

Term Information

Effective Term Autumn 2013
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of Global Studies GE requirement.

What is the rationale for the proposed change(s)?

Please see attached syllabus.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2550
Course Title	History of War
Transcript Abbreviation	History of War
Course Description	A survey of the main concepts and issues involved in the study of war in world perspective, using case studies from prehistoric times to the present.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx.

Exclusions

Not open to students with credit for 380.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

General Studies Course

Previous Value

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

Quarters to Semesters

Quarters to Semesters

Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)

List the number and title of current course being converted

History 380: History of War.

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Origins of warfare
- Causes of wars
- Ethics of war
- War termination
- Nonviolent resistance
- Warrior ethos
- Major developments in warfare
- War as an engine of political and social change
- Total war
- War and medicine
- War and literature and art
- War and religion

Attachments

- History 2550 History of Warfare with rationale.docx
(Syllabus. Owner: Roth,Randolph Anthony)
- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)

Comments

- Probably should be a general course not B *(by Heysel,Garett Robert on 12/18/2012 02:13 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	12/14/2012 08:15 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	12/14/2012 08:16 PM	Unit Approval
Approved	Heysel,Garett Robert	12/18/2012 02:14 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/18/2012 02:14 PM	ASCCAO Approval

DEPARTMENT OF HISTORY
THE OHIO STATE UNIVERSITY
Columbus, Ohio 43210-1248

7 January 2013

SUBJECT: Syllabus for HI 2550, History of Warfare, Spring, AY 12-13 (M-W-F, 11:30-12:25pm, Drease Lab 113)

Instructor

Professor David Gray
Gray.72@osu.edu

Office Hours

Monday, 1:00-2:30 pm and by appointment
RM 253 Dulles Hall, 614-292-5479

1. **Introduction:** Welcome to The Ohio State University's introductory study of warfare through human history. This syllabus outlines the course objectives, requirements, academic standards, and the course reading schedule. You are responsible for understanding the contents of this syllabus.

2. **Scope of the Course:** HI 2550 examines the evolution of warfare from antiquity through the present decade of the 21st century. One of the course's central historical questions is whether a discernable and distinctive "Way of War" exists in Western and non-Western cultures that may be used as a means to study patterns in warfare. Although this course deals broadly with global military developments, it places special emphasis on the European and American heritage as representative of the Western Way of War; conversely, portions of the course will examine warfare in the non-Western world as symbolic of an Eastern Way of War. A second important question involves the rate and impact of change on the conduct of war: Are their periods of military revolution? Or is the history of warfare essentially one of evolution? To examine these questions this course will use both a chronological and thematic approach to compare changes in warfare. Students will apply the internal and external threads of continuity to evaluate change and compare continuities over time.

Historical Study

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies. The course examines the causes, conduct, and consequences of warfare from ancient times to the present through the lens of several historical theories: the concept of a cultural Western versus an Eastern "Way of War" to examine the notion of military preeminence over time; the various theories of military revolution or revolutions in military affairs to assess how change and continuity in warfare over time; the Great Man or Great Captain theory, focusing on the influence of significant figures such as Alexander the Great, Julius Caesar, Napoleon, George Washington, and Dwight Eisenhower to name but a few; and counterfactual history, examining the paths not taken to determine why war progresses and ends as it does. The course uses both primary and secondary sources to enable students to analyze the history of war in the light of contemporary documentation.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. Among other historical debates, the course examines the causes and impact of hegemonic wars involving great powers, ranging from the Peloponnesian War to World War II, and their impact on society; why some cultures are better able to innovate and incorporate technological and organizational advances into their military systems; the operational effectiveness of Western and Eastern military forces as they clashed in various settings across time; the changing role of generalship and the impact of General Staff organizations on the management of industrial war for the nation-state and armed forces; and the impact of nuclear weapons on constraining warfare in scale, scope, and objectives since 1945.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context. The course utilizes a variety of sources, including an integrative history of warfare across world history, operational case studies set within the concept of a cultural way of war, documentary films, and readings from military theory. The course relies on a comprehensive approach to history, examining the politics that shaped the involvement of the major combatants; military leadership and the evolving characteristics of land, sea, and air forces over time; the national and theater strategies of various major combatants; the military operations that led to victory or defeat on battlefields spanning the globe; and other factors such as leadership, economics, military doctrine and professionalism, technology, ideology, and racism that impacted the conduct and outcome of wars across the ages.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Students must synthesize the information from primary and secondary sources and lectures in three essay exams. They must also write a critical analysis of a Western or Eastern style of warfare as illustrated by a

designated case study. This variety of written assignments forces the students to understand the broad evolution of warfare punctuated by periods of revolutionary change, and the impact of war on belligerent societies.

Diversity / Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

Goals of the course that fulfill the GE Learning Outcomes in Global Studies:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World. The course uses written primary and secondary sources and documentary films to examine how war has changed across human history. The course examines the political, economic, cultural, organizational, technological, and social dynamics that shaped have armed forces from antiquity to the present and that continue to influence warfare today using case studies that highlight European, Arabic, African, and Asian methods of war. Moreover, the course analyzes the intimate relationship between societies and their armed forces, including the recruitment, training, organization, and employment of soldiers in battle. The consequences of effectively translating political objectives into military power to achieve failure or success in battle and the reasons for ultimate victory and defeat in war are explored in depth.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The course compares the differences and similarities of various cultures, nations and peoples through the lens of violent conflict, a time arguably when these attributes are the most striking. The course examines the cultural and historical legacies that impacted the various combatants and their populations, including the influence of these factors on the combat effectiveness of their armed forces. The

Western Way of Warfare as developed by the Europeans and Americans serves as the central theme of the course. Nevertheless, by examining how non-Western cultures -- the Huns, Ottomans, Mongols, Chinese, Japanese, Zulus and Vietnamese -- have adapted to and challenged Western methods of warfare over the course of time demonstrates the interrelationships between culture, society, technology, and politics in the use of force.

3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. The course examines a number of ideologies that impacted the path to war, including the ancient world's notion of civic militarism, to the fascist, socialist, communist, isolationist movements of the twentieth century, to today's struggle against radical terrorist movements in Europe, the United States, and Asia.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today. The essay exams and writing requirement accomplish this goal.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. The readings, lectures, in-class discussions, exams, and papers all lend themselves to the understanding of the complexity of the world in which we live. Students exit the class with an understanding of the role of politics, economics, culture, ideology, racism, historical legacies, technology, leadership, and military doctrine in shaping the world in which we live today. Furthermore, by discussing the roads not taken (counterfactual history), the course shows how changes in one facet of the historical legacy impacts upon others in profound ways. The last subcourse analyzes the notion of limited warfare and how it has impacted the utility of military force since 1945 in places like Korea, Vietnam, the Middle East, Balkans, and Afghanistan.
6. Students will understand the roots and structures of today's globalized world. The sheer breadth of the course provides ample opportunities to demonstrate the historical foundations for today's global political-strategic situation and armed conflicts. The course analyzes and evaluates how warfare affected the rise and fall of various city-states, empires, nation-states and grand alliances, including the Macedonian, Roman, Byzantine, Arab, Indian, Spanish, British, and American experiences, and their legacies as change agents for global society. The last subcourse especially focuses on the roots and structures of today's conflicts in the Middle East, Southwest Asia, and Korea by examining the Korean War, Arab-Israeli Wars, the Israeli-Hezbollah struggle in Lebanon, the conflicts in Bosnia and Kosovo, the Global War on Terrorism in Afghanistan and Iraq. The increased integration of the global economy, the advent of microprocessor-driven technologies and computer age cultures will be examined for their impact on both the Western and Eastern Ways of War.

4. HI 2550 Course Objectives: This one semester course in OSU's military history curriculum provides both History majors and non-majors with an understanding of the evolution of warfare and its impact on diverse cultures, societies, and military forces. The course is also designed to inspire each student to further develop his or her understanding of conflict and critical thinking skills through reading, studying, and applying military history as context to inform judgments about current and future conflicts. The specific objectives for this course are for students successfully to:

- a. Analyze and evaluate the causes and consequences of the significant changes in warfare from antiquity through the first decade of the twenty-first century.
- b. Exhibit an understanding of the political, economic, cultural, organizational, technological, and social dynamics that shaped have armed forces from antiquity to the present and that continue to influence warfare today.
- c. Compare and contrast the essential characteristics of land power, sea power and air power and assess their impact on the conduct of war
 - a. Explain, analyze, apply the concept of a distinctive “way of war” to a case study.
 - b. Analyze and assess the utility and limitations of military force as a policy tool.
 - c. Gain an appreciation of the ethical dilemmas generated by the use of force in international affairs.
 - d. Evaluate the generalship of selected military leaders and understand the role these leaders played in the success or failure of their military services.

5. **Subcourse Objectives:** See Enclosure 1, Course Schedule, for an outline of lessons and reading requirements for each subcourse. The following are the objectives for each subcourse.

a. **Subcourse I: Classical Warfare: The Age of Great Captains.** During this subcourse students will:

(1) Evaluate the causes and significance of cultural, political, economic, and technological factors upon the conduct of warfare from antiquity through the end of the American Revolution.

(2) Define, compare and contrast the Western and Eastern Ways of War from antiquity to the American Revolution.

(3) Define the term “Great Captain” and evaluate the generalship of selected military leaders and determine which of them deserve characterization as a Great Captain.

(4) Analyze the pattern of wars in terms of evolutionary versus revolutionary changes to the military art. Define and describe the characteristics of a “military revolution.”

(5) Develop an appreciation for the human experience of battle in from antiquity to the American Revolution.

b. **Subcourse II: Industrial Warfare From the Age of Napoleon to World War II:** At the conclusion of this subcourse students should be able to:

(1) Evaluate the causes and significance of cultural, political, economic, social and technological factors upon the conduct of warfare from 1763 to 1945.

(2) Analyze the strategy, operations, and tactics of the Napoleonic, American Civil War and the two World Wars and how they influenced the conduct of industrial war.

(3) Evaluate the changing role of generalship and the impact of General Staff organizations on the management of Industrial War for the Nation-state and armed forces.

(4) Evaluate how non-Western cultures have adapted to and challenged Western methods of warfare from 1784 to World War II.

(5) Develop an appreciation for the human experience of battle in Industrial Warfare.

c. **Subcourse III: From the Nuclear Era to the Information Age:** At the conclusion of this subcourse students should be able to:

(1) Explain and evaluate the conduct of warfare throughout this period as illustrated by the conflicts in Korea, Vietnam, the Middle East and Afghanistan.

(2) Summarize the major strategies, operations, and tactics planned and executed by the belligerents and their allies in the conflicts studied.

(3) Analyze the impact of nuclear weapons on policy, strategy, operations, and tactics.

(4) Evaluate how non-Western cultures have adapted to the methods of Western warfare after World War II.

(5) Evaluate the generalship of selected military leaders during the twentieth and twenty-first centuries and understand the role these leaders played in the success or failure of their military services.

6. Administrative Requirements:

a. Enrollment. All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

b. Student Academic Requirements: Attendance in class is expected. Lectures may deviate from the assigned readings, and material presented in class is testable. *You must take the two midterms, a final examination, and submit the required paper to receive course credit.* The most fundamental of all student requirements is daily preparation for class by reading the assignment and thinking about relevant lesson objectives from the syllabus. I will use classroom discussion to reinforce student learning and an essential tool for achieving the course goals and objectives. I will assess each student's overall mastery of lesson, subcourse, and course objectives through the following means:

(1) Written Requirement. There is one writing requirement for HI 2550, which is designed to evaluate each student's mastery of Learning Goal 3(c) outlined above.

I will distribute specifics for your Way of War paper (700-750 words) no later than Lesson Four.

(2) Mid Term Exams. Students will take Mid Term exams at the conclusion of Subcourse I and Subcourse II to assess their understanding of the first two Subcourses' objectives. The Midterms will consist of an objective portion and a long essay.

(3) Final Examination. Students will take a Final Exam at the conclusion of the semester in order to assess their mastery of the course objectives and the Subcourse III objectives. It will consist of an objective Subcourse III portion, a short Subcourse III essay, and a course-wide essay.

(4) The following table illustrates the value of each graded requirement outlined above:

<u>Requirement</u>	<u>Point Value</u>	<u>% of Course Total</u>
Writing Requirement:	200	20%
Mid Term Exam #1	200	20%
Mid Term Exam #2	200	20%
Final Exam:	400	40%
Total:	1000	100%

7. **Grading:** The Department of History assigns letter grades in accordance with the grade averages as indicated below:

<u>a. Letter Grade</u>	<u>% Grade</u>	<u>Level of Achievement</u>
A	94 - 100%	Excellent
A-	90 - 93.9%	
B+	87 - 89.9%	
B	84 - 86.9%	Good
B-	80 - 83.9%	
C+	77 - 79.9%	
C	74 - 76.9%	Satisfactory
C-	70 - 72.9%	
D+	67-69.9%	Marginal
D	60 - 67.9%	
E	Below 59.9%	Unsatisfactory

“A” work is represented by an in-depth grasp of the material as well as critical analysis of the events, ideas, and chronology. For “A” work you must show preparation and analysis in your answers. For an “A” you will go beyond the basics and show mastery of the subject matter.

“B” work is represented by a good grasp of the subject matter, but less in-depth analysis. You will represent the facts, but may lack in the critical thinking skills necessary for a complete answer. “B” work is still above average; a grade of “B” means that you are approaching mastery of the subject matter.

“C” work is represented by a good grasp of the chronology. By listing facts, events, names, and dates you can expect a “C”. Even if your historical facts are correct, without critical analysis you can expect a “C.” In “C” work you have the facts, events, etc., but fail to put them in a greater context, nor is there analysis of the material in the historical sense.

“D” work represents work that is getting at the general idea of the history presented, but with factual errors and no coherent analysis. A grade of “D” suggests that you have not done the bookwork and/or are not in class (or not paying attention even if you are). If this is attended to early enough, “D” work can be rectified, but it means that you will have to work that much harder.

“E” work is by definition a failure to grasp any of the relevant material within the context of the test/paper or the class itself.

b. To pass this course, a student must finish with an **overall average of 60%** or better, **complete all major graded requirements**, and receive a **50% or better on the Final Exam**.

8. Required Materials:

a. The publications required for HI 2550 are:

Publication

Syllabus, HI 2550 History of War, AY 12-13

Archer, Herwig, Ferris, Travers. *World History of Warfare*. (Lincoln: University of Nebraska, Press 2002) ISBN: 978-08032-1941-0

Hanson, Victor Davis. *Carnage and Culture*. (New York: Anchor, 2002). ISBN: 0385720386

Porter, *Military Orientalism*. (New York: Columbia University Press, 2009) ISBN 978-0-231-15414-7

Boot, Max. *War Made New: Technology, Warfare, and the Course of History, 1500 to Today*. (New York: Gotham Books, 2006) ISBN 1-592-40222-4

b. Additionally, the following articles are required reading, and will be available on Carmen:

Andrade, Dale. “Why Westmoreland Was Right.” *Vietnam* (April 2009): 26-32.

De Atkine, Norville. “Why Arabs Lose Wars.” *Middle East Quarterly* 6/2 (Dec 1999):.

Grau, Lester. “The Soviet-Afghanistan War: A Superpower Mired in the Mountains.” *Journal of Slavic Military Studies* 17: 129–151, 2004

Hirsch, Adam. “Collision of Military Cultures in 17th Century New England.” *Journal of American History*. 74 (March 1988): 1187-1212.

Meuller, John. “The Banality of Ethnic War.” *International Security* Volume 25, Number 1, Summer 2000, pp. 42-70.

Millett, Allan R. *For the Common Defense* (New York: Free Press, 2012): 44-76; 142-217.

Stewart, Richard, ed. *American Military History Vol. II* (Washington DC: Center of Military History, 2007): 7-76; 217-331.

Webber, Mark. "The Kosovo War: A Recapitulation." *International Affairs* 85: 3 (2009) 447-459.

9. **Counseling and Assistance:** My office hours are Monday 1:00pm-2:30pm in Rm 253 Dulles Hall. I will be readily available for counseling and additional instruction (AI) at other times by appointment. See me or email your graduate assistant to coordinate for additional instruction as needed. *You may contact me at gray.72@osu.edu.*

Enclosure 1: HI 2550 Course Schedule, Spring, AY 12-13

Subcourse I: Classical War: The Age of Great Captains

<i>Lsn</i>	<i>Dates</i>	<i>Theme</i>	<i>Reading</i>
1	7 JAN	The Study of War	Hanson, Carnage and Culture, Chpt 1: 1-24 Porter, Military Orientalism, Intro: 1-22 Boot, War Made New, 7-16
2	9 JAN	Ancient Greece: The Phalanx and the Origins of the Western Way of War	Archer, World History of Warfare Chpt 1, skim 19-61; read 62-76. Hanson, Carnage and Culture, Chpt 3: 60-98
3	11 JAN	Ancient Rome: The Legions and Mastery of the Mediterranean	Archer, World History of Warfare Chpt 2: 76-100 Hanson, Carnage and Culture, Chpt 4: 99-132
4	14 JAN	Byzantines and War on the Eastern Frontiers	Archer, World History of Warfare Chpt 3 & 4:103-169
5	16 JAN	The Age of Cavalry: From Barbarian Invasions to Feudalism	Hanson, Carnage and Culture Chpt 5: 135-169
6	18 JAN	The Age of Cavalry: The Mongols and The Eastern Way of War	Archer, World History of Warfare, Chpt 5: 171-182; skim 183-213 Porter, Military Orientalism, Chapt 4: 111-141
7	23 JAN	Military Revolution in Europe: Gunpowder and the rise of nation states	Archer, World History of Warfare Chpt 6: 217-256, 302-316; skim 256-302. Boot, War Made New 50-76
8	25 JAN	Limited Warfare in the 18 th Century	Archer, World History of Warfare Chpt 8: 319-347
9	28 JAN	Naval Warfare in the Age of Sail	Hanson, Carnage and Culture, Chpt 7: 233-278 Boot, War Made New 19 -49
10	31 JAN	War in the New World 1492-1776	CM: Hirsch, "Collision of Military Cultures in 17 th Century New England"
11	1 FEB	The American Revolution 1776-1783	CM: Millett, For the Common Defense, 44-76. Boot, War Made New, 101-105

12	4 FEB	MID-TERM#1	Review previous assignments and in class notes
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** Assignments listed as CM are posted on Carmen

Subcourse II: Industrial Warfare

<i>Lsn</i>	<i>Dates</i>	<i>Theme</i>	<i>Reading</i>
13	6 FEB	The Nation in Arms and the Origins of Napoleonic Warfare	Archer, World History of Warfare Chpt 8: 347-362
14	8 FEB	Napoleonic Warfare: The Ascendency of the Decisive Battle	Archer, World History of Warfare Chpt 9: 380-408
15	11 FEB	Napoleonic Warfare: Equilibrium From Russia to Waterloo	
16	13 FEB	Theorists of War: Jomini, Clausewitz, and Sun Tzu	CM-Handel, Masters of War, 1-20, 39-58, 153-157
17	15 FEB	American Civil War 1: Causes, Strategy, and Opening Blows	CM: Millett, For the Common Defense, 142-180.
18	18 FEB	American Civil War 2: 1863 Year of Decision	CM: Millett, For the Common Defense, 181-217
19	20 FEB	American Civil War 3: Origins of Industrial War	Archer, World History of Warfare, Chpt 10: 410-417
20	22 FEB	The German Style of War: The Austro-Prussian and Franco-Prussian Wars	Archer, World History of Warfare, Chpt 10:417-438 Boot, War Made New, 116-145
21	25 FEB	Colonial Wars and Wars of Conquest: Boer War & Russo-Japanese War	Archer, World History of Warfare Chpt 11: 440-480 Porter, Military Orientalism, Chapt 3: 85-109
22	27 FEB	World War I: Offensive a l'outrance	Boot, War Made New, 196-204 Archer, World History of Warfare Chpt 12: 483-511
23	1 MAR	World War I: Stalemate in the Trenches	

24	4 MAR	World War I: The AEF “Over There”	CM-American Military History-V2, Chpt 1
25	6 MAR	World War II: The Drift toward Armageddon <i>Paper Due (In class Turn-in)</i>	CM-American Military History-V2, Chpt 2
26	8 MAR	Reading Period (Class Drop)	
27	18 MAR	World War II : Europe	Archer, World History of Warfare Chpt 12: 511-
28	20 MAR	World War II : Pacific	Hanson, Carnage and Culture, Chapt 9: 334-388 Boot, War Made New, 241-267
29	22 MAR	World War II: The A Bomb and Total War	Boot, War Made New, 268-304.
30	25 MAR	Mid-term #2	Review previous assignments and in class notes

Subcourse III: Nuclear Era to Information Age

<i>Lsn</i>	<i>Dates</i>	<i>Theme</i>	<i>Readings</i>
31	27 MAR	Cold War—A Political and Strategic Overview	Archer, World History of Warfare Chpt 13: 549-587 Boot, War Made New 205-211
32	29 MAR	Korea, 1950-1953: Limited War in the Nuclear Age	CM-American Military History V2, Chpt 8
33	1 APR	Vietnam, 1965-1967: The “American” War Begins	CM-American Military History V2, Chpt 10
34	3 APR	Vietnam: 1967-1968: From Search and Destroy to Tet, 1968	CM-American Military History V2, Chpt 11
35	5 APR	Vietnam After Tet: 1968-1975	CM, Andrade, “Westmoreland Was Right” 389-439
36	8 APR	The Arab-Israeli Wars	Porter, Military Orientalism, Chapt 6: 171-190 CM-de Atkine, “Why Arabs Lose Wars”
37	10 APR	The Graveyard of Empires: Soviets in Afghanistan	CM- Grau, “The Soviet-Afghan War”
38	12 APR	Ethnic Wars: The Balkans	CM-Webber, “The Kosovo War: A Recapitulation” CM-Mueller, “The Banality of Ethnic War”
39	15 APR	Global War on Terror: Operation ENDURING FREEDOM	Porter, Military Orientalism, Chapt 5: 144-170 Boot, War Made New: Chpt 11: 352-384

40	17 APR	Global War on Terror: Operation IRAQI FREEDOM	Boot, War Made New Chpt 12: 385-418
41	19 APR	On Understanding War	Porter, Military Orientalism, Chapt 2: 55-84 Boot, War Made New, 419-473
42	26 APR	FINAL EXAM: 1200-1:45pm	

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, www.ods.ohio-state.edu

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

FROM: Randolph Roth, Chair, Undergraduate Teaching Committee, Department of History

RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social Diversity in the U.S., and Diversity: International Issues

Assessment Goals and Objectives

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.