

History 428: The American Military Experience since 1899 – Syllabus (Spring 2022)

Institution: University of Wisconsin – Madison
Subject: History
Class Meetings: In Person – MWF (11:00-11:50)
Classroom: Mosse Humanities 1641

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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 applies an expansive view of both American and military history and embraces the scholarship and orientation of the “New Military History,” in that it explores the relationship between war, military institutions, 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 and military service have shaped American identity and how the use of military force has defined the United States interactions 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 encourages them to develop their own historical interpretations.

History 428 is a three-credit-hour course and typically has three hours of group meetings per week (each fifty-minute segment of lecture counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that students will spend an average of two hours outside of class for each lecture. In other words, in addition to class time, students plan to allot an average of six hours per week completing activities that include reading from assigned memoirs, examining documents and other materials, watching videos, writing essays, and/or studying for and completing quizzes and exams.

2. Course Learning Outcomes: During this course students:

- a) Explain how political, cultural, economic, and technological factors influenced American military institutions, decisions to go to war, and the conduct of military operations.
- b) Explain how and why American military policies, institutions, and practices changed or remained consistent over time and assess if there are persistent themes or areas of continuity that constitute a distinctly “American way of war.”
- c) Explain 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) Explain how war and military service have enabled social change and identity formation.
- e) Analyze war as a human experience endured on the battlefield and on the home front.
- f) Assess the relationship between national expansion (in a physical, commercial, and ideological sense) and the creation, maintenance, and employment of American military forces.
- g) Think critically about the past and learn how to analyze, synthesize, and interpret historical processes and events.

3. Course Structure: History 428 consists of fourteen weeks of instruction. Each week, students navigate two or three lessons, completing a series of lesson activities and mastering a number of lesson objectives. Lesson activities include:

- a) Attending in-person lectures: Lectures 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. Lecture attendance is absolutely essential for mastering the lesson objectives and course learning outcomes and for successfully completing the course.

- b) Reading from the course textbook, *For the Common Defense*: Like the lectures, the textbook presents a coherent narrative and addresses major themes in American military history. It addresses much of the same content covered in lectures. Consequently, students should treat textbook readings as **OPTIONAL**, but many students will benefit from the reiteration of the subject matter and from comparing the interpretations provided by the instructor in lecture with those of the textbook's authors. The text also serves as an excellent reference resource.
- c) Reading from 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.
- d) Examining maps: Students also examine numerous maps that correspond to the strategic settings and 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.
- e) Examining period illustrations and artwork: Students occasionally examine and analyze historical illustrations and artwork. Often these images are propaganda posters, produced by the United States Government to convey a particular message and to shape public perceptions in support of the nation's various war efforts.
- f) Watching / listening to film and audio clips: Students also watch or listen to 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. Additionally, in completing Lesson 9: Europeans Wage the Great War, 1914-1917, students watch the full-length film *They Shall Not Grow Old*, a documentary focusing on British soldiers' experiences during the First World War. In completing Lesson 39: Afghanistan – An American War in the Graveyard of Empires, students watch the full-length film *Korengal*, a documentary about a United States Army infantry company serving in Afghanistan.

In addition to lesson activities, students complete weekly graded requirements. During weeks two, three, four, five, six, eight, nine, ten, eleven, and twelve, students take online quizzes that test their understanding of recently-covered material (see paragraph 4(a), "Quizzes," below). During weeks seven and fourteen, students complete short essays based on their reading of assigned memoirs and watching of assigned full-length films (see paragraph 4(b), "Writing Requirements," below).

4. Graded Requirements: Students will be graded on a 1000-point scale.

a) Quizzes:

- (1) General: During weeks two, three, four, five, six, eight, nine, ten, eleven, and twelve, students take online quizzes using Canvas. Quizzes focus heavily on key terms and lesson objectives but may test any material presented in lectures or assigned lesson activities.

(2) Expectations: Quiz formats vary from week to week but may include multiple choice, true/false, matching, fill-in, and short essay questions. Students have thirty minutes to complete each quiz and get one attempt. Students may use their notes and textbook, and any instructor-provided content to complete each quiz. Weekly quizzes open on Canvas after lecture on Friday. Students must complete each quiz no later than 1159 PM (CST) on the following Monday.

(3) Grading – 300 points: Each of the ten assigned quizzes is worth 30 points.

b) Writing Requirements:

(1) General: Students complete two short essays (1200 words each) based on the instructor provided prompts below and corresponding to assigned memoirs and full-length films. For each essay, students develop a well-conceived, well-supported, and well-written response that **unambiguously** and **narrowly** answers the question posed in the prompt. Students submit each essay as a PDF to the portal on Canvas by the deadline.

(2) Prompts:

- a. Essay #1: Upload to Canvas no later than 1159 PM (CST) on Friday, March 11th. Based on your reading of *Scarlet Fields: The Combat Memoir of a World War I Medal of Honor Hero* by John Lewis Barkley and based on your viewing of *They Shall Not Grow Old*, identify and explain the most noteworthy thing that you discovered about the nature of ground combat during the First World War.
- b. Essay #2: Upload to Canvas no later than 1159 PM (CST) on Saturday, May 7th. Based on your reading of *Platoon Leader: A Memoir of Command in Combat* by James McDonough and *Shoot Like a Girl: One Woman's Dramatic Fight in Afghanistan and on the Home Front* by Mary Jennings Hegar, and based on your viewing of *Korengal*, identify and explain **ONE** significant aspect of the American way of war during the last half century (1970 – present).

(3) Expectations / Standards for Written Work:

- a. Use 12 Point, Times New Roman Font.
- b. Use 1-inch margins on all sides and double space your essay.
- c. Write 1200 words for each essay.
- d. Number all pages and include your full name on each page.
- e. The only sources students are required to use for each essay are the assigned memoirs and films corresponding to that essay. 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 first essay you find a piece of evidence on page 37 of *Scarlet Fields*, after quoting or paraphrasing the evidence, cite as follows: (Barkley 2014, 37). To cite one of the films, simply use the film title, ie: (*Korengal*). You **MUST** cite evidence and ideas obtained from the memoirs and other course texts and documents. You do not need to cite material learned during lectures.
- f. You **MUST** engage with the assigned memoirs and films – this is the whole point of the assignment. Failure to provide and cite evidence from at least one of the assigned sources for each essay will result in a failing grade. The more you engage with the

assigned memoirs and films and the more specific evidence you provide, the better your argument and by extension, the higher your grade.

- g. 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.
- h. Ensure your supporting paragraphs have clear topic sentences.
- i. Ensure each supporting paragraph comprises a discrete idea that supports your thesis.
- j. Arrange your paragraphs in a logical sequence that furthers your argument while maintaining a coherent narrative.
- k. Write clearly. It is your job to ensure the reader understands your essay.
- l. Most importantly, make sure your essay presents an original and compelling argument. The instructor is interested in your interpretation.
- m. Submit your essay as a PDF to the portal on Canvas no later than the deadline.

(4) Grading – 400 points: Students earn up to 200 points for each essay.

- c) Final Examination – 300 points: Students will take an in-person final exam on May 9th, 2022 from 2:45 – 4:45. The instructor will provide information on the exam format and specific expectations later in the semester.

5. **Grade Scale**: Students earn final grades in accordance with the following grade scale:

<u>Points Earned out of 1000</u>	<u>%</u>	<u>Equivalent Letter Grade</u>
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

6. **How to Succeed in this Course**:

- a) On or before the first day of class, read the *Course Syllabus* and familiarize yourself with the setup of the Course Canvas Page.
- b) Attend all lectures. If you need to miss a lecture for whatever reason, contact the instructor.
- c) Before each lecture, visit the course page on Canvas to download that lecture’s note-taking outline, identify lesson objectives and key terms, identify required lesson activities, and examine supplemental materials (primary source excerpts, maps, video clips) provided by the instructor.
- d) Take notes – in class and while you are reading. Use the note-taking outlines provided to focus your efforts. Laptops and tablets are permitted in class for note taking and reference purposes.
- e) Work ahead on writing requirements and submit them on time.

- f) Do your own work. Plagiarism will be dealt with according to Chapter 14 of the University of Wisconsin Administrative Code.
- g) Seek assistance from your instructor if you are struggling or do not understand the course expectations or content. Contact the instructor immediately if illness, family emergencies, work requirements, etc. affect your ability to attend lecture or submit assignments. I am willing to make accommodations and provide assistance but need to be aware of problems in order to do so.

7. 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).
- Sledge, E. B. *With the Old Breed*. New York: Random House Publishing Group, 2007. (ISBN: 9780891419068).
- Korengal*, Documentary Film – Gold Crest Films, 2014, directed by Sebastian Junger. 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.

8. Course Schedule and Student Activities:

Week 1 – Introduction to the American Military Experience (January 26th – 28th):

1/26: Lesson 1: Introduction to the American Military Experience:

- 1) Download the Note-Taking Outline for Lesson 1 to assist in note taking (Canvas).
- 2) Download and review the *Course Syllabus* (Canvas).
- 3) Watch the video, “Welcome to History 428” (Canvas).
- 4) Familiarize yourself with the various course pages and links on Canvas.
- 5) Read *For the Common Defense*, xiii-xviii (OPTIONAL).
- 6) Attend the lecture, “Introduction to the American Military Experience.”

1/28: Lesson 2: The American Way of War by 1870 (Part 1):

- 1) Download the Note-Taking Outline for Lesson 2-3 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 1-107 (OPTIONAL).
- 3) Watch the video, “.58 Caliber Rifled Musket,” (Canvas).
- 4) Watch the video, “Breechloader & Muzzle Loader: The Wagon Box Fight,” (Canvas).
- 5) Attend the lecture, “The American Way of War by 1870 (Part 1).”

Additional Week 1 Activities: **NONE.**

Week 2 – Arming America for a New Century (January 31st – February 4th):

1/31: Lesson 3: The American Way of War by 1870 (Part 2):

- 1) Continue using the Note-Taking Outline for Lesson 2-3 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 108-235 (OPTIONAL).
- 3) Attend the lecture, “The American Way of War by 1870 (Part 2).”

2/2: Lesson 4: Searching for Missions – The Army and the End of the Frontier:

- 1) Download the Note-Taking Outline for Lesson 4 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 236-251 (OPTIONAL).
- 3) Watch the video, “Bolt Action Magazine Rifle,” (Canvas).
- 4) Watch the video, “West Coast Artillery Post – 10-inch Gun Firing,” (Canvas).
- 5) Attend the lecture, “Searching for Missions – The Army and the End of the Frontier.”

2/4: Lesson 5: From Gunboat Diplomacy to Battleship Navy:

- 1) Download the Note-Taking Outline for Lesson 5 to assist in note taking (Canvas).
- 2) Attend the lecture, “From Gunboat Diplomacy to Battleship Navy.”

Additional Week 2 Activities: Complete **QUIZ #1** on Canvas covering lessons 1-3. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, February 4th. You must complete this quiz by 1159 PM (CST) on Monday, February 7th. It is worth 30 points.

Week 3 – The United States as an Imperial Power (February 7th – 11th):

2/7: Lesson 6: War with Spain:

- 1) Download the Note-Taking Outline for Lesson 6 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 252-268 (OPTIONAL).
- 3) Attend the lecture, “War with Spain, 1898.”

2/9: Lesson 7: A Military Establishment for an American Empire:

- 1) Download the Note-Taking Outline for Lesson 7 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 268-281 (OPTIONAL).
- 3) Read the document, “President William McKinley’s Proclamation on Benevolent Assimilation,” (Canvas).
- 4) Read excerpt “President Theodore Roosevelt’s Annual Message to Congress, December 6th, 1904,” (Canvas).
- 5) Attend the lecture, “A Military Establishment for an American Empire.”

2/11: Lesson 8: Dress Rehearsal for World War – The Punitive Expedition to Mexico:

- 1) Download the Note-Taking Outline for Lesson 8 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 282-303 (OPTIONAL).
- 3) Watch the video, “Water-Cooled Machine Gun,” (Canvas).
- 4) Attend the lecture, “Dress Rehearsal for World War – The Punitive Expedition to Mexico.”
- 5) Read *Scarlet Fields*, 1-24.

Additional Week 3 Activities: Complete **QUIZ #2** on Canvas covering lessons 4-8. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, February 11th. You must complete this quiz by 1159 PM (CST) on Monday, February 14th. It is worth 30 points.

Week 4 – The United States and the First World War (1) (February 14th – 18th):

2/14: Lesson 9: Europeans Wage the Great War, 1914-1917:

- 1) Download the Note-Taking Outline for Lesson 9 to assist in note taking (Canvas).
- 2) Watch the Documentary Film *They Shall Not Grow Old*.
- 3) Attend the lecture, “Europeans Wage the Great War, 1914-1917.”

2/16: Lesson 10: America’s Uncertain Road to War – Neutrality versus Preparedness:

- 1) Download the Note-Taking Outline for Lesson 10 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 303-312 (OPTIONAL).
- 3) Read the document, “President Woodrow Wilson’s Neutrality Appeal,” (Canvas).
- 4) Attend the lecture, “America’s Uncertain Road to War – Neutrality versus Preparedness.”
- 5) Read *Scarlet Fields*, 25-63.

2/18: Lesson 11: Over Here – Mobilizing the Nation for World War:

- 1) Download the Note-Taking Outline for Lesson 11 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 312-318 (OPTIONAL).
- 3) Read the document, “President Woodrow Wilson’s War Message to Congress,” (Canvas).
- 4) Attend the lecture, “Over Here – Mobilizing the Nation for World War.”
- 5) Read *Scarlet Fields*, 64-110.

Additional Week 4 Activities: Complete **QUIZ #3** on Canvas covering lessons 9-11. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, February 18th. You must complete this quiz by 1159 PM (CST) on Monday, February 21st. It is worth 30 points.

Week 5 – The United States and the First World War (2) (February 21st – 25th):

2/21: Lesson 12: Over There – The American Expeditionary Force (AEF) at War:

- 1) Download the Note-Taking Outline for Lesson 12 to assist in note taking (canvas).
- 2) Read *For the Common Defense*, 318-338 (OPTIONAL).
- 3) Watch the video, “Trench Assault,” (Canvas).
- 4) Examine the map, “Western Front (20 March – 12 June 1918),” (Canvas).
- 5) Examine the map, “Western Front – Grand Allied Offensive,” (Canvas).
- 6) Examine the document, “1st BN 308th Infantry Pigeon Message,” (Canvas).
- 7) Attend the lecture, “Over There – The American Expeditionary Force (AEF) at War.”
- 8) Read *Scarlet Fields*, 111-160.

2/23: Lesson 13: Unmet Expectations – Veterans in Post-War America:

- 1) Download the Note-Taking Outline for Lesson 13 to assist in note taking (Canvas).
- 2) Read the document, “Woodrow Wilson’s Fourteen Points,” (Canvas).
- 3) Attend the lecture, “Unmet Expectations – Veterans in Post-War America.”
- 4) Read *Scarlet Fields*, 161-204.

2/25: Lesson 14: Interwar – New Technologies, New Doctrines:

- 1) Download the Note-Taking Outline for Lesson 14 to assist in note taking (canvas).
- 2) Read *For the Common Defense*, 339-366 (OPTIONAL).
- 3) Watch the video, “The Greatest Battle Implement,” (Canvas).
- 4) Attend the lecture, “Interwar – New Technologies, New Doctrines.”
- 5) Read *Scarlet Fields*, 205-252.

Additional Week 5 Activities: Complete **QUIZ #4** on Canvas covering lessons 12-14. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, February 25th. You must complete this quiz by 1159 PM (CST) on Monday, February 28th. It is worth 30 points.

Week 6 – The United States and the Second World War (1) (February 28th – March 4th):

2/28: Lesson 15: Maintaining Neutrality in a Dangerous World:

- 1) Download the Note-Taking Outline for Lesson 15 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 367-381 (OPTIONAL).
- 3) Listen to the audio clip, “President Franklin D. Roosevelt – On the European War,” (Canvas).
- 4) Listen to the audio clip, “President Franklin D. Roosevelt – On National Defense,” (Canvas).
- 5) Examine the map, “The Far East and the Pacific (Imperial Powers – September 1939),” (Canvas).
- 6) Examine the map, “Europe 1936 – 1939 (German Aggressions),” (Canvas).
- 7) Attend the lecture, “Maintaining Neutrality in a Dangerous World.”

3/2: Lesson 16: Forging an Arsenal of Democracy:

- 1) Download the Note-Taking Outline for Lesson 16 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 381-391 (OPTIONAL).
- 3) Listen to the audio clip, “President Franklin D. Roosevelt – Arsenal of Democracy,” (Canvas).
- 4) Attend the lecture, “Forging an Arsenal of Democracy.”

3/4: Lesson 17: War with Japan – Opening Moves in the Pacific:

- 1) Download the Note-Taking Outline for Lesson 17 to assist in note taking (Canvas).
- 2) Listen to the audio clip, “President Franklin D. Roosevelt – War Message to Congress,” (Canvas).
- 3) Examine the map, “The Pacific Theater of Operations,” (Canvas).
- 4) Attend the lecture, “War with Japan – Opening Moves in the Pacific.”

Additional Week 6 Activities: Complete **QUIZ #5** on Canvas covering lessons 15-17. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, March 4th. You must complete this quiz by 1159 PM (CST) on Monday, March 7th. It is worth 30 points.

Week 7 – The United States and the Second World War (2) (March 7th – 11th):

3/7: Lesson 18: Waging Coalition War in the Mediterranean:

- 1) Download the Note-Taking Outline for Lesson 18 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 396-403 (OPTIONAL).
- 3) Examine the map, “Southern Approaches to Europe,” (Canvas).
- 4) Examine select United States Government Propaganda Posters (Canvas).
- 5) Attend the lecture, “Waging Coalition War in the Mediterranean.”

3/9: Lesson 19: Breaking German Naval Power – The Battle of the Atlantic:

- 1) Download the Note-Taking Outline for Lesson 19 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 391-396 (OPTIONAL).
- 3) Attend the lecture, “Winning the Battle of the Atlantic.”

3/11: Lesson 20: Breaking German Industrial and Air Power – The Combined Bomber Offensive:

- 1) Download the Note-Taking Outline for Lesson 20 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 404-415 (OPTIONAL).
- 3) Attend the lecture, “The Combined Bomber Offensive.”

Additional Week 7 Activities: Complete **ESSAY #1** and upload your essay to the portal on Canvas no later than 1159 PM (CST) on Friday, March 11th. As a reminder, **ESSAY #1** is in response to the prompt: Based on your reading of *Scarlet Fields: The Combat Memoir of a World War I Medal of Honor Hero* by John Lewis Barkley and based on your viewing of *They Shall Not Grow Old*, identify and explain the most noteworthy thing that you discovered about the nature of ground combat during the First World War. For formatting instructions and grading standards see paragraph 4(b), “Writing Requirements.”

SPRING BREAK: March 12th – March 20th

Week 8 – The United States and the Second World War (3) (March 21st – 25th):

3/21: Lesson 21: War as a Catalyst for Social Change – The American Home Front:

- 1) Download the Note-Taking Outline for Lesson 21 to assist in note taking (Canvas).
- 2) Examine select United States Government Propaganda Posters (Canvas).
- 3) Read the document, “Executive Order 8802,” (Canvas).
- 4) Attend the lecture, “War as a Catalyst for Social Change – The American Home Front.”
- 5) Read *With the Old Breed*, 5-54.

3/23: Lesson 22: Assaulting the Atlantic Wall – The Normandy Invasion:

- 1) Download the Note-Taking Outline for Lesson 22 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 420-427 (OPTIONAL).
- 3) Examine the map: “D Day (6 June 1944),” (Canvas).
- 4) Attend the lecture, “Assaulting the Atlantic Wall.”
- 5) Read *With the Old Breed*, 55-104.

3/25: Lesson 23: Advancing Across Western Europe:

- 1) Download the Note-Taking Outline for Lesson 23 to assist in note taking (Canvas).
- 2) Examine the map, “Northern Europe,” (Canvas).
- 3) Watch select video clips from the movie *Fury*, (Canvas).
- 4) Attend the lecture, “Advancing Across Western Europe.”
- 5) Read *With the Old Breed*, 105-158.

Additional Week 8 Activities: Complete **QUIZ #6** on Canvas covering lessons 18-23. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, March 25th. You must complete this quiz by 1159 PM (CST) on Monday, March 28th. It is worth 30 points.

Week 9 – The United States and the Second World War (4) (March 28th – April 1st):

3/28: Lesson 24: Twin Drives in the Pacific:

- 1) Download the Note-Taking Outline for Lesson 24 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 415-420 (OPTIONAL).
- 3) Watch the video, “With the Marines at Tarawa,” (Canvas).
- 4) Attend the lecture, “Twin Drives in the Pacific.”
- 5) Read *With the Old Breed*, 163-203.

3/30: Lesson 25: Defeating Nazi Germany and Imperial Japan:

- 1) Download the Note-Taking Outline for Lesson 25 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 427-439 (OPTIONAL).
- 3) Watch the video clip from *The Fog of War*, “McNamara on Bombing Japan,” (Canvas).
- 4) Watch the video, *Controversy over the Decision to Drop Atom Bombs ... still Lingers*, (Canvas).
- 5) Read the document, “President Truman – Statement on the Use of the Atomic Bomb,” (Canvas).
- 6) Attend the lecture, “Defeating Nazi Germany and Imperial Japan.”
- 7) Read *With the Old Breed*, 205-260.

4/1: Lesson 26: A Double Victory – Desegregating the Armed Forces:

- 1) Download the Note-Taking Outline for Lesson 26 to assist in note taking (Canvas).
- 2) Read the document, “Report on the Negro Soldier,” (Canvas).
- 3) Read the document, “Opinions about Negro Infantry Platoons in White Companies ...,” (Canvas).
- 4) Attend the lecture, “A Double Victory – Desegregating the Armed Forces,” (Canvas).
- 5) Read *With the Old Breed*, 261-315.

Additional Week 9 Activities: Complete **QUIZ #7** on Canvas covering lessons 24-26. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, April 1st. You must complete this quiz by 1159 PM (CST) on Monday, April 4th. It is worth 30 points.

Week 10 – The United States and the Cold War (1) (April 4th – 8th):

4/4: Lesson 27: Learning Containment – The Truman Administration Wages the Cold War:

- 1) Download the Note-Taking Outline for Lesson 27 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 440-453, 460-467 (OPTIONAL).
- 3) Attend the lecture, “Learning Containment – The Truman Administration Wages the Cold War.”

4/6: Lesson 28: The Cold War Burns Hot – Korea, 1950-51:

- 1) Download the Note-Taking Outline for Lesson 28 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 453-460 (OPTIONAL).
- 3) Examine the map, “The Korean Conflict (1950-1951),” (Canvas).
- 4) Attend the lecture, “The Cold War Burns Hot – Korea, 1950-51.”

4/8: Lesson 29: Limiting War in the Atomic Age – Korea, 1951-53:

- 1) Download the Note-Taking Outline for Lesson 29 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 467-474 (OPTIONAL).
- 3) Read the document, “President Truman – Explanation for Relief of Douglas MacArthur,” (Canvas).
- 4) Examine the map, “The Stabilized Front (1952-1953),” (Canvas).
- 5) Attend the lecture, “Limiting War in the Atomic Age – Korea, 1951-53,” (Canvas).

Additional Week 10 Activities: Complete **QUIZ #8** on Canvas covering lessons 27-29. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, April 8th. You must complete this quiz by 1159 PM (CST) on Monday, April 11th. It is worth 30 points.

Week 11 – The United States and the Cold War (2) (April 11th – 15th):

4/11: Lesson 30: From the “New Look” to a “Flexible Response”:

- 1) Download the Note-Taking Outline for Lesson 30 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 475-506 (OPTIONAL).
- 3) Watch the video, “President John F. Kennedy – Address on the Cuban Missile Crisis,” (Canvas).
- 4) Attend the lecture, “From the ‘New Look’ to a ‘Flexible Response.’”
- 5) Read *Platoon Leader*, 1-36.

4/13: Lesson 31: Reconstruction Redux – The United States Military and the Civil Rights Movement:

- 1) Download the Note-Taking Outline for Lesson 31 to assist in note taking (Canvas).
- 2) Watch the video, “President Dwight D. Eisenhower on Little Rock School Integration,” (Canvas).
- 3) Watch the video, “Colonel Heath Twichell on securing Little Rock High School,” (Canvas).
- 4) Attend the lecture, “Reconstruction Redux – The U. S. Military and the Civil Rights Movement.”
- 5) Read *Platoon Leader*, 37-78.

4/15: Lesson 32: Toward American Intervention in Vietnam:

- 1) Download the Note-Taking Outline for Lesson 32 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 507-517 (OPTIONAL).
- 3) Examine the map, “Indochina and the Ho Chi Minh Trail,” (Canvas).
- 4) Examine the diagram, “Dau Tranh – The Vietnamese Theory of Revolutionary War,” (Canvas).
- 5) Attend the lecture, “Toward American Intervention in Vietnam.”
- 6) Read *Platoon Leader*, 79-125.

Additional Week 11 Activities: Complete **QUIZ #9** on Canvas covering lessons 30-32. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, April 15th. You must complete this quiz by 1159 PM (CST) on Monday, April 18th. It is worth 30 points.

Week 12 – The United States and the Cold War (3) (April 18th – 22nd):

4/18: Lesson 33: Lyndon Johnson’s Limited War in Vietnam:

- 1) Download the Note-Taking Outline for Lesson 33 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 517-543 (OPTIONAL).
- 3) Listen to the audio clip, “William Westmoreland – Address to Congress, April 28th, 1967,” (Canvas).
- 4) Examine the map, “Tet Offensive, 1968,” (Canvas).
- 5) Attend the lecture, “Lyndon Johnson’s Limited War in Vietnam.”
- 6) Read *Platoon Leader*, 126-160.

4/20: Lesson 34: From Tet’s Aftermath to ‘Peace with Honor’:

- 1) Download the Note-Taking Outline for Lesson 34 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 543-568 (OPTIONAL).
- 3) Attend the lecture, “From Tet’s Aftermath to ‘Peace with Honor.’”
- 4) Read *Platoon Leader*, 161-201.

4/22: Lesson 35: A Broken Army – A Demoralized Nation:

- 1) Download the Note-Taking Outline for Lesson 35 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 569-576 (OPTIONAL).
- 3) Watch the video, “Vietnam – Shotgun,” (Canvas).
- 4) Watch the video, Desert One – Inside the Failed 1980 Hostage Rescue in Iran,” (Canvas).
- 5) Watch the video, “President Carter – Statement on the Failed Iran Rescue Mission,” (Canvas).
- 6) Attend the lecture, “A Broken Army – A Demoralized Nation.”
- 7) Read *Platoon Leader*, 202-244.

Additional Week 12 Activities: Complete **QUIZ #10** on Canvas covering lessons 33-35. You will have 30 minutes to complete this quiz and may use your notes and other course materials. You will have one attempt. The quiz opens on Canvas after lecture on Friday, April 22nd. You must complete this quiz by 1159 PM (CST) on Monday, April 25th. It is worth 30 points.

Week 13 – The United States and the New World Order (April 25th – 29th):

4/25: Lesson 36: Defeating an “Evil Empire” – The Reagan Administration Wages the Cold War:

- 1) Download the Note-Taking Outline for Lesson 36 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 576-589 (OPTIONAL).
- 3) Watch the video, “President Ronald Reagan – Evil Empire Speech,” (Canvas).
- 4) Watch the video, “President Ronald Reagan – Address on the Strike against Libya,” (Canvas).
- 5) Watch the video, “Be All That You Can Be – Army Recruiting Commercials,” (Canvas).
- 6) Attend the lecture, “Defeating an ‘Evil Empire’ – The Reagan Administration Wages the Cold War.”
- 7) Read *Shoot Like a Girl*, 1-37.

4/27: Lesson 37: Enforcing the New World Order – War Making and Peacekeeping:

- 1) Download the Note-Taking Outline for Lesson 37 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 589-624 (OPTIONAL).
- 3) Read “H. R. McMaster – Account of the Battle of 73 Easting,” (Canvas).
- 4) Attend the Lecture, “Enforcing the New World Order – War Making and Peacekeeping,” (Canvas).
- 5) Read *Shoot Like a Girl*, 39-81.

4/29: Lesson 38: Reading Period:

- 1) Read *Shoot Like a Girl*, 83-290.
- 2) **NO** lecture / **NO** class meeting.

Additional Week 13 Activities: **NONE.**

Week 14 – The United States and the War on Terror (May 2nd – 6th):

5/2: Lesson 39: Afghanistan – An American War in the Graveyard of Empires:

- 1) Download the Note-Taking Outline for Lesson 39 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 624-650, 672-679 (OPTIONAL).
- 3) Watch the Documentary Film *Korengal*.
- 4) Attend the lecture, “Afghanistan – An American War in the Graveyard of Empires.”

5/4: Lesson 40: Iraq – From ‘Shock and Awe’ to ISIS:

- 1) Download the Note-Taking Outline for Lesson 40 to assist in note taking (Canvas).
- 2) Read *For the Common Defense*, 650-672 (OPTIONAL).
- 3) Examine the map, “Coalition Offensive in Southern Iraq,” (Canvas).
- 4) Examine the map, “The Isolation of Baghdad,” (Canvas).
- 5) Attend the lecture, “Iraq – From ‘Shock and Awe’ to ISIS.”

5/6: Lesson 41: Counterinsurgency Doctrine – Counterinsurgency Strategy?:

- 1) Download the Note-Taking Outline for Lesson 41 to assist in note taking (Canvas).
- 2) Attend the lecture, “Counterinsurgency Doctrine – Counterinsurgency Strategy?”

Additional Week 14 Activities: Complete **ESSAY #2** and upload your essay to the portal on Canvas no later than 1159 PM (CST) on Saturday, May 7th. As a reminder, **ESSAY #2** is in response to the prompt: Based on your reading of *Platoon Leader: A Memoir of Command in Combat* by James McDonough and *Shoot Like a Girl: One Woman’s Dramatic Fight in Afghanistan and on the Home Front* by Mary Jennings Hegar, and based on your viewing of *Korengal*, identify and explain ONE significant aspect of the American way of war during the last half century (1970 – present). For formatting instructions and grading standards see paragraph 4(b), “Writing Requirements.”