

Term Information

Effective Term Summer 2022
Previous Value Spring 2018

Course Change Information

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

Online teaching approval

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

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

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)?

n/a

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	3560
Course Title	American Military History, 1607-1902
Transcript Abbreviation	Amer Mil Hist I
Course Description	American military history, 1607-1902; emphasis on the formation of national security policy, war-waging, and the reciprocal impact of society and military institutions.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
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.
Exclusions	
Previous Value	Not open to students with credit for 582.01
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0108
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

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	<ul style="list-style-type: none">• Students will understand major developments in American military history and the way they have reflected or shaped developments in general American history.• Students will hone their skills at critical writing and analysis.• Students will gain greater insight into the way historians explore the human condition.
Content Topic List	<ul style="list-style-type: none">• Development of American military institutions and policy• Colonial warfare• War for American Independence• War of 1812• Mexican-American War• Civil War• Wars with Native America• Philippine War• Spanish-American War
Sought Concurrence	No

COURSE CHANGE REQUEST
3560 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/25/2022

Attachments

- History 3560 DL Proposal.docx: DL Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3560 DL Cover Sheet.pdf: DL Cover sheet
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 3560 Syllabus.pdf: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3560 Syllabus (version 2).docx: REVISED DL Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded revised syllabus to address revisions by the panel. *(by Getson, Jennifer L. on 04/25/2022 10:01 AM)*
- Please see Panel feedback email sent 02/01/2022. *(by Hilty, Michael on 02/01/2022 04:59 PM)*
- Panel will need to see the in-person syllabus *(by Vankeerbergen, Bernadette Chantal on 09/17/2021 04:37 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	09/14/2021 11:34 AM	Submitted for Approval
Approved	Soland, Birgitte	09/14/2021 08:51 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/17/2021 04:37 PM	College Approval
Submitted	Heikes, Jacklyn Celeste	09/20/2021 10:24 AM	Submitted for Approval
Approved	Soland, Birgitte	01/12/2022 12:41 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/13/2022 10:58 AM	College Approval
Revision Requested	Hilty, Michael	02/01/2022 04:59 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	04/25/2022 10:01 AM	Submitted for Approval
Approved	Soland, Birgitte	04/25/2022 10:16 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/25/2022 10:36 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/25/2022 10:36 AM	ASCCAO Approval



SYLLABUS

HISTORY 3560

American Military History, 1607-1902

SEMESTER YEAR (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Mark Grimsley

Email address: grimsley.1@osu.edu (preferred contact method)

Phone number: 614-292-1855 (I'm seldom in my office; email is the preferred method of contact)

Office hours: These are by appointment. Simply email me; we will find a mutually convenient time to meet via Zoom.

IMPORTANT: For course-related matters, *always* include History 3560 in the subject line, and always use a subject line that is specific to the topic of your email. This makes it *much* easier to manage a large class and respond to student emails in a timely fashion.

Teaching Associate Contact Information

NAME EMAIL ADDRESS

Office Hours: TIME in LOCATION; and by appointment. Appointments can be in-person or via Zoom.

Course description

This course describes and analyzes the history of American military policy from the colonial period to the end of the Philippine War. It focuses on the creation of American military institutions, the genesis of policy-making and maintenance of civilian control over that process, the interrelationship between foreign and military policy, the conduct of war, and the influence of American society upon the armed forces as social institutions.

Students will achieve an understanding of the main developments in American military history, the ways in which these developments have reflected or shaped developments in general American history, and the main interpretations advanced by scholars who have studied this subject. They will also hone their skills at critical writing and analysis, and will gain greater insight into the way historians explore the human condition.

The course organization is somewhat unusual in that, throughout the course, we will frequently make reference to the Gettysburg campaign (1863), although chronologically the course runs from 1607

through 1903. The rationale is twofold. First, the Civil War in general represents the culmination of several prominent themes in pre-Civil War US military history (manpower policy, for example); and a major impetus toward the military reforms of the late 19th century. Second, it affords the chance to give extended attention to one military campaign rather than just summary examination of many.

This course fulfills a portion of the GE Historical Study requirement.

Course learning outcomes

By the end of this course, students should successfully be able to:

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.

Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

General Objectives/Learning Outcomes:

This course fulfills the GE requirement for Historical Studies.

Course Specific Objectives/Learning Outcomes:

1. Acquire a perspective on attempts to understand the human experience and the factors that shape human activity, particularly in time of war.
2. Develop critical thinking through the study of diverse interpretations of historical events, and gain the ability to evaluate the worth of historical analogies when applied to contemporary affairs.
3. Apply critical thinking through historical analysis of secondary sources; that is to say, sources that interpret historical events based on study of primary (e.g., eyewitness) accounts and to illuminate larger patterns in the human past.
4. Sharpen communications skills in exams, papers, discussions.
5. Develop and demonstrate an understanding of the qualities of the warrior ethos (self-discipline, determination, responsibility, honor, loyalty to comrades, etc.) as they apply in civilian life.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100 percent online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. In addition to the attendance and participation activities listed below, students should expect to spend 2-3 hours a week watching and taking notes on recorded content, such as lectures, documentaries, film clips, etc. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Weekly low-stakes quizzes are given over each module to help ensure that you keep pace.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements:

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Live sessions:**
Periodically I will have informal Zoom sessions in which interested students may log in to ask questions about the course, or any other history-related subject, and interact live with other students. All such sessions are optional, although I encourage you to attend at least some of them as and when you are able.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, you will be divided into groups of 5-6 students. Each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. Some early discussions will focus on getting to know the other students in your group better. Please take full opportunity to do this. Establishing a good rapport with other students decreases the sometimes impersonal nature of online courses and leads to more robust, productive discussions as the course proceeds.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

Allan R. Millett and Peter Maslowski, *For the Common Defense: A Military History of the United States of America.*, Revised and Expanded Edition. (Abbreviated in the syllabus as FTCD.)

James M. McPherson, *For Cause and Comrades: Why Men Fought the Civil War.* (Abbreviated as McPherson)

Earl J. Hess, *The Rifle Musket in Civil War Combat* (Abbreviated as Hess)

Steven E. Woodworth, *Beneath a Northern Sky: A Short History of the Gettysburg Campaign*, 2nd ed. (Abbreviated as Woodworth)

Additional readings (essays, primary documents, etc.) will be assigned at intervals throughout the semester.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and faculty response

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly quizzes – 10 points each. These typically consist of multiple choice, true/false, and ordering questions that can be auto-graded by Carmen, but may also include open-ended questions such as, “What was the most striking thing you learned from this week’s module?”	150
Surveys. These vary in point value but total 50 points. When you complete and submit the survey (by the deadline) you receive the full point value for that survey. Survey topics typically include requests for course feedback using the same questions as on the Student Evaluation of Instruction (SEI) and questions specific to the progress of the course.	50
Participation in Discussion. Your grade is based on your overall performance. Superior performance receives 100 points; performance that meets the standard receives 88 points; sub-par but acceptable performance receives 70 points; inadequate performance receives 50 points or below.	100
Personal Challenge Assignment. Information and instructions about this assignment are in the document of the same name. Three progress reports of about 500 words each are required.	100
Midterm Examination. This consists of an essay response worth 60 percent of the total exam grade and an “objective” exam worth 40 percent. EXAM DATE	250
Final Examination. This consists of an essay response worth 60 percent of the total exam grade and an “objective” exam worth 40 percent. EXAM DATE	350
Total	1000

See course schedule below for due dates.

Please pay careful attention to the following expectations concerning academic integrity.

- **Quizzes and exams:** You must complete the quizzes, midterm and final exams yourself, without any external help or communication (e.g. other students or the internet). Exams will consist of multiple types of questions and will be timed. It is therefore imperative that you prepare thoroughly and have well-organized notes as to complete the exam in the given time. Also, please note that exam questions ask about material *within the context of the course*, so be sure to think about topics in relationship to each other and larger class themes.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

Late assignments

Except in extraordinary situations, late submissions will not be accepted. Failures to understand how to navigate Carmen or claims of last-minute glitches with Carmen do not constitute extraordinary situations. Please refer to Carmen for due dates/times, and *do not wait until the last minute to submit assignments*.

Grading scale

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	60-67
E	<60

Note: Grades are *not* curved. OSU does not offer a D- grade.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Again: **always include History 3560 in the subject line, and always use a subject line that is specific to the topic of your email.**

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** I encourage vigorous discussion. That said, vigorous discussion has some potential for verging upon incivility particularly since discussion posts can be a somewhat tone-deaf medium. Humor based on sarcasm, for example, does not always come across online.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. Remember Murphy's Law: "If anything can go wrong it will."

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Course Module Schedule

Each module opens on the Monday of a given week. That week's recorded content (lectures, documentaries, etc.) will become available at that time, as well as the discussion questions for the week. On Friday at 5 p.m. a quiz is unlocked; you have until Sunday at 11:59 p.m. to complete and submit it.

Week 1. (DATES) Module 1. Introduction to the Course, the Study of War, and the Warrior Ethos

Read:

FTCD, introduction
 Grimsley, "Why Military History Matters."
 French, "Why Warriors Need a Code."

Week 2. (DATES) Module 2. The Colonial Militia and Native American Warfare

Read:

FTCD, ch.1
 Shy, "A New Look at the Colonial Militia"

Week 3. (DATES) Module 3. Wars for Empire; The Origins of the American Revolution

Read:

FTCD, ch. 2

Anderson, "A People's Army: Provincial Military Service in Massachusetts during the Seven Years' War"

Week 4. (DATES) Module 4. The American Revolution, 1775-1783

Read:

FTCD, ch. 3

Shy, "The Military Conflict Considered as a Revolutionary War"

Week 5. (DATES) The Creation of the American Military Establishment, 1783-1812

Read:

FTCD, ch. 4

Upton, *The Military Policy of the United States*, introduction, ch. 1

Washington, "Sentiments on a Peace Establishment."

Henry Knox, "Plan for the General Arrangement of the Militia of the United States."

Military-related provisions of the U.S. Constitution

Week 6. (DATES) Wars Against Native America and the War of 1812

Read:

FTCD, ch. 4

Week 7. (DATES) The Military and the New Democracy

Read:

FTCD, ch. 5

Calhoun, "Report on the Reduction of the Army" [Expansible Army Plan]

Lincoln, "Speech Regarding the War with Mexico"

Thoreau, "Civil Disobedience"

Week 8. (DATES) Module 8. The Civil War, 1861-1863

Read:

FTCD, ch. 6

McPherson, preface, chs. 1-6

MIDTERM EXAMINATION over Modules 1-7 only, *not* Module 8

Week 9. (DATES) Module 9. The Gettysburg Campaign, June-July 1863

Read:

Woodworth, all
Key reports and correspondence related to the campaign

Week 10. (DATES) Module 10. The Civil War, 1864-1865

Read:

FTCD, ch. 7
McPherson, 7-12

Week 11. (DATES) Module 11. The Second Civil War: Reconstruction Violence

Read:

FTCD, ch. 8
Tourgée, *A Fool's Errand*, excerpts

Week 12. (DATES) Module 12. The Final Wars Against Native America

FTCD, ch. 8
French, "The Code of the Native American Warrior on the Western Plains."

Week 13. (DATES) Module 13. Military Reforms, 1865-1898

Read:

FTCD, ch. 8
Upton, *The Military Policy of the United States*, excerpts
Mahan, *The Influence of Seapower Upon History*, excerpts

Week 14. The Creation of an "Informal Empire": The Spanish-American and Philippine Wars, 1898-1902

Read:

FTCD, ch. 9
Roosevelt, *The Rough Riders*, excerpts
Twain, "To the Person Sitting in Darkness"
Kipling, "The White Man's Burden"

Week 15. The Creation of a Modern Military Establishment, 1898-1903

FTCD, ch. 10
Key military reform legislation

FINAL EXAMINATION. Note re the *Final Examination*: The essay portion of the exam will be distributed on DATE. It is due by DATE. The “objective” portion of the exam will be distributed on DATE. It is due by DATE.

History 3560. American Military History to 1903
Spring Semester 2017
(Abbreviated Syllabus)

Prof. Mark Grimsley
330 Dulles Hall
Email professor.grimsley@gmail.com
Phone: 614-292-1855

IMPORTANT: Email is the preferred method of contact. When composing an email, please use this format in the subject line "History 3560 – SUBJECT." Please do not simply hit "Reply" to emails I send. It makes it difficult to identify your email and the subject it concerns. And for course-related questions, please do not use my OSU account. It receives so many emails that I can easily miss one and is cumbersome to access from my smartphone, whereas I can quickly see any email submitted via Gmail. This increases the chance that I will be able to see and act upon your email in a timely fashion.

Office Hours

T 1:00 am-2:00 pm; F 11:00am-12pm; and by appointment

Meeting Time and Location

TR 12:45-2:05pm 1046 McPherson Lab

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

Course Description

This course describes and analyzes the history of American military policy from the colonial period to the end of the Philippine War. It focuses on the creation of American military institutions, the genesis of policy-making and maintenance of civilian control over that process, the interrelationship between foreign and military policy, the conduct of war, and the influence of American society upon the armed forces as social institutions.

Students will achieve an understanding of the main developments in American military history, the ways in which these developments have reflected or shaped developments in general American history, and the main interpretations advanced by scholars who have studied this subject. They will also hone their skills at critical writing and analysis, and will gain greater insight into the way historians explore the human condition.

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This course fulfills a portion of the GE Historical Study requirement.

Course 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.

Texts

Allan R. Millett and Peter Maslowski, *For the Common Defense: A Military History of the United States of America*, Revised and Expanded Edition. (Abbreviated in the syllabus as FTCD.)
 James M. McPherson, *For Cause and Comrades: Why Men Fought the Civil War*. (Abbreviated as McPherson)
 Earl J. Hess, *The Rifle Musket in Civil War Combat* (Abbreviated as Hess)
 Steven E. Woodworth, *Beneath a Northern Sky: A Short History of the Gettysburg Campaign*, 2nd ed. (Abbreviated as Woodworth)

(I placed the book order with SBX. They may also be available at the other campus book stores.)

Additional readings (essays, primary documents, etc.) will be assigned at intervals throughout the semester.

Variations from the Syllabus

The course syllabus is a guide to the course, not a contract. The instructor may make alterations to the syllabus; e.g., adjustments in the lecture schedule and shifting of exam dates; if in his judgment adjustments are in the best interest of the course.

Attendance

Attendance is not required. But if you do come to class, please make every effort to arrive on time. If you must be tardy, enter the classroom as discreetly as you can, so as not to be a distraction to the instructor and/or students.

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.

Disability Services

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. Note: Students often think only in terms of learning or physical disabilities, but diagnosed mental illnesses such as clinical depression also constitute disabilities. I encourage students with such disabilities to work with the Office of Disability Services as well, so that appropriate accommodations can be made for them.

Office for Disability Services
 150 Pomerene Hall
 1760 Neil Avenue
 Columbus, OH 43210
 Phone 614-292-3307
 TDD 614-292-0901

Some students without diagnosed disabilities nonetheless experience significant difficulties. In such instances, I encourage you to inform me privately, and we can agree on appropriate accommodations.

Course Requirements

First Midterm Examination - 25 percent
 Second Midterm Examination – 35 percent
 Final Examination – 40 percent

Both the midterms and final examinations are divided into two portions: an in-class portion (multiple choice, short answer, fill in the blank, and ordering questions) and a take home essay portion. The in-class portion is weighted at 40 percent of the examination grade; it will be based mainly on lectures and *For the Common Defense*. The take home essay portion constitutes the remaining 60 percent. The take home exams will focus one of the additional course readings: McPherson for the first midterm; Hess for the second midterm; Woodworth for the final exam.

Lecture Schedule

Week 1. January 11, 13

Wednesday. Introduction to the Course; The Nature of Academic Military History - I

Friday. The Nature of Academic Military History - II
 FTCD, introduction

Week 2. January 18, 20

Wednesday. The Colonial Militia System
 FTCD, ch. 1; start reading McPherson

Friday. Native American Warfare
 FTCD, ch. 1

Week 3. January 25, 27

Wednesday. Wars for Empire
 FTCD, ch. 2

Friday. The American Revolution – I
 FTCD, ch. 3



Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

Please consider using [ASC's distance learning course template](#). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

Enter additional details if you responded no

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments



Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments:

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating:

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments



Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Syllabus and cover sheet reviewed by Jeremie Smith on 9/8/2021.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.