

Term Information

Effective Term Summer 2023
Previous Value Spring 2023

Course Change Information

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

100% DL Approval

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

The department regularly offers this class in an online format.

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
Transcript Abbreviation	Amer Mil Hist 2
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.
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 Greater or equal to 50% at a distance <i>Previous Value</i> No, 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

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

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

Exclusions

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; 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

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.

COURSE CHANGE REQUEST
3561 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/02/2023

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

- SKDouglas History 3561 Syllabus (DL).docx: Syllabus DL
(Syllabus. Owner: Getson, Jennifer L.)
- History 3561 DL Approval Form.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- HI 3561 Syllabus - Mansoor (2022) (1).docx: Syllabus - In-Person
(Syllabus. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	02/21/2023 12:00 PM	Submitted for Approval
Approved	Soland, Birgitte	02/21/2023 01:06 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/02/2023 11:58 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/02/2023 11:58 AM	ASCCAO Approval

Instructor: Dr. Sarah K Douglas

douglas.162@osu.edu

Include "History 3561" in subject line

Office: Dulles Hall 173

Phone: 614-292-2674

Office Hours: TR 3-4PM ET OR by Appointment

Course #: XXXX

Course TA:

TBD

History 3561: Citizenship and American Military History 1902 – Present (ONLINE)



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.

More abstractly, you as the student will learn how much of our past depends a great deal upon the confluence of small minutiae coming together to produce results often out of step with their seeming importance. After all, history is complex and the answers to problems are not always obvious and simple; big events do not always have major causes but are often the result of a collection of small elements interacting at a specific time and place to generate a previously unexpected outcome. As a result, you, the student, must be detail-oriented in your study of history and be prepared to take your analysis beyond specific data to see broader trends over time. This challenge is one that I know you can meet if you are willing to embrace complexity rather than seek simple answers.

PREREQUISITES:

In order to enroll in this course, students are required to complete English 1110.xx, completion of GE Foundation Writing and Information Literacy Course, or receive direct permission from the instructor.

ENROLLMENT:

All students must be officially enrolled in the course by the end of the first week of the semester. No requests to add the course will be approved by the History Department Chair after that time. Enrollment is solely the responsibility of the student.

COURSE OBJECTIVES AND LEARNING OUTCOMES:

Based upon individual effort and independent work submitted asynchronously through Carmen, you as the student will recognize how past events are studied and how they influence today's society and the human condition. Specifically, you will develop competences to master the basic factual knowledge of the major issues, events, and personalities involved in US military history from 1902 to the present. Students will...

- 1) Construct an integrated perspective on history and the factors that shape human activity.
- 2) Describe and analyze the origins and nature of contemporary issues.
- 3) Speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- 4) Understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- 5) Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- 6) Learn about warfare and its role in American history in the 20th century.

GENERAL EDUCATION CATEGORIES AND GOALS:

This course fulfills the Legacy GE category of Historical Studies OR the new GE: Citizenship for a Diverse and Just World.

Legacy GE: Historical Studies

Goal: The goal of this GE is for students to recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

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.

Course-Specific Fulfillment: Students will not only learn about how past societies have conceptualized warfare but they will explore various societies around the world between 500CE and 1650CE time that have engaged in the activity. They will examine a variety of primary and secondary sources to do so, discuss the course content in course-wide group discussions, and then engage in a primary-source based research project in order to practice advanced historical methodology.

NEW GE: Citizenship for a Diverse and Just World

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, 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).

GE: Citizenship for a Diverse and Just 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 will study support of and opposition to the Selective Service Act, as well as its implications for manning the armed forces (Weeks 2, 3). 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 though the draft ended in 1973. Students will also learn how the increased number of minority groups who served in uniform during WWI and then WWII contributed a to domestic push for civil rights, including the "Double V" campaign by Black Americans for victory overseas against the Axis powers</p>

		<p>and civil rights at home. Uniformed service to this community contributed to their ability to gain full citizenship in the post-war era (Weeks 2 – 6).</p> <p>This movement accelerated in the post-WWII US and then intertwined with the anti-war movement during the Vietnam War era and resulted in the various Civil Rights Movement civilian amendments. The US military increasingly integrated women into the military after Vietnam, and students will learn about the shift to an all-volunteer military with its implications for citizenship and service in the half-century since (Weeks 7 – 10).</p> <p>Students will also learn about the brutality of the racialized "war without mercy" in the Pacific during World War II. Students will explore 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 (Week 6).</p> <p>All of these issues will not only be covered in weekly quiz assignments verifying weekly learning but students will reflect upon them, and debate them with fellow students, in their various assigned group discussions. Finally, students are given the opportunity to pick their own advanced research project, which will allow students to explore these complex issues should they wish to do so.</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>In readings, lectures, and assigned supplementary materials, students will examine the U.S. armed forces in World War I and their role in defeating the Imperial German Army in 1918 (Weeks 2 – 3).</p> <p>They will 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. They will 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. They will learn about American attempts 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.</p>

		<p>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 (Weeks 4 – 6).</p> <p>Other readings and content will examine 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 (Weeks 4 – 6).</p> <p>They will 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, which led to the killing of four students at Kent State University on May 4, 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 (Weeks 7 – 9).</p> <p>Finally, at the end of the course students will 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 (Weeks 11 – 13).</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 (Weeks 5 – 13).</p> <p>The discussion of World War II will include 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. Students will also learn about the Navajo code takers, who uniquely contributed to U.S. victory in the Pacific War by embracing their native tongue (Weeks 5 – 6).</p>

		<p>Students will then explore President Truman's executive order integrating the armed forces, which paved the way to broader civil rights legislation in succeeding years (Weeks 7 – 9).</p> <p>Students will then 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 (Weeks 10 – 13).</p> <p>Finally, students will examine the changing of policies dealing with the integration of homosexual and bisexual service members into the armed forces (Weeks 11 – 13).</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). (Weeks 5 – 12).</p> <p>Students view the documentary "On Our Way," which discusses the 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. Students will also learn about 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. Thus students will explore 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 (Weeks 5 – 9).</p> <p>In the post-WWII Cold War content, students will learn about Senator Joseph McCarthy and the Red Scare, which provides students a lesson in how some politicians use national security issues for domestic political benefit (Weeks 7 – 9).</p> <p>In addition, students will 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</p>

		military, including combat arms (Weeks 10 – 13). Finally, in addition to studying the post-Cold War world, the rise of Islamic extremism, and US involvement in the so-called “War on Terror,” students will examine the changing of policies dealing with the integration of homosexuals and other marginalized groups into the armed forces (Weeks 10 – 13).
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HOW THIS ONLINE COURSE WORKS:

This course is entirely online and asynchronous in nature. This means that students are not required to attend live lectures/discussions but rather will complete all course assignments on their own schedule during each assignment week. Students are therefore expected to keep pace with course assignments as outlined below in order to ensure success in the course.

The course is built around weekly modules and assignments. Unless school holidays dictate otherwise, each course module will open on Monday and assignments for that week will close on the following Sunday. As to the weekly course workload, this is a 3-credit-hour course, which means that students should expect 3 hours per week of time spent on direct instruction (i.e. recorded lectures and videos in your weekly playlist) and an additional 6 hours of work on homework such as assigned course readings and assignment preparation/completion.

A NOTE ABOUT ONLINE COURSES:

The key difference between a face-to-face class and an online class is the emphasis on reading and writing. In contrast to a face-to-face class where students listen to lectures and vocalize their responses, an asynchronous online class requires reading, watching, and completing quizzes or written work. Consequently, an online class sharpens students’ reading and writing skills with limited impacts on spoken skills. Your success also *hinges* upon your ability to read carefully and follow directions. The information in this syllabus and other course materials should help you decide whether this course will contribute to developing the skills you would like to possess. All of these skills are important for academic development but the online platform is not for everyone.

OUR COMMITMENT TO YOUR SUCCESS:

Your TAs and I are sincerely committed to helping you succeed in the course. Online education is new to many students and those experienced with the format know that it is different in many ways to the in-class experience. To ensure your success, please consult us if you are having difficulties and we will make every effort to accommodate

your needs. **We will be sure to address all student questions and issues within 24 hours on school days** and we are happy to arrange Zoom meetings to discuss issues if desired.

GRADING FEEDBACK:

We will provide detailed grading feedback on course assignments and return that feedback in time for students to integrate those comments into their efforts on subsequent assignments. If students seek to obtain clarification or reconsideration of their course grades, students should first contact their immediate grader (so their assigned course TA or Dr. Douglas, depending upon who graded their work). Students can then work with their assigned TA and/or Dr. Douglas to get their questions answered and ensure obtaining the most help from their grading feedback.

COURSE MATERIALS AND TECHNOLOGIES:

Course Texts: All weekly primary and secondary source readings are (1) posted as PDFs on Carmen, (2) available online using the hyperlinks below and in the weekly modules on Carmen, or (3) available digitally through the OSU Library. Students will also complete a research project in this course and depending upon the specific topic students choose, the requisite materials can be (1) purchased in hard copy through online retailers, (2) purchased digitally through an online retailer, (3) accessed for free through the OSU Library/Ohio Link, and/or (4) accessed online for free using provided hyperlinks in the Counterfactual Essay Guidelines.

Course Lectures/Videos: Each week students will be assigned a YouTube playlist that will include Dr. Douglas' digital lecture(s) on the weekly course content. Students will also be assigned supplementary videos vetted by Dr. Douglas pertaining to the topics covered. The lectures and supplementary videos in total will vary in specific length depending upon the topics discussed for the week but the total playlist time will not exceed three hours per week (in accordance with online asynchronous direct instruction parameters). The link for these playlists will be located in each weekly course module and will be accessible when each weekly module opens.

Technology Skills and Requirements: As to technology skills and requirements for this course, students will need to be able to successfully access digital materials on a PC/Mac and navigate both Carmen and YouTube. Students will also need: (1) regular access to the internet with any available web browser, (2) regular, unrestricted access to YouTube, (3) the ability to view PDF files, and (4) Microsoft Word. Students can download Adobe for viewing PDFs [here](#) and as an OSU student, you can download a free version of Microsoft Office [here](#).

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

Technology Course Assistance: For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Digital Flagship: Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources

ASSIGNMENT BREAKDOWN AND GRADING:

1	Course Requirements Quiz	25 pts
13	Content Quizzes	325 pts
4	Group Discussions	400 pts
1	Research Proposal & Bibliography	25 pts
1	Research Essay	<u>225 pts</u>
		1000 pts

Weekly Course Modules:

To view the module for each assignment week, select the “Modules” tab on the left-hand side of the course Carmen page. If you click on that tab, you will see that each week’s announcement, readings, video links, and assignments are listed. Please note that each week’s module will unlock when the assignment week has arrived, typically on Monday at 9AM ET (unless holidays dictate otherwise). In online instruction, students working together in sequence is incredibly important so without instructor permission, students are not permitted to access modules before an assignment week begins.

Weekly Announcements:

On the first day of each assignment week, an announcement will be posted on the Carmen course home page. This announcement will detail the week’s content and various assignment. The announcement will also provide any feedback on previous weeks’ assignments or tips/reminders for future work. **You should read each announcement carefully to understand weekly assignments and requirements.**

Course Requirements Quiz (25pts):

This quiz consists of 25 questions at 1pt/question. You will have 30 minutes and two chances to take it. It is designed to make sure that you are aware of course parameters and requirements, meaning that you are as prepared as possible for our class together. Students are permitted to consult the course introductory video and the various course guidelines during the quiz BUT the timing of the quiz will not permit students to take it without first reviewing these course materials. The quiz is due **by 11:59PM ET on Sunday (8/30)**.

Weekly Content Quizzes (13 quizzes, 25pts/quiz, 325pts total):

These quizzes consist of 25 questions at 1pt/question. You will have 30 minutes and two chances to take each quiz. Using a variety of question formats, these quizzes will test your knowledge of the historical content covered in the assigned reading and viewing each given week. They will not test your knowledge of miniscule details but rather focus on the major events, themes, trends, and concepts we cover. Students are permitted to consult course lectures and readings BUT the timing of each quiz will not permit students to take the quiz without first completing their weekly viewing and reading. Make sure, therefore, to complete your weekly course readings and viewing before taking each quiz. Each quiz is due each week **on Sunday at 11:59PM ET**

Group Discussion (4 discussions, 100pts/discussion, 400pts total):

One key practice historians undertake is using historical events and details to make various arguments about the past. Students will engage in this practice in the given discussion weeks by addressing a posted discussion prompt relevant to the given

course content. These prompts are meant to challenge students to assimilate the content they have learned in order to make cohesive, persuasive arguments about historical events. Specifically, students will draft a written response to each prompt of **750 words (or more)**, which they will post in the weekly Group Discussion window. At the same time, students will submit a version of their response to the Group Discussion Plagiarism Check window for a TurnItIn scan. Once these tasks are completed, students will then have access to the Group Discussion stream, at which time they will post **two (or more)** comments in response to other students' essays. Students will then further build the "discussion" by posting **one (or more) rebuttal** comments to respond to a fellow student's thoughts on their own post. For more specific details on this assignment, consult the [Group Discussion Guidelines](#) and the [Group Discussion How-To](#) video. Initial prompt responses and the two (or more) discussion comments will be due **each Saturday at 11:59PM ET** and the one (or more) rebuttal comment(s) will be due **each Sunday at 11:59PM ET**.

The American Military Experience Research Essay (250pts total):

In this course, students will research a topic of their choosing related to some aspect of American military history during our period of coverage. They will then explore that topic using related secondary sources and primary source records located through various online databases. The goals of this project are to (1) expose students to specific topics of their own interest related to American military history from 1902 to present; (2) motivate students to practice using both hard copy and online resource databases to research their given topic; (3) push students to practice their research and composition skills; and (4) allow students to practice a key skill of professional historians, namely to use historical information to make an argument about historical events. Students will first present their project idea and bibliography of chosen sources **in Week 8 of the course (25pts)**. They will then write a **5-7-page essay** about their given topic, which will be completed **in Week 15 (225pts)**. Students will submit this essay to Carmen in Word doc/docx format for a TurnItIn scan and instructor grading. Consult the [Research Project Guidelines](#) for more specific details about completing this assignment **due by Wednesday, December 9th at 11:59PM ET**.

Extra Credit Historical Media Analysis (50pts max):

One of the primary ways that most people access and learn about history is through popular media, whether it be movies, tv shows, video games, historical novels, or board games. Yet when creating this media, writers and producers often take license to ensure that the media is interesting in addition to informative. Given that this involves "altering" history to do so, in order to earn extra credit, students can choose a historical film, TV series, or video game related to a theme or topic discussed in the class (options have been provided in the Extra Credit Guidelines). The student will then research the chosen media and write a 2-3-page paper discussing its historical accuracies and inaccuracies. In so doing, students will learn where the line is between history and entertainment. You will upload this Extra Credit essay to Carmen in Word doc/docx

format, it will be scanned by TurnItIn for originality, and it should be submitted to Carmen by Wednesday, December 9th at 11:59PM ET.

NOTE: Please consult the University academic integrity policy on pgs. 10-11 of this syllabus before submitting all coursework for TurnItIn scans as students who violate this policy will be reported to CoAM.

LATE ASSIGNMENT POLICY:

As noted above, students CANNOT complete quizzes or post discussion responses/comments after established deadlines unless specific extensions are arranged with the professor. Assignments also cannot be submitted via email if Carmen submission windows lock before work is completed. As such, should unexpected conflicts or personal emergencies occur, please contact the professor **BEFORE** the assignment week is complete to organize an assignment extension. Carmen at times will move slowly due to heavy student traffic on Sunday evening so it is **HIGHLY** recommended that you complete your weekly assignment before this can interfere with your ability to post your work for the week.

GRADING SCALE (IN %):

A = 92.5* – 100.0	B- = 79.5 – 82.49	D+ = 67.5 – 69.49
A- = 89.5 – 92.49	C+ = 77.5 – 79.49	D = 59.5 – 67.49
B+ = 87.5 – 89.49	C = 72.5 – 77.49	E = 59.49 and below
B = 82.5 – 87.49	C- = 69.5 – 72.49	

In the event that the student is 0.5% away from the next available letter grade, the student's score will be rounded up. **No rounding will occur below this point.*

COURSE COMMUNICATION GUIDELINES:

Students in the course are expected to be respectful and civil in all course communications with Dr. Douglas, their assigned TA, and other students in the course. Maintaining a collegial environment is key to maintaining a safe and educational learning environment and in accordance, any students found violating this policy will be penalized accordingly. If students have concerns about other students, they are to contact Dr. Douglas ASAP to inform her of the situation. Dr. Douglas and the course TAs will also monitor all communications to ensure that these standards are maintained at all times. In so doing, we can create a beneficial online classroom environment and focus on historical education accordingly.

ACADEMIC INTEGRITY POLICY:

Students are expected to complete all course assignments based upon individual effort and independent work. Specifically, you must complete weekly quizzes, which are a way to ensure you are learning the major topics and themes covered each week, without any external help or communication. Your discussions responses should also be your own original work. You should follow the citation style discussed in the relevant assignment guidelines to properly cite the ideas and words of your assigned sources. You are welcome to ask either myself or your TA for feedback on a rough draft but your work should ultimately be your own original creation. To ensure academic integrity is maintained, course discussions will be checked for plagiarism via TurnItIn uploads. As such, to avoid issues with academic integrity, don't cheat! Dishonest academic practices are taken **very seriously** in this course so if plagiarism is detected, it will be reported.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the **Committee on Academic Misconduct (COAM)** expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Conduct and, specifically, the sections dealing with 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/>.

If I suspect that a student has committed academic misconduct in this course, **I am obligated 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](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

COPYRIGHT DISCLAIMER:

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.

STATEMENT ON TITLE IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

COMMITMENT TO A DIVERSE AND INCLUSIVE LEARNING ENVIRONMENT:

OSU affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

LAND ACKNOWLEDGMENT:

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

YOUR 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. OSU offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are 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 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org.

ASSIGNMENT SCHEDULE

WEEK 1 (8/25 – 8/30): The Origins and Emergence of a World Power to 1905

Reading: Millett and Maslowski, *For the Common Defense*, Ch. 9

[The Treaty of Portsmouth](#)

[“Going to Summer Camp in 1913 Meant Practicing for World War I”](#)

Videos: Week 1 YouTube Playlist

Assignments: Course Requirements Quiz

Week 1 Quiz

WEEK 2 (8/31 – 9/7): The American Military on the Brink of the Great War

Reading: Millett and Maslowski, *For the Common Defense*, Ch. 10

[Pan Americanism](#)

Videos: Week 2 YouTube Playlist

Assignments: Week 2 Quiz

**NOTE: Due to Labor Day, the Week 2 Quiz is due on Monday, 9/7 at 11:59PM ET.
Week 3 will also begin on Tuesday, September 8th**

WEEK 3 (9/8 – 9/13): The U.S. Armed Forces in the Great War

Reading: Millett and Maslowski, *For the Common Defense*, Ch. 11

[“Between Acceptance and Refusal: Soldiers’ Attitude Toward War’](#)

[Civilian and Military Power](#)

Videos: Week 3 YouTube Playlist

Assignments: Week 3 Quiz

Week 3 Group Discussion

WEEK 4 (9/14 – 9/20): Military Policy and Innovation in the Interwar Period

Reading: Millett and Maslowski, *For the Common Defense*, Ch. 12

[Washington Conference 1921-1922](#)

[“Marching on History”](#)

Videos: Week 4 YouTube Playlist

Assignments: Week 4 Quiz

WEEK 5 (9/21 – 9/27): The United States, the Allies, and the ETO

Reading: Millett and Maslowski, *For the Common Defense*, Chs. 13, 14

[“What was life like for sailors during the Battle of the Atlantic?”](#)

New York Times Reporting, D-Day (Carmen)

Videos: Week 5 YouTube Playlist

Assignments: Week 5 Quiz

WEEK 6 (9/28 – 10/4): The United States, China, and the PTO

Reading: Millett and Maslowski, *For the Common Defense*, Chs. 13, 14

Cryptography and the Battle of Midway (PDF)

[“Racism in the war in the Pacific”](#)

[“Debate over the Bomb”](#)
[“The Double V Victory”](#)

Videos: Week 6 YouTube Playlist

Assignments: Week 6 Quiz

WEEK 7 (10/5 – 10/11): The Emergence of “Cold” Conflict and Testing Domino

Reading: Millett and Maslowski, *For the Common Defense*, Chs. 15, 16

[“A short history of integration in the US armed forces”](#)

[The Secret Air War over Korea](#)

[“The Forgotten Conflict that Shaped the Modern World”](#)

Videos: Week 7 YouTube Playlist

Assignments: Week 7 Quiz

Week 7 Group Discussion

WEEK 8 (10/12 – 10/18): Research Essay & Bibliography

Assignments: Research Essay Proposal & Bibliography

WEEK 9 (10/19 – 10/25): The Vietnam War

Reading: Millett and Maslowski, *For the Common Defense*, Chs. 17, 18

[The Key Battles](#)

[“Vietnam War Protests”](#)

[“Protests and Backlash”](#)

Videos: Week 9 YouTube Playlist

Assignments: Week 9 Quiz

WEEK 10 (10/26 – 11/1): Withdraw then Victory in the Cold War

Reading: Millett and Maslowski, *For the Common Defense*, Ch. 19

[“Fifty Years After the President’s Commission on an All-Volunteer Armed Force”](#)

Videos: Week 10 YouTube Playlist

Assignments: Week 10 Quiz

Week 10 Group Discussion

WEEK 11 (11/2 – 11/8): War and Peace in the 1990s

Reading: Millett and Maslowski, *For the Common Defense*, Ch. 20

[“Once Banned, then Silenced”](#)

The 9/11 Commission Report (pp. 1-14, 47-70, 325-334) (Carmen)

Videos: Week 11 YouTube Playlist

Assignments: Week 11 Quiz

WEEK 12 (11/9 – 11/15): The Wars in Iraq and Afghanistan

Reading: Millett and Maslowski, *For the Common Defense*, Ch. 21

“Leaving Vietnam, Insights for Iraq” (PDF)

“Political-Military Lessons from U.S. Operations in Vietnam and Afghanistan” (PDF)

Videos: Week 12 YouTube Playlist

Assignments: Week 12 Quiz

WEEK 13 (11/16 – 11/22): ISIS, Syria, Ukraine, and the U.S. Military Today

Reading: [“The Arab Spring Aftermath”](#)

[“The Rise of ISIS”](#)

[“Why is there a war in Syria?”](#)

[“Civil War in Syria”](#)

Videos: Week 13 YouTube Playlist

Assignments: Week 13 Quiz

Week 13 Group Discussion

WEEK 14 (11/23 – 11/29): HOLIDAY WEEK—NO ASSIGNMENTS

WEEK 15/16 (11/30 – 12/9): The American Military Experience Research Essay

Assignments: The American Military Experience Research Essay

Extra Credit Media Analysis: DUE Wednesday, December 9th at 11:59PM ET

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: 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.</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/mcCarthyism-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

Distance Approval Cover Sheet

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

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

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

If no, why not?

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: [About 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: [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 (optional):

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 (optional):

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 (optional):

Academic Integrity

For more information: [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 (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

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: [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: [Supporting Student Learning](#).

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 (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

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