



WAYLAND BAPTIST UNIVERSITY  
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES  
VIRTUAL CAMPUS

**Wayland Mission Statement:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section:**

HIST 3379X VC02 United States Military History

**Term:**

Spring 2020

**Instructor:**

Doctor James Powell

**Office Phone Number and WBU Email Address:**

806-352-5207 (WBU Amarillo Campus) by pre-set appointment since in the Virtual World, Adjunct Faculty have no "office." [james.powell@wayland.wbu.edu](mailto:james.powell@wayland.wbu.edu)

**Office Hours, Building, and Location:**

Doctor Powell checks the BB Course E-mail daily and will respond to any E-mail within 48-72 hours. Phone calls are only accepted at pre-arranged appointments since these must be pre-arranged at the Amarillo WBU Campus at the convenience of the Professor, Student, and the Campus open hours. Other virtual contact means can also be arranged by appointment such as Virtual Chat or Skype which may be better suited for student and Professor whose time zones and work hours make synchronizing times difficult.

**Preferred Email for Course Communication:**

The BB Course *E-mail* Link is located on the Left-Hand Menu/Toolbar

ALL communication between Student and Professor **MUST** take place within the **Course E-Mail Link on the Left-Hand Toolbar within BB** NOT via the standard Microsoft Outlook system, because regular Outlook programs can/do filter out what it determines is Spam. Thus, without the appropriate Subject Heading---or sometimes even with a correct one---this tool can dump a student post into the Spam folder preventing an important piece of information from reaching the Professor. This has led to student attempts at contacting the Professor disappearing into the void---never to be heard from again. More importantly, BB automatically keeps a permanent record of all exchanges, thus protecting both the Professor and Student if there is any question about something. Messages sent inside the Course Webpage using the *E-Mail* Link, including assignment submissions too, can't be deleted---thus providing an extra safety net when dealing with the sometimes-finicky technology. Finally, given the huge volume of E-Mails that we all receive each day, and with the Filtering system used, it is highly likely that your effort to contact the Professor may never be seen, or not viewed until it is too late to help you with whatever problem you wrote about in the first place. The risks associated with trying to send any messages that are Course/Grade related via the traditional Internet Outlook system are just not worth it. So **Please** take this seriously and write to me using only the Course Homepage E-Mail system within BB to guarantee a response from the Professor.

Remember that this is an Online course, and traditional telephone messages are simply not possible. First, I have no office at any WBU campus, but instead work from my home. No, WBU does not pay for either my Internet service or my telephone. Next, WBU is truly a global institution with students enrolled from almost every time zone on the planet. Thus, making overseas telephone calls, or long-distance calls between

widely differing time zones is unrealistic. Plus, this is, after all, a computer-based class, so to ease the issue for everyone, there will be no telephone communication, but we will instead rely upon the Course Homepage tool---which is very reliable and as noted, keeps a record of all exchanges. Think of it as having a permanent answering machine for our "talks." No kidding, since WBU students are enrolled from locations around the world, and may, in fact, even be on Active Duty in a military combat zone, or living in Alaska where it is snowing and below zero beginning in October while we are still sweating out the last hot days of a long Summer here in the Texas Panhandle---well you get the idea that using E-Mail is just the best overall solution. If necessary, Blackboard IM or a Chat Room can be used as a secondary method for us to discuss material that is too complex for an E-Mail.

### **CONTACT Time Frame:**

Ordinarily, your Instructor will respond to any e-mail within 48-72 hours. If you need immediate assistance, or do not receive a response within 3 days, send a follow-up e-mail. Be sure to check your Course Homepage and its e-mail often for messages from the Professor. It is also a good habit to send a Blind Copy of your message to yourself to confirm that the message did indeed go through the system. You can then just delete it after confirming that it is enroute to the Professor.

### **Class Meeting Time and Location:**

Students should purchase textbooks and receive them **prior** to the first day of class. In addition, students need to log-in, on or before, the first day of class through the [WBU Virtual Campus \(https://wbu.blackboard.com/webapps/login/\)](https://wbu.blackboard.com/webapps/login/). This process will activate their Account within Blackboard in preparation for the First Day of Class. This class is conducted completely online and does NOT require proctors for exams. All Exams and Assignments are submitted online through the course website. (See more details under "Attendance" requirements.)

### **Catalog Description:**

Selected issues/topics in America, European, and non-Western history. The selected topic this term explores the key themes, persons and events involved in the foundation of the United States Military from the American Revolution to the Present.

**Prerequisites:** None.

### **Required Textbook(s) and/or Required Material(s):**

- Chambers II, John W. and G. Kurt Piehler. *Major Problems in American Military History: Documents and Essays*. 1<sup>st</sup> Edition. Cengage, 1999 ISBN13:9780669335385
- Hess, Gary R. *The United States at War, 1941-1945*. 3<sup>rd</sup> Edition. Wiley-Blackwell Press; 2011. ISBN13: 9780882952819
- James, D. Clayton and Anne Sharp Well. *America and the Great War: 1914-1920*. Wiley-Blackwell Press; 1997. ISBN13: 9780882959443
- Martin, James Kirby and Mark Edward Lender. *A Respectable Army: The Military Origins of the Republic, 1764-1789*. 3<sup>rd</sup> Edition. Wiley-Blackwell Press; 2015. ISBN13: 9781118923887
- McPherson, James M. *The War That Forged a Nation: Why the Civil War Still Matters*. Oxford University Press, 2017. ISBN13: 9780190658533 (Paperback)

### **Course Outcome Competencies:**

Upon completion of this course, students will be able to understand and describe:

- The key themes, persons and events involved in the foundation of the United States Military from the American Revolution to the Present.
- The development of a professional military to wage the American Revolution, and the reasons why the Commander-in-Chief General George Washington sought this type of force.
- The issues and events involved in round two in fighting the British during the War of 1812, along with those which shaped America's territorial expansion, 1800-1848.
- The dramatic growth of the military during the Civil War era, and the impact of a largely non-professional officer corps coupled with the key individuals holding the most senior command positions in both the Union and Confederate armies.

- America's rise as a global power and the influence of military intellectuals primarily relating to naval technology and its role on the world stage. A key focus is also the transition from the age of sail to coal and then oil-fired ships plus global basing and trade.
- The causes, leadership and consequences of World War I with particular emphasis upon the technological leaps made during the conflict.
- The rise of Fascism leading to World War II and how the U.S. military, although slow in responding to the development of new technologies during the interwar years, rapidly made wholesale changes both technologically and in the force structure, and the blending of the U.S. military and private sector into what would later be called, "the military-industrial complex." How the "American way of war" led to success on the battlefield at the tactical-level as enlisted personnel were given more authority to act or provide input than any other nation's fighting forces.
- The military strategy and technology developed because of the Cold War and how so-called "proxy wars" were waged to prevent a face-to-face confrontation between the two (and later 3) superpowers from 1945-1991.
- The Post-Cold War military evolution from traditional super-power confrontations asymmetrical conflicts, often religiously motivated and waged in areas that contain strategically vital materials such as petroleum.

### **Attendance Requirements:**

#### WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

#### Additional Attendance Requirements:

Regular log-on is necessary for satisfactory achievement. Students must log into the course daily, or at minimum of every 48 hours. This requirement is based upon the student's need to be informed on many issues that can arise, including changes in their course, any WBU announcement posted for the entire class, and in order to stay in contact with their Professor, who may feel that important information is not being understood by the students enrolled in the Virtual Campus, or WBU. Experience has demonstrated the important role played by the Professor's Discussion postings in assisting students in successfully completing the class. So, remember to check the Homepage on a regular basis.

It is the responsibility of each student to keep track of their assignments. Students must have daily access to a computer and a reliable Internet connection to enroll in, and to succeed in this course. Technical problems with a Student's computer or Internet provider are not valid excuses to miss Assignments, Exams, or other Due Dates. Students should plan ahead to have access to a back-up computer at a family member's home, friend's location, local school, or local city library. If a technical problem does occur, students should immediately send an e-mail to the Virtual Campus Help Desk,

where specialists in this technology can provide assistance. You must also send a note to your Professor via the Course Homepage explaining the difficulty and the Date, Time and Steps taken to solve the issue. Should the problem not be addressed by the Help Desk, they will provide the Professor with a detailed report of ALL actions taken and the Professor will then decide if the Student can be allowed to complete the work in another fashion. If you cannot use e-mail, telephone your Professor as a last resort to explain the problem. Remember, however, that this is an Online course, and traditional telephone messages may take longer to be returned since they are outside of the normal communication chain. If you reach your Professor's voicemail, leave a message explaining the trouble and contact information where you can be reached. Expect an e-mail response via the Course Homepage as the primary means of return contact, not a telephone call, since students are enrolled from around the world, and may, in fact, be on Active Duty in a military combat zone, or live in Alaska or Hawaii and so on. This makes telephone communication problematic to say the least. If necessary, a Chat Room can be created as a temporary method to discuss material that is too complex for a standard e-mail.

Online students play by a slightly different set of rules than classroom-based students. Because your Professors have no opportunity to meet you face-to-face, or to conduct any real discussions with the class as a group, you pay a penalty when it comes to the final class averages. Unlike those who are in a regular course, day-in and day-out for 15 weeks and who can participate in the give-and-take of the academic process, there is no room for leeway when it comes to averaging a student's grade. The nearest thing to classroom participation/discussions are found in the Course Discussion postings that are done by each student posted on the Course Schedule. These are student led learning tools, but they also give your Professor a glimpse into how well you are learning the material, and substitute for the in-class debates found in the normal lecture format. So, the Trade-Off for flexibility and not driving to class each week is that you must participate in these Discussions in order to give your Professor the best opportunity to assess your overall performance in the class. Failure to do these has often made the difference between a student earning an "A" instead of the "B" they got and did not want. So please remember to take full advantage of both the learning process and the assessment tool provided by these Participation posts.

**NOTE:** Contact the Professor immediately if you have a family emergency such as an unexpected major illness or family death, are on Active Duty serving in a war zone and must be offline temporarily, or have any other justifiable reason why you are unable to meet the Due Dates. However, change of military assignments or TDYs, changing work schedules, or other occurrences caused by a busy life are not acceptable excuses for missing the assignments---with rare exceptions that are approved by WBU. Plan ahead.

### **Statement on Plagiarism and Academic Dishonesty:**

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

### **Instructor's policy on Academic Dishonesty:**

Occasionally a few students will attempt to cheat or plagiarize. Students caught will receive a grade of F (0 points) for that assignment. Additionally, such students may receive a grade of F for the Course and may be suspended from the College (penalties which become a permanent part of a penalized student's record and cannot be eliminated by the repeat-option). If you are unsure about the definition of plagiarism, see the links available to Students or visit with your Professor.

Plagiarism includes, but is not limited to:

- downloading a free or purchased paper
- copying an article from the web or electronic database
- translating a foreign web article into English
- copy a paper from a local source
- cobbling -- cutting and pasting to create a paper from several sources (including web sites) even if properly cited
- excessive quoting (more than 20% even if properly cited)

- quoting less than all the words copied
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation
- recycling work from a previous or current course, whether your own work or another student's work.

Review the Plagiarism Handouts located on the “*Course Info*” Link on the Course Webpage.

**Choosing Good Sources for Historical Research:**

Students often search for additional information about historical events to supplement their understanding of the material in preparation for essays, discussions, and even Exams. To correctly interpret historical issues requires an accurate knowledge of the facts, so you can also consult secondary sources such as the work of other historians. Students are, however, STRONGLY cautioned to choose these extra sources, particularly Internet sites, with care. Websites, such as Wikipedia or Yahoo, DO NOT necessarily contain reliable facts, documentation, or interpretations, and therefore, should not be used in a college course, without other means of corroboration. NEVER, cite these websites as official documentation even if you use them for a “Quickie” look at what they say about some topic. Remember that websites like Wikipedia even post disclaimers, informing users that their material may or may not be valid [Wikipedia Disclaimer \(http://en.wikipedia.org/wiki/Wikipedia:Disclaimers\)](http://en.wikipedia.org/wiki/Wikipedia:Disclaimers). Students should, instead, choose sources from the WBU Virtual Library such a History Cooperative, JSTOR, or other refereed journals. For websites, learners should select places where the author can be identified as a scholar, historian, or other knowledgeable person. Such examples would include websites ending in .edu or .org. Websites helpful to students in this course already examined by the Professor are available via the "Web Resources" link through the Course Homepage. **Use of Wikipedia, Yahoo, any Encyclopedia, any Dictionary, general History websites (like History.com) or other such websites mentioned above will receive a letter-grade deduction (generally this means a minimum of a 10-point loss). Using as “sources” such non-academic web sites like Wikipedia, Yahoo, Encyclopedias, Dictionaries, or even general History websites (like History.com) among others with similar designs and intent will result in a reduction in points appropriate to the infraction on submitted the Assignment. Use solid academic sources, and if in doubt, ask the Professor to be certain that you avoid penalties.**

**Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria:**

<p>Tests:</p>	<p>Students will take two (2) Non- Proctored Exams taken online. You may use any of the books or other assigned readings to answer the questions---<b>NO</b> Outside material from Online sources is allowed unless specifically stated by DR J. You must provide both appropriate footnotes for each answer and a Bibliography for the entire Test.</p> <p>The Exams will be given as a Mid-Term and a Final using the following format: Each Test will consist of four (4) Short Answer responses of roughly 250-300 words each, not including the footnotes. The key to these, as you probably know, is to provide the <b>Who, What, When, Where</b>, and most importantly, the <b>Why</b> is the subject significant.</p>
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	<p>The two Exams are scheduled to open at 1200 Hours (12:00-Noon) and will stay open for roughly four (4) days depending on the calendar. Once opening at 1200 Hours the Exam will remain available until the evening of the 4th day---closing at <b>11:55 p.m.</b> (just before Midnight) Central Time. Note that time will be changed from Central Standard Time when the Term begins to Central Daylight Savings Time by the end of Term. Make sure you double-check your computer or whatever timepiece you use when taking these Exams or submitting any other assignments. This format allows students <b>84 hours over a four (4) day window</b> in which to take each of these two major Exams. There is no set-time limit for you to complete the Test once you open it, other than the obvious 4-day window. But assure that you have guaranteed yourself enough time, with no distractions and that you have all of your books and readings close at hand prior to opening the Exams. <b>Each of these major Exams is worth 25% of your class average---or a total of 50% for the two combined grades.</b></p> <p>Both the Mid-Term and Final Exam submission <b>MUST</b> be sent through the SafeAssign tool and checked for plagiarism. <b>This course requires a SafeAssign score of 20% or less for any Non-Proctored Assignment to be accepted.</b> A rating of 40% or greater reflects blatant plagiarism, meaning a student relied upon someone else for almost one-half of their work.</p> <p><b>BE FOREWARNED</b> ---The current version of SafeAssign will only accept .doc, .docx, and .pdf files at sizes of 10 MB or less. No Google or Apple documents are accepted by the Blackboard Tool (save as a pdf). <b>ALSO</b>---The SafeAssign Link allows only <b>ONE upload attempt so your EXAM must be created and SENT as ONE complete document (including a Cover Sheet, Exam and a Bibliography all together) using the SafeAssign Link!</b> REMEMBER, once you hit that "Submit" button to upload and send your Exam, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file format prior to sending your Exam! Students needing assistance saving or uploading their Exam on the SafeAssign Link should contact the WBUonline Help Desk <b>PRIOR</b> to making their one attempt with the provided link on the left-hand menu on the Course Webpage.</p>
<p>Student Interaction/ Participation</p>	<p>WBU requires that students participate in the course interactively on a regular basis. I have opted to have everyone engage in Two (2) separate Discussions that are each divided into two-parts. The question options for each of the Two separate Discussions will be posted under the <b>Discussion Forum Link</b> on the left-side Toolbar and taken from the readings assigned for that portion of the course. So there will be One (1) Discussion assignment from the class prior to taking the Mid-Term Exam, and the Second will cover material read for the Final Exam.</p> <p>Each person will provide Two (2) submissions for each of the listed Discussions. The first one is labeled as your "Long Answer" posting, of approximately 350-450 words in-length. Students should write in a thoughtful and in-depth fashion using the normal rules of grammar and construction including footnotes and a Bibliography. The rules for answering Discussion questions are located at the top of the Discussion Forum and in the Discussion Rules (under the <i>Course Info</i> Link then to Course Policies). This is part-one of your Discussion response.</p> <p>Next you must select a Long Answer post from one of your classmates, and after a careful reading, submit a "Commentary" on their work that is about 250-350 words long. This post also needs footnotes, but these will likely be addressing something</p>



	<p>specific found in the answer you are critiquing. However, <b>NO</b> Bibliography is required for your Commentary response.</p> <p>Remember the rules of civility apply, and that your own Long Answer post will probably be chosen for assessment too. So, make your analysis of your classmate's Long Answer be thoughtful and placed in the proper context of this class. The idea here is to learn from each other, and to practice the art of assessing both the writing and the research of others which becomes more critical as you advance in your education--in any field of study.</p> <p>The window for all Long Answer posts on both Discussions will open on a Friday at 0800 (8:00 am) Central Time and remain open for six (6) days, closing at 2355 (11:55 pm) Central Time on the following Wednesday. The dates for these are listed under the <i>Course Schedule</i> Link on the Toolbar. The window for submission of your Commentary will then open on the next Friday (yes only 36-hours later) and remain open once again until Wednesday evening at 2355 (11:55 pm) Central Time. While the windows between the Long Answer and Commentary are only 36-hours apart, remember that you actually have six (6) days to submit each so there is plenty of time to do each one. I urge you to try and submit the Long Answer postings as soon as possible for each of the two Discussions. Waiting until the last minute is unfair to those who need/want time to compose in-depth Commentaries, so treat your classmates as you wish to be treated.</p> <p>Each of these two-part Discussions comprises 20% of your Course Grade. The Long Answer and Commentary count as one-single score and will appear that way in the Blackboard Grade Book. The two (2) Discussion assignments combined make up 40% of your class average.</p>
Pre/Post Test	<p>The WBU History Department now requires that all students complete both a Pre-Test and Post-Test assignment to assess their knowledge of history. The dates for these are found under the <i>Course Schedule</i> Link, and the actual Quizzes are found under the <i>Exams</i> Link. Remember, students <b>MUST complete BOTH</b> to earn the 100 points or 10% of their Final Course Grade for this Assignment. Completing only <b>ONE</b> will earn ZERO points.</p> <p>The Pre- and Post-Test are participation <b>ONLY</b> credit – meaning your actual score on the Quiz is not important – it is your participation in <b>BOTH</b> the Pre and Post Tests that earn the 100 points and 10% of the Final Course Grade. However, everyone should attempt to do their best on these Tests to provide the clearest results for the History Department, which is engaged in the larger effort to improve the quality of social studies education in America. Most educational reform efforts over the past several decades have focused upon STEM areas, but this has led to a significant decrease in vital knowledge about social studies in a rapidly changing (and often very hostile) world. This is particularly important for the post-9/11 generation and a baseline understanding of what a bright College Freshman knows or learns over a term is essential for proper improvements to be made.</p>

**Method of determining course grade:**

Course grades will be determined by the student's total accumulated average. As stated, the TWO (2) major Exams (the Mid-Term and Final) comprise a total of 50% of your course grade. The TWO (2) Discussions (with 2-parts in each one) are another 40% of your average (20% for each Discussion). The last portion is the WBU mandated Pre- and Post-Test of which **BOTH MUST** be completed to earn the 10% of the course grade.

**There is NO extra credit offered--so Please Do Not Ask. This Syllabus is a Contract between the student and professor and alterations are not allowed. I have made every effort to help busy students succeed and have found during my 3-decades of University teaching that Make-Up assignments are just more work for an already over-stressed individual who is behind in not just my class---but usually others as well. Trying to do academically rigorous Make-Up assignments while keeping up with current tests or writing projects adds more strain since those Due Dates just keep coming. So, I have opted to limit the number of assignments, spreading them out as much as WBU's odd 11-week terms will allow (I am one of the old geezers who earned my 4 degrees in 16-week semesters). I hope that helps explain why there are no Make-Ups--Cool?**

To view your Grades, click on the "*My Grades*" Link within the Virtual Campus Course Webpage. Manually calculate your Grade or Current Average using the Course Syllabus.

Mid-Term and Final Exams	50%
Discussion Posts (2 parts for each)	40%
Pre and Post Test (BOTH MUST be completed for credit)	10%

**GRADE SCALE:**

A	90 and above
B	80-89
C	70-79
D	60-69
F	Failing (below 60)

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the "I" is converted to a grade of "F."

**Student Grade Appeals:**

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Additional Information:**

**Etiquette:**

The study of history is important and deserves respect from both the Professor and from Students. Everyone has an obligation to cultivate an environment for learning that enhances the ability to pursue the shared interest in history. Respect for one another and for their ideas and values are essential for a strong community for the study of the Human Story that is history. Respectful students bring a strong work ethic to the course and are expected to log-on to the class regularly, be prepared for each class, and be attentive to discussions and online chats. A shared respect for one another is essential to the academic integrity and a comfortable learning environment. Everyone must do their part to maintain a



climate of openness and civility that encourages and honors intellectual achievement. If you need to review the standard for Net Etiquette rules, see the [Netiquette Rules](#) for more information.

### **Teaching & Learning Strategy:**

The class is approached as an on-line instruction tool to learn about the evolution of U.S. Military History by examining the people, events and technology that changed over time. The course was designed to be completed during a regular 11-week Term. Thus, students must schedule, on average, approximately 10-15 hours per week to accomplish the assignments required in an Upper-Level course of this complexity while reading material of 150-200 pages per week. It is recommended for the student to block out time in your day planner three times a week for completing reading, reviewing Internet sources, and course work, just as you would if you were on campus.

This course stresses interaction between the students emphasizing their ability to engage in what is known as "Active Learning" a form of the Socratic Method. The goal is to avoid the drudgery of traditional lecture formats (via Skype etc.) and uses books and supportive articles, mixed with primary documents to better understand the subject. Students should view and/or print off the class Syllabus and Calendar regularly to keep track of posting dates for exams, and other graded projects. In addition, regularly check the Course Homepage and Course e-mail for notices about any changes in the class or content materials. Participation in this course is crucial to success in any student driven learning process.

Since this course is offered as an online class, individualized learning is the key. Your ability to read the books and additional material while learning on your own to identify major themes and linking material together into a complete history of U.S. Military History is crucial. The Professor (DR J) is, however, available by via E-Mail to discuss in-depth anything you do not understand. Never hesitate to write me and ask questions, even if they are only for your edification and not tied directly to an assignment. But the burden of learning falls upon the individual student.

### **Copyright of Course:**

Courses and course presentations/materials shall not be reproduced, distributed, re-used, or revised without prior knowledge and consent of the Professor. Copyright of courses and course presentations are owned by the Professor just as in the case of traditional materials such as books or articles.

### **BACKGROUND READINGS:**

Students need a solid background on the major events of American history. If you need to acquire, brush-up on your American history, or delve into the political and foreign policy developments in any era in American history, then consult the following:

Suggested General American history survey textbooks (may be available at a local Library):

John Faragher, et al., *Out of Many: A History of the American People*.

Alan Brinkley, *American History: A Survey*.

George Brown Tindall & David Emory Shi, *America: A Narrative History*.

Robert A. Divine, et al, *America, Past and Present*.

### **Computer Requirements:**

Regular log-on is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to keep track of their assignments. Students must have regular access to a computer and a reliable Internet connection to enroll in this course. I repeat, these are minimum requirements for all students in every online course. Technical problems are not an excuse to miss a posted Graded Exam or Discussion assignment Due Date. Students should plan ahead to have all work submitted earlier than the last Due Date in the event of a computer malfunction, and everyone should also have access to a back-up computer at a family member's home, friend's location, local school, or local city library so they may still meet all assignment dates. Students may also want to download the Student Blackboard Mobile App for their Smart Phone. Many learners have used this App to successfully interact in the Course as well as upload and/or complete Assignments. This is one of the trade-offs for the convenience of a Virtual class. When technical problems occur, students need to send an E-Mail to the **WBU Help Desk** explaining the difficulty, and copy your Professor (DR J) as well. If you cannot use E-Mail, call the Help Line and not

your Instructor to explain the difficulty since I am many things---but a computer expert is not among them---just ask my wife. It is amazing that I could make the transition from flying what were known as "Steam Gauge" jets to the Glass-Cockpit "fly-by-wire" generation. I loathe computers and yet here I am retired from the classroom and teaching on---you guessed it---a computer. Go Figure. Anyway, you should only leave a summary of your trouble and your response to it on DR J's E-Mail inside the Course Homepage. I am given a Help Desk summary of their efforts to diagnose and fix the issue for you.

**Go to the Course Webpage on WBU Virtual Campus and select the "Course Info" Link:**

- Save a copy of the Course Syllabus to keep readily available for reference during the Term.
- Print out the Course Schedule on the "*Course Schedule*" Link and post somewhere prominent.
- Review and be familiar with ALL Course Policies.

***\*\*Changes or adjustments in Course Material, Course Schedule, or other parts of this Course Syllabus may be made during the semester if circumstances warrant.***

**Schedule:**

**Graded Exams:**

No proctor is used as both Exams are completed online. Both the Mid-Term and Final Exams are scheduled on the Course Calendar to begin at 12:00 p.m. Noon on the date listed (usually Friday) and ending at 11:55 p.m. Midnight (usually Monday) per the calendar. The **Two Exams are NOT Timed and you MAY use your assigned books or articles in creating your answers.** However, this means you also need to provide footnotes and a Bibliography for them. Footnotes are numerical and restart at the numeral One (1) for each answer---while the Bibliography covers all of the sources you used even if not cited in a footnote. **You cannot Exit and Return to the Exam---** So do not answer your door, or the telephone if it rings, banish your spouse, children or significant other while testing, and be aware of any weather-related issues that may develop since we are in that odd time of year when it might snow or we could have an ice storm during the Mid-Term and then a Tornado by the time we reach the Final. So do not start a Exam during a thunderstorm!

Students **MUST** submit all Assignments and Graded Exams electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

## **HIST 3379X VC 02 -- Course Schedule -- SPRING 2020**

**Assignments:** Unless otherwise noted, all assignments are due before 11:55 p.m. (just prior to Midnight) Central Time (CT) on the final date listed. All dates refer to the 2020 Calendar Year and all times refer to the appropriate seasonal CT (Central Time). Students **MUST** submit all Assignments electronically per the appropriate Instructions on the Course Syllabus/Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

**Computer Problems?** Contact the WBUonline Help Desk immediately, available 24/7. Technical problems are not an excuse to miss a posted Assignment Due Date. Turn in assignments early and/or have backup plan.

Date (Start of the Week)	Week/Topics	Reading Assignment	Dates of Exams/Pre- & Post-Tests	Dates of Discussion Board
2/24	Week 1 (A Few Instructions)	Purchase books. Familiarize yourself with the syllabus, policies, <i>Course Info</i> page, and other areas of the course	Exams are Available on the "Exams" link Pre- and Post-Tests are Available on the "Exams" link	Locate Questions & Post Entries on the " <i>Discussion Forum</i> " link NOTE the TWO Separate Open/Due Dates Below on Discussion Boards.
2/24	Week 1 Introduction to Military History	<b>WEEKLY READING ASSIGNMENTS ARE LISTED BELOW</b>	PRE-TEST 2/24 - 3/2 <b>DUE NO LATER</b> than Monday 2 March 2020.	Introduction Forum DUE 3/2
3/1	Week 2 American Revolution			
3/8	Week 3 The Military in a New Nation			<p>Discussion Forum One (1) Opens Friday 3/13 <i>Individual Long Post</i> DUE Weds. 3/25 <i>Long Answer Post</i> <b>DUE NO LATER</b> than Weds. 25 March 2020 by 2355 or 11:55 pm CT</p> <p><b>**NOTE:</b> The Discussion Bd. will be open during the Spring Break Holiday. Students can choose to respond before/during/after the Break--However WBU Rules prohibit DR J from interacting with you during Spring Break.</p>
3/16 - 3-20	Break	Spring Break		
3/22	Week 4 The Civil War			<p>Discussion Forum One (1) for <i>Commentaries (Replies)</i> Open Friday 3/27 <i>Commentary Post</i> DUE Weds. 4/1 One <i>Commentary Post</i> <b>DUE NO LATER</b> than Weds. 1 April 2020 by 2355 or 11:55 pm CT</p>
3/29	Week 5 The Indian Wars		Mid-Term Exam 4/3 - 4/6 Mid-Exam (First	

			Exam) Due anytime between: Friday 3 April 2020 to Monday 6 April 2020 but <b>DUE NO LATER</b> than 2355 or 11:55 pm Central Time on MONDAY 6 April 2020	
4/5	Week 6 World War I			
4/12	Week 7 World War II			
4/19	Week 8 The Limited Wars: Korea and Vietnam			Discussion Forum Two (2) Opens Friday 4/24 <i>Individual Long Post</i> DUE Weds. 4/29 <i>Long Answer Post</i> <b>DUE NO LATER</b> than Weds. 29 April 2020 by 2355 or 11:55 pm CT
4/26	Week 9 Persian Gulf War			Discussion Forum Two (2) for <i>Commentaries (Replies)</i> Opens Friday 5/1 <i>Commentary Post</i> DUE Weds. 5/6 One <i>Commentary Post</i> <b>DUE NO LATER</b> than Weds. 6 May 2020 by 2355 or 11:55 pm CT
<b>5/1</b>	<b>Last Day to Drop</b>	Please visit with an Adviser before dropping course.		
5/3	Week 10 9/11 and Beyond	Chapters 14 & 15	Final Exam 5/8 - 5/11  Last Exam (Final) Due anytime between: Friday 8 May 2020 - Monday 11 May 2020 but <b>DUE NO LATER</b> than	

			Monday 11 May 2020 before 2355 or 11:55 p.m. Central Time POST TEST 5/10 - 5/13	
5/10	Week 11	You have completed the course. Congratulations!	Complete Week 10 Assignments by 5/11	

## WEEKLY READING ASSIGNMENTS FOR HIST 5379X VC 02 US MILITARY HISTORY

**Please do not panic at the apparent number of assignments since many of these are Primary Documents of between 1-3 pages and will not strain you at all.**

### WEEK ONE 2/24/20

From *Major Problems in American Military History: Documents and Essays* (Hereafter referred to as *Major Problems*).

*CHAPTER 1. Diverse Approaches to American Military History*

ESSAYS that set the stage for understanding the unique military/social contract:

Russell F. Weigley, *How Americans Wage War: The Evolution of National Strategy*

Richard H. Kohn, *Exploring the Social History of the Military*

Alex Roland, *Weapons and Technology Drive the American Military*

Dennis F. Showalter, *The Importance of Battle History*

### WEEK TWO 3/1/20

From *Major Problems*

*CHAPTER 2. The Colonial Era: Native American Versus European State Warfare*

ESSAYS

Don Higginbotham, *A Different View of the Evolution of the Militia to the Continental Army*

*CHAPTER 3. The American Revolution: Who Fought and Why?*

DOCUMENTS

1. Loyalist Peter Oliver Tells How an American Prisoner of War Justified His Enlistment to His Captors (1775), c. 1777-1781

2. General George Washington Explains His Strategy, 1777

3. Jeremiah Greenman, an Enlisted Man, Recounts the Bloody Battle of Monmouth, 1778

4. Private Joseph Martin Provides the Only Contemporary Account of "Molly Pitcher" (1778), 1830

5. A Militia Company Worries About Indians and Local Safety, 1781

6. Samuel Sutphin, a Black Slave, Tells of His Service in the Revolution (1781-1783) and His Freedom, 1834

7. Sarah Osborn, a Soldier's Wife, Relates How She Accompanied the Continental Army to Yorktown (1781), 1837

ESSAYS

Mark E. Lender, *Enlistment: Economic Opportunities for the Poor and Working Classes*

Gregory T. Knouff, *Enlistment: The Complexity of Motivations*

BOOK -- Begin Reading: *A Respectable Army: The Military Origins of the Republic, 1764-1789.*

### WEEK THREE 3/8/20

(NOTE that ALL readings from Weeks 1-5 will apply to Discussion One)

From *Major Problems*

*CHAPTER 4. The New Nation, the Military, and an American Way of War*

DOCUMENTS

2. General George Washington Calls for a Standing Army, 1783
3. The Constitution's and Bill of Rights' Provisions on War and the Military, 1787, 1791
4. Antifederalists Fear a Large Military, 1787
5. Thomas Jefferson Advises an Economic Alternative to War, 1793
6. Alexander Hamilton Urges the Need for Defense and War, 1798
7. Andrew Jackson Proclaims War as a Crusade, 1812

ESSAYS

John Shy, American Wars as Crusades for Total Victory

Reginald C. Stuart, The Early Republic and Limited War

*CHAPTER 5. The Army, Professionalism, Jacksonian Democracy, and Manifest Destiny*

DOCUMENTS

4. General Ethan Allen Hitchcock Agonizes over the Seminole and Mexican Wars, 1840-1848
5. Lieutenant William T. Sherman Disdains Politics, 1844

ESSAYS

William B. Skelton, An Officer Corps Responds to an Undisciplined Society by Disciplined Professionalism

BOOK – Complete Reading: *A Respectable Army: The Military Origins of the Republic, 1764-1789.*

**WEEK FOUR 3/22/20**

From *Major Problems*

*CHAPTER 6. Generals, Soldiers, and the Civil War*

DOCUMENTS

5. Private James Henry Gooding, a Northern Black Soldier, Fights for Freedom and the Union, 1863
6. General Ulysses S. Grant, U.S.A., Commits the Union Army to Relentless Offensive, 1864
7. General William T. Sherman, U.S.A., Justifies Taking War to the Civilians, 1864

ESSAYS

Mark E. Neely, Jr., The Generalship of Grant and Sherman: Was the Civil War a Modern "Total" War? A Dissenting View

BOOK – Read from *The War That Forged a Nation: Why the Civil War Still Matters.*

CHAPTER 1. Why the Civil War Still Matters

CHAPTER 3. A Just War?

CHAPTER 4. Death and Destruction in the Civil War

CHAPTER 6. The Rewards of Risk-Taking: Two Civil War Admirals

CHAPTER 9. A. Lincoln, Commander in Chief

CHAPTER 10. The Commander Who Would Not Fight: McClellan and Lincoln

**WEEK FIVE 3/29/20**

(Complete ALL reading for Weeks 1-5 prior to the opening of the Mid-Term Exam)

From *Major Problems*

*CHAPTER 7. Indian Wars on the Great Plains*

DOCUMENTS

1. George Bent, Cheyenne Indian, Decries the Massacre of Native Americans by the Colorado Militia at Sand Creek (1864), 1905-1918
3. General William T. Sherman Approves Wiping out the Hostiles, 1868
4. Lieutenant Frederick Benteen Depicts the Battle of the Little Big Horn, 1876
5. Iron Hawk, a Hunkpapa Sioux/Lakota Warrior, Recalls the Battle of the Little Big Horn (1876), 1932
6. General George Crook Defends the Indians, 1884

ESSAYS

Stephen E. Ambrose, George Armstrong Custer: A Reckless Commander Brought Down by His Own Mistakes

## **WEEK SIX 4/5/20**

From *Major Problems*

### **CHAPTER 8. Armed Forces and an Expanding World Power**

#### DOCUMENTS

2. Admiral Mahan Champions Sea Power Through Battleships, 1890
3. Colonel Theodore Roosevelt Boasts of His "Rough Riders" at San Juan Hill (1898), 1899
4. Sergeant William Payne, a Black Trooper, Portrays Black Regulars Helping to Take San Juan Hill (1898), 1899

### **CHAPTER 9. World War I: The Challenge of Modern War**

#### DOCUMENTS

1. President Woodrow Wilson Wants a Drafted Army, Not the U.S. Volunteers, 1917
2. Senator Robert LaFollette Opposes the Draft, 1917
3. Laura Frost, a U.S. Army Nurse, Recalls Her Experiences at the Front in France (1918), 1918-1997
4. General John J. Pershing Insists on a Separate American Army in France, 1918
5. American Expeditionary Force (AEF) Combat Instructions Stress Open-Field Tactics, Not Trench Warfare, 1918
6. Theodore Jones, an AEF Artilleryman, Recounts His First Exposure to Combat, 1918
7. General George Marshall Describes Some Inadequacies of the AEF (1918), 1930

#### ESSAYS

Donald Smythe, The Wisdom of a Separate American Army

### **CHAPTER 10. Innovation in the Interwar Years**

#### DOCUMENTS

1. General William ("Billy") Mitchell, Army Air Service, Calls for a Unified Air Force and Declares Strategic Airpower the Key to Victory, 1920
3. Air Corps Tactical School Argues for Tactical as Well as Strategic Airpower, 1931-1932
6. Colonel George Patton Speculates on the Future of Armored Vehicles, 1936

BOOK – Read: *America and the Great War: 1914-1920.*

## **WEEK SEVEN 4/12/20**

From *Major Problems*

### **CHAPTER 11. World War II: Ground Combat in Europe and the Pacific**

#### DOCUMENTS

1. Private E. B. Sledge, U.S.M.C., Remembers Heavy Fighting at Peleliu (1944), 1981
2. Sergeant Robert Slaughter, U.S. Army, Recalls Struggling Across Omaha Beach in the D-Day Invasion (1944), 1993
4. Private Gertrude Pearson, an Army WAC, Remembers Her Experiences Near the Front in the Ardennes (1944), 1995
5. American Soldiers Explain Their Views Towards Combat (1944), 1949
6. Lieutenant J. Glenn Gray Reflects on Men in Battle (1943-1945), 1959

#### ESSAYS

Michael D. Doubler, The Superiority of American GIs

From *Major Problems*

### **CHAPTER 12. World War II: Strategic Bombing in Europe and Asia**

#### DOCUMENTS

1. U.S. Army Air Corps Puts Forward a Strategic Bombing Plan Against Germany, 1941
3. Lieutenant Chester ("Chet") Szarawarski, an American Bomber Pilot, Recounts a B-17 Bomber Raid, 1944
4. U.S. Strategic Bombing Survey Appraises the Bombing Offensive Against Germany, 1945
5. Beneath the Bombs: Tomizawa Kimi and Kobayashi Hiroyasu, Japanese Civilians, Shudder over the Firebombing of Tokyo (1945), 1992
6. U.S. Strategic Bombing Survey Assesses the Incendiary Bombing of Tokyo and Seven Other Japanese Cities, 1947

#### ESSAYS

Conrad C. Crane, The Air Force Struggled to Maintain a Moral Stance



Paul Fussell and Michael Walzer, *A Defense of the Atomic Bomb and a Dissent*  
BOOK – Read: *The United States at War, 1941-1945*.

### **WEEK EIGHT 4/19/20**

(NOTE that ALL readings from Weeks 6-10 will apply to Discussion Two)

From *Major Problems*

#### **CHAPTER 13. *The Korean War and MacArthur's Leadership***

##### DOCUMENTS

1. Lieutenant Beverly Scott, a Black Infantry Officer, Portrays Desegregation and Combat (1951-1952), 1993
2. Private William Boldenweck, a Marine, Remembers the Inchon Invasion (1950), 1997
3. General Douglas MacArthur Urges a Wider War, 1951
4. President Harry Truman Fires MacArthur, 1951
5. General Omar Bradley, Chairman of the Joint Chiefs of Staff, Faces Congressional Cross-Examination on the Meaning of Limited War, 1951
6. General Matthew Ridgway, MacArthur's Successor, Keeps the War Limited, 1951

##### ESSAYS

Roy K. Flint, In Defense of Truman: MacArthur Had Limited Vision as a Theater Commander

#### **CHAPTER 14. *The Vietnam War: Political-Military Decisions and Combat Experiences***

##### DOCUMENTS

1. The Joint Chiefs of Staff Differ with the President over Restraints on the U.S. Role in the Vietnam War, 1964
2. Secretary of Defense Robert McNamara Recommends a Limited Graduated U.S. Response in Vietnam, 1964
3. Joint Chiefs of Staff Complain that McNamara's Proposals Will Not Win the War, 1964
4. National Security Council Endorses the Johnson-McNamara Plan for Limited U.S. Response, 1964
6. Colonel John Paul Vann, a Field Officer, Denounces Inflated "Body Counts," 1968
8. Specialist 4 Richard J. Ford III, a Black Soldier, Recounts the War and Racism (1967-1968), 1984
10. Sergeant Ron Kovic, Marine Veteran, Agonizes over the Meaning of the War and Recalls His Transition from Warrior to Dissenter, 1985

##### ESSAYS

Robert Buzzanco, Senior Military Officers Warned Against Vietnam

H. R. McMaster, Senior Military Officers Were Derelict in Going Along

### **WEEK NINE 4/26/20**

From *Major Problems*

#### **CHAPTER 15. *The Persian Gulf War and Peacekeeping in the Post-Cold War World***

##### DOCUMENTS

1. Major Doris Kessler and Major Richard Gabriel, Both U.S. Army, Debate Women in Combat, 1980
3. Captain H. R. McMaster Recounts a Tank Battle in the Desert (1991), 1994
4. General H. Norman Schwarzkopf Defends Strategy and War Aims, 1992
5. U.S. Government Report Assesses the Effectiveness of Air Power During the Gulf War (1993), 1995
6. Secretary of Defense William Perry Justifies Sending U.S. Peacekeepers to Bosnia, 1995

##### ESSAYS

Richard P. Hallion, Land-Based Airpower Brought Victory in the Gulf War

ADDITIONAL READING will be posted on the Course Webpage.

### **WEEK TEN 5/3/20**

(Complete ALL reading for Weeks 6-10 prior to the opening of the Final Exam)

ADDITIONAL READING will be posted on the Course Webpage.