NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

Course Name: The American Military, 1865-Present
Course Number: HST 318
Credits: 4

Course Description
Major aspects of American military history, 1865-present: evolution of strategy, tactics, and technology in war; the impact of the military on American society in peace and war; historiographical aspects of U.S. military history.

Communication
Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours.

Course Credits
HST 318 is a four credit course that focuses on the development of the military institution within the United States. The place and role of the military underwent radical changes over the period of time covered by the course, so the work required reflects this. There will be a significant amount of assigned reading with the textbook, two monographs (the book presentation assignment) and readings each week associated with the discussion board. Students should anticipate engaging with the course approximately 120 hours over the eleven weeks of the term.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. Call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
Postings: Each week there will be posted a selection of readings and/or videos. These will be the basis for questions students will address on the appropriate discussion board.

Instructor Presentations: Each week there will be a presentation from the instructor. These will be a “lecture” to read and/or a short presentation highlighting a particular military technology. These will supplement the textbook.

Required Texts:

Recommended Text:

This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu    Email: ecampus@oregonstate.edu    Tel: 800-667-1465

(I will be grading your work, especially the written assignments and final exam, using the standards set forth in this book. The 6th or 7th edition will also work for the purposes of this course.)

**Note to prospective students:** Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](http://osubookstore.com) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

**Canvas**

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](http://ecampus.oregonstate.edu). For technical assistance, please visit [Ecampus Technical Help](http://ecampus.oregonstate.edu).

**Measurable Student Learning Outcomes**

Students in this course will:

- analyze the important social, doctrinal, and technological developments within the United States military during the period 1865-present.
- create and defend hypotheses concerning the roles the military and war have played in the development of American society including economic, scientific, political and diplomatic changes.
- judge how the actions and uses of the military have changed the way Americans view the military and its role in American society.
- assess the value of military history as a means of understanding current and future military actions.
- identify the factors contributing to superior leadership within the U.S. military.
Evaluation of Student Performance
The points breakdown for each assignment is as follows:

**Comprehensive Final Exam:**
- Six short essays: 50 points each
- Two long essays: 100 points

**Battle Analysis:**
- Research paper: 100 points

**Book Presentations (2):**
- Presentation: 100 points each

**WWII Presentation**
- Presentation: 100 points

**Discussion Board:**
- Ten weeks: 20 points each

The point totals for each assignment are for grading purposes only. Each assignment in the course is a *weighted percentage* of the total course grade. This means that two assignments can have similar point totals but have a greater or lesser impact when calculating the course grade. The percentage breakdown is as follows:

**Grading Breakdown:**
- Final Exam: 30%
- Battle Analysis: 20%
- Book Presentation #1: 10%
- Book Presentation #2: 10%
- WWII Presentation: 15%
- Discussion Board: 15%
- TOTAL: 100%

**Grading Scale**
When calculating the final course grade, the assigned letter grade will correspond to the following percentages:

**Grading Scale:**
- 90-92=A-
- 80-82=B-
- 70-72=C-
- 60-62=D-
- 59 and below=F
- 93-100=A
- 83-87=B
- 73-77=C
- 63-67=D
- 88-89=B+
- 78-79=C+
- 68-69=D+

If you have any questions about how the grade for the course is determined feel free to email the instructor or, better yet, submit your question to the Q & A Discussion Board so everyone in the class can benefit from the answer.
## Course Content

<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The American Military Tradition to 1865: A Brief Overview; Technology Highlight</td>
<td>Chapters 8 &amp; 9, <em>For the Common Defense</em></td>
<td>Discussion Board; Book presentation choices due; WWII Presentation choice due; Battle Analysis choice due</td>
</tr>
<tr>
<td>2</td>
<td>The American Way of War; Technology Highlight</td>
<td>Chapters 10 &amp; 11, <em>For the Common Defense</em></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>World War I and the Shape of the Modern World; Technology Highlight</td>
<td>Chapter 12, <em>For the Common Defense</em></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>4</td>
<td>American Mobilization and the Second World War; Technology Highlight</td>
<td>Chapters 13 &amp;14, <em>For the Common Defense</em></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>5</td>
<td>The Origins of the Cold War</td>
<td>Chapter 15, <em>For the Common Defense</em></td>
<td>Discussion Board; WWII Presentation due</td>
</tr>
<tr>
<td>6</td>
<td>New Look, Flexible Response, Old Result?; Technology Highlight</td>
<td>Chapter 16, <em>For the Common Defense</em></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>7</td>
<td>Vietnam: What Went Wrong; Technology Highlight</td>
<td>Chapters 17 &amp; 18, <em>For the Common Defense</em></td>
<td>Discussion Board; Vietnam Presentation due</td>
</tr>
<tr>
<td>8</td>
<td>Reagan and the End of the Cold War; Technology Highlight</td>
<td>Chapter 19, <em>For the Common Defense</em></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>9</td>
<td>None</td>
<td>Chapter 20, <em>For the Common Defense</em></td>
<td>Discussion Board; Battle Analysis due</td>
</tr>
<tr>
<td>10</td>
<td>The Robots Are Coming!; Technology Highlight</td>
<td>Chapter 21, <em>For the Common Defense</em></td>
<td>Discussion Board; Iraq/Afghanistan Presentation due</td>
</tr>
<tr>
<td>Finals Week</td>
<td>None</td>
<td>None</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Course Policies

Discussion Participation

<table>
<thead>
<tr>
<th>Frequency (8 points)</th>
<th>Quality (12 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks open on Saturday at 12:00 AM and end the following Saturday at 11:59 PM (exceptions are week one which starts on Monday and finals week which ends on Friday).</td>
<td>Posts and responses are well-developed and demonstrate that the student is engaged with the course content (i.e. comments are based on evidence and not primarily based on personal experience or “feeling”)</td>
</tr>
<tr>
<td>Postings based on that week’s readings are due by Wednesday.</td>
<td>Outside research is shared and cited where appropriate.</td>
</tr>
<tr>
<td><strong>At minimum, respond to two other student postings.</strong> Responses are due by <strong>Saturday.</strong></td>
<td>Posts are professional, add value to the conversation, and don’t merely repeat what others have stated. Netiquette guidelines are observed.</td>
</tr>
</tbody>
</table>

**Final Exam**
The final will be in two parts, Identification and Essay. The Identification section will have a list of terms grouped in threes. To answer an Identification students will write a short essay that describes what each of the three terms is as well as (and most importantly) what ties the three together. There will be ten groups listed and students will answer six. The Essay section will list three broad essay questions. Students will answer two of the three. To fully answer these longer essays students will need to draw on material presented from throughout the course, not just one or two examples. Exams must be submitted to the instructor by the date and time listed on the course calendar. The exam will be available on Saturday of finals week and will be due by the following Friday. Students may access the text more than once. They may also use their books and other course materials when taking the exam but must document sources as outlined in *A Pocket Guide to Writing in History*.

**Makeup Exams**
Because students will have seven days to complete their final, a makeup exam will be given only under the most unusual circumstances or when excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Contact the instructor if you have questions.

**Incompletes**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 75% of the points possible. If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let the instructor know right away.

**Guidelines for a Productive and Effective Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.
Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Accessibility of Course Materials
All materials used in this course are available. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another.

b) It includes:

i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University’s Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.