
HISTORY 345: AMERICAN MILITARY HISTORY

Fall 2024
Univ. of Wisconsin-Madison
Lecture: MW, 9:55 AM - 10:45 AM
Discussion: Various
1121 Mosse Humanities Bldg. (in person)
3 credit hours
Accelerated Honors option
Sophomore standing
Breadth: Social Science
Level: Intermediate
Counts as L&S credit in L&S
Counts toward 50% graduate coursework req

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1. Course description.

This course surveys the American military experience from the colonial era to the present day. It takes a broad view of military history, examining the influence of warfare on all aspects of American society. We will not omit the traditional mainstays of the field—the study of battles, leaders, and the development of military technology—or domains of military operations, but we will consider them within the broader American experience and in an international context. Ultimately, this course will provide an understanding of how American military organizations and practices have evolved over time, as well as an appreciation of how war has shaped America and, in many regards, defined its interaction with the world.

2. Course Learning Outcomes. Students will analyze, understand, and be able to explain:

- a. The diverse military traditions that collided in colonial North America and how they evolved in response to each other and technological developments.
- b. How the United States has attempted to use military power to advance its interests and ideals around the world and to what effect.
- c. How and why American military policies, establishments, and practices evolved over time.
- d. How concepts of identity (to include race, ethnicity, kinship, gender, and religion) influence the character of war and how war has, in turn, influenced identity.
- e. Warfare as a human experience endured on the battlefield, at sea, in the sky, on the home front, at desolate outposts, and in councils of government.
- f. The significance and persistence of expansion—physical, commercial, and ideological—to American (military) history.

3. Course format.

A typical week in History 345 comprises two lectures and one seminar/discussion meeting, each an “hour” (50 minutes) in length and in-person, accounting for the 3 credit hours you will earn in this class. There are approximately 30 pages of assigned readings for each of these meetings.¹ Most often, readings from the core textbook (*In Harm’s Way*) align with lecture topics while readings for seminar/discussion meetings provide a diversity of first-person and other perspectives on American military history, often in the form of memoirs or other primary documents. Familiarity with such sources will equip students to complete a term research project/paper centered around the experiences of an individual of their choosing (see “Writing Requirement” below). On average, students should budget six hours per week *outside of the classroom*, to complete the assigned readings, prepare notes, and make steady progress on the term paper and other graded requirements delineated below.

All in-person meetings for this course will occur in Humanities 1121 or your assigned seminar/discussion room with the exception of Lecture 12 (14 Oct.), which will convene in the lobby of the Wisconsin Veterans Museum.²

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

a. Autobiography: 20 points.

No later than the second discussion/seminar meeting, students will submit a 200 to 250-word autobiography of themselves via Canvas. These submissions will be viewable to all students enrolled in the course and should include a brief summary of what you hope to gain from the course.

b. Discussion section attendance and participation: 200 points.

The quality of seminar discussions is entirely dependent upon student preparation, attendance, and contributions. Accordingly, students will receive 5 points for attending each discussion and up to 10 additional points based on the quality of contributions to each discussion. (All students will begin the semester with a “credit” of 5 points.)

c. Discussion prompt essays: 50 points.

¹ Exceptions to this standard are books are memoirs that may be read at a swifter pace and in some cases have fewer words for page.

² The Wisconsin Veterans Museum is located at 30 W. Mifflin Street, an approximately 15-minute walk down State Street from the Humanities Building. Students who are unable to either of the events scheduled for this venue due to irreconcilable schedule conflicts or mobility constraints should inform Prof. Hall no later than the second week of the course.

The Canvas page for most seminar meetings contains a discussion prompt that students should be prepared to address for the respective meeting. Students will further respond *in writing* to three of these prompts over the course of the semester. While students may choose whichever prompts they wish to respond to in writing, ***they must submit at least two responses before the midterm exam.*** Each response will take the form of a 150-word, single-paragraph essay, submitted via Canvas. The first of these responses is worth 10 points; the second and third are each worth 20 points. Deadlines for submission are by section:

- Professor Hall's honors section: no later than 24 hours before the relevant seminar meeting.
- All other sections: no later than 72 hours before the relevant seminar meeting.

d. Lecture quizzes: 60 points.

Students may earn up to 60 points in unannounced quizzes administered during select lectures. The purpose of these quizzes is to incentivize students to do the assigned reading; any student who does the assigned reading should expect to earn all 60 points. Students with unexcused absences will receive zero points for missed quizzes. Quizzes will be administered using Top Hat.

e. Research proposal: 75 points.

In preparation for the writing requirement (described below), students will submit a research proposal consisting of the following elements:

1. A brief biography of your prospective interview subject, identifying his/her/their experience and its relevance to the course themes.³
2. A research question that (a) you can answer with the sources available to you and (b) relates the interview subject's experiences to the broader course themes.
3. An annotated bibliography comprising:
 - a. Non-honors students: at least three relevant secondary sources
 - b. Accelerated honors students: at least four relevant secondary sources and one primary source collection.

*Prof. Hall will discuss this requirement during Lecture 6, 23 September, at which you will also receive instruction on conducting oral history interviews from the UW Archive's oral historian. The proposal is intended to set you up for success with the larger writing requirement. **It is due via Canvas no later than the beginning of Lecture 10, 7 October.***

f. Mid-term examination: 150 points.

³ *Students who require assistance in identifying an interview subject should notify Prof. Hall no later than 28 September.*

The mid-term examination, administered in class on 21 October, consists of an objective component (multiple choice and matching questions) worth 50 points and two single-paragraph essays explaining the significance of two historical events, actors, or artifacts (from a menu of four options, each worth 50 points).

g. Writing requirement: 200 points.

Students will write an essay based on at least one oral history interview that they conduct. Students may interview any person whose personal experiences offers insights on the American military experience in the 20th or 21st centuries. The most common subjects for such interviews are veterans of the American military, but students may elect to interview anyone with a valuable perspective regarding the influence of war on American society. Potential interview subjects also include “gold star mothers,” mental health care professionals who have treated veterans suffering from PTSD, defense policymakers, or organizers of anti-war activities. Students should take great care in selecting someone with a suitable depth of relevant experience and must always treat their interview subject with respect. Under no circumstance will students solicit an interview with adversarial intentions.

Essays must relate the individual’s experiences to the broader themes of this course—an endeavor that will require additional research. Non-honors students’ papers must be 1,500 to 2,000 words in length; those of accelerated honors students must be 2,000 to 2,500 words in length (exclusive of title page, notes, and bibliography in either instance)

This writing requirement will account for 200 points. *Essays are due via Canvas no later than the beginning of Lecture 24, 25 November.*

h. Final examination: 250 points.

Students will take the final examination from 10:05 AM to 12:05 PM on 13 December (location TBD). The exam consists of an objective component (multiple choice and matching questions) worth 50 points; single- paragraph essays explaining the significance of two historical events, actors, or artifacts (from a menu of four options, each worth 25 points); and an essay question worth 150 points. The essay will encompass the entire semester; other elements of the exam will cover material since the midterm. The essay must present a compelling thesis substantiated by specific historical evidence, and all answers must demonstrate a mastery of the material covered in lectures, readings, and discussions. Poor writing, grammatical errors, and ineffective organization will result in grade deductions. Students may refer to a single page of printed notes during the exam.

i. Extra credit.

Students may earn up to 30 extra credit points over the course of the semester by (1) attending special programming (on campus, at the Veterans Museum, or in the community) related to course themes/material and (2) writing a 250-300-word impression paper about the

event. I will announce opportunities in class and via email, but students may submit unannounced events for my consideration. Students must submit papers via email within 48 hours of the event and may submit no more than three impression papers (each worth 10 points) over the course of the semester.

j. Grading summary.

Autobiography	20 points	2%
Discussion attendance & participation:	200 points	20%
Discussion prompt essays	50 points	5%
Lecture quizzes:	60 points	6%
Proposal:	70 points	7%
Mid-term examination:	150 points	15%
Writing requirement	200 points	20%
Final examination	250 points	25%

k. Grading scheme.

92-100%	A
87-91.9%	AB
82-86.9%	B
77-81.9%	BC
72-76.9%	C
67-71.9%	D
0-66.9%	F

l. Formatting instructions for written work.

- (1) Format all work in accordance with *The Chicago Manual of Style*, an online version of which is available through the UW Libraries.
- (2) Use footnotes rather than endnotes (and be aware that they are not formatted as bibliography entries).
- (3) Use 12-point Times New Roman font.
- (4) Double space.
- (5) Use 1-inch margins on all sides.
- (6) The writing requirement (oral history paper) must include:
 - (a) A title page that contains the following information: title, name, section, and word count (exclusive of notes, title page, and bibliography).
 - (b) A bibliography listing primary sources, then secondary sources.

m. Grading standards for written work.

- (1) Organization:

- (a) Does the essay begin with an effective introduction that (a) engages the reader, (b) identifies historical problem under consideration, and (c) posits the student's thesis?
 - (b) Do paragraphs comprise discrete ideas defined by identifiable topic sentences?
 - (c) Does the student make effective use of transitions (especially between paragraphs)?
 - (d) Does the student arrange his or her paragraphs (ideas) in a logical sequence that furthers the argument while maintaining a coherent, chronological narrative?
 - (e) Does the student conclude with a summary of the essay's most salient findings and (if appropriate) allusions to their broader significance?
- (2) Use of sources:
- (a) Is the student's research adequate?
 - (b) Does the student make significant / sufficient use of primary sources?*
 - (c) Does the student over-rely on select secondary sources or non-scholarly sources?
 - (d) Does the student make appropriate use of the *best available* (rather than the most conveniently accessible) sources?
 - (e) Does the student effectively use evidence from these sources to further his or her argument?
 - (f) Does the student understand the historiography of his or her topic?*
 - (g) Does the student make excessive or inappropriate use of direct quotations?
- (3) Overall:
- (a) Does the student present an original, compelling argument substantiated by appropriate historical evidence? Would a general, educated reader find the argument compelling?
 - (b) Does the student demonstrate mastery of the subject matter?
 - (c) Is the essay well written? Would a general, educated reader understand it and enjoy reading it?
 - (d) Is the essay (to include a cover sheet and bibliography) properly formatted in accordance with *The Chicago Manual of Style* and otherwise free of errors?
9. How to succeed in this course.
- a. Do the reading.
 - b. Attend all class meetings (lectures and seminar discussions).
 - (1) Be seated and prepared to take notes when class begins.
 - (2) Turn off cell phones in class. Prof. Hall or the TA(s) will answer phones that ring; repeat offenders will be asked to leave.
 - (3) Coordinate anticipated absences, late arrivals, and early departures ahead of time.
 - (4) Prof. Hall expects personal explanations for unanticipated tardiness immediately following class.
 - c. Contribute to discussions.
 - d. Take notes—in class and while reading. Laptops and tablets are permitted in class for notetaking and referencing purposes; they and cell phones may further be used at Prof. Hall's

* Accelerated honors only.

invitation for exercises conducted via Top Hat. Prof. Hall reserves the right to revoke IT privileges for those who abuse them.

- e. Work ahead on all graded requirements and submit them on time. **Late submissions will be penalized 10% the moment they are late with additional 10% deductions every twenty-four hours *unless* students negotiate an extension prior to the original due date.** Submissions will not be accepted after the return of other students' graded submissions.
- f. Do your own work. Doing otherwise defeats the purpose of taking the course. Suspected cases of plagiarism will be dealt with in accordance with Chapter 14 of the University of Wisconsin System Administrative Code.
- g. Seek assistance from the professor or your TA if you are struggling or do not understand the expectations.

6. Course texts.

- a. Students must acquire their own copy (whether a hardcopy or digital) of the following texts:

Gooding, James Henry. *On the Altar of Freedom: A Black Soldier's Civil War Letters from the Front*. Edited by Virginia M. Adams. Amherst: University of Massachusetts Press, 1999.

Hegar, Mary Jennings. *Shoot Like a Girl: One Woman's Dramatic Fight in Afghanistan and on the Home Front*. New York: New American Library, 2017.

Sledge, E. B. *With the Old Breed at Peleliu and Okinawa*. New York: Presidio Press, 2010.

Smith, Gene A., David Coffey, and Kyle Longley. *In Harm's Way: A History of the American Military Experience*. New York: Oxford University Press, 2019.

- b. The following materials are (or will be) available via Canvas or at the URL indicated.

Addams, Jane. "Passing of the War Virtues." In *Newer Ideals of Peace*, 209-38. New York: Macmillan Company, 1907.

American Experience: Two Days in October. 2005. PBS Home Video.

Anderson, Fred. "The Colonial Background to the American Victory." In *The World Turned Upside Down: The American Victory in the War of Independence*, edited by John E. Ferling, 1-17. New York: Greenwood Press, 1988.

Berkin, Carol. “‘You can form no idea of the horrors’: The Challenges of a Home-Front War.” In *Revolutionary Mothers: Women in the Struggle for America's Independence*, 26-49. New York: Knopf, 2005.

Eikenberry, Karl W. “Reassessing the All-Volunteer Force.” In *The Modern American Military*, edited by David M. Kennedy, 213-39. New York: Oxford University Press, 2013.

Howard, Michael. “The Use and Abuse of Military History.” *Parameters* 11, no. 1 (1981): 9-14.

Mahan, Alfred Thayer. “The United States Looking Outward.” *Atlantic Monthly* 66 (December 1890): 816-24.

Porter, David. *Journal of a Cruise Made to the Pacific Ocean in the United States Frigate Essex: In the Years 1812, 1813, and 1814*. Philadelphia: Bradford and Inskeep, 1815.

Roosevelt, Theodore. *Address of Hon. Theodore Roosevelt, Assistant Secretary of the Navy, before the Naval War College, Newport, R.I., Wednesday, June 2, 1897*. Washington: Government Printing Office, 1897.

Roosevelt, Theodore. “Citizenship in a Republic.” Delivered at the Sorbonne, Paris, France, 23 April 1910. Available at <https://www.theodorerooseveltcenter.org/Learn-About-TR/TR-Encyclopedia/Culture-and-Society/Man-in-the-Arena.aspx>.

Williams Chad L. “Democracy at War: African Americans, Citizenship, and the Meanings of Military Service.” In *Torchbearers of Democracy: African American Soldiers in the World War I Era*, 13-61. Chapel Hill, University of North Carolina Press, 2010.

Zwick, Edward. *Glory*. TriStar Pictures, 1989.

7. Course schedule.

LSN	Date	Topic	Reading
1	9/4	Introduction	<i>IHW</i> Preface (xv) and Introduction: An American Way of War (1-2)
D1	9/6,9,10	Discussion Intro	Howard, “The Use and Abuse of Military History”
2	9/9	Contact and Conflict	<i>IHW</i> Chapter 1: Surviving a Wilderness (3-32)
3	9/11	The Contest for Colonial Dominion, 1565-1763	<i>IHW</i> Chapter 2: Competing for a Continent (33-68)

D2	9/13, 16, 17	The Origins of the American Citizen Soldier Tradition	Anderson, "The Colonial Background to the American Victory (1-17)
4	9/16	A People in Arms, 1763-1776	IHW Chapter 3: 'Tis Time to Part (69-99)
5	9/18	Metamorphosis: The Global War against Britain, 1777-1782	IHW Chapter 4: Maintaining Independence (100-34)
D3	9/20, 23, 24	The Revolutionary Homefront	Berkin, "You can form no idea of the horrors"
6	9/23	Research Symposium	Porter, <i>Journal of a Cruise</i> , extract 1
7	9/25	To the Shores of Tripoli: The American Navy in the Napoleonic Age	Porter, <i>Journal of a Cruise</i> , extract 2
D4	9/27, 30; 10/1	American Ways of War	Porter, <i>Journal of a Cruise</i> , extract 3
8	9/30	An Empire of Liberty...& Commerce, 1782-1815	IHW Chapter 5: Securing the Republic (135-74)
9	10/2	Glory & Dishonor: Breaking Indian Power, Dismembering Mexico, 1810-1849	IHW Chapter 6: Empire of Expansion (175-209)
D5	10/4, 7, 8	"My country, right or wrong": The Toll of Expansion	D5 primary source collection (Canvas)
10	10/7	Taking the Arsenic: The Road to Disunion, 1849-1861 <i>Research Proposal Due</i>	IHW Chapter 7: Disunion (210-38)
11	10/9	The Rise and (Hard) Fall of the Confederacy, 1862-1865	IHW Chapter 8: Hard War (239-272)
D6	10/11, 14, 15	Seeing the Elephant	Begin Gooding
12	10/14	<i>Materiel Culture of the Civil War at the Wisconsin Veterans Museum</i>	Continue Gooding
13	10/16	Unfinished Business: Expansion Resumed, Reconstruction Foiled, 1865-90	IHW Chapter 9: Reconstruction and Conquest (272-304)
D7	10/18, 21, 22	From Contraband to USCT	Watch <i>Glory</i> Finish Gooding NPS biography of Gooding
14	10/21	MIDTERM EXAM!	Your notes!
15	10/23	The Imperial "Irruption," 1890-1917	IHW Chapter 10: Empire and Intervention (305-32)
D8	10/25, 28, 29	A "Pacific" Power	Mahan, "The United States Looking Outward" Roosevelt, <i>Address</i>

16	10/28	Preparing for War, Protesting for Peace	<i>IHW</i> Chapter 11: The Great War and Beyond (333-38) Addams, “Passing of the War Virtues” Roosevelt, “Citizenship in a Republic”
17	10/30	Over There: America in the Great War, 1917-18	<i>IHW</i> Chapter 11: The Great War and Beyond (338-48) Sledge (3-42)
D9	11/1, 4, 5	Fit to Serve?	Williams, “Democracy at War”
18	11/4	Isolation & Innovation—the Interwar Period	<i>IHW</i> Chapter 11: The Great War and Beyond (348-58) Sledge (43-104)
19	11/6	The “Sleeping Giant” Awakes, 1941-43	<i>IHW</i> Chapter 12: Saving the World from Evil (359-76) Sledge (105-60)
D10	11/8, 11, 12	The Homefront	<i>IHW</i> Chapter 12: Saving the World from Evil (376-79) Sledge (161-86)
20	11/11	Storming <i>Festung Europa</i> , 1943-45	<i>IHW</i> Chapter 12: Saving the World from Evil (380-87) Sledge (187-204)
21	11/13	The Unpacific War, 1942-45	<i>IHW</i> Chapter 13: War Without Mercy: Fighting in the Pacific (388-413) Sledge (205-60)
D11	11/15, 18, 19	War without Mercy	Sledge (261-315)
22	11/18	The Cold War through JFK, 1946-63	<i>IHW</i> Chapter 14: Different Kind of War: The Early Cold War and the Forgotten War (414-438) <i>IHW</i> Chapter 15: From the Top of the World to a Quagmire (439-49)
23	11/20	The Vietnam War, 1963-1975	<i>IHW</i> Chapter 15: From the Top of the World to a Quagmire (449-70)
D12	11/22, 25, 26	The Antiwar Movement in Madison	Watch American Experience: Two Days in October
24	11/25	Legacies of the Vietnam War Writing requirement due	<i>IHW</i> Chapter 16: The Endless Wars: The Cold War and Beyond (471-81)

25	11/27	The End of History?	<i>IHW</i> Chapter 16: The Endless Wars: The Cold War and Beyond (481-88) Hegar (Prologue, Chapt. 1)
26	12/2	The Global War on Terror	<i>IHW</i> Chapter 16: The Endless Wars: The Cold War and Beyond (488-500) Hegar (Chapt. 2)
27	12/4	The End of America's Longest War	Hegar (Chapts. 3 & 4)
D13	12/6, 9, 10	A New American Militarism?	Eikenberry, "Reassessing the All-Volunteer Force" Hegar (Chapts. 5 & 6)
28	12/9	Panel Discussion	Hegar (Chapts. 7 & 8)
29	12/11	Final Review	Hegar (Chapts. 9 & 10)
EXAM	12/13	Final Exam, loc. TBD, 10:05 AM to 12:05 PM	

8. History Program Learning Outcomes.

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the world. History students learn to find and interpret evidence about the world, to translate complex information into engaging and persuasive stories, and to use their understanding of many perspectives to solve complex problems.

From deciphering manuscripts to mastering the latest digital research tools, history students investigate, interpret, and tell compelling stories about the past and the present. They look beyond easy explanations to understand the complexities and ambiguities of human experience. History is therefore an excellent major for students interested in careers involving research, communication, and problem-solving. History graduates can do anything. They learn to identify the skills developed in the study of history and articulate the applicability of those skills to a variety of professional and intellectual endeavors. Many continue on in fields such as law, business, non-profit management, journalism, medicine, public health, national and international policy work, military, government, museum work, library and information management, and education.

To ensure that students gain exposure to the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offer breadth, depth, and variety. The structure of the curriculum ensures that students will gain broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras. In their capstone experience, students will also gain an in-depth understanding of a topic of their choice through original or creative research.

Through their courses, students should improve their skills in the following areas:

RESEARCH AND ANALYSIS - Find and interpret diverse evidence to explain complex changes over time.

- Read and evaluate a variety of materials to determine their origins, perspective, usefulness, and reliability
- Analyze influences that shape historical narratives and debates across genres and media
- Explain complex changes over time at different levels of scale
- Ask creative questions and work persistently to find relevant sources to answer them
- Develop a convincing narrative or properly substantiated argument based on synthesizing diverse methodologies and sources of information

WRITTEN AND ORAL COMMUNICATION - Communicate effectively to a variety of audiences in writing and speech.

- Craft clear, persuasive prose
- Discuss and distill complex points through lucid verbal communication
- Communicate findings to diverse audiences, in various formats

LEADERSHIP AND COMMUNITY-BUILDING - Use an understanding of many perspectives to work with people and solve complex problems.

- Give and receive helpful, respectful feedback
- Lead and participate productively in purposeful discussion
- Recognize contextual influences on the values, perspectives, and actions of individuals and groups, including oneself
- Approach a problem in multiple ways to propose a range of viable solutions
- Create and implement a plan for completing a multi-step project

EMPATHY AND GLOBAL CITIZENSHIP - Seek to understand differing views and ways of being in the world.

- Engage with humility and empathy, and respect those with differing views
- Recognize multiple ways of being in the world, and how what may seem natural in a society has been built over decades of accumulated human actions
- Break down stereotypes and misconceptions through rigorous analysis
- Understand the roots of persistent social, economic, gender, and racial inequalities across time, space, and cultures.
- Develop a lifetime sense of curiosity and wonder

Learning Outcomes for Assessment

- Find and interpret diverse evidence to explain complex changes over time
- Communicate effectively to a variety of audiences in writing and speech
- Use an understanding of many perspectives to work with people and solve complex problems
- Seek to understand differing views and ways of being in the world

- Identify the skills developed in the study of history and articulate their applicability to a variety of professional and intellectual endeavors

9. Rights, Responsibilities, and Resources.

TEACHING & LEARNING DATA TRANSPARENCY STATEMENT

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full teaching and learning [data transparency statement](#).

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES STATEMENT

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

CAMPUS RESOURCES FOR ACADEMIC SUCCESS

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)
- [Graduate Student Services](#)

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

DIGITAL COURSE EVALUATION

UW-Madison uses a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their NetID. Evaluations are anonymous. Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

[Rights & Responsibilities](#)

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES
[Academic Calendar & Religious Observances](#)

About Your Instructors

John W. Hall is a first-generation college graduate, son of a Vietnam combat vet, native Wisconsinite, and 1990 graduate of Palmyra-Eagle High School. He grew up in the midst of the Kettle-Moraine State Forest Southern Unit, running, hunting, and obsessed with proper nerdy pursuits (Star Wars, Doctor Who, Tolkien, and Dungeons & Dragons). There is no Jedi Academy, so he went to West Point, graduating in 1994. There are no Jedi Knights, so he tried to his best to be an “infantryman of letters”—an idiosyncratic career path that ultimately allowed him to receive a PhD in history from UNC-Chapel Hill and retire as a colonel after nearly twenty-five years of active and reserve service. His scholarly expertise rests in the literal and figurative borderlands of the Early American Republic, straddling military and American Indian history. If he’s not at work, he’s probably on his bike, cheering on the Packers or Carolina Hurricanes, or watching something noir with his wife and best friend Heidi. Their adult son Connor is a wilderness first responder.



David Hice grew up outside Farmville, Virginia. His childhood was spent exploring the woods and tobacco fields around his home and reading far too many books and comics. He attended West Point, where he was a first-round draft pick for his company’s intramural Ultimate Frisbee team. David commissioned in 2020, ultimately leaving the Army in 2021 as a conscientious objector. Since 2022, he has been pursuing a PhD track in US History at UW-Madison where he studies antiwar movements, draft resistance, and questions of conscience. Outside of school, David spends most of his time playing boardgames, watching reruns of Batman cartoons, and cooking amazing dishes with his girlfriend, Cierra.

