

History 428: The American Military Experience since 1899 – Syllabus (Spring 2021 - Hybrid)

Institution: University of Wisconsin - Madison

Subject: History

Class Meetings: M 11:00-11:50 / otherwise asynchronous

Meeting Location: Mosse Humanities 3650

Instructor: Mr. Thomas A. Rider II

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Office Hours: WF 1100-1200 (online)

1. Course Overview: History 428 broadly examines United States military history from the close of the 19th century through the nation's 21st century conflicts in Iraq and Afghanistan. This course embraces the scholarship and orientation of the "New Military History," in that it explores the relationship between war and all aspects of American society. While we will not ignore the study of strategy, campaigns, and battles, we will consider them within the broader context of the American experience. Ultimately, this course provides an appreciation of how war has shaped the United States and helped define its interaction with the world. This course also serves to familiarize students with the historian's craft. It exposes students to the methods historians use to analyze the past and allows them to develop their own historical interpretations.

2. Course Learning Outcomes: At the end of this course students will understand:

- a) How political, cultural, economic, and technological factors influenced American military institutions, decisions to go to war, and the conduct of military operations.
- b) How and why American military policies, institutions, and practices changed or remained consistent over time.
- c) How concepts of identity (to include national, regional, racial, ethnic, kinship, gender, and religious) influenced the character of war and the nature of American military institutions.
- d) The ways that war and military service have enabled social change and identity formation.
- e) War as a human experience endured on the battlefield and on the home front.
- f) The relationship between national expansion (in a physical, commercial, and ideological sense) and the creation, maintenance, and employment of American military forces.
- g) How to analyze, synthesize, and interpret historical processes and events.

3. Course Structure:

- a) This version of History 428 is a hybrid course. Most weeks, students attend an in-person lecture on Monday. Students also obtain their own copies of the books and films listed in paragraph 4(f) "Required Materials" below. Students access and complete all other readings, activities, and additional recorded lectures utilizing the 'canvas' online learning platform.
- b) History 428 consists of 13 weeks of instruction. During each week students navigate three lessons, completing a series of lesson activities and mastering a number of lesson objectives. Lesson activities include:
 - a. Participating in lectures (whether in person or online) and reading the course textbook, *For the Common Defense: A Military History of the United States from 1607 to 2012*: Lectures and the textbook present the broad themes, important events, and significant issues in American military history and provide students with a coherent narrative of the nation's military past.

- b. Reading from memoirs and other primary-source documents: While lectures and the textbook allow students to develop a foundational understanding of American military history, this course seeks to challenge students to think critically about the past and develop their own interpretations of historical processes and events. To accomplish this goal, students must examine primary sources – for History 428, a series of memoirs as well as some shorter documents. These readings allow students to examine events broadly covered in lectures and the textbook in greater detail and from the perspective of participants to those events. They also serve to complicate and sometimes challenge the interpretations provided in daily lectures and textbook readings, forcing students to evaluate conflicting evidence and develop their own conclusions.
- c. Examining maps: Over the course of the semester, students examine several maps that correspond to military operations covered in lectures and readings. These maps help students understand the important relationship between military operations and the physical environment and allow students to gain an appreciation for the challenges that military forces face in moving and sustaining themselves over great distances.
- d. Watching and listening to film and audio clips: Over the course of the semester, students watch and listen to series of short film and audio clips. Some of these clips are primary sources. Others introduce specific advancements in weapons technology or illustrate concepts more clearly than can be accomplished by reading.

In addition to these lesson activities, each week students complete additional requirements to include participating in online discussion or taking online quizzes. During week 9, students complete a 1500-word writing assignment based on their reading of *Scarlet Fields: The Combat Memoir of a World War I Medal of Honor Hero* by John Lewis Barkley and *With the Old Breed* by E. B. Sledge (see paragraph 4(d), “Writing Requirement,” below). During week 3, students watch the movie *They Shall Not Grow Old*, a documentary illustrating the experience of British soldiers during the First World War. During Week 13, students watch the movie *Restrepo*, a documentary illustrating the experience of American soldiers in Afghanistan.

- c) Aside from in-person lectures, History 428 is an asynchronous course meaning that students complete weekly activities at their own pace. However, students must complete each week’s activities by the end of that week. Graded requirements (discussion boards, quizzes, writing requirements) generally close out on Saturday at 1159 PM (CST) for the week they are assigned. To succeed, students must ensure that they keep up with the course flow.
- d) Grading Scale: History 428 is graded on a 1000-point scale with grades assigned as follows:

Points Earned out of 1000	%	Equivalent Letter Grade
900 – 1000	90% – 100%	A
850 – 899	85% – 89.9%	AB
800 – 849	80% – 84.9%	B
750 – 799	75% – 79.9%	BC
700 – 749	70% – 74.9%	C
650 – 699	65% – 69.9%	D
< 650	< 65%	F

4. Course Expectations and Requirements:

- a) Time Required for Student Work: The hybrid version of History 428 is a three-credit-hour course and approximates the workload of a three-credit-hour course taught using an in-person format (approximately 135 hours over the course of thirteen weeks). Students should expect a rigorous learning experience and must be prepared to devote adequate time to completing course activities to include lectures, readings, and graded requirements. This means that students should invest an average of between ten and eleven hours per week on History 428.
- b) Discussion Boards:
 - a. General: During weeks 1, 3, 5, 6, 8, 11, and 13, students participate in graded, online, discussion boards using canvas. In week 1, students respond to a prompt posed by the instructor. In the other weeks, students are assigned to small groups. In addition to responding to a prompt posed by the instructor, students read and comment on two of their peers' posts within their small group.
 - b. Expectations: Discussion boards provide a venue for students to develop and articulate their own interpretations for historical processes and events while also allowing them to evaluate the ideas of their peers. Students should debate vigorously on discussion boards but must ensure that they remain courteous and constructive when interacting with each other. Responses to the instructor's prompts should generally consist of a concise, well-written paragraph that unambiguously answers the question posed and includes specific historical evidence when appropriate. Comments on peers' posts should generally consist of at least three well-written sentences. Discussion boards open at 1201 AM (CST) on the first day of the week assigned. Students should generally respond to the instructor's prompt no later than 1159 PM (CST) on Wednesday of that week and should read and comment on their peers' posts no later than 1159 PM (CST) on Saturday of that week.
 - c. Grading – 200 points: During week 1, students earn up to 20 points for participation in discussion boards. In other weeks with assigned discussion, students earn up to 30 points (20 points for their answer to the prompt and 10 points for their comments on their peers' posts). Students will be graded on the quality of their posts to include how effectively they answer the prompt and how successfully they employ historical evidence.
- c) Quizzes:
 - a. General: During weeks 2, 4, 7, 10, and 12, students complete graded, online, quizzes using canvas. Quizzes focus heavily on key terms but may test any material assigned since the previous quiz.
 - b. Expectations: Quiz formats vary from lesson to lesson. Students have twenty minutes to complete each quiz and get one attempt to do so. Students may use their notes, texts, and any instructor-provided content to complete each quiz. Quizzes open at 1201 AM (CST) on the first day of the week assigned. Students must complete each quiz no later than 1159 PM (CST) on Saturday of that week.
 - c. Grading – 250 points: Each quiz is worth 50 points.
- d) Writing Requirement:
 - a. General: During week 9, students complete a 1500-word essay based on their reading of *Scarlet Fields: The Combat Memoir of a World War I Medal of Honor Hero* by John Lewis Barkley and *With the Old Breed* by E. B. Sledge. To complete this essay, students

develop a well-conceived, well-supported, and well-written response that unambiguously answers the question posed in the prompt below and corresponds to the expectations and standards for written work outlined below.

- b. Prompt: Due no later than 1159 PM (CST) on March 27th. Based on your reading of *Scarlet Fields: The Combat Memoir of a World War I Medal of Honor Hero* and *With the Old Breed*, compare and contrast **ONE** significant aspect of the combat experiences of John Lewis Barkley during the First World War in Europe with the combat experiences of Eugene B. Sledge during the Second World War in the Pacific Theater.
- c. Expectations / Standards for Written Work:
- Use 12 Point, Times New Roman Font.
 - Use 1-inch margins on all sides and double space.
 - Number all pages and include your full name on each page.
 - The only sources students are required to use for their essay are the assigned memoirs – Barkley and Sledge. Students may also incorporate what they have learned in lecture and material from the textbook and other sources they have examined on canvas. To cite evidence, use parenthetical citations. For example, if in your essay you find a piece of evidence on page 25 of *With the Old Breed*, after quoting or paraphrasing the evidence, cite as follows: (Sledge 2007, 25). You **MUST** cite evidence and ideas obtained from the memoirs and other course materials.
 - You **MUST** engage with the assigned memoirs – this is the whole point of the assignment. Failure to provide evidence from both Barkley and Sledge will result in a failing grade.
 - Unambiguously and narrowly answer the question posed and do so in your first paragraph. This is your thesis. Make sure the reader understands your thesis.
 - Ensure your supporting paragraphs have clear topic sentences.
 - Ensure each supporting paragraph comprises a discrete idea that supports your thesis.
 - Arrange your paragraphs in a logical sequence that furthers your argument while maintaining a coherent narrative.
 - Use specific, historical evidence to further your argument.
 - Write clearly. It is your job to ensure the reader understands your essay.
 - Most importantly, make sure your essay presents an original and compelling argument. The instructor is interested in your interpretation.
 - Submit your essay as a PDF to the portal on canvas no later than 1159 PM (CST) on March 27th, 2021.
- d. Grading: The Writing requirement is worth 250 points.
- e) Final Examination: The Final Exam is worth 300 points. The instructor will provide more information on the format and conduct of the final exam during the course of the semester.

- f) Required Materials: Each student is responsible for acquiring a copy of the following:

Barkley, John Lewis. *Scarlet Fields: The Combat Memoir of a World War I Medal of Honor Hero*. Lawrence: University Press of Kansas, 2014. (ISBN: 9780700620197).

Hegar, Mary Jennings. *Shoot Like a Girl: One Woman's Dramatic Fight in Afghanistan and on the Home Front*. New York: Berkley, 2018. (ISBN: 9781101988442).

McDonough, James R. *Platoon Leader: A Memoir of Command in Combat*. New York: Random House Publishing Group, 2003. (ISBN: 9780891418009).

Millet, Allan R., Peter Maslowski, and William B. Feis. *For the Common Defense: A Military History of the United States from 1607 to 2012*. Third Edition. New York: Free Press, 2012. (ISBN: 9781451623536).

Restrepo, Documentary Film – Virgil Films, 2010, directed by Sebastian Junger and Tim Hetherington. Widely available via streaming services or on DVD.

They Shall Not Grow Old, Documentary Film – Imperial War Museum, 2018, directed by Peter Jackson. Widely available via streaming services or on DVD.

Sledge, E. B. *With the Old Breed*. New York: Random House Publishing Group, 2007. (ISBN: 9780891419068)

5. Rules of Thumb for Success in History 428:

- a) On or before the first day of the semester, read the *Course Syllabus*. Familiarize yourself with the course's administrative requirements and the online structure of the course by perusing the various links on canvas.
- b) Log on to canvas frequently. Establish a routine for when you will complete the various course activities each week. Remember, you should be investing between ten and eleven hours per week on this course.
- c) Be on the lookout for announcements from the instructor. Every Monday, at some point after the in-person lecture, the instructor will post an announcement highlighting major events for the coming week of instruction. Students should ensure that their canvas notification preferences have them receiving announcements "right away". Students should use instructor announcements to double check that they are on track for the week's learning activities.
- d) Attend the in-person lectures. In addition to the lecture material, these lectures provide an opportunity to ask questions and interact with your instructor and fellow students.
- e) Before you start completing lesson activities, download the note-taking outline corresponding to that lesson. Note-taking outlines will focus your efforts. If you can answer all the questions on the note-taking outline, you have most likely mastered the objectives for that particular lesson.
- f) This is a history course and there is a lot to read. Read a bit each day so that you don't get overwhelmed.
- g) Keep up with course requirements. You should be completing weekly activities in the week they are assigned. If you fall behind, it will be difficult to catch up.
- h) When in doubt, contact your instructor. There are several ways to do this:

- a. Ask questions during in-person lectures.
 - b. If you have a question that you think other students might also have, reply to the instructor's weekly announcement with that question. This will allow other students to see your question and the instructor's answer. It will also allow other students to piggy-back off your question and ask related questions of their own.
 - c. If you need to ask a question that you prefer other students NOT see, email the instructor directly at trider@wisc.edu.
 - d. Students can also raise questions during online office hours. Opportunities to participate in online office hours via Blackboard will be available on Wednesdays and Fridays between 1100 and 1200 (CST) starting in Week 2. The instructor will provide guidance on how to access these meetings during the first week of the semester.
- i) Do your own work. Plagiarism will be dealt with according to Chapter 14 of the University of Wisconsin Administrative Code.
 - j) Students having trouble keeping up with course activities, having difficulty navigating the online environment, or with any other concerns, should contact the instructor immediately.

6. Course Schedule and Student Activities:

Week 1 – Introduction to the American Military Experience (January 25th – 30th, 2021):

- Students complete all Week 1 lessons and activities no later than 1159 PM (CST) on January 30th.
- Students attend an in-person lecture from 1100-1150 AM (CST) on Monday, January 25th.

Lesson 1: Introduction to the American Military Experience:

- Download the Note-Taking Outline for Lesson 1 to assist in note taking (canvas).
- Explore the Canvas Course Page (canvas).
- Download and review the *Course Syllabus* (canvas).
- Download and review the *Statement on Diversity and Inclusion: History 427/428 – The American Military Experience* (canvas).
- On Monday, January 25th, attend the lecture, "Introduction to the American Military Experience."

Lesson 2: The American Way of War by 1870:

- Download the Note-Taking Outline for Lesson 2 to assist in note taking (canvas).
- Read *For the Common Defense*, xiii-xviii.
- Watch the video, ".58 Caliber Rifled Musket," (canvas).
- Watch the video, "Breechloader & Muzzle Loader: The Wagon Box Fight," (canvas).
- Watch the online lecture, "The American Way of War by 1870," (canvas).

Lesson 3: Arming America for a New Century:

- Download the Note-Taking Outline for Lesson 3 to assist in note taking (canvas).
- Read *For the Common Defense*, 218-251.
- Watch the video, "Bolt Action Magazine Rifle," (canvas).
- Watch the video, "West Coast Artillery Post – 10-inch Gun Firing," (canvas).
- Watch the online lecture, "Searching for Missions – The U. S. Army and the End of the Frontier," (canvas).
- Watch the online lecture, "From Gunboat Diplomacy to Battleship Navy," (canvas).

Additional Week 1 Activities: Respond to the Discussion Prompt posted on canvas for Week 1. Briefly answer each of the questions posed no later than 1159 PM (CST) on January 30th. This assignment is worth 20 points.

Week 2 – The United States as an Imperial Power (January 31st – February 6th, 2021):

- Students complete all Week 2 lessons and activities no later than 1159 PM (CST) on February 6th.
- No in-person lecture this week.

Lesson 4: War with Spain:

- Download the Note-Taking Outline for Lesson 4 to assist in note taking (canvas).
- Read *For the Common Defense*, 252-268.
- Watch the online lecture, “War with Spain, 1898,” (canvas).

Lesson 5: From Frontier to Imperial Constabulary:

- Download the Note-Taking Outline for Lesson 5 to assist in note taking (canvas).
- Read *For the Common Defense*, 268-281.
- Read “President William McKinley’s Proclamation on Benevolent Assimilation,” (canvas).
- Read excerpt “President Theodore Roosevelt’s Annual Message to Congress, December 6th, 1904,” (canvas).
- Watch the online lecture, “A Military Establishment for an American Empire,” (canvas).

Lesson 6: Dress Rehearsal for World War – The Punitive Expedition to Mexico:

- Download the Note-Taking Outline for Lesson 6 to assist in note taking (canvas).
- Read *For the Common Defense*, 282-303.
- Watch the video, “Water-Cooled Machine Gun,” (canvas).
- Watch the online lecture, “Dress Rehearsal for World War – The Punitive Expedition to Mexico,” (canvas).

Additional Week 2 Activities: Complete Quiz #1 on canvas covering lessons 2-6. You will have 20 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on February 6th. This assignment is worth 50 points.

Week 3 – The United States and the First World War (1) (February 7th – 13th, 2021):

- Students complete all Week 3 lessons and activities no later than 1159 PM (CST) on February 13th.
- Students attend an in-person lecture from 1100-1150 AM (CST) on Monday, February 8th.

Lesson 7: Europeans Wage the Great War (1914-1917):

- Download the Note-Taking Outline for Lesson 7 to assist in note taking (canvas).
- Watch the Documentary Film *They Shall Not Grow Old*.
- Watch the video, “Trench Assault,” (canvas).
- On Monday, February 8th, attend the lecture, “Europeans Wage the Great War (1914-1917).”

Lesson 8: An Uncertain Road to War – Neutrality versus Preparedness:

- Download the Note-Taking Outline for Lesson 8 to assist in note taking (canvas).
- Read *For the Common Defense*, 303-322.
- Read *Scarlet Fields*, 1-48.
- Watch the online lecture, “An Uncertain Road to War – Neutrality versus Preparedness,” (canvas).

Lesson 9: Over Here – Mobilizing the Nation for World War:

- Download the Note-Taking Outline for Lesson 9 to assist in note taking (canvas).
- Read *Scarlet Fields*, 49-133.
- Read “The Zimmerman Note,” (canvas).
- Read “President Woodrow Wilson’s War Message to Congress,” (canvas).
- Watch the online lecture, “Over Here – Mobilizing the Nation for World War,” (canvas).

Additional Week 3 Activities: In a concise, well-written paragraph, respond to the Discussion Prompt posted on canvas for Week 3. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on February 10th. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on February 13th. This assignment is worth 30 points.

Week 4 – The United States and the First World War (2) (February 14th – 20th, 2021):

- Students complete all Week 4 lessons and activities no later than 1159 PM (CST) on February 20th.
- Students attend an in-person lecture from 1100-1150 AM (CST) on Monday, February 15th.

Lesson 10: Over There – The American Expeditionary Force (AEF) at War:

- Download the Note-Taking Outline for Lesson 10 to assist in note taking (canvas).
- Read *For the Common Defense*, 322-338.
- Read *Scarlet Fields*, 134-179.
- Examine the map, “Western Front (20 March – 12 June 1918),” (canvas).
- Examine the map, “Western Front – Grand Allied Offensive (26 September – 11 November 1918),” (canvas).
- Examine “1st BN 306th Infantry Pigeon Message,” (canvas).
- On Monday, February 15th, attend the lecture, “Over There – The AEF at War.”

Lesson 11: Unmet Expectations – Veterans in Post-War America:

- Download the Note-Taking Outline for Lesson 11 to assist in note taking (canvas).
- Read *Scarlet Fields*, 180-252.
- Read “Woodrow Wilson’s Fourteen Points,” (canvas).
- Watch the online lecture, “Unmet Expectations – Veterans in Post-War America,” (canvas).

Lesson 12: Interwar – New Technologies, New Doctrines:

- Download the Note-Taking Outline for Lesson 12 to assist in note taking (canvas).
- Read *For the Common Defense*, 339-366.
- Watch the online lecture, “Interwar – New Technologies, New Doctrines,” (canvas).

Additional Week 4 Activities: Complete Quiz #2 on canvas covering lessons 7-12. You will have 20 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on February 20th. This assignment is worth 50 points.

Week 5 – The United States and the Second World War (1) (February 21st – 27th, 2021):

- Students complete all Week 5 lessons and activities no later than 1159 PM (CST) on February 27th.
- Students attend an in-person lecture from 1100-1150 AM (CST) on Monday, February 22nd.

Lesson 13: Maintaining Neutrality in a Dangerous World:

- Download the Note-Taking Outline for Lesson 13 to assist in note taking (canvas).
- Read *For the Common Defense*, 339-366.
- Listen to the audio clip, “President Franklin D. Roosevelt – On the European War,” (canvas).
- Listen to the audio clip, “President Franklin D. Roosevelt – On National Defense,” (canvas).
- On Monday, February 22nd, attend the lecture, “Maintaining Neutrality in a Dangerous World.”

Lesson 14: Forging and Arsenal of Democracy:

- Download the Note-Taking Outline for Lesson 14 to assist in note taking (canvas).
- Read *For the Common Defense*, 367-403.
- Listen to the audio clip, “President Franklin D. Roosevelt – Arsenal of Democracy,” (canvas).
- Watch the online lecture, “Forging an Arsenal of Democracy,” (canvas).

Lesson 15: War with Japan – Opening Moves in the Pacific:

- Download the Note-Taking Outline for Lesson 15 to assist in note taking (canvas).
- Read *With the Old Breed*, 5-54.
- Watch the video, “President Franklin D. Roosevelt – War Message to Congress,” (canvas).
- Examine the map, “The Pacific Theater of Operations,” (canvas).
- Watch the online lecture, “War with Japan – Opening Moves in the Pacific,” (canvas).

Additional Week 5 Activities: In a concise, well-written paragraph, respond to the Discussion Prompt posted on canvas for Week 5. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on February 24th. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on February 27th. This assignment is worth 30 points.

Week 6 – The United States and the Second World War (2) (February 28th – March 6th, 2021):

- Students complete all Week 6 lessons and activities no later than 1159 PM (CST) on March 6th.
- Students attend an in-person lecture from 1100-1150 AM (CST) on Monday, March 1st.

Lesson 16: War as a Catalyst for Social Change – The American Home Front:

- Download the Note-Taking Outline for Lesson 16 to assist in note taking (canvas).
- Read *With the Old Breed*, 55-104.
- Examine select propaganda posters (canvas).
- Read “Executive Order 8802,” (canvas).
- On Monday, March 1st, attend the lecture, “War as a Catalyst for Social Change – The American Home Front.”

Lesson 17: Waging Coalition War in the Mediterranean:

- Download the Note-Taking Outline for Lesson 17 to assist in note taking (canvas).
- Examine the map, “Southern Approaches to Europe,” (canvas).
- Watch the online lecture, “Waging Coalition War in the Mediterranean.”

Lesson 18: Breaking German Naval and Industrial Power:

- Download the Note-Taking Outline for Lesson 18 to assist in note taking (canvas).
- Read *For the Common Defense*, 404-420.
- Watch video clips from the movie *Greyhound*, (canvas).
- Watch the online lecture, “Winning the Battle of the Atlantic,” (canvas).
- Watch the online lecture, “The Combined Bomber Offensive,” (canvas).

Additional Week 6 Activities: In a concise, well-written paragraph, respond to the Discussion Prompt posted on canvas for Week 6. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on March 3rd. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on March 6th. This assignment is worth 30 points.

Week 7 – The United States and the Second World War (3) (March 7th – 13th, 2021):

- Students complete all Week 7 lessons and activities no later than 1159 PM (CST) on March 13th.
- Students attend an in-person lecture from 1100-1150 AM (CST) on Monday, March 8th.

Lesson 19: Assaulting the Atlantic Wall:

- Download the Note-Taking Outline for Lesson 19 to assist in note taking (canvas).
- Read *For the Common Defense*, 420-439.
- Read *With the Old Breed*, 105-158.
- Watch the video, “The Greatest Battle Implement,” (canvas).
- Examine the map: “D Day (6 June 1944),” (canvas).
- On Monday, March 8th, attend the lecture, “Assaulting the Atlantic Wall.”

Lesson 20: Advancing Across Europe:

- Download the Note-Taking Outline for Lesson 20 to assist in note taking (canvas).
- Read *With the Old Breed*, 161-203.
- Watch video clips from the movie *Fury*, (canvas).
- Examine the map, “Northern Europe,” (canvas).
- Watch the online lecture, “Advancing Across Europe,” (canvas).

Lesson 21: Twin Drives in the Pacific:

- Download the Note-Taking Outline for Lesson 21 to assist in note taking (canvas).
- Read *With the Old Breed*, 205-237.
- Watch the video, “With the Marines at Tarawa,” (canvas).
- Watch the online lecture, “Twin Drives in the Pacific,” (canvas).

Additional Week 7 Activities: Complete Quiz #3 on canvas covering lessons 13-21. You will have 20 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on March 13th. This assignment is worth 50 points.

Week 8 – The United States and the Second World War (4) (March 14th – 20th, 2021):

- Students complete all Week 8 lessons and activities no later than 1159 PM (CST) on March 20th.
- Students attend an in-person lecture from 1100-1150 AM (CST) on Monday, March 15th.

Lesson 22: Defeating Nazi Germany:

- Download the Note-Taking Outline for Lesson 22 to assist in note taking (canvas).
- Read *With the Old Breed*, 239-280.
- On Monday, March 15th, attend the lecture, “Defeating Nazi Germany.”

Lesson 23: Defeating Imperial Japan:

- Download the Note-Taking Outline for Lesson 23 to assist in note taking (canvas).
- Read *With the Old Breed*, 281-315.
- Read “President Harry Truman – Statement on the Use of the Atomic Bomb,” (canvas).
- Watch the online lecture, “Defeating Imperial Japan,” (canvas).

Lesson 24: A Double Victory – Desegregating the Armed Forces:

- Download the Note-Taking Outline for Lesson 24 to assist in note taking (canvas).
- Read “Report on the Negro Soldier,” (canvas).
- Read “Opinions about Negro Infantry Platoons in White Companies in 7 Divisions,” (canvas).
- Watch the online lecture, “A Double Victory – Desegregating the Armed Forces,” (canvas).

Additional Week 8 Activities: In a concise, well-written paragraph, respond to the Discussion Prompt posted on canvas for Week 8. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on March 17th. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on March 20th. This assignment is worth 30 points.

Week 9 – The United States and the Cold War (1) (March 21st – 27th, 2021):

- Students complete all Week 9 lessons and activities no later than 1159 PM (CST) on March 20th.
- Students attend an in-person lecture from 1100-1150 AM (CST) on Monday, March 22nd.

Lesson 25: Learning Containment – The Truman Administration Wages the Cold War:

- Download the Note-Taking Outline for Lesson 25 to assist in note taking (canvas).
- Read *For the Common Defense*, 440-474.
- On Monday, March 21st, attend the lecture, “Learning Containment – The Truman Administration Wages the Cold War.”

Lesson 26: The Cold war Burns Hot – Korea, 1950-51:

- Download the Note-Taking Outline for Lesson 26 to assist in note taking (canvas).
- Examine the map, “The Korean Conflict (1950-1951),” (canvas).
- Watch the online lecture, “The Cold War Burns Hot – Korea, 1950-51,” (canvas).

Lesson 27: Limiting War in the Atomic Age – Korea, 1951-53:

- Download the Note-Taking Outline for Lesson 27 to assist in note taking (canvas).
- Read “President Harry Truman – Explanation for the Relief of General Douglas MacArthur,” (canvas).
- Examine the map, “The Stabilized Front (1952-1953),” (canvas).
- Watch the online lecture, “Limiting War in the Atomic Age – Korea, 1951-53,” (canvas).

Additional Week 9 Activities: No later than 1159 PM (CST) on 27 March, complete the course writing requirement and submit it as a PDF file to the portal on canvas.

SPRING BREAK: March 28th – April 3rd

Week 10 – The United States and the Cold War (2) (April 4th – 10th, 2021):

- Students complete all Week 10 lessons and activities no later than 1159 PM (CST) on April 10th.
- No in-person lecture this week.

Lesson 28: From the “New Look” to “Flexible Response”:

- Download the Note-Taking Outline for Lesson 28 to assist in note taking (canvas).
- Read *For the Common Defense*, 475-506.
- Watch the video, “President John F. Kennedy – Address on the Cuban Missile Crisis,” (canvas).
- Watch the online lecture, “From the ‘New Look’ to ‘Flexible Response,’” (canvas).

Lesson 29: Reconstruction Redux – The United States Military and the Civil Rights Movement:

- Download the Note-Taking Outline for Lesson 29 to assist in note taking (canvas).
- Watch the video, “President Dwight D. Eisenhower on Little Rock School Integration,” (canvas).
- Watch the video, “Colonel Heath Twichell on securing Little Rock High School, (canvas).
- Watch the online lecture, “Reconstruction Redux – The U. S. Military and the Civil Rights Movement,” (canvas).
- Read *Platoon Leader*, 1-60.

Lesson 30: Vietnam – From American Intervention to War of Attrition:

- Download the Note-Taking Outline for Lesson 30 to assist in note taking (canvas).
- Read *For the Common Defense*, 507-536.
- Read *Platoon Leader*, 61-89.
- Listen to the audio clip, “General William Westmoreland – Address to Congress (April 28th, 1967),” (canvas).
- Examine the map, “Indochina (1961),” (canvas).
- Watch the online lecture, “Vietnam – From American Intervention to War of Attrition,” (canvas).

Additional Week 10 Activities: Complete Quiz #4 on canvas covering lessons 28-30. You will have 20 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on April 10th. This assignment is worth 50 points.

Week 11 – The United States and the Cold War (3) (April 11th – 17th, 2021):

- Students complete all Week 11 lessons and activities no later than 1159 PM (CST) on April 17th.
- Students attend an in-person lecture from 1100-1150 AM (CST) on Monday, April 12th.

Lesson 31: 1968 – Tet and the Home Front:

- Download the Note-Taking Outline for Lesson 31 to assist in note taking (canvas).
- Read *For the Common Defense*, 537-543.
- Read *Platoon Leader*, 90-160.
- On Monday, April 12th, attend the lecture, “1968 – Tet and the Home Front.”

Lesson 32: Toward a “Better War”:

- Download the Note-Taking Outline for Lesson 32 to assist in note taking (canvas).
- Read *For the Common Defense*, 543-568.
- Read *Platoon Leader*, 161-193.
- Watch the online lecture, “Toward a ‘Better War,’” (canvas).

Lesson 33: A Broken Army – A Demoralized Nation:

- Download the Note-Taking Outline for Lesson 33 to assist in note taking (canvas).
- Read *For the Common Defense*, 569-576.
- Watch the video, “President Jimmy Carter – Statement on the Failed Iran Rescue Mission,” (canvas).
- Watch the online lecture, “A Broken Army – A Demoralized Nation,” (canvas).
- Read *Platoon Leader*, 194-244.

Additional Week 11 Activities: In a concise, well-written paragraph, respond to the Discussion Prompt posted on canvas for Week 11. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on April 14th. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on April 17th. This assignment is worth 30 points.

Week 12 – The United States and the New World Order (April 18th – 24th, 2021):

- Students complete all Week 12 lessons and activities no later than 1159 PM (CST) on April 24th.
- Students attend an in-person lecture from 1100-1150 AM (CST) on Monday, April 19th.

Lesson 34: Defeating an “Evil Empire” – The Reagan Administration Wages the Cold War:

- Download the Note-Taking Outline for Lesson 34 to assist in note taking (canvas).
- Read *For the Common Defense*, 576-589.
- Watch the video, “President Ronald Reagan – Evil Empire Speech,” (canvas).
- On Monday, April 19th, attend the lecture, “Defeating an ‘Evil Empire’ – The Reagan Administration Wages the Cold War.”

Lesson 35: Enforcing the New World Order – War Making and Peacekeeping:

- Download the Note-Taking Outline for Lesson 35 to assist in note taking (canvas).
- Read *For the Common Defense*, 589-624.
- Read “H. R. McMaster – Account of the Battle of 73 Easting,” (canvas).
- Watch the online lecture, “Enforcing the New World Order – War Making and Peacekeeping,” (canvas).

Lesson 36: Confronting Islamic Extremism:

- Download the Note-Taking Outline for Lesson 36 to assist in note taking (canvas).
- Read *For the Common Defense*, 624-632.
- Read *Shoot Like a Girl*, 1-81.
- Watch the online lecture, “Confronting Islamic Extremism,” (canvas).

Additional Week 12 Activities: Complete Quiz #5 on canvas covering lessons 31-36. You will have 20 minutes to complete this quiz and may use your notes and course materials. You will have one attempt. You must complete this quiz by 1159 PM (CST) on March 13th. This assignment is worth 50 points.

Week 13 – The United States and the War on Terror (April 25th – 30th, 2021):

- Students complete all Week 13 lessons and activities no later than 1159 PM (CST) on April 30th.
- Students attend an in-person lecture from 1100-1150 AM (CST) on Monday, April 26th.

Lesson 37: Counterinsurgency (COIN) as a Strategic Approach:

- Download the Note-Taking Outline for Lesson 37 to assist in note taking (canvas).
- Read *For the Common Defense*, 633-680.
- Watch the Documentary Film *Restrepo*.
- On Monday, April 26th, attend the lecture, “Counterinsurgency (COIN) as a Strategic Approach.”

Lesson 38: Afghanistan – From 9/11 to Forever War:

- Download the Note-Taking Outline for Lesson 38 to assist in note taking (canvas).
- Read *Shoot Like a Girl*, 83-187.
- Watch the online lecture, “Afghanistan – From 9/11 to Forever War,” (canvas).

Lesson 39: Iraq – From Shock and Awe to ISIS:

- Download the Note-Taking Outline for Lesson 39 to assist in note taking (canvas).
- Read *Shoot Like a Girl*, 189-290.
- Watch the online lecture, “Iraq – From Shock and Awe to ISIS,” (canvas).

Additional Week 13 Activities: In a concise, well-written paragraph, respond to the Discussion Prompt posted on canvas for Week 13. Read the responses of at least two other students in your small group and briefly comment on their responses (at least 3 sentences). Post your response to the prompt no later than 1159 PM (CST) on April 28th. Post your comments on the responses to the two members of your small group no later than 1159 PM (CST) on April 30th. This assignment is worth 30 points.