American History
# Core Curriculum

*Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum*

1. This request is submitted by (department name): **History**

2. Course prefix and number: **HIST 230**

3. Texas Common Course Number: 

4. Complete course title: **AmericanMilitaryHistory, 1609-Present**

5. Semester credit hours: **3**

6. This request is for consideration in the following Foundational Component Area:

   - [ ] Communication
   - [ ] Mathematics
   - [x] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [x] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   - [x] Yes
   - [ ] No

8. How frequently will the class be offered? **Every fall**

9. Number of class sections per semester: **1**

10. Number of students per semester: **140-150**


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. **Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.**

12. Submitted by: **[Signature]**

   - [Date] **3/20/2013**

   - [Course Instructor]

   - [Approvals] **[Signature]**

   - [Date] **3/18/13**

13. Department Head

   - [Signature] **[Signature]**

   - [Date] **3/20/13**

14. College Dean/Designee

   - [Signature] **[Signature]**

   - [Date] **[Signature]**

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at [www.thecb.state.tx.us/corecurriculum2014](http://www.thecb.state.tx.us/corecurriculum2014)

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course (HIST 230) explores the main events, personalities, and technologies related to American military history from 1609-present. It explores the following themes: How has US military policy changed over time and in what ways has it remained constant? How have the US armed forces evolved and adapted in peace and war? How have Americans tried to balance their need for national security with civilian control of the military? How has the United States begun, waged, and ended its wars? How has the American public's and the armed forces' interpretation of the 'lessons of history' influenced how the US prepares for war?

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret and synthesize lecture material and a film related to the the main events, personalities, and technologies related to American military history from 1609-present. Students will be asked to discuss how US military policy has changed over time and remained the same and how US armed forces have evolved and adapted in peace and war. Student learning will be evaluated through discussion, quizzes and a midterm and final essay exam.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to interpret and discuss information provided in lecture (including visual images and maps), readings, and film. This information relates to topics such as how the American government historically has balanced a need for national security with civilian control of the armed forces and how the United States has begun, waged and concluded wars differently over time. Student learning will be evaluated through discussion, quizzes, a midterm and a final essay exam, all of which include information provided in lecture, readings, and film.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
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This course will address social responsibility by requiring students to identify (in lectures and reading materials), interpret and synthesize information related to American involvement in civil war (like the American War of Independence and the Civil War) and external war (like the Napoleonic Wars, the Mexican American War, World War I and World War II, the Korean War and the Vietnam War). Students will be asked to reflect on the role of citizen soldiers versus professional combatants and the complicated division between homefront and battlefield. Student learning will be evaluated through discussion, quizzes, a midterm and a final essay exam, all of which include information provided in lecture, readings, and film.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to identify (in lectures and reading materials) and articulate (through exams and quizzes) how the decisions made by individuals, groups and institutions led to shifts in the composition of and control of the American military and subsequent decisions for America to ‘go to war.’ In discussion, students will be asked to reflect on how they might apply the ethical decision making processes discussed in class to their own contemporary experiences. Student learning will be evaluated through discussion, quizzes, a midterm and a final essay exam, all of which include information provided in lecture, readings, and film.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Meeting times and location:
Monday, Wednesday, Friday 1:50-2:40 PM;
Classroom: HECC 105

Instructor Information:
Professor Brian McAllister Linn
Office: 200A Glasscock Bldg Phone: 845-5172 (office) or 845-7151 (Dept):
e-mail: B-linn@tamu.edu
Office Hours: 2:50-4:00 Mon and Wed and by appointment

Course Description:
This course explores the main events, personalities, and technologies related to American military history. It explores the following themes: How has US military policy changed over time and in what ways has it remained constant? How have the US armed forces evolved and adapted in peace and war? How have Americans tried to balance their need for national security with civilian control of the military? How has the United States begun, waged, and ended its wars? How has the American public’s and the armed forces’ interpretation of the ‘lessons of history’ influenced how the US prepares for war?

Core Objectives for American History Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication *(to include effective development, interpretation and expression of ideas through written, oral and visual communication)*

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility *(to include the ability to connect choices, actions and consequences to ethical decision-making)*

Prerequisites:
None.

Student Learning Outcomes:
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to American military history from 1609-present.

2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in past American military history and in present-day human cultures.
4) apply knowledge about the human condition in the past and present American military to their personal lives and studies.

**Textbooks and required resources:**
- Joseph P. Martin, *Memoir of a Revolutionary Soldier*
- Eugene Sledge, *With the Old Breed*

*i>clicker* (be sure to check that you do NOT purchase an eclicker)

**Grading Policies**

Grade Scale:
- Participation (i>clicker polls)=15 points;
- 7 quizzes (10 points each)=70 points;
- Midterm Exam=100 points.
- Final Exam=115 points.
- Total: 300 points.

**Grade Distribution** (based on points):
- A=270-300;
- B=240-269;
- C=210-239;
- D=180-209;
- F=below 180 points

Participation (via i>Clicker): A maximum of 15 points will be given for student participation via i>clicker polls. There may be more than ten polls, so students should not assume that once they have taken ten polls they have 'maxed' their participation grade. All polls must be done via i>clicker.

All students must purchase and register an i>clicker by 2 September. Students who have already purchased an i>clicker can use them. Students needing to purchase an i>clicker should consider the i>clicker2. i>clickers will be used for all quizzes and polls (participation points) and should be brought to every class. Students are responsible for bringing backup batteries to class. i>clicker registration:

[http://www.iclicker.com/support/registeryourclicker/](http://www.iclicker.com/support/registeryourclicker/) Use your email (the one registered on Howdy) for your Student ID.

Quizzes: There will be seven quizzes. All quizzes will be multiple choice. All quizzes will be taken via i>clicker. Students should bring their i>clicker to class each day. Students who do not have an i>clicker on quiz dates will not be permitted to take the quiz in any other format.

**Taking another student's exam or quiz is a violation of the Honor Code.**

Exams: Exams will be essay format and must be taken in a blue book. They will consist of short (1 page) answers based on both the reading and the lectures. At least one question will be specifically on readings from either *Memoir of a Revolutionary Soldier* or *With the Old Breed* (final exam). Answers that do not show a university-level understanding of the readings will receive no credit (i.e., you are quite free to write an answer even if you haven't read the assignment, and the instructor is equally free not to give it any credit).
Attendance Policy and Makeup Examinations: I will handle all absences and work related to them in accordance with TAMU Student Rules. Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for Texas A&M's policy on university-excused absences.

Attendance and Lecture Notes: The skill of taking detailed notes from lectures is a learning objective in this course. This means more than copying the slides, it means following the lecture's narrative, details, and argument. Students who miss lectures should visit the instructor during office hours or by appointment. The outline of each lecture is available on-line, but the detailed discussion of the lecture outline is only available in the instructor's office during office hours or by appointment. **The complete lecture slides will not be emailed or copied or otherwise made available to students outside the instructor's office.** For syllabus and lecture outline slides: [http://www.tamu.edu/history/faculty/linn.htm](http://www.tamu.edu/history/faculty/linn.htm)

Academic Integrity:
Academic Integrity: "An Aggie does not lie, cheat, or steal, or tolerate those who do." All students are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

Americans with Disabilities Act Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu) It is the student's responsibility to discuss this matter with the professor.

COURSE TOPICS and READINGS
Students should complete the readings for the entire week by Monday
Week 1:
29 Aug. -- Introduction to U.S. Military History. *(Common Defense, Intro. and Ch. 1, Between War, pp. 1-21)*
31 Aug. -- Frontier Warfare *(Common Defense, Chs. 1-2)*
2 Sept. -- War of Independence *(Common Defense, Ch. 3; Between War, pp. 21-42; Memoir of a Revolutionary Soldier).* First poll on 2 Sept

Week 2:
5 Sept. -- War of Independence *(Common Defense, Ch. 3; Between War, pp. 21-42; Memoir of a Revolutionary Soldier).*
7 Sept. -- Military and Naval Policy, 1783-1812 *(Common Defense, Ch. 4)*
9 Sept. -- War of 1812 *(Common Defense, Ch. 4)* Quiz 1

Week 3:
12-14 Sept. -- Naval/Military Policy *(Common Defense, Chs. 4-5) Quiz 2 on 14th*
16 Sept.-Mexican-American War (Between War, pp. 85-106).

**Week 4:**
19-23 Sept.-- Civil War (Common Defense, Chs. 6-7; Between War, pp. 107-28)

**Week 5:**
26-30 Sept.-Military and Naval Policy, 1865-1898 (Common Defense, Ch. 8) **Quiz 3 on 30th**

**Week 6:**
3-5 Oct.-Imperial Wars, (Common Defense, Ch. 9; Between War, pp. 155-78)
7- Oct.-Military and Naval Reform, 1898-1917 (Common Defense, Ch. 10)

**Week 7:**
10 Oct.-Military and Naval Reform, 1898-1917 (Common Defense, Ch. 10)
12-14 Oct.-World War I (Common Defense, Ch.11; Between War, pp. 179-96)

**Week 8:**
17 Oct. Midterm Exam
19-21 Oct.- Interwar/Military Transformation, 1919-1941 (Common Defense, Ch. 12)

**Week 9:**
24 Oct.-Interwar/Military Transformation, 1919-1941 (Common Defense, Ch. 12)
26-28 Oct.--World War II (Common Defense, Chs. 13-14; Between War, pp. 197-218 or 220-36) **Quiz #4 on 28th**

**Week 10:**
31 Oct.-4 Nov.-- World War II (Common Defense, Chs. 13-14; Between War, pp. 197-218 or 220-36)

**Week 11:**
7 Nov.- Demobilization, Atomic Air Power, and Cold War (Common Defense, Ch. 15) **Quiz 5**
9-11 Nov.- Korean War and its Lessons (Common Defense, Ch. 15; Between War, pp. 237-58)

**Week 12:**
14-16 Nov.- New Look to Flexible Response (Common Defense, Ch. 16)
18- Nov.- Vietnam, 1960-76 (Common Defense, Ch. 17; Between War, pp. 259-80)

**Week 13:**
21 Nov.- Vietnam, 1960-76 (Common Defense, Ch. 17; Between War, pp. 259-80) **Quiz 6**
23 Nov.- Doctor Strangelove
25: No Class- Thanksgiving Break

**Week 14:**
28 Nov.- Impact of Vietnam (Common Defense, Chapter 18) **Quiz 7**
30 Nov.- Dec.- Cold War to Iraq/Afghanistan (Common Defense all Ch. 18; Between War, pp. 302-22)

Redefined day:
5 Dec.-Cold War to Iraq/Afghanistan (*Common Defense* all Ch. 18; *Between War*, pp. 302-22)

**Final Examination:** Tuesday, 13 December 10:30-12:30