



GEE !!

I wish I knew how

WAR

has shaped

American

society...

I should
take History

345

Edward Chandler Christy, 1945

**Military History of the
United States**

HISTORY 345: MILITARY HISTORY OF THE UNITED STATES

Spring 2026
Univ. of Wisconsin-Madison
Lecture: MW, 9:55 AM - 10:45 AM
Discussion: Various
1111 Mosse Humanities Bldg. (in person)
3 credit hours
Accelerated Honors option¹
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 Honors students will base their major writing requirement on an original oral history interview that they conduct for this course. Within this syllabus, all unique honors requirements are stipulated in the expectations for two assignments: the research proposal

and the writing requirement. Additionally, honors students will receive approximately two hours of training in oral history *outside of normal class hours*. Prof. Hall will communicate directly with honors students about this training during the second week of class.

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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.

Content Warning

War is violence. Books, films, and other media about war depict this violence, sometimes in shocking and even abhorrent ways. Some of the primary sources we will read this semester depict acts of genocide, torture, desecration, and sexual violence. When especially troubling material is assigned, students will be given advanced notice. Nevertheless, students should be aware that the course as a whole is subject to a “trigger warning” and advise the professor or teaching assistant of any special accommodations that they may require to successfully fulfill all course requirements.

Course Learning Outcomes

In this course, students will (be able to):

1. Identify and describe the diverse military traditions that collided in colonial North America and how they evolved in response to each other and technological developments.
2. Explain how the United States has attempted to use military power to advance its interests and ideals around the world and to what effect.
3. Explain how and why American military policies, establishments, and practices evolved over time.
4. Explain 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.
5. Analyze 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.
6. Analyze the significance and persistence of expansion—physical, commercial, and ideological—to American (military) history.
7. (Graduate only) Assess significant work in the historiography of American military history.

Course Structure/Credit Policy/Regular & Substantive Interaction

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.² 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).

Each component of this course—the lectures, the discussion sections, the assigned readings, and the requirements—are crucial to meeting the learning objectives in this course. They are complementary without redundancy by design; you cannot shortchange any one component and expect to succeed. 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. This course involves regular and substantive student-instructor interaction through direct instruction during weekly lectures and discussion sections. There will be further substantive interaction between students and instructors through feedback on written work and during individual meetings.

Required Course Texts

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

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.

McPherson, James M. *For Cause and Comrades: Why Men Fought in the Civil War*. New York: Oxford University Press, 1997.

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.

2. 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.

² Exceptions to this standard are books and memoirs that may be read at a swifter pace and in some cases have fewer words for page.

- 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.
- James, William. "The Moral Equivalent of War." In *Memories and Studies*, 267-96. London: Longmans, Green, and Co., 1911.
- Morrow Jr, John H. "At Home and Abroad: During and after the War." In *We Return Fighting: World War I and the Shaping of Modern Black Identity*, edited by Kinshasha Holman Conwill, 71-94. Washington, DC: Smithsonian Books, 2019.
- 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. "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>.

Course Requirements and Grading

Students will be graded on a 1000-point scale.

NB: "Weeks" referred to hereafter comprise two lectures and the *ensuing* discussion section. Major assignments are depicted as due at the conclusion of their respective weeks (Sunday at midnight).

AUTOBIOGRAPHY: 20 POINTS

Before the second discussion section, students will submit a 200-to 250-word autobiography via Canvas. These submissions will be viewable to all students enrolled in your section and must include:

- A brief summary of what you hope to gain from the course.
- Your preferred pronouns/"go by" name and guidance on pronunciation as appropriate.
- At least one "fun fact" about you.

DISCUSSION SECTION PARTICIPATION: 120 POINTS

The foundation of student success in this course is preparation for and participation in discussion sections. Discussion section grading is graded in four increments: High Pass, Pass, Present, and

Absent. A “High Pass” grade is worth ten points, a “Pass” is worth nine points, a “Present” is worth eight points, and an unexcused “Absent” equals zero points.

- High Pass: Student comes prepared to the discussion sections, demonstrating a grasp of the assigned material for that week and having contemplated (if not responded to) the discussion prompt for that session. Student actively participates in this discussion and takes notes.
- Pass: Student listens attentively and respectfully to their peers and diligently takes notes.
- Present: Student attends discussion section and listens to the conversation.
- Absent: Self-explanatory.

DISCUSSION PROMPT ESSAYS: 120 POINTS

Beginning week 2, students will find a **discussion prompt** posted on the Canvas page for each discussion section. Students are expected to *contemplate every prompt* before coming to discussion section and *answer eight of them in writing* for a maximum of 15 points per response. Thoughtful responses in the form of paragraph-length essays are due 24 hours before the respective discussion section; late submissions will not be awarded points. Responses will be evaluated and graded by the following criteria:

- Response answers the question.
- Response is grammatically correct and reasonably free of errors.
- Response is properly organized as a paragraph-length essay with an introductory/topic sentence, 2-4 “body” sentences, and a concluding sentence.
- Response demonstrates familiarity with the materials from which the prompt is derived (movie, reading, or lecture).

QUIZZES: 120 POINTS

Beginning week 2, students will receive **one quiz** per week worth 10 points for answering correctly or 5 points for participating. Quizzes will be administered via Top Hat during either the Monday or Wednesday lecture and provide a positive incentive to complete the assignments and come to lecture. If you do both, you will pass every quiz and rack up 120 points without difficulty.

RESEARCH PROPOSAL: 70 POINTS

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

1. A research question that identifies the historical problem you intend to solve. For honors students, this problem must be one for which your interview subject’s experience is relevant.
2. A paragraph explaining how you arrived at this question and why you think it deserves answering. Be explicit about your path from “exploratory question” (e.g. *What was the deal with those amphibious tanks on D-Day?*) to actual research question (e.g. *How important were “Hobart’s Funnies” to the respective success of British-Canadian landings and those of American forces?*). This paragraph should be explicit about your use of AI, databases, research bibliographies, consultations with fellow students, etc. It should convey the substance, moreover, of the preliminary research that

allowed you to identify a question *worth asking* and explain *why you judge it so*: do historians disagree, has no one yet asked this?

3. A bibliography in three parts, formatted per *The Chicago Manual of Style*:
 - a. *Primary Source(s)*: at least one substantive primary source that will enable you to conduct original historical analysis and make an original argument. In an annotation of no more than three sentences, explain how it will do so. For honors students, your oral history interview should be listed here.
 - b. *Secondary Sources*: at least three *authoritative* secondary sources that provided you the knowledge necessary to identify a research problem and complete this proposal. If more than three were required at this stage, include them here. Annotate each source with an explanation of its importance to your project.
 - c. *Other Works (to Be) Cited*: all other scholarly sources that you consulted to complete the proposal *and* that you have identified as potentially valuable. These entries do not require annotations. Do not include websites that are entirely derivative of others' works; follow the leads of the websites and cite the work itself. There is no "right" number of works in this section. It is a simple listing of works you consulted and your "to do" list of those you know you will need to examine.
4. Honors students only: a brief biography of your prospective interview subject, identifying his/her/their experience and its relevance to the course themes.

Prof. Hall will discuss this requirement during Lecture 6, 12 February. It is due via Canvas no later than the beginning of Lecture 10, 23 February.

MID-TERM EXAMINATION: 150 POINTS

The mid-term examination, administered in class on 9 March, 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).

WRITING REQUIREMENT: 200 POINTS

Pursuant to critical feedback on the research proposal and possible revisions, students will complete one major term paper that solves the identified historical problem on the basis of original research. This paper will be evaluated by the Standards for Written Work enclosed in [Appendix 1](#). Students need not add sources beyond those identified in the research proposal—but a telltale sign of good work is a matured bibliography reflecting the discovery of new sources.

Exclusive of cover page, footnotes, and bibliography, the paper must comprise 1,500 to 2,500 words. This writing requirement will account for 200 points. *Essays are due via Canvas no later than the beginning of Lecture 25, 20 April.*

FINAL EXAMINATION: 200 POINTS

Students will take the final examination from 2:45 – 4:45 PM on 4 May (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 100 points. 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.

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. Prof. Hall 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.

GRADING SUMMARY

Autobiography	20 points	2%
Discussion attendance & participation	120 points	12%
Discussion prompt essays	120 points	12%
Lecture quizzes	120 points	12%
Proposal	70 points	7%
Mid-term examination	150 points	15%
Writing requirement	200 points	20%
Final examination	200 points	20%

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

Course Schedule

LSN	Date	Topic	Reading
1	1/21	Introduction	<i>IHW</i> Preface (xv) and Introduction: An American Way of War (1-2)
D1	1/22, 23	Discussion Intro	Howard, "The Use and Abuse of Military History"
2	1/26	Contact and Conflict	<i>IHW</i> Chapter 1: Surviving a Wilderness (3-32)
3	1/28	The Contest for Colonial Dominion, 1565-1763	<i>IHW</i> Chapter 2: Competing for a Continent (33-68)
D2	1/29, 30	The Origins of the American Citizen Soldier Tradition	Anderson, "The Colonial Background to the American Victory (1-17)
4	2/2	A People in Arms, 1763-1776	<i>IHW</i> Chapter 3: 'Tis Time to Part (69-99)
5	2/4	Metamorphosis: The Global War against Britain, 1777-1782	<i>IHW</i> Chapter 4: Maintaining Independence (100-34)
D3	2/5, 6	The Revolutionary Homefront	Berkin, "You can form no idea of the horrors"
6	2/9	Research Symposium	Porter, <i>Journal of a Cruise</i> , extract 1
7	2/11	To the Shores of Tripoli: The American Navy in the Napoleonic Age	Porter, <i>Journal of a Cruise</i> , extract 2
D4	2/12, 13	American Ways of War	Porter, <i>Journal of a Cruise</i> , extract 3
8	2/16	An Empire of Liberty...& Commerce, 1782-1815	<i>IHW</i> Chapter 5: Securing the Republic (135-74)
9	2/18	Glory & Dishonor: Breaking Indian Power, Dismembering Mexico, 1810-1849	<i>IHW</i> Chapter 6: Empire of Expansion (175-209)
D5	2/19, 20	"My country, right or wrong": The Toll of Expansion	D5 primary source collection (Canvas)
10	2/23	Taking the Arsenic: The Road to Disunion, 1849-1861 <i>Research Proposal Due</i>	<i>IHW</i> Chapter 7: Disunion (210-38) McPherson (vii-29)
11	2/25	The Rise and (Hard) Fall of the Confederacy, 1862-1865	<i>IHW</i> Chapter 8: Hard War (239-272)
D6	2/26, 27	Wisconsin Veterans Museum Trip	McPherson (30-61)
12	3/2	Seeing the Elephant	McPherson (62-116)
13	3/4	Unfinished Business: Expansion Resumed, Reconstruction Foiled, 1865-90	<i>IHW</i> Chapter 9: Reconstruction and Conquest (272-304)

D7	3/5, 6	Midterm review	McPherson (117-78)
14	3/9	MIDTERM EXAM!	Your notes!
15	3/11	The Imperial "Irruption," 1890-1917	IHW Chapter 10: Empire and Intervention (305-32)
D8	3/12, 13	Manliness vs. Civilization	Addams, "Passing of the War Virtues" James, "The Moral Equivalent of War" Roosevelt, "Citizenship in a Republic"
16	3/16	Preparing for War, Protesting for Peace	IHW Chapter 11: The Great War and Beyond (333-38)
17	3/18	Over There: America in the Great War, 1917-18	IHW Chapter 11: The Great War and Beyond (338-48) Sledge (3-42)
D9	3/19, 20	Fit to Serve	Morrow, "At Home and Abroad"
18	3/23	Isolation & Innovation—the Interwar Period	IHW Chapter 11: The Great War and Beyond (348-58) Sledge (43-104)
19	3/25	The "Sleeping Giant" Awakes, 1941-43	IHW Chapter 12: Saving the World from Evil (359-76) Sledge (105-60)
D-null	3/26, 27	NO MEETING—HAPPY SPRING BREAK!	IHW Chapter 12: Saving the World from Evil (376-79) Sledge (161-86)
20	4/6	Storming <i>Festung Europa</i> , 1943-45	IHW Chapter 12: Saving the World from Evil (380-87) Sledge (187-204)
21	4/8	The Unpacific War, 1942-45	IHW Chapter 13: War Without Mercy: Fighting in the Pacific (388-413) Sledge (205-60)
D10	4/9, 10	The World War II Homefront	Sledge (261-315)
22	4/13	The Cold War through JFK, 1946-63	IHW Chapter 14: Different Kind of War: The Early Cold War and the Forgotten War (414-438) IHW Chapter 15: From the Top of the World to a Quagmire (439-49)
23	4/15	The Vietnam War, 1963-1975	IHW Chapter 15: From the Top of the World to a Quagmire (449-70)

D11	4/16, 17	The Antiwar Movement in Madison	Watch <i>American Experience: Two Days in October</i>
24	4/20	Legacies of the Vietnam War Writing requirement due	<i>IHW</i> Chapter 16: The Endless Wars: The Cold War and Beyond (471-81) Hegar (vii-37)
25	4/22	The End of History?	<i>IHW</i> Chapter 16: The Endless Wars: The Cold War and Beyond (481-88) Hegar (39-81)
D12	4/23, 24	A New American Militarism?	Eikenberry, "Reassessing the All-Volunteer Force" Hegar (83-115)
26	4/27	The Global War on Terror	<i>IHW</i> Chapter 16: The Endless Wars: The Cold War and Beyond (488-500) Hegar (117-30)
27	4/29	The End of America's Longest War	Hegar (131-206)
D13	4/30. 5/1	Final Review	Hegar (209-290)
EXAM	5/4	Final Exam, loc. TBD, 2:45 - 4:45 PM	

Appendix 1: Standards for Written Work, Technology Guidance, & Keys to Success

1) Standards for Written Work

a) Organization:

- i) 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?
- ii) Do paragraphs comprise discrete ideas defined by identifiable topic sentences?
- iii) Does the student make effective use of transitions (especially between paragraphs)?
- iv) Does the student arrange his or her paragraphs (ideas) in a logical sequence that furthers the argument while maintaining a coherent, chronological narrative?
- v) Does the student conclude with a summary of the essay's most salient findings and (if appropriate) allusions to their broader significance?

b) Use of sources:

- i) Is the student's research adequate?
- ii) Does the student make significant / sufficient use of primary sources?
- iii) Does the student over-rely on select secondary sources or non-scholarly sources?
- iv) Does the student make appropriate use of the *best available* (rather than the most conveniently accessible) sources?
- v) Does the student effectively use evidence from these sources to further his or her argument?
- vi) Does the student understand the historiography of his or her topic?*
- vii) Does the student make excessive or inappropriate use of direct quotations?

c) Overall:

- i) Does the student present an original, compelling argument substantiated by appropriate historical evidence? Would a general, educated reader find the argument compelling?
- ii) Does the student demonstrate mastery of the subject matter?
- iii) Is the essay well written? Would a general, educated reader understand it and enjoy reading it?
- iv) 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?

2) Technology Guidance

- a) This course uses Top Hat to administer quizzes and tests and for interactive exercises. As such, students are expected to bring a laptop, tablet, or phone to every lecture.
- b) Phones will be used only for participation in Top Hat quizzes and exercises and should at all other times be stored and silenced.
- c) Students are authorized to use laptops and tablets to take notes, cross-reference notes, and conduct "flash" research of topics that arise in lecture (e.g. Prof. Hall mentions the *Dreadnought* without defining it or recommends a book that you want to add to your shopping cart immediately).
- d) Students *may not* use such devices for checking stocks, online gaming, or any other purpose that the senior auditors behind you know to be illegitimate. The eyes of history may not be

- upon you, but they those of people who almost never miss a lecture *despite not being graded* are. Do not let them (or Prof. Hall) down.
- e) Students are highly encouraged to take notes “by hand” during lecture, whether on paper or with a stylus and digital device. Studies indicate that this method of notetaking allows learners to process and synthesize new knowledge better than does typing, which lends itself to verbatim recording without thinking. Note taking with pen, pencil, or stylus also permits the drawing of diagrams, the visual connection of ideas and terms, etc.
 - f) Generative AI.
 - i) Students *may* use generative AI: per the guidelines enclosed in [Appendix 2](#).
 - ii) Students *may not* use generative AI to answer higher-order questions, such as the research question students conceive for the course’s major writing requirement. Doing so defeats the purpose of learning the historical research methodology and is all but guaranteed to produce inferior work. Prof. Hall’s experimentation with generative AI for preliminary research purposes suggests that it is a C student at best.
- 3) How to succeed in this course:
- a) Do the reading.
 - b) Attend all class meetings (lectures and seminar discussions).
 - i) Be seated and prepared to take notes when class begins.
 - ii) Turn off cell phones in class. Prof. Hall or the TA will answer phones that ring; repeat offenders will be asked to leave.
 - iii) Coordinate anticipated absences, late arrivals, and early departures ahead of time.
 - iv) 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 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 not be accepted *unless* students negotiate an extension prior to the original due date.**
 - f) *Do your own work*. Doing otherwise (to include employment of AI unless otherwise authorized) 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.

Appendix 2: Guidelines on the Acceptable Use of Artificial Intelligence

Task	Could this be acceptable use?	Under what conditions?
Ask generative AI to identify or summarize key points in an article before you read it	Yes	Acceptable without explicit citation
Use an AI chatbot as a writing partner to help generate and develop ideas	Yes	Acceptable, may require explicit citation depending on circumstances
Ask generative AI to produce a starter bibliography	Yes	Acceptable without explicit citation only if each reference is checked and additional databases and sources are mined
Ask generative AI to produce a historical image for a paper or presentation	Yes	Image should be clearly marked as AI generated and with explicit discussion as to how the image was created. Images should not be shared beyond the classroom
Ask generative AI to fix the structure or formatting of your footnotes	Yes	Acceptable without explicit citation
Ask generative AI to write an essay or chapter. Submit that essay or chapter as your own work	No	Never acceptable
Write an essay/chapter. Ask AI to sharpen the language but not modify, add to, or replace the main points	Yes	Acceptable use without explicit citation only if changes suggested by AI are limited to grammar and syntax
Write an essay/chapter. Ask AI to add additional points	Yes	Acceptable with explicit citation only if fact- checked and adapted in your own words
Ask AI to summarize a book or article in your field. Use this as a starting point for critical engagement	Yes	Acceptable without explicit citation

<p>Ask AI to summarize a book or article in your field.</p> <p>Reproduce that summary in your literature review without reading the book or article</p>	No	Never acceptable, as there has been no engagement with the book or source itself
<p>Use an AI generated summary of scholarship to critique another scholar's approach</p>	No	Never acceptable, as AI frequently makes basic errors and there has been no engagement with the scholarship
<p>Include a reference generated by AI in a footnote without checking the original</p>	No	Never acceptable

Appendix 3: 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

Appendix 4: 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](#)

Appendix 5: 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 works in the culinary industry.



Maddy Culpepper grew up in the woods of North Stamford, Connecticut. She spent her childhood sailing, reading manga, and forcing her younger sibling to star in (truly terrible) comedy skits she wrote, directed and filmed. From 2017-2021, she attended Barnard College at Columbia University, where she became famous for her collection of themed fanny packs. Maddy moved to England in 2021, graduating with a Masters from the University of Cambridge in 2022. Since 2022, she has worked as a tour guide for a bar crawl company, an elementary school substitute teacher, a museum docent and started a PhD in history at UW-Madison. At UW-Madison, she studies the anti-war politics of soldiers, masculinity and warfare, and the growth of American militarization. Outside of school, she spends her time woodworking on projects for her cat, Soup, embroidering, and going on outdoor adventures with her partner, Adam. Recently, they sailed to Newfoundland, Canada, where Adam was definitely not very seasick.

