

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2017

Course Change Information

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

Adding Citizenship for a Just and Diverse World new GE

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

Students will study how military service validated citizenship in American society, which increased the desire of marginalized and minority groups to serve in uniform.

Understand the debate over the use of Selective Service to staff the armed forces and how the draft impacted the meaning of citizenship.

Students will identify and reflect on the American GI both as a force for liberty (World War I, World War II, Cold War, Gulf War) and as agents of imperialism (Banana Wars, Vietnam) around the world.

Students will gain an appreciation of the ethical dilemmas generated by the use of force in international affairs.

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	3561
Course Title	American Military History, 1902 to the Present
Transcript Abbreviation	Amer Mil Hist II
Course Description	American military history, 1902 to the present; emphasis on the formation of national security policy, war-waging, and the reciprocal impact of society and military institutions.
<i>Previous Value</i>	<i>American military history, 1902 to the present; emphasis on the formation of national security policy, war-waging, and the reciprocal impact of society and military institutions. Sometimes this course is offered in a distance-only format.</i>
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

COURSE CHANGE REQUEST
3561 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/01/2022

Does any section of this course have a distance education component? No

Previous Value Yes, Greater or equal to 50% at a distance

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, Wooster

Previous Value Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110.xx, or permission of instructor.

Exclusions

Previous Value Not open to students with credit for 582.02

Electronically Enforced No

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; Citizenship for a Diverse and Just World

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

- Through readings, lectures, and in-class discussion, the class will study the growth of the United States and its armed forces from insular nation to global superpower.

COURSE CHANGE REQUEST
3561 - Status: PENDING

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Content Topic List

- World War I
 - Interwar Period
 - World War II
 - Cold War
 - Nuclear Strategy
 - Korean War
 - Vietnam War
 - Gulf War
 - Peacekeeping Operations
 - Iraq War
 - Afghanistan
 - Counterinsurgency Warfare
- No

Sought Concurrence

Attachments

- History 3561 SyllabusNewGE.pdf: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3561 Citizenship US Military History 1903 to the Present.pdf: New GE document
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	11/23/2021 01:53 PM	Submitted for Approval
Approved	Soland, Birgitte	11/27/2021 02:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/01/2022 01:20 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/01/2022 01:20 PM	ASCCAO Approval

AMERICAN MILITARY HISTORY

1902 TO THE PRESENT

History 3561

Days and Time TBD, Location TBD

Instructor

Professor Peter Mansoor

mansoor.1@osu.edu

Office Hours

TBD

214 Dulles Hall, 247-6719

Course Description

This course examines American military history from the aftermath of the Spanish-American War through the wars in Afghanistan and Iraq after the terrorist attack on the U.S. homeland on September 11, 2001. The course will focus on the interrelationship of foreign and military policy, the conduct of war, the genesis of national security policy and civilian control of the decision-making process, the experience of American service members at war, and the influence of American society upon the armed forces as social institutions. The course covers U.S. participation in World War I, the interwar period, World War II, the Cold War, the Korean War, the Vietnam War, the Gulf War, and the wars in Iraq and Afghanistan. Through readings, lectures, and in-class discussion, the class will study the growth of the United States and its armed forces from insular nation to global superpower and the role of American citizens and soldiers in that process.

Learning Goals and Objectives

GOAL 1: Citizenship: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

- Students will study how military service validated citizenship in American society, which increased the desire of marginalized and minority groups to serve in uniform.

1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

- Students will identify and reflect on the American GI both as a force for liberty (World War I, World War II, Cold War, Gulf War) and as agents of imperialism (Banana Wars, Vietnam) around the world.

GOAL 2: Just and Diverse World: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

- Students will understand of the evolution of the U.S. armed forces and their role in American society.
- Students will examine the ongoing struggles of the United States in this regard (e.g., segregation of the armed forces, internment of Japanese-Americans) as well as successes (e.g., the Tuskegee Airmen, Navajo Code Talkers, women in the military, integration of LGBTQ personnel) that often led similar developments in American society.

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

- Students will analyze and critique how the concepts of justice, difference, and citizenship impacted the armed forces of the United States and how service personnel, veterans, and their supporters have used the armed forces to pursue broader social change (e.g., the Double “V” campaign for civil rights during World War II, integration of women into the services, integration of LGBTQ personnel into the military).

Specific Course Goals – Successful students will:

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

Engage in critical and logical thinking about the history of American military strategy and policy since the turn of the 20th century to gain an understanding of factors that continue to shape the United States’ role as a great power in the 21st century.

Acquire knowledge about the nature of modern warfare and to develop a foundation for comparative understanding of the wars in which the United States is engaged today.

Understand the political, economic, cultural, physical, and social dynamics that have shaped the armed forces of the United States in the 20th and 21st centuries.

Understand the debate over the use of Selective Service to staff the armed forces and how the draft impacted the meaning of citizenship.

Gain an appreciation of the ethical dilemmas generated by the use of force in international affairs.

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. Students who fail to show up for the first two class periods will be dropped from the class rolls.

Required Reading

Allan R. Millett and Peter Maslowski, *For the Common Defense: A Military History of the United States of America* (978-1451623536)

West Point History of Warfare, selected chapters (online download – instructions at back of syllabus)

Alex Kershaw, *The Liberator: One World War II Soldier's 500-Day Odyssey from the Beaches of Sicily to the Gates of Dachau* (978-0307888006)

Phillip Caputo, *A Rumor of War* (978-0805046953)

Nathaniel C. Fick, *One Bullet Away: The Making of a Marine Officer* (978-0618773435)

Assignments and Grading

Based on 1000 points, allocated as follows:

Class Attendance	100 points
Mid-term Exam	150 points
Book Review #1	150 points
Book Review #2	150 points
Book Review #3	150 points
Reflection Paper	100 points
Final Exam	150 points

Grading Scale

A	93–100	B-	80–82.9	D	60–69.9
A-	90–92.9	C+	77–79.9	E	Below 60
B+	87–89.9	C	73–77.9		
B	83–87.9	C-	70–72.9		

Class Attendance

Attendance in class is required. At five random class sessions during the semester, students will be required to sign an attendance sheet. Attendance at each of these sessions is worth 20 points, or 2 percent of the course grade. Students who coordinate with the professor in advance to miss class for a valid reason will receive the points for that class. Non-attendance due to illness requires a doctor's note in order for the student to receive attendance credit.

Lectures may deviate from the assigned readings, and material presented in class is testable. All students are expected to read the assignments and come to class prepared to actively listen and participate. You must take the midterm and final examinations and submit all four required papers to receive course credit; otherwise, you will earn an “E.” Students who are unable to take an examination because of unavoidable circumstances must make arrangements to take a makeup examination. If you must be absent due to extenuating circumstances, explain the reason to me, preferably in advance. Document the reason for your absence and we will make the necessary arrangements for a make-up exam. It is your responsibility to apprise me of the reason for your absence. I will award a grade of “incomplete” only in truly exceptional circumstances.

Examinations

The mid-term and final examinations are designed to test your ability to organize, analyze, and explain critical concepts. They will include an objective section with multiple choice questions; short essays that will require you to identify key terms and concepts and to describe their significance; as well as longer essays that will require you to describe and analyze, compare and contrast, or put forward an argument concerning key issues surrounding American military history since 1903.

Paper Assignments

One of the skills an educated person must develop is the ability to read a book critically. To assist in the development of this skill, students are required to submit three well-crafted papers of 2-3 pages each reviewing the following books:

Book Review #1, due September 25: Alex Kershaw, *The Liberator*

Book Review #2, due October 30: Phillip Caputo, *A Rumor of War*

Book Review #3, due November 15: Nathaniel C. Fick, *One Bullet Away*

Learning how to express one’s ideas clearly is an important goal of any liberal arts education. For this reason, I will base paper grades not only on content, but also on grammar and correct use of formal writing style.

Book Review Format

Papers will be typed, at least 2 full but not more than 3 full pages in length, in Times New Roman font, 12 pitch, left justified, with lines double-spaced, and with 1 inch margins. Students will put their name at the top of the first page on the right margin. Two spaces underneath the student’s name and left justified, list the author’s name, the title of the book, and in parenthesis, the place of publication, the publisher, and the date of publication. The review begins two spaces underneath the bibliographical citation.

Example Review:

Brutus A. Buckeye

Peter R. Mansoor, *The GI Offensive in Europe: The Triumph of American Infantry Divisions, 1941-1945* (Lawrence: University Press of Kansas, 1999)

The review begins on this line, double-spaced. “Page references, only necessary for direct quotes, will be placed in parentheses after the end of a sentence.” (p. 24) Cite outside sources consulted, if any, in a footnote.

A review should accomplish two basic things:

- Summarize the book’s major points
- Present the reviewer's assessment of the book's merit on the basis of his own critical reading

To review a book, a reader should consider five basic questions:

1. Who is the author? What are his/her qualifications for writing this particular work? What is his/her background? What is the author's purpose in writing this book? [This information is usually summarized quickly in a sentence or two in the introduction.]
2. What are the book’s major themes and principal conclusions?
3. What is the author's evidence? Where did he/she get his/her information – from personal experience, interviews, manuscripts and documents, or from the works of others? How reliable are the sources? Does the author use the evidence with care and discrimination? Do his/her conclusions and interpretations logically follow from the evidence or does he/she distort or misinterpret the facts to suit his/her thesis?
4. Is the book readable and well organized?
5. What, if anything, did the book contribute to your knowledge and understanding of the subject matter? What audiences would you recommend read the book – academic scholars, professional personnel, interested lay persons?

Take notes as you read and jot down your ideas. Some information may be quickly summarized: other information, particularly the book’s major themes and principal conclusions, should receive the bulk of your attention. The important goal of a book reviewer is to tell what is in a book and why it should be read. Deal primarily with ideas, concepts, and interpretations rather than data and facts.

To get an idea of how to write a review, I have posted several sample reviews on Carmen, along with a list of common mistakes students make when writing them.

Note: **I will collect papers at the beginning of class period on which they are due before the lecture begins.** I will penalize any papers delivered after the lecture begins by half a grade. Paper grades will drop by an additional half grade for each additional day (beginning at midnight) that they are late. Papers under the minimum page limit will be penalized a full grade. Papers over the maximum page limit will be penalized a half grade for each additional page.

Reflection Paper

For this assignment, write an essay of not more than 750 words discussing the significance of military service to Americans and how military service has impacted you, your relatives, or another veteran in the 20th or 21st centuries. For a list of veterans who have oral histories on file with the Library of Congress, visit <https://memory.loc.gov/diglib/vhp/html/search/search.html>.

Students with Disabilities

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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success. For more information, go to <http://slds.osu.edu>, call 614-292-3307, or e-mail slds@osu.edu.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu

or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

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/csc/>.

SYLLABUS

- Lesson 1** Course Introduction
Reading: Syllabus
- Lesson 2** The Emergence of a World Power, 1899-1917
Reading: *For the Common Defense*, “Building the Military Forces of a World Power, 1899-1917,” 282-308; Erin Blakemore, “Going to Summer Camp in 1913 Meant Practicing for World War I,” History.com, September 3, 2018
<https://www.history.com/news/going-to-summer-camp-in-1913-meant-practicing-for-world-war-i>
- Lesson 3** “Over There” – Building a Military to Fight a European War
Reading: *For the Common Defense*, “The United States Fights in the ‘War to End All Wars,’ 1917-1918,” 309-338; Will Creighton, “How the draft has evolved in the 100 years since Selective Service Act,” UPI, May 18, 2017
https://www.upi.com/Top_News/US/2017/05/18/How-the-draft-has-evolved-in-the-100-years-since-Selective-Service-Act/4031494780649/?u3L=1
- Lesson 4** The U.S. Armed Forces in the Great War
Reading: *West Point History of Warfare*, Chapter 1 (1918: The Year of Decision) and 2 (World War I: Overwhelming the Germans and Victory)
- Lesson 5** Military Policy in the Interwar Period
Reading: *For the Common Defense*, “Military Policy Between the Two World Wars, 1919-1939,” 339-366; Paul Dickson and Thomas B. Allen, “Marching on History,” *Smithsonian*, February 2003
<https://www.smithsonianmag.com/history/marching-on-history-75797769/>
- Lesson 6** A Sleeping Giant – the United States and Armed Neutrality, 1939-1941
Reading: *For the Common Defense*, “The United States and World War II: From the Edge of Defeat to the Edge of Victory, 1939-1943,” 367-374; “Plan Dog” (on Carmen)
- Lesson 7** Crafting a Strategy for Global War
Reading: *For the Common Defense*, “The United States and World War II: From the Edge of Defeat to the Edge of Victory, 1939-1943,” 374-403
- Lesson 8** Documentary: The World at War – “On Our Way”
Reading: “The Double V Victory,” National World War II Museum
<https://www.nationalww2museum.org/war/articles/double-v-victory>
- Lesson 9** The Combined Bomber Offensive
Reading: *West Point History of Warfare*, Chapter 4 (Strategic Seapower and Airpower); Allison Keyes, “The Soaring Legacy of the Tuskegee Airmen,” *Smithsonian*, March 24, 2021, <https://www.smithsonianmag.com/smithsonian->

[institution/wing-war-ii-training-aircraft-legacy-tuskegee-airmen-180977313/](https://www.af.mil/News/Commentaries/Display/Article/2676311/a-short-history-of-integration-in-the-us-armed-forces/)

- Lesson 10** Reading Period (No Class)
- Lesson 11** Normandy and the Campaign for Northwest Europe
Reading: *For the Common Defense*, “The United States and World War II: The Road to Victory, 1943-1945,” 404-439; Christopher Lehmann-Haupt, “‘The Greatest Generation’: They Made Mistakes, But They Saved the World,” *New York Times*, December 14, 1998,
<https://archive.nytimes.com/www.nytimes.com/books/98/12/13/daily/generation-book-review.html>
*****Book Review #1 Due*****
- Lesson 12** Film: The World at War – “Pacific”
Reading: “Racism in the war in the Pacific,” WW2History.com
http://ww2history.com/experts/Geoffrey_Wawro/Racism_in_the_war_in_the_Pacific
- Lesson 13** The Pacific War, 1942-1944
Reading: *West Point History of Warfare*, Chapters 3 (Japan Strikes: From Pearl Harbor to Midway) and 5 (Waging Global War); Adam Jevic, “Semper Fidelis, Code Talkers,” *Prologue*, Vol. 33, No. 4 (Winter 2001),
<https://www.archives.gov/publications/prologue/2001/winter/navajo-code-talkers.html>; William C. Meadows, “The Code Talkers’ Legacy: Native Languages Helped Turn the Tides in Both World Wars,” *American Indian*, Vol. 21, No. 3: Fall 2020 <https://www.americanindianmagazine.org/story/code-talkers-legacy-native-languages-helped-turn-tides-both-world-wars>
- Lesson 14** The Pacific War, 1945
Reading: *West Point History of Warfare*, Chapter 6 (The Defeat of Japan); “Debate over the Bomb,” Atomic Heritage Foundation, June 6, 2014
<https://www.atomicheritage.org/history/debate-over-bomb>
- Lesson 15** **Mid-term Examination**
- Lesson 16** The Emergence of the Post-War Era and the Korean War
Reading: *For the Common Defense*, “Cold War and Hot War: The United States Enters the Age of Nuclear Deterrence and Collective Security, 1945-1953,” 440-474; Walt Napier, “A short history of integration in the US armed forces,” AF.com, July 1, 2021
<https://www.af.mil/News/Commentaries/Display/Article/2676311/a-short-history-of-integration-in-the-us-armed-forces/>; Farrell Evans, “Why Harry Truman Ended Segregation in the US Military in 1948,” History.com, November 5, 2020,
<https://www.history.com/news/harry-truman-executive-order-9981-desegregation-military-1948>

- Lesson 17** The Cold War, Containment, and Nuclear Strategy
Reading: *West Point History of Warfare*, Chapter 7 (Cold War 1945-1973: Containment and the Nuclear Era); “McCarthyism and the Red Scare,” UVA Miller Center, <https://millercenter.org/the-presidency/educational-resources/age-of-eisenhower/mccarthyism-red-scare>
- Lesson 18** The Vietnam War, 1945-1964
Reading: *West Point History of Warfare*, Chapters 8 (The Wars of Decolonization) and 9 (Revolutionary War in Southeast Asia, 1954-1964); J. David Truby, “The Duke’s Green Berets,” *Vietnam*, August 2013 <https://www.historynet.com/dukes-green-berets.htm>
- Lesson 19** Reading Period (No Class)
- Lesson 20** The U.S. War in Vietnam, 1965-1972
Reading: *West Point History of Warfare*, Chapters 10 (American Escalation in Vietnam, 1965-1967) and 11 (American De-Escalation in Vietnam, 1968-1972); “Vietnam War Protests,” History.com, <https://www.history.com/topics/vietnam-war/vietnam-war-protests>
Book Review #2 Due
- Lesson 21** Victory in the Cold War
Reading: *For the Common Defense*, “The Common Defense and the End of the Cold War, 1976-1993,” 569-605; Brandon J. Archuleta, “Fifty Years After the President’s Commission on an All-Volunteer Armed Force,” War on the Rocks, February 28, 2020 <https://warontherocks.com/2020/02/fifty-years-after-the-presidents-commission-on-an-all-volunteer-armed-force/>
- Lesson 22** War and Peace in the 1990s
Reading: *For the Common Defense*, “World Disorder New and Old, 1993-2001,” 606-632; Sarah Pruitt, “Once Banned, Then Silenced: How Clinton’s ‘Don’t Ask, Don’t Tell’ Policy Affected LGBT Military,” History.com <https://www.history.com/news/dont-ask-dont-tell-repeal-compromise>
- Lesson 23** 9/11
Reading: The 9/11 Commission Report, pp. 1-14, 47-70, 325-334 on Carmen or available at <http://govinfo.library.unt.edu/911/report/911Report.pdf>
- Lesson 24** Reading Period (No Class)

- Lesson 25** The Iraq War
 Reading: *For the Common Defense*, “Wars in Afghanistan and Iraq, 2001-2011,” 633-680; Hope Hodge Seck, “After Iraq, the Marines of ‘Generation Kill’ Regret Nothing,” Military.com, December 22, 2016, <https://www.military.com/daily-news/2016/12/22/13-years-iraq-marines-generation-kill-regret-nothing.html>
 Book Review #3 Due
- Lesson 26** The War in Afghanistan
 Reading: *West Point History of Warfare*, Chapter 12 (Afghanistan: Thirty-Five Years of War and Counting); Anna Shortridge, “The U.S. War in Afghanistan Twenty Years On: Public Opinion Then and Now,” CFR.org, October 7, 2021 <https://www.cfr.org/blog/us-war-afghanistan-twenty-years-public-opinion-then-and-now>
- Lesson 27** The War against ISIS
 Reading: Greg Botelho, “Arab Spring aftermath: Revolutions give way to violence, more unrest,” CNN.com, March 28, 2015 <http://www.cnn.com/2015/03/27/middleeast/arab-spring-aftermath>
 Frontline, “The Rise of ISIS,” October 28, 2014 <http://www.pbs.org/wgbh/frontline/film/rise-of-isis>
 BBC News, “Why is there a war in Syria?” <http://www.bbc.com/news/world-middle-east-35806229>
 Council on Foreign Relations, “Civil War in Syria” <https://www.cfr.org/interactive/global-conflict-tracker/conflict/civil-war-syria>
Note: Reflection Paper Due
- Lesson 28** U.S. Military Policy Today
 Robert L. Goldich, “American Military Culture from Colony to Empire,” *Dædalus* 140 (3) Summer 2011: 58-74 (on Carmen); Brian McAllister Linn, “The U.S. Armed Forces’ View of War,” *Dædalus* 140 (3) Summer 2011: 33-44 (on Carmen); Mark Satter, “Congress moves toward requiring women to register for the draft,” Roll Call, October 5, 2021, <https://www.rollcall.com/2021/10/05/congress-moves-toward-requiring-women-to-register-for-the-draft/>

Final Exam

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)