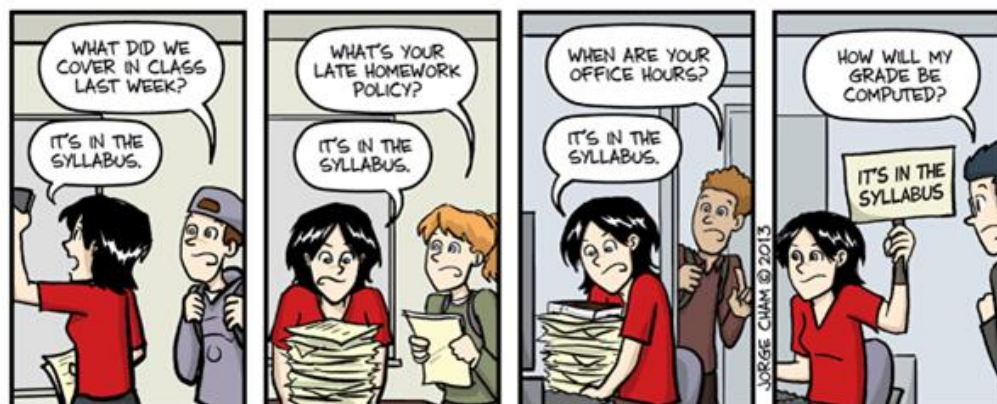


Bellevue College

HIST 250: U.S. Military History

Fall 2019



# IT'S IN THE SYLLABUS

[www.phdcomics.com](http://www.phdcomics.com)

**This syllabus contains essential information about class policies, structure, etc. that are intended to help further your learning in the class. It is your responsibility to be familiar with the syllabus.**

**Make sure you read it! There will be a quiz on the syllabus**

**Instructor:** Dr. Brian Casserly

**Office Hours:** Mondays and Fridays, 10:30-11:20am; Tuesdays, Wednesdays and Thursdays, 9:30-10:20am; and by appointment. My office is in D-110 (the main Social Sciences Division office)

**Contact Information:** Phone: (425) 564-3140

E-mail: via Canvas e-mail or [brian.casserly@bellevuecollege.edu](mailto:brian.casserly@bellevuecollege.edu)

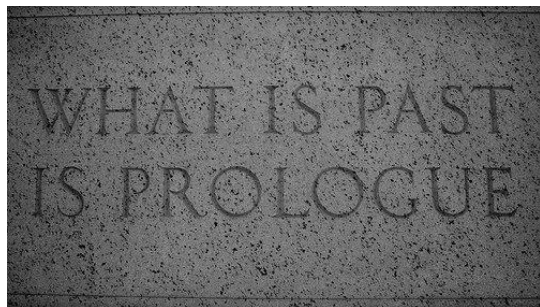


"With the historian it is an article of faith that knowledge of the past is a key to understanding the present." Kenneth Stamp

"History is, in its essentials, the science of change." Marc Bloch

"War is hell." William Tecumseh Sherman

## INTRODUCTION AND TEACHING PHILOSOPHY:



Welcome to HIST250! Fundamentally, history involves the study of change and seeks to explain why these changes occur and how they have influenced human societies and cultures. History helps us understand ourselves, our world, and how and why it is the way it is. For the rest of the quarter I look forward to working with you as we examine some of the major changes and developments in U.S. military history from the 1600s to the early 21st century

Over the course of the quarter you will be learning to think like historians. This will involve studying the causes and consequences of major historical changes and developments and the contexts in which these occurred. We will explore [primary sources](#), the tools that historians use to understand the past, such as letters, diaries, journals, government documents, newspaper and magazine articles, photos, music, movie clips, to name just a few. We will also examine how historians construct interpretations and analyses of the past, i.e. [secondary sources](#). We will learn to think critically about both these types of sources and what they can tell us about the past and about the explanations that historians produce. We will also focus on learning how to develop strong analyses of historical evidence. It is important that we understand that interpretations of the past are not static. Professional historians expect that newly discovered artifacts and documents, and new approaches to studying history will change our perceptions of the past.

Between now and the end of the quarter we will use a variety of forms of evidence to explore the military history of the United States from the beginning of European settlement to the early 21st century. In this period the United States has seen its military grow from a small, part time militia force in the colonial era, to the largest and most powerful military in the world by the late 20<sup>th</sup> century. The nation has been involved in at least thirteen major conflicts since the 1770s, not counting wars against Native Americans and smaller military operations abroad. These wars have had a significant effect on both the U.S. military and wider American society.

We will be emphasizing several interconnected themes in U.S. military history over the course of the quarter:

- The experience of war and its effects on the American military (as individuals and as an institution) and wider U.S. society and culture.
- The changing relationships between the military and American society, foreign relations, culture, social changes, technology, etc.
- Changes in the relationship between the military and civilian government.

Your responsibility over the quarter is to attend and participate in class, complete all readings and assignments on time, and to become familiar with the narrative of military history as presented in the readings and class lessons. You will also be asked to develop skills in historical thinking, to learn how to analyze primary and secondary sources, to make arguments and interpretations from them, and to critically evaluate the interpretations that other historians have made. In addition, you will be working on your communication skills, especially in terms of writing.

**This class meets daily.** Class time will consist of lectures and analysis and discussion of primary source evidence and secondary source interpretations of historical developments. **This is not a distance learning class!** We will cover material during class meetings that is not covered in the books or readings and which is not available online. Some of this material will be included in exams, quizzes and other assignments. **Regular attendance in class is required and is essential if you are to receive a passing grade.**

**HIST 250 is a college-level class and it involves intensive reading and writing. To be successful, all students should have reading and writing skills that are at least at the English 101 level. If you are not comfortable at this level of reading and writing you should not take the class.**



In D-110 my office is

I am available to meet with you individually during my office hours (or by appointment) to discuss any questions or problems you may have about any aspect of the course. Feel free to drop by to talk about anything related to the course or history more generally. Outside of office hours, E-mail is the easiest way to contact me and during the regular work week I will usually respond to messages within 24 hours. I will not respond to e-mail as quickly on the weekends.

In accordance with Bellevue College policy and in order to comply with federal privacy laws, **I can only communicate with you via e-mail though your Bellevue College e-mail accounts or Canvas's e-mail system. I will NOT reply to messages sent from non-college accounts, e.g. Gmail, Yahoo, Hotmail, etc.**

Class materials are available through Canvas – log in to <http://bellevuecollege.edu/canvas/> and look for the link to HIST 250.

### **LEARNING OUTCOMES ADDRESSED:**

At the end of the course, as a successful student, you should have improved your ability to:

- Analyze and critically evaluate primary and secondary sources.
- Communicate effectively both orally and in writing.
- Recognize and identify the major conflicts the U.S. military has been involved in and their influence on the military and its personnel.
- Analyze the influence of social, cultural, political, and technological factors on the U.S. military's development.
- Evaluate the causes and consequences of the major developments in the relationship between the military and civilian government.

### **HOW TO BE SUCCESSFUL IN HIST 250:**

One of my goals for the class is to help you learn how to be successful college students, whether at Bellevue College or wherever you may transfer to.

The skills necessary for college success are also those valued by employers, i.e. [professionalism](#) in terms of good work habits such as punctuality, attendance, respect for others, the ability to collaborate and communicate effectively and appropriately, and the ability to complete assignments fully, etc.

The following guidelines about how to be successful as a student and in the work place are based on what I've observed as a student, an instructor, and as someone who has worked for both large and small organizations in the business and government sectors:

- **Think critically about class topics and ask questions**

- Ask about anything you don't understand related to class topics, readings, or assignments. You are welcome to visit me during my office hours to discuss anything related to class, or if you wish to talk about history as a discipline or major, or about college more widely. You can also make an appointment to meet with me if my office hours don't work for your schedule.
- **Come to class and be on time**
  - Research shows that students who miss class tend to do significantly less well than those who come to class regularly, so attend all classes and actively participate in discussions. I will take attendance everyday – **if you do not attend class you will not be able to receive credit for class attendance or participation.**
  - Arriving late or leaving early is a bad idea. It is disruptive to the class and shows a lack of courtesy for your fellow students and myself. It also means that you will miss valuable class material important to your success in the class. If you are late to class you will **NOT** receive credit for attendance that day. If you leave class early you will also not get attendance credit for that day. I will make exceptions for important off-campus commitments, documented medical issues, etc., but you **MUST** discuss this with me in advance.
  - Class PowerPoint outlines are **NOT** available online and I do not provide them to students who miss class. If you are absolutely unable to attend a class, you are responsible for obtaining notes from a fellow student and making up all work covered during your absence.
- **Be prepared to work hard**
  - You will need to demonstrate independent work habits and to be ready to work on class materials almost every day. You should expect to work at least two hours outside of class for each hour of class time.
  - **Take notes in class!** What we focus on in class will be the subject of assignments and exams and you will not be able to remember what we covered unless you take notes.
  - Read all of the assigned readings when you are supposed to be reading them. Take notes as you read.
  - You may occasionally find some of the readings for the class difficult due to their older style of language and/or the complex issues they raise. This is something that all historians have to grapple with and you should not get discouraged. Focus on trying to understand as much of the reading as possible and bring questions about it to class.
- **Complete assignments on time**
  - Complete assignments and submit them on time - at the beginning of class on the due date. Assignments and their due dates are noted in the course modules in Canvas. Because employers value timely completion of work and college is where you should be learning good habits for the workplace, **late assignments will be penalized.**
  - Keep copies of all graded exams and papers returned to you.
  - Hand in your own work. Academic dishonesty will not be tolerated. This includes cheating, copying and plagiarism (see the explanation of plagiarism later in this syllabus).
- **Behave appropriately and with respect**
  - Your behavior in class must not interfere with the learning of other students.
  - As a matter of respect towards myself and other students, and because there are a variety of expected behaviors that you will need to abide by while college students and when you enter the professional workforce, **I expect you to behave with courtesy and respect toward everyone in the class. That means you must arrive to class on time and not engage in private conversations, texting, reading unrelated material, or other disruptive or disrespectful behavior in class.**
  - Laptop computers, tablets and other electronic devices should be used for class work only. **If it's not being used for class work turn it off and put it away!**
  - Active participation in discussions means that sometimes there will be strong disagreement over issues and interpretations. I encourage you to challenge the ideas you hear in class, in the readings, and from other students but you must do so in a respectful and courteous manner. Keep your comments to the issues and the evidence NOT the person!

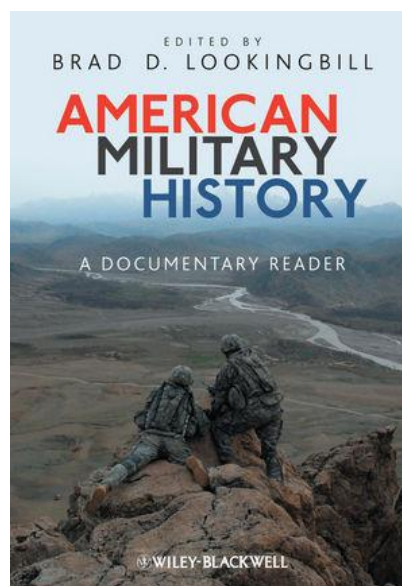
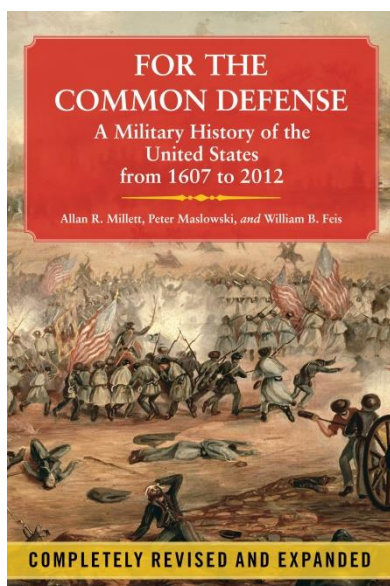
- For first time breaches of classroom etiquette you will receive a warning. If you continue to disrupt the class you will be asked to leave and may be reported to the Dean of Students for possible disciplinary action.

**Remember, coming to class, completing readings and written assignments on time, thinking seriously about class topics and materials, and asking questions about anything you're unclear of are the best ways of guaranteeing that you will be successful in the class.**

## REQUIRED READINGS:

"Think before you speak. Read before you think." Fran Lebowitz

The weekly reading assignments will be an important part of your learning experience. They will form the basis for our discussion in class and will allow us to investigate in greater depth the central issues covered by the class, using the academic tools of historical analysis. You are responsible for completing all of the reading assignments (detailed in the Class Modules in Canvas) on time. Material in the scheduled readings that is not covered during class meetings may still appear on exams, so make sure you read all that has been assigned. The following are the required books for the class:



- Allan R. Millett, Peter Maslowski, and William B. Feis, [\*For the Common Defense: A Military History of the United States from 1607 to 2012\*](#) (New York: Simon and Schuster, 2012).
- Brad D. Lookingbill, ed., [\*American Military History: A Documentary Reader\*](#) (Malden, MA: Wiley-Blackwell, 2011).
- Selections from Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004), available for free at <http://www.bowdoin.edu/writing-guides/>
- There are also additional readings available online in Canvas – **these should be brought to class in print or electronic copy on the days they are scheduled for discussion.**
- Copies of the books required for the class are on reserve at Bellevue College's [Library and Media Center](#).

**To maximize the quality of discussions and the grades you get for class participation it is important that you complete all the readings that have been assigned for that week. You MUST bring the readings to class on the days we are scheduled to discuss them.**

## ASSIGNMENTS AND GRADING:

To be successful in this course you will need to master the narrative of military history as presented in class and in the readings. In addition, you will be asked to think like historians and evaluate material critically so that you can make informed and intelligent interpretations and analyses. My job as the instructor is to help you acquire these skills and those you will need to write effective essays and exams.

The assignments for this class are intended to help you develop skills in critical thinking and effective writing. All written assignments (except those completed in-class) must meet my requirements for papers (available in the paper assignment instructions, which will be posted in the class site in Canvas). Assignments must be submitted at the start of class on the day they are due. For due dates of assignments please see the Class Calendar. Late assignments will be penalized for each day they are late. Your grade is based on a total possible score of 1,000 points for the quarter and will be determined by the following scale:



A = 950 – 1,000 points	B- = 800 – 839	D+ = 670 – 699
A- = 900 – 949	C+ = 770 – 799	D = 620 – 669
B+ = 870 – 899	C = 740 – 769	F = under 620
B = 840 – 869	C- = 700 – 739	

Your grade in the class will be determined by the quality of your work on the following assignments:

- **Homework/short writing assignments** (150 points out of a total possible 1,000 points for the course). There will be **six** homework or in-class writing assignments over the course of the quarter; **your lowest score will be dropped**. They will be based on the reading assignments and/or material covered in class for that particular week.
- **Syllabus quiz**. This will be a multiple-choice quiz and will be completed in Canvas. It is worth 20 points.
- **Midterm and Final Exams**. The midterm is worth 100 points and the final exam is worth 150 points. They will take place in class.
- **Attendance and Engagement in Discussion of Readings and Class Material** (200 points):
  - 100 points of your overall grade will be based on class attendance. You are allowed **THREE (3) unexcused absences** from class over the quarter without affecting your attendance grade. **For each additional absence or late arrival to class (except in the case of documented illnesses or emergencies) your attendance grade will fall by 5 points.**
  - In addition, it is also your responsibility to actively engage in discussions of the readings and class materials. An additional 100 points of your overall grade for the class will be based on the **quality and frequency** of your engagement in class discussions, as well as on other in-class work that I may assign. **Make sure you bring the readings to class!**

- **Research paper and related assignments.** You will be completing a research project that will be comprised of the following components:
  - **Paper prospectus.** You will briefly describe your paper topic and the research you will complete (30 points).
  - **Annotated bibliography.** You will cite and critically evaluate the usefulness of several sources you will be using in your research paper (100 points).
  - **Research paper** (250 points). You will write a 6-8 page research paper.
  - Further details of these assignments will be available in Canvas.

#### **Class policy on assignments:**

- All material covered in the readings, lectures, etc. is fair game for inclusion in exams, homework assignments, etc.
- **Completing and earning a passing grade on ALL assignments is necessary to pass the course as a whole.**
- Your overall grade will be based on the assignments listed above.
- **Late assignments will be penalized** and I reserve the right not to accept them.
- **There are no make-ups on exams or quizzes**, except in cases of documented emergency.
- Cheating on exams or quizzes or plagiarizing on paper assignments will, at minimum, lead to a grade of zero on that assignment. See below for more details on plagiarism and cheating and how to avoid them.
- Grades for in-class discussion will be assigned as follows:
  - A: You make insightful comments/contributions on the assigned readings or class materials that help to further large and small group discussions.
  - B: You demonstrate through more than one comment that you have completed and understood the readings.
  - C: You make at least one pertinent, insightful comment on the readings/class topics.
  - D: You make an effort to participate, but do not show that you have adequately thought about, understood and/or completed the readings/class topics.
  - F: You make no effort to engage in class discussions
- If you are late to class you will **NOT** receive credit for attendance for that day. If you leave class early you will also not get attendance credit for that day. I will make exceptions for important off-campus commitments, documented medical issues, etc., but you **MUST** discuss this with me in advance.
- It is your responsibility to take notes in class. PowerPoint outlines are **NOT** available online or to students who miss class. If you are absolutely unable to attend a class, you are responsible for obtaining notes from a fellow student and making up all work covered during your absence.
- If you disagree with my assessment of your work, you should discuss this with me. Before you meet with me to discuss your grade, you must describe in writing why you disagree with my assessment. Please supply the original paper, homework assignment, or exam with my comments and a description of why you feel the grade you received was not a fair evaluation of the quality of your work. After reevaluating your work I may decide to increase, decrease or leave your grade unchanged.
- Incomplete grades are only available for students who maintain a C average through Week 10 of the quarter and have completed all the assignments up to that point.

**Remember, I am here to help you do as well as possible in the class – I am happy to meet with you to help you maximize the quality of your work or discuss problems you are having with the class.**

#### **STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY:**

Any act of academic dishonesty, including cheating, plagiarism (see below), fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue

College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

### PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism involves the use of ideas or materials which are not your own without giving proper credit to whoever created the idea/material. Examples of plagiarism would include cutting and pasting material directly from a website into a paper or assignment without citation, or taking an idea from a book or website or other student's paper and presenting it as your own, or having someone else write a paper for you and presenting it as your work. To avoid plagiarism you should abide by these rules:



1. All assignments completed for the class should be the product of your work only.
2. If you copy material word for word from another source you need to place that copied material in quotation marks "..." and provide a citation for it.
3. Always provide a citation for ideas or material that you found on websites, books, articles, TV documentaries, etc. You should do this EVEN if you are not using the material from the source word for word.
4. All ideas and material that are not your own should be cited using the *Chicago Manual of Style* format. Information on providing citations for papers, interviews, etc. is available on the class website in Canvas.
5. You may not submit papers and assignments from other classes to meet assignment requirements for this course.

I reserve the right to use plagiarism detection software (e.g. Vericite, Turnitin) as part of the electronic submission of assignments.

In the context of exams and quizzes cheating involves the use of unauthorized notes or other resources (e.g. cellphones), copying from other students, the use of a surrogate exam taker, etc. If you facilitate cheating by others you will also be considered to be cheating.

I will not tolerate plagiarism or cheating and I will investigate suspected cases. In the event that I find instances of plagiarism or cheating I reserve the right to report the student to the college authorities for disciplinary action. **At minimum, the student will receive a failing grade on the assignment. I also reserve the right to give students guilty of plagiarism or cheating a failing grade for the class as a whole.**

**The bottom line: ALL work submitted for the class must be your work only. If you have any concerns or questions about plagiarism or cheating, please discuss them with me.**

### AFFIRMATION OF INCLUSION:

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

### **Reasonable Accommodations for Reasons of Faith and Conscience:**

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (<https://www.bellevuecollege.edu/policies/id-1440p/>).

### **College Anti-Discrimination Statement (Title IX)**

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

Reports of gender and sex-based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee.

[Equal Opportunity](http://www.bellevuecollege.edu/equal/) (<http://www.bellevuecollege.edu/equal/>)

### **THE WRITING LAB:**

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently. The Writing Lab is in D204-d.

See <http://bellevuecollege.edu/asc/writing> for further details about the Writing Lab and its services for students.



## DISABILITY ACCOMMODATIONS:

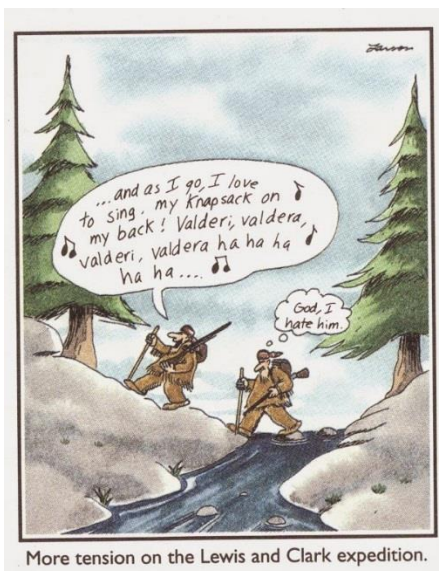
The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

**If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with me to develop a safety plan within the first week of the quarter.**

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#) - their E-mail and phone number are on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information for our program and other helpful links.

## PUBLIC SAFETY:



Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else.

**If a major emergency occurs, please follow these three rules:**

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

**A NOTE ABOUT COURSE CONTENT:**

Since historians examine just about every aspect of human culture and societies, we sometimes talk about provocative or controversial material or issues that people may find disturbing. You may be confronted with subject matter that is difficult to read about, look at, discuss, or listen to. Please be advised that when we explore controversial topics, they will always be framed within an academic context. Keep in mind that you will still be responsible for any course material you miss if you choose not to participate because you feel uncomfortable with that material.

If you have any questions or concerns about content or the class climate surrounding controversial material, feel free to speak with me about it.

**CLASS CANCELLATION:**

Class will meet at all scheduled times unless otherwise noted. In the unlikely event that the college is closed due to emergency conditions or class is cancelled due to instructor illness or other absence, arrangements will be made to adjust the course schedule. If you believe the college may be closed because of inclement weather or emergency conditions, you should check the college website for a posted announcement and you should also check the class site in Canvas for information on alternative class work to be completed while the college is closed.

**MISCELLANEOUS:**

Audio or video recording of the class is **NOT** allowed without my express permission. Recording the class without my permission is an invasion of other students' privacy and a breach of my intellectual property rights in the class.

**I reserve the right to make changes to any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check the announcements and their e-mail in Canvas for possible changes.**

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"The study of history lies at the foundation of all sound military conclusions and practice." Alfred Thayer Mahan



## CLASS SCHEDULE

This schedule provides details of which readings and assignments you need to complete each week. Some points to note:

- All reading assignments are from:
  - Allan R. Millett, Peter Maslowski, and William B. Feis, [\*For the Common Defense: A Military History of the United States from 1607 to 2012\*](#) (New York: Simon and Schuster, 2012).
  - Brad D. Lookingbill, ed., [\*American Military History: A Documentary Reader\*](#) (Malden, MA: Wiley-Blackwell, 2011). **Referred to as “DOCUMENT READER” in the schedule.**
  - Selections from Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004), available for free at <http://www.bowdoin.edu/writing-guides/> (referred to hereafter as “Rael”).
  - Documents and links available online or in the class Canvas site.
- I will announce in class and on Canvas which readings you need to complete for the next class meetings. Unless otherwise noted, you should plan on completing the scheduled readings by Wednesday of each week. **PLEASE BRING COPIES OF THE SCHEDULED READINGS TO CLASS!**
- I will assume that you have completed all of the assigned readings for the class on time each week. I will expect that you will use this material in completing papers, exams, quizzes and in-class assignments and will grade your work accordingly.
- I highly recommend that you make notes as you complete the readings and attend class. These will be very useful when it comes to completing the quizzes/homework and preparing for exams.
- As you read for class, you should think critically about the information you are encountering. By this I mean that you should be skeptical about what the authors have to say. For questions to consider as you examine primary and secondary sources, see the readings by Patrick Rael on ["How to Read a Primary Source Document"](#) and ["How to Read a Secondary Source."](#)

### Week 1: September 16 – 22

Introduction, early military organization, wars of colonization and independence

Reading: Class syllabus; Elliot Ackerman, ["A Battle in Falluja, Revisited: Official Documents Can Never Tell Us the Whole Story of War."](#) *New York Times*, May 25, 2019; [Why Study History?](#); ["Defining Primary and Secondary Sources"](#); [Reading and Note Taking](#); *For the Common Defense*, xiii-xviii, 1-60; Document Reader, documents, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8; [Andrew Sherburne's Experiences on a Privateer](#); "The New Recruit"; "Lexington: Original Documents"; Rael, ["Introduction"](#); ["How to Read a Primary Source Document"](#)

### Week 2: September 23 – 29

The military and the new nation, conflicts of the early 1800s, professionalization, Manifest Destiny

Reading: [U.S. Constitution](#) and [Bill of Rights](#); *For the Common Defense*, 60-141; Document Reader, documents 3.1, 3.2, 3.3, 3.6, 4.4, 4.5, 4.6, 5.1, 5.3, 5.6, 5.7, 6.1, 6.2, 6.5; Rael, ["How to Read a Secondary Source."](#)

### Week 3: September 30 – October 6

#### No class on Wednesday

#### Paper prospectus due in class on Monday

Manifest Destiny continued, Civil War

Reading: *For the Common Defense*, 142-217; Document Reader, documents 6.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10; William T. Sherman justifies taking war to civilians (available in Canvas); [Lincoln's letter to Major General Joseph Hooker](#); Lance Janda, "Shutting the Gates of Mercy: The American Origins of Total War, 1860-1880," *Journal of Military History*, 59:1 (January 1995).

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### Week 4: October 7 – 13

Civil War continued, wars of conquest and empire, military reforms and modernization

Reading: *For the Common Defense*, 218-300; Document reader, documents 8.1, 8.2, 8.3, 8.5, 8.6, 8.7, 9.1, 9.3, 9.4, 9.5, 9.6; Alfred Thayer Mahan, [excerpt from \*The Influence of Sea Power upon History\*](#); American soldiers [write home from the Philippines](#); John M. Gates, ["Indians and Insurrectos: The U.S. Army's Experience with Insurgency."](#) *Parameters: Journal of the U.S. Army War College*, 13: 1

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### Week 5: October 14 – 20

#### Midterm Exam on Friday

The Great War and aftermath, road to World War II

Reading: *For the Common Defense*, 300-366; Document reader, documents 10.1, 10.3, 10.4, 10.5, 10.6, 10.7, 11.1, 11.2, 11.3, 11.4, 11.7; [Immigrants in the U.S. Army in World War I](#); [U.S. Navy Destroyer Actions in World War I](#);

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### Week 6: October 21 – 27

#### No class on Tuesday

World War II

Reading: *For the Common Defense*, 367-439; Document reader, documents 12.2, 12.3, 12.4, 12.5, 12.6, 12.8, 12.9, 12.10; Conrad C. Crane, "Evolution of U.S Strategic Bombing of Urban Areas," *The Historian*, November 1987; Thomas J. Cutler, "Greatest of all Sea Battles," *Naval History*, October 1994; Bradford Perkins, "Impressions of Wartime," *Journal of American History*, 77:2 (September 1990); Ernie Pyle, ["The Death of Captain Waskow"](#); Rael, ["Research Papers."](#)

Watch **ONE** of the following documentary films produced during the war:

["The Fighting Lady"](#);

["The Negro Soldier"](#);

["Memphis Belle":  
"The Battle of San Pietro"](#)

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### **Week 7: October 28 – November 3**

#### **Annotated bibliography and draft thesis statement and introduction for research paper due on Monday**

World War II continued, postwar reforms, the Cold War, Korea, and nuclear weapons

Reading: *For the Common Defense*, 440-506; Document reader, documents 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7; Dwight Eisenhower's [Farewell Address](#); Rael, ["Structuring your paper,"](#) ["The Three Parts of a History Paper,"](#) and ["The Thesis."](#)

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### **Week 8: November 4 – 10**

Cold War continued, Vietnam and challenges

Watch:

["The Fog of War"](#)

Reading: *For the Common Defense*, 507-536; Document reader, documents 14.1, 14.2, 14.3, 14.4, 14.5; Sources on GI anti-war movement, Rael, ["A Style Sheet for History Writers"](#) and ["Paper-writing Checklist"](#)

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### **Week 9: November 11 – 17**

#### **No Class on Monday – Veterans' Day Holiday**

Vietnam continued and aftermath

Reading: *For the Common Defense*, 537-568; Document reader, documents 14.6, 14.7, 14.8; Col. Robert D. Heinl, Jr., ["The Collapse of the Armed Forces,"](#) *Armed Forces Journal*, 7 June, 1971; Recruitment ads

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### **Week 10: November 18 – 24**

Post-Vietnam and the late Cold War

Reading: *For the Common Defense*, 569-632; Document reader, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7;

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## **Week 11: November 25 – December 1**

### **Research papers due on Monday**

### **No class on Thursday or Friday – Thanksgiving Holiday**

Recent wars and challenges

Reading: *For the Common Defense*, 633-680; Document reader, documents 16.2, 16.3, 16.4, 16.5, 16.6, 16.7; [“War Without End,”](#) *New York Times*, August 8, 2018; [“America’s Amazons,”](#) *The Economist*, May 16, 2015; Andrew J. Bacevich, “Whose Army?” *Daedalus*, Summer 2011; [“Americans and their military, drifting apart,”](#) *New York Times*, May 26, 2013; [“The Permanent Militarization of America,”](#) *New York Times*, Nov. 4, 2012; CNA Military Advisory Board, “National Security and the Accelerating Risks of Climate Change”; [“Who’s afraid of America,”](#) *The Economist*, June 13, 2015; Mark J. Rice, [“NATO’s New Order: The Alliance after the Cold War,”](#) *Origins*, 9:7 (April 2016).

## **Week 12: December 2 – 6**

**Monday will be our last class meeting.**

**Tuesday, December 3 will be Student Success Day - there are no classes scheduled for that day. I will be available during extended office hours to meet with students who may have questions about the final exam.**

**The final exam will take place on Wednesday, December 4 at 11:30am in the usual classroom**

**NOTE: This course ends at the end of the final exam. No assignments will be accepted after that time.**

All Wars are Follies, very expensive and very mischievous ones. When will Mankind be convinc'd of this and agree to settle their Differences by Arbitration? Were they to do it even by the Cast of a Die, it would be better than by Fighting and destroying each other." Benjamin Franklin

## **PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION**

### **Fall 2019**

#### **Cheating, Stealing and Plagiarizing\***

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from

Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services and at [http://bellevuecollege.edu/policies/2/2050P\\_Student\\_Code\\_\(Procedures\).asp](http://bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp)

Email Communication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student's personal email accounts.

#### Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

#### F Grade

Students who fail a course will receive a letter grade of "F."

#### Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

#### Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

#### Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

#### Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

#### Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and program assistants or coordinators will not give out grades. Students should access their grades through the BC Web site.

#### Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

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*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

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“Overgrown military establishments...under any form of government, are inauspicious to liberty, and...are to be regarded as particularly hostile to republican liberty.” George Washington