

Term Information

Effective Term Spring 2023
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, as well as a name change to reflect the altered content and new theme.

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	Citizenship and American Military History: 1902 to the Present
<i>Previous Value</i>	<i>American Military History, 1902 to the Present</i>
Transcript Abbreviation	Amer Mil Hist II
Course Description	This course examines how uniformed service impacted Americans' conception of citizenship 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.
<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

COURSE CHANGE REQUEST
3561 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/08/2022

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	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
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx, or permission of instructor.
Exclusions	
<i>Previous Value</i>	<i>Not open to students with credit for 582.02</i>
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

- Students will engage in critical and logical thinking about how Americans have viewed service in uniform as an essential component of citizenship and the role of the American GI in creating a more just and diverse world in the 20th and 21st centuries
- Students will study how military service validated citizenship in American society, which increased the desire of marginalized and minority groups to serve in uniform.
- 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 understand of the evolution of the U.S. armed forces and their role in American society, as well as the struggle for various groups to be able to serve their nation as citizens in uniform.
- 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 social change.

Previous Value

- *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.*

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)
- HI 3561 Syllabus - Mansoor (2022).docx: REVISED Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Submitted a revised syllabus in response to committee feedback. *(by Getson, Jennifer L. on 07/14/2022 03:59 PM)*
- Please see Panel feedback email sent 02/21/2022. *(by Hilty, Michael on 02/21/2022 11:00 AM)*

COURSE CHANGE REQUEST
3561 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/08/2022

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
Revision Requested	Hilty, Michael	02/21/2022 11:00 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	07/14/2022 04:00 PM	Submitted for Approval
Approved	Soland, Birgitte	07/14/2022 09:41 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2022 03:29 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/08/2022 03:29 PM	ASCCAO Approval

CITIZENSHIP AND 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 how uniformed service impacted Americans' conception of citizenship 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 how Americans viewed service in uniform, how various subgroups fought for the right to serve in uniform and in the combat arms to validate their status as full-fledged citizens, the experience of American service members at war, the genesis of national security policy and civilian control of the decision-making process, 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, the role of American citizens and soldiers in that process, and the changing views of Americans on the need for and importance of uniformed military service.

General Education (GE)

This course fulfills the general requirements and expected learning outcomes for GE themes:

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

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

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 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.

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.

This course fulfills the specific requirements for the Citizenship for a Just and Diverse World theme:

Goals:

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world 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.
3. 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.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes (ELOs) – successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

- Students will engage in critical and logical thinking about how Americans have viewed service in uniform as an essential component of citizenship and the role of the American GI in creating a more just and diverse world in the 20th and 21st centuries.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

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

2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

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.

3.1 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.

3.2 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.

4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and 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.

4.2 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).

Theme: Citizenship for a Just and Diverse World		
Goals	Expected Learning Outcomes	Related Course Content ELOs
<p>GOAL 1: <u>Citizenship:</u> 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.”</p>	<p>Successful students are able to ...</p> <p>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.</p>	<p>In this course, students will ...</p> <p>Students will study how military service validated citizenship in American society, which increased the desire of marginalized and minority groups to serve in uniform.</p> <p>Students prepare book reviews of three memoirs of soldiers at war: Alex Kershaw, <i>The Liberator: One World War II Soldier's 500-Day Odyssey from the Beaches of Sicily to the Gates of Dachau</i>; Phillip Caputo, <i>A Rumor of War</i>; and Nathaniel C. Fick, <i>One Bullet Away: The Making of a Marine Officer</i>. These memoirs help students understand the meaning of "citizen soldier" and the challenges and sacrifices of soldiers at war.</p> <p>In Lessons 3, 5, and 6, students learn about the arguments for and against the enactment of Selective Service (e.g., the draft) and its implications for manning the armed forces. Since all male American students still need to register for Selective Service, this lesson is instructive as to the reasons for the continuation of the system even</p>

		<p>though the draft ended in 1973. Lesson 8 covers the domestic front in World War II, including the "Double V" campaign by Black Americans for victory overseas against the Axis powers and civil rights at home. Uniformed service to this community contributed to their ability to gain full citizenship in the post-war era. In Lesson 21 and its readings, students learn about the shift to an all-volunteer military and its implications for citizenship and service in the half-century since.</p> <p>Students will view an episode of the World at War documentary series entitled "Pacific," which shows the brutality of the racialized "war without mercy" in the Pacific during World War II. Students discuss the various motivations of American and Japanese soldiers, and note the fact that most of the soldiers doing the fighting were no older than the students sitting the classroom.</p>
	<p>1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>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.</p> <p>Lessons 3 and 4 and their readings examine the U.S. armed forces in World War I and their role in defeating the Imperial German Army in 1918.</p> <p>Lessons 7-14 and their readings examine the Greatest Generation at war during World War II, and the sacrifices of American citizens at home and abroad in pursuit of victory over the Axis Powers.</p> <p>Lesson 2 and 5 and their readings examine the role of the U.S. armed forces in wars of pacification in the Caribbean and Central America during the first three decades of the 20th century.</p> <p>Lesson 9 and its readings examines the American attempt at strategic bombing of German industrial targets and the ensuing slaughter of noncombatants in the process. Students learn that the quest for precision bombing began before World War II and continues to the present day with the advent of GPS and laser-based precision guided munitions, in an effort both to increase the effectiveness of bombing and to reduce collateral damage and civilian deaths. Viewing the goals and results of the bombing campaign will help the students in developing a sense of empathy to peoples around the world impacted by American military operations.</p> <p>Lesson 14 and its readings examines the fire-bombing of Japanese cities and the use of atomic bombs on Hiroshima and Nagasaki. Students debate the appropriateness of these weapons of mass destruction in the context of the time, the ensuing nuclear arms race during the Cold War, and reflect on the ramifications of their potential use in a future great power conflict. Students will also gain an appreciation for anti-nuclear movements both at home and abroad.</p> <p>Lessons 18 and 20 and their readings analyze the debacle in the Vietnam War, including the failure of senior military leaders to provide untarnished advice to the Johnson administration, the slow deterioration of the U.S. Army as the war progressed into stalemate, and the growing anti-war movement at home - leading to the killing of four students at Kent State University on May 4,</p>

		<p>1970, during a protest over the U.S. invasion of Cambodia. Most students have heard of the Kent State shootings, but lack the background on the reasons for the protest. Since civil protests are a core of citizenship, understanding this period in American history is essential to developing an appreciation for democratic rights in the United States.</p> <p>Lesson 22 and its readings examine the role of the U.S. armed forces as peacekeepers in the post-Cold War period. Throughout the course, students will come to understand that for many people in the world, their only contact with the United States is in the form of an American soldier deployed in their homeland.</p>
<p>GOAL 2: <u>Just and Diverse World</u>: 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.</p>	<p>2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Students will understand of the evolution of the U.S. armed forces and their role in American society, as well as the struggle for various groups to be able to serve their nation as citizens in uniform.</p> <p>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.</p> <p>Lesson 9 and its readings includes a discussion of the Tuskegee airmen, who battled both discrimination at home and the Luftwaffe overseas to enable Black airmen to be viewed as equals to their white counterparts.</p> <p>Lesson 13 and its readings includes a discussion of the Navajo code talkers, who uniquely contributed to U.S. victory in the Pacific War by embracing their native tongue.</p> <p>Lesson 16 and its readings includes a discussion of President Truman's executive order integrating the armed forces, which paved the way to broader civil rights legislation in succeeding years.</p> <p>Lesson 21 and its readings examine the shift to an all-volunteer military and its implications for citizenship and service in the half-century since. Of note, the need for volunteers necessitated the inclusion of women directly into the armed forces and resulted in the dissolution of the Women's Army Corps as a separate branch within the U.S. Army.</p> <p>Lessons 22 and 28 and their readings examine the changing of policies dealing with the integration of homosexual and bisexual service members into the armed forces.</p>
	<p>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.</p>	<p>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).</p> <p>Students view the documentary "On Our Way," which discusses the</p>

	<p>entry of the United States into World War II and the first year of American involvement in the conflict. Following the viewing, students discuss the "Double V" (Double Victory) campaign by black service members for victory against Axis oppression abroad and victory for civil rights at home.</p> <p>Lesson 9 and its readings includes a discussion of the Tuskegee airmen, who battled both discrimination at home and the Luftwaffe overseas to enable Black airmen to be viewed as equals to their white counterparts.</p> <p>Lesson 16 and its readings explores how the end of World War II acted as a catalyst to speed the Civil Rights movement, which gained a boost from the integration of the armed forces just three years after the end of the war.</p> <p>Lesson 17 includes a discussion of Senator Joseph McCarthy and the Red Scare, providing students a lesson in how some politicians use national security issues for domestic political benefit.</p> <p>Lesson 21 and its readings examine the shift to an all-volunteer military and its implications for citizenship and service in the half-century since. Of note, the need for volunteers necessitated the inclusion of women directly into the armed forces and resulted in the dissolution of the Women's Army Corps as a separate branch within the U.S. Army. Women have since gained access to all branches and arms of the military, including combat arms.</p> <p>Lessons 22 and 28 and their readings examine the changing of policies dealing with the integration of homosexuals and other marginalized groups into the armed forces.</p>
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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	150	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 take home mid-term and final examinations are designed to test your ability to organize, analyze, and explain critical concepts. The mid-term and final exams will each consist of two essay questions that will require you to discuss and analyze key issues involved in the interrelation of the history of American military institutions and the concept of citizenship in the 20th and 21st centuries. The final examination is not cumulative; it only covers the second part of the course beginning after the mid-term examination.

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: Alex Kershaw, *The Liberator*

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

Book Review #3: 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?
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 take-home assignment, write an essay of not more than 1,000 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

If you have a mental or physical condition that impacts your ability to succeed in the classroom, please register with the Student Life Disabilities Services (SLDS) in Baker Hall 009. Once registered, you can receive services that will level the playing field with your peers. Examples include but not limited to: a peer note-taker or a special recording pen, extended time or distraction-free space for exams, flexible attendance and deadlines. The SLDS will provide a letter listing only the services you need; you have the right to keep your health conditions private

from me. Bring that letter with you to discuss the ways I can help you in my course. You are more than welcome to set up an appointment with me to discuss this matter privately. There is no need to come during my office hours when my door is open to other people. However, if you have a readily apparent need for accommodations, let us talk and determine the best course of action, to maximize your success and participation in the course.

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

You may not claim others' work as your own; to do is plagiarism, a serious offense which I am required to report to the Committee on 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>

[This lesson examines the way in which the United States staffed its military forces from the early Republic to its entry into World War I and how Americans viewed service in uniform during various eras in American history. It then examines how large groups of Americans embraced military training for all citizens as part of Progressive Era reforms to prepare the nation for war – a new phenomenon in American history.]

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

[This lesson examines how the United States, for the first time in its history, relied extensively on the draft to acquire the manpower needed to build an army capable of fighting a war against a great power in Europe. The lesson will examine the draft during World War I and how Americans responded to the call to arms as an essential component of citizenship.]

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)

[This lesson will examine the conduct of the U.S. Armed Forces in World War I; the deliberate parallel many soldiers made with their service to the service of their forebearers in the U.S. Civil War; and the experience of Black Americans at war – focusing on units such as the Harlem Hellfighters, whose valiant service with the French Army paved the way to further integration of the armed forces during World War II.]

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/>

[This lesson will examine the withdrawal of the American people into an isolationist mindset after World War I. Although policy makers debated the creation of larger and more professional armed forces, they opted for an embrace of the citizen-soldier to staff the armed forces in any future major conflict.]

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)

[This lesson will examine both the height of the isolationist movement – reflected by the creation of the “American First” Committee – and the Roosevelt administration’s preparations for war after the fall of France in June 1940. Among the most consequential policies was the enactment of a peacetime draft (the first in American history), the creation of a two-ocean navy, and the Lend-Lease Act, which made the United States an “Arsenal of Democracy” for those states battling the Axis Powers. The main theme of this lesson will be the tension between Americans who firmly embraced isolationism and those who believed that the United States should prepare for war – with both groups believing their views reflected the ethos of American citizenship.]

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

[This lesson will examine the conduct of the Army of the United States and its vast numbers of citizen-soldiers in the early battles of World War II.]

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>

[This documentary – part of the BBC “The World at War” series, examines themes discussed in the previous two lessons.]

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/>

[This lesson examines the conduct of the air war over Europe, with a special focus on the Tuskegee Airmen, whose honorable service helped to pave the way for the integration of Black Americans into the military after World War II.]

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

[This lesson examines the role and legacy of the “Greatest Generation,” whose service on the Normandy beaches and beyond created a model of citizenship embraced by many Americans to the present day.]

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

[This documentary – part of the BBC “The World at War” series, examines the brutal conduct of the war in the Pacific during World War II. One of the key themes is the embrace of racism by both the Japanese and the American armed forces during the war.]

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>

[This lesson examines the role and legacy of those members of the “Greatest Generation” who served in the Pacific theaters during World War II.]

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>

[This lesson focuses on the end of the war in the Pacific, and especially the debate over the dropping of the atomic bombs on Japan.]

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>

[This lesson examines the beginning of the Cold War, which required large numbers of Americans to serve in uniform in peacetime – an anomaly in American history. Special focus will be on the integration of the armed forces by executive order of President Harry Truman in 1948, thus achieving a long-standing goal of Black Americans on their path to equality in citizenship.]

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/mcarthyism-red-scare>

[This lesson examines the prosecution of the Cold War, the development of nuclear strategy, and the emergence of a semi-permanent national security state, which has impacted American citizens in their daily lives. The lesson also examines the impact of the ideological confrontation during the Cold War on the American people, as reflected in Senator Joseph McCarthy and the “Red Scare” of the 1950s.]

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>

[This first of two lessons on the Vietnam War examines the support of the American people for the war, the missteps that led to the intervention of U.S. combat troops in the conflict, and the lies of the Johnson administration regarding Vietnam that would lead to significant erosion of trust by the American people for the government.]

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

[The second lesson on the Vietnam War examines the conduct of the war during the period of maximum U.S. involvement, the casualties on both sides that led to massive anti-war protests in the United States, the Kent State killings, and erosion of citizen trust in the U.S. military.]

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/>

[This lesson examines the rebuilding of the U.S. Army from defeat in Vietnam, the transition to an all-volunteer military, the dissolution of the Women’s Army Corps and the integration of women into non-combat arms and branches of the U.S. Armed Forces, and victory in the Gulf War that led to the U.S. armed forces becoming the most trusted instrument of government among the American people.]

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>

[This lesson examines the period between the Cold War and the Wars of 9/11, when the U.S. military was used for a number of humanitarian and peace support operations around the world. Also featured is the debate in the Clinton administration about the integration of homosexuals into the ranks of the U.S. military, which had kept many universities from hosting ROTC chapters on their campuses.]

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>

[This lesson examines the attacks of 9/11/2001 on the United States and the reaction of the American people to the War on Terror. Of note, unarmed citizens became the first line of defense on United Flight 93.]

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*****

[This lesson examines the Iraq War and the actions of the “Newest Greatest Generation” in that war.]

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>

[This lesson examines the war in Afghanistan – the longest war in U.S. history. Students will debate whether the American people will support an extended conflict and under what circumstances.]

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

[This lesson will examine the war against ISIS and the reaction of the American people to terror attacks in the United States and Europe. Students will discuss the origins of Islamophobia and how some politicians use fear of “the other” to garner support.]

Lesson 28 The U.S. Military 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/>

[This lesson brings the history of the U.S. military up to the present day. It includes the integration of women into the combat arms, the continuing debate over which citizens get to serve in uniform, the arguments for and against requiring women to register for selective service, and the role of the military in preventing a coup after the 2000 presidential election. Students will debate the health of civil-military relations and the ramifications for American citizens of the fact that fewer than 2 percent of them have served in uniform.]

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)