold War and Beyond
HP 241, American Military History Survey
Cycle One 2020
Colonel Bitner

Focus for the fifth class period will be:

1. Korean War
2. Vietnam War
3. Desert Storm
4. Task Force Ranger
5. Iraqi Freedom

Research and answer the following questions using Richard W. Stewart (ed), *American Military History Volume II*, Washington DC: Center for Military History, 2005.

Answers to the questions below will be due, in writing, at the beginning of the fifth class period.

Questions from Chapter 9

Choose and answer any four (4) of the following questions:

1. What was the New Look? How new do you think it really was?
2. How much defense spending do you think was justified during the Cold War? Which programs were cost-effective?
3. Why did the Army adopt the pentomic organization? Why did it later drop the approach? What had changed?
4. What were the similarities and differences between the Cold War in the late 1940s and the one that prevailed during the late 1950s? Compare and contrast how the United States responded to the challenges that arose during the two periods.
5. What was flexible response? What practical consequences did the strategy have for the Army? How did this differ from massive retaliation? How did the flexible response help or hinder deterrence?
6. What roles did the Kennedy and Johnson administrations envision for the reserve components? How did Johnson's approach to the Vietnam War affect them?

Questions from Chapter 10

Choose and answer any four (4) of the following questions:

1. In Vietnam, the helicopter provided allied forces with unprecedented mobility. Describe the helicopter's role in ground combat. What were its drawbacks?
2. During the war, certain officers and civilian analysts said that General Westmoreland paid too much attention to the enemy's main forces and not enough to pacification. How do you think the general would have responded?

3. President Johnson declined to mobilize the reserves when he committed ground troops to Vietnam in 1965. What was the impact of this decision on the U.S. Army for the duration of the war?
4. Until 1970 the enemy's cross-border sanctuaries were off-limits to U.S. ground forces. How did this affect the American conduct of the war?
5. Among the earliest U.S. forces introduced into Vietnam were U.S. Army Special Forces. To what extent were they the ideal force for counterinsurgency? What were their weaknesses?

Questions from Chapter 11

Choose and answer any four (4) of the following questions:

1. The Tet offensive was a desperate gamble on the part of the North Vietnamese leadership and a sign of military weakness: true or false? Why?
2. What were the main elements of the pacification program in Vietnam, and how did the program change over time?
3. General Abrams' methodology of war has sometimes been contrasted with that of General Westmoreland. How did it differ? How was it similar?
4. Discuss the division of labor on the battlefield between the U.S. Army and the South Vietnamese Army. Could the United States have done this differently? How?
5. Toward the end of the war, some observers called the U.S. Army the ultimate people's army. To what were they referring? Were they right?
6. "You know you never defeated us on the battlefield," said the American colonel during a conversation in Hanoi in April 1975. The North Vietnamese colonel replied, "That may be so, but it is also irrelevant." What did the North Vietnamese colonel mean?

Questions from Chapter 12

Choose and answer any four (4) of the following questions:

1. Why was the post-Vietnam Army in such poor shape? What did the Army leadership have to do to turn things around?
2. Discuss the advantages and disadvantages of an all-volunteer Army. In what ways was Selective Service beneficial and/or harmful to the nation?
3. What continuing role do ground combat forces have in the modern world of high-tech war, computers, satellites, and increasingly powerful air forces?
4. How did Army doctrine change in the 1970s? What lessons do you think the Army learned from its Vietnam experience as it crafted new ways to fight?
5. What were the challenges in integrating women into the Army? Could the Army have done it differently? Should women serve in the combat arms?
6. How did the roles of the Army Reserve and National Guard change in the 1970s? What are the continuing strengths and weaknesses of the Army Reserve and National Guard in comparison with the Regular Army?

Questions from Chapter 13

Choose and answer any four (4) of the following questions:

1. The end of the Cold War led to major reductions both in the size of the U.S. military structure and in the budgets available to the services. Discuss the benefits and dangers to America of this development.
2. Why did the United States deploy forces to Saudi Arabia so quickly in 1990 after the Iraqi occupation of Kuwait? Was this in the vital interest of the United States?
3. How did the Gulf War in 1991 highlight the changes made to the Army after Vietnam? How did the American people view these changes?
4. Why should the U.S. Army be used as a peacekeeping or nation building force? Discuss some positive and negative aspects of such missions.
5. With the end of the Cold War, what was the continuing usefulness of NATO? Why should or should not the alliance continue to exist?
6. To what degree did the United States play the role of “world policeman” in the 1990s? What dynamics have increasingly forced the United States to assume this role? What role did, and should, allies play in this effort?
7. In what ways did the Army attempt to transform itself after the end of the Cold War, and why?

Questions from Chapter 14

Choose and answer any four (4) of the following questions:

1. What impact did the events of September 11, 2001, have on the U.S. Army? How ready was the Army to respond to the initial challenges of the Global War on Terrorism? How does this war increase the need for joint operations?
2. What was the key to success in Afghanistan during Operation ENDURING FREEDOM? How did the small numbers of U.S. ground troops in Afghanistan achieve such a quick result, and what can we learn from that success?
3. To what extent was the invasion of Iraq justified by the Global War on Terrorism? What were some other reasons for our attack on Iraq, and how persuasive were they?
4. The rapid military success of Operation IRAQI FREEDOM was followed by the extensive involvement of the Army in peacekeeping, occupation duties, and nation building. To what degree are these appropriate roles for our Army?
5. To what extent does the Army role in the homeland security of the United States blur the lines of authority between strictly military and civic authorities in domestic affairs? What are some of the dangers of greater military involvement in such matters?
6. In what ways and how well did allies and alliances play in the Global War on Terrorism?
7. How has the Global War on Terrorism affected the continuing Army Transformation?