

East Tennessee State University
Department of History
Johnson City, TN 37614

War in the Modern World (HIST 3940-001)

Course Syllabus – Fall 2021

Primary Instructor: Edward P. Donnelly, Brigadier General, US Army (Retired)

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Office Hours: Instructor will be on campus only for classes on Tuesday and Thursday. Students can call or email to set up an appointment. Call, text, email and suggest a time and method (call, zoom, skype, facetime, in-person, etc.) I will do my best to accommodate your schedule.

Credits: HIST 3940 is a 3.0 credit hour course meeting twice on-line each week.

Class Periods: Tuesday and Thursday 0815-0935 in Rogers Stout 101.

Course Description: American Military History is a chronological review of the people, events, and trends that affected the development and employment of the United States Army from its colonial beginnings thru the present. Students will combine directed readings, individual research, and classroom instruction to analyze themes from history to identify an “American Way of War”, assess the manner in which it evolved, reflect on the effects of that Way of War on them personally, and project requirements for change.

Course Terminal and Enabling Learning Objectives:

- Students exhibit knowledge of important people, events, and trends that shaped American military history, ability to analyze the roles each played in shaping the military we have today, and ability to argue their significance on today’s military.
- Students exhibit ability to absorb vast quantities of materials relating to specific historical dilemmas, and learn how to evaluate scholarly arguments by analyzing responses to previous contributions, investigating use of primary evidence, weighing logical construction and development, and assessing rhetorical style.
- Students demonstrate ability to apply campaign analysis tools to explain military events, analyze their impact on results, and offer suggestions on alternatives.
- Students demonstrate ability to critically evaluate actions, identify effects, and propose feasible, acceptable, and suitable alternatives.
- Students demonstrate appreciation of the nature and practice of history as a discipline, and as the study of human experiences, interactions, and relationships as they change over time. They will learn to appreciate that history does not consist of a simple succession of self-evident facts, and that evidence-based interpretation and analysis are central to all historical work.
- Students display ability to analyze themes woven thru the history to develop and display understanding of an “American Way of War” and use lessons of past to

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- project future requirements for change.
- Students exhibit ability to identify, critically analyze, and integrate resources from both primary and secondary sources by demonstrating ability evaluate and use evidence to overcome biased assertions, “conventional wisdom” and informed interpretations.
- Students display reading, writing, and oral communication skills at an undergraduate level by describing and analyzing effects of events and developments in their historical context, display ability to engage with complex causal analysis and to articulate arguments that integrate supporting evidence and analytical commentary.
- Students exhibit skills in conducting research, familiarizing themselves with major global library holdings, digital databases, and tools for identifying and acquiring access to published material.
- Students exhibit ability identify archival sources, evaluate application to historical questions, conduct independent research, and craft arguments that challenge “conventional wisdom”, creating an original work of historical research.

Themes:

- Strategy, Campaign Planning, and Decision-Making
- Civil-Military Relations, Headquarters, Organization and Chain of Command
- Effects of Technology on Doctrine, Operations, and Tactics
- Chronology of Campaigns or Battles and Impact of Key Leaders
- Identity, Growth, and Sustainment of Professionalism
- Readiness, Mobilization, Expansibility, and Regular-Reserve Forces

Methodology: HIST 3940 is an instructor-facilitated lecture course in which student participation is essential to demonstrating comprehension and understanding of course objectives. The course follows a discussion-seminar format of preparatory reading and reflection, instructor-posed questions to determine comprehension of readings, student development of specific answers to demonstrate understanding, and an on-line lecture with instructor-posed questions. Students should read assigned material before class, reflect upon questions included within the readings, reflect on relation of course themes to the period under review, and be ready to discuss in the classroom.

Students should feel free to ask any questions about the lesson either prior to the lesson via email, at the beginning of the lecture, or at any time during the lecture. I will generally be in the classroom about fifteen minutes prior to the lesson time and will remain after the lecture to answer questions that require a more lengthy explanation.

Texts:

- Stewart, Richard W., ed. American Military History, Volume I: The United States Army and the Forging of a Nation, 1775-1917. Washington DC: Center of Military History, 2005. https://history.army.mil/html/books/030/30-21/CMH_Pub_30-21.pdf
- Stewart, Richard W., ed. American Military History, Volume II: The United States

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Army in a Global Era, 1917-2008. Washington DC: Center of Military History, 2005. https://history.army.mil/html/books/030/30-22/CMH_Pub_30-22.pdf

Class Preparation: Text readings are generally ~100 pages per week. Students should plan on 6 hours of preparation (3-4 hours reading including taking notes and answering questions at the end of each chapter, ~1 hours working on a writing assignment, and ~1 hour answering, posting, and responding to another post of an answer to a D2L question) each week (.5 hours per lesson). While there are usually two class attendances each week, each with one D2L question, students should complete the reading assignment prior to the first lesson of the week and each D2L question prior to the Tuesday or Thursday lesson.

Class Attendance and Participation: Students will attend all scheduled sessions unless excused by the instructor. To obtain an instructor excuse, students need only email the instructor no more than 15 minutes prior to class start time that they need to miss class. Several lessons may be conducted by zoom as shown in Enclosure 1 (Schedule). Zoom lessons will be recorded and posted on-line for viewing by anyone who either wants to review the materials or was unable to attend during scheduled class.

Students should anticipate answering discussion questions found at the end of each of the texts' chapters at the beginning of each classroom session. Students should anticipate commenting on applicability of any or all of the class themes to the period covered in the lesson. I plan to call on each student at least once during each class session. I may ask a question, ask you to explain something, or simply ask for an opinion. There is zero chance of you being marked 'wrong' for any response. I am truly interested in your answers and in ensuring you understand the course materials.

Evaluation:

- Students will attend class every session and contribute to **Classroom Discussions** in a meaningful manner. In addition to answering instructor-posed questions, students should initiate discussions and contribute to debate on topics raised in class. Students with an excused absence (you notified the instructor prior to the start of class) will receive full class discussion credit for up to three excused absences. Each class discussion is worth .5 points (30 points total). See Enclosure 1.
- Students will submit **Research Paper(s)** as described in Enclosure 2. Students will select the option of one (15-25 pages worth 40 points), two (8-10 pages worth 20 each), or four (6-9 pages worth 10 points each) papers on subject(s) of instructor-approved student interest. Research papers are worth 40 points total. See Enclosure 2.
- Students will participate in **D2L Discussion** by answering one instructor-assigned question prior to each lesson by posting the answer to an appropriate discussion thread *and* by responding to at least one other student's posted

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answer. Each combination of D2L discussion posted answer and response is worth 1 point (30 points total). See Enclosure 3.

- Students will maintain three **Spreadsheet Study Aids** tracking Evolution of Technology and Battles, Key Leaders, and Campaigns in Wars as described in Enclosure 4. Each **Spreadsheet** is worth 5 points (15 points total).
- There is no **Final Examination**.
- **Extra Credit.** None planned. Will be addressed during Lesson 13.
- **Optional Additional Readings.** Enclosure 5. Students desiring to learn more about a particular lesson can use these links to access additional Primary and Secondary source material relevant to the history of that period. The Video links may be especially useful. Additional links may be added throughout the semester and the Enclosure updated.

Grading: Grades are based on a 100-point scale.

<u>Evaluation</u>	<u>Points</u>
Class Discussion D2L	15 – 30@ .5 each
Research Paper(s)	40 – see Enclosure 2
D2L Questions and Responses	30 – 15 @ 2 each
Study Aids	15 – 3@ 5 each

<u>Points</u>	<u>Letter Grade</u>
97-100	A+
94-96	A
91-93	A-
87-90	B+
84-86	B
81-83	B-
77-80	C+
74-76	C
70-73	C-
60-69	D
0-59	F

Student Behavior: ETSU has a Student Code of Conduct. The guidelines and rules are contained in the Policies and Procedures section of this year's ETSU Undergraduate Catalog and ETSU Graduate Catalog. Read them, live them, abide by them. A couple areas of emphasis:

- **Plagiarism.** Don't. Submit documents in Word so I can run them thru Turnitin. If you receive help from another student or instructor, acknowledge that assistance

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in the form of a brief statement following the bibliography. “I acknowledge the assistance from Jane Doe in organizing my paper and in checking it for spelling and grammar errors.”

- Homework. Readings and D2I Discussion. Do it. Do it well. Do it yourself. Do it on time. You cannot expect to come to class and fully participate without it.
- Group study. Highly encouraged. But, it is for STUDY. Whatever work you submit as your own must be your own unless properly acknowledged.
- Respect. For one another’s’ opinions and right to express them. Also for other people’s feelings when you express your opinions.
- Social Media. I’m okay with its use during class. Especially to take notes or to source information. But no noise – from you or the device. If you have to hold a conversation with someone else, please be sure you mute yourself first.
- Class Attendance. Mandatory. Notify me prior to class about any necessary lateness or absence. You do not need to provide an excuse or submit justification documentation. Your notification is sufficient. **Unexcused absences will result in loss of that lesson’s class discussion points.**
- Class Participation. Mandatory. This is your class and I want to help you learn about the History of the US Army. The more you participate, the more you will learn. That requires discussions and discussions require your active participation. Ask questions if you feel you do not understand something. If you are not participating, I will ask for your contributions.

Enclosure 1 to Syllabus: War in the Modern World (HIST 3940-001) -- Class Schedule (as of 5 May 2021)

LSN	Subject	Dates	Reading
1	Course Introduction	24/26 August	VOL I, pp 1-44
2	Revolution (1775-1782)	31 August / 2 September	VOL I, pp 45-106
3	Early Days (1783-1860) Zoom Lesson	7/9 September	VOL I, pp 107-198
4	Civil War (1861-1865)	14/16 September	VOL I, pp 199-306
5	Civil War Battle (Chancellorsville)	21/23 September	https://history.army.mil/html/books/075/75-9/index.html
6	Frontier Constabulary (1866-	28/30 September	VOL I, pp 307-396

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	1917)		
7	World War I and Inter-War Period (1914-1939)	5 October	VOL II, pp 1-78
8	World War II (1939-1945) (Fall Break, 11-12 OCT)	7/14 October	VOL II, pp 79-202
9	Korea and Cold War (1950-1975)	19/21 October	VOL II, pp 203-288
10	Vietnam (1950-1975) –	26/28 October	VOL II, pp 289-372
11	End and Post-Cold War (1975-2000)	2/4 November	VOL II, pp 373-462
12	Iraq and Afghanistan (2001-Present) Zoom Lesson	9/11 November	VOL II, pp 463-518
13	Way Forward (to 2050)	16/18 November	Instructor Handouts
14	An American Way of War	23/30 November	Course Notes
15	Course Review	2 December	Instructor Handouts and all Previous

- Select Option #1 or #2 at Lesson 3a
- Submit Theses for Paper(s) and List(s) of Sources at Lesson 4a (Options #1 and #2)
- Submit Research Paper #1 at Lesson 5a (Option #3)
- Submit Outline for Research Paper at Lesson 8a (Option #1)
- Submit Research Paper #1 (Option #2) or #2 (Option #3) at Lesson 8a
- Submit Research Paper #3 at Lesson 12a (Option #3)
- Submit draft versions of Study Aids Spreadsheets on D2L (only) at Lesson 13b.
- Submit Research Paper (Option #1) or #2 (Option #2), or #4 (Option #3) at Lesson 14a

Submit final versions of Study Aid Spreadsheets at Less

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Students will complete a Research Paper (or Papers) requiring an in depth examination of a topic (or several topics) of interest to the student considering and assessing a problem and resulting in an assertion of a course of action to undertake to solve the problem. Students have the option of either completing one large (15-20 pages) on a topic of student interest worth 40 points, or two shorter (8-10 pages) papers worth 20 points apiece (40 total), or four shorter (4-5 pages) papers on topics of student interest worth 10 points apiece (40 total).

Option 1: Students will complete a single research paper addressing a position on an issue relevant to United State military history by identifying a problem requiring a policy solution, articulating at least acceptable two alternatives, proposing a paradigm for critical evaluation, comparing and analyzing them, and recommending an outcome. The paper will be 4000-6000 words (15-20 pages) in double-spaced, 12-point Arial font. Footnotes and bibliographies should indicate student use of at least five primary sources. Cover and bibliography pages do not count toward page length or word count.

Schedule:

- Select Option at Lesson 3a
- Submit Topic Choice, Thesis, and List of Sources at Lesson 4a
- Submit Outline for Research Paper at Lesson 7
- Submit Research Paper at Lesson 14a

Option 2: Students will complete two research papers addressing a position on an issue relevant to United State military history by identifying a problem requiring a policy solution, articulating at least acceptable two alternatives, proposing a paradigm for critical evaluation, comparing and analyzing them, and recommending an outcome. The papers will each be 2000-3000 words (8-10 pages) in double-spaced, 12-point Arial font. Footnotes and bibliographies should indicate student use of at least five primary sources. Cover and bibliography pages do not count toward page length or word count.

Schedule:

- Select Option at Lesson 3a
- Submit Topic Choice, Thesis, and List of Sources at Lesson 4a
- Submit Paper #1 at Lesson 8a
- Submit Paper #2 at Lesson 14a

Option 3: Students will complete four research papers each evaluating one of the thematic elements of American Military History from 1775 thru the present. Papers are due prior to beginning Lessons 4, 7, 10, and 12. Each paper will be at least four and no more than five pages in double-spaced, 12-point Arial font and 1-inch margins on all four sides. This should be the equivalent of 1000-1500 words. Footnotes and bibliographies should indicate student use of at least three primary sources per paper. Cover and bibliography pages do not count toward page length or word count.

Schedule:

- Select Option at Lesson 3a

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- Submit Theses for four Papers and List of Sources at Lesson 4a
- Submit Research Paper #1 at Lesson 5a
- Submit Research Paper #2 at Lesson 8a
- Submit Research Paper #3 at Lesson 11a
- Submit Research Paper #4 at Lesson 14a

Specific Instructions for Option 1:

Papers will include footnotes and a bibliography (not included in page count) with a minimum of fifteen credible citations and five credible bibliographic references using the Chicago Style notation system for all citations and references (see the Simon Fraser University on-line guide at <http://www.lib.sfu.ca/help/writing/chicago-turabian>). Suitable references include books, long articles from professional journals, and on-line long articles (from credible sources). The course text, encyclopedia, and on-line quick-reference sites such as Wikipedia are not suitable as base references though they are acceptable supporting references. Students should contact the instructor with any questions regarding credibility of references.

Organization. The paper requires a declarative sentence thesis, three to five supporting points, and a conclusion. “The US policy towards X should be” “Because this policy best”

- Plan to use a 1-2 page introduction to state your thesis, lay out your supporting points, and frame the relevance of the issue to United States military history.
- Plan to use 4-5 pages each to state your supporting points and establish them. These supporting points probably require supporting points themselves. Students will find it helpful to lay these sections out as sentence outlines with each sentence being the topic sentence for a paragraph.
- Plan to use 1-2 pages to summarize and conclude. Restate the relevance of your topic, lay out your supporting points, and conclude with re-declaring your thesis.
- Pages for appropriate footnotes and bibliography will follow. Cover sheet is optional. These pages are not included in either word or page count.

Schedule. Papers are due by e-mail and hard copy prior to beginning Lesson 14a.

- The instructor will outline this assignment during Lesson 1a and students will select this option at Lesson 3a. Students use time prior to Lesson 4a to develop potential and submit topic choices and outline of how they will prove the thesis.
- Prior to Lesson 4a, students who select this option will submit to via D2L their proposed research topic including a working thesis statement (what you intend to prove), 3-5 bullet points outlining your arguments, and bibliographic listings for at least three main, non-internet, encyclopedia-type references you intend to use.

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Students may discuss topic choices and supporting points in class during Lesson 2a thru 3b.

- After reflecting upon the discussion, students may elect to change topics or supporting arguments. Prior to Lesson 6a, students who desire to change topics or significantly adjust supporting points will submit via D2L, final thesis statements, and 3-5 declarative sentences supporting arguments.
- Prior to Lesson 7, students who select this option will submit outlines for their research paper via D2L. The introductory and concluding paragraphs should be written in their entirety. Subsequent, intermediate, paragraphs should have topic sentences written and bulletized lists of points to be addressed in the paragraph. There should be at least one intermediate paragraph per major point to be addressed.
- Once approved, students should make every effort to stick with their topics. They may adjust arguments or change references if required. Students desiring to change topics need instructor approval to do so.
- **This paper is to be posted to D2L (or, in exceptional circumstances to the instructor's email) no later than Lesson 14a and in hard copy at the beginning of the Lesson 14a class period.** The instructor will levy a 20% reduction of total possible score for each day papers are late.

Grading. This paper is worth 40 of the course's 100 points.

- 5 Points – Thesis. None evident = 0; Poorly stated and hard to locate = 1; Poorly stated but evident = 3; Good, solid thesis statement that declaratively states a position on a relevant issue = 5
- 15 Points – Supporting Points. None evident = 0; None well-stated but some evident = 3; None well-stated but at least three evident = 5; At least one well-stated and argued and at least two others evident = 7; At least two well stated and argued and at least one other evident = 10; At least three well-stated and argued supporting points = 15.
- 10 Points – Logic. Supporting points not consistent or logical in support of thesis = 0; Supporting points consistent but not logical or logical but not consistent = 5; Supporting points both logical and consistent = 10.
- 5 Points – Style and Readability. Paper awkward and hard to read or understand with numerous grammatical errors = 0; Paper is somewhat readable and understandable with some grammar errors = 3; Paper flows well, is easy to understand, and free of grammar errors = 5. Colloquialisms, excessively-sized paragraphs, fragmentary or run-on sentences, jargon, repeated use of passive voice, etc. are grammatical errors.

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- 5 Points – Citations. Paper has neither footnotes nor bibliography = 0; Paper has some footnotes but lacks sufficient to support text presented as fact = 3; Paper has appropriate footnotes and at least three credible bibliographic references in addition to works cited in footnotes = 5.
- Spelling errors will be deducted at the rate of .1 per simple error (e.g., correctly spelled but inappropriate word) and .5 per obvious error (incorrectly spelled word).
- Word Count and Page Length. A deduction of .5 will be assessed for every part 100 words over or under the assigned limits.

Specific Instructions for Option 2: Same as for Option 1 with the following exceptions:

- Two 8-10 page (2000-3000 word) papers vice one 15-20 page (4-6000 word) paper.
- Organization: Sections should be approximately half the length of Option #1 section length.
- Schedule: Due on D2L at the start of class Lesson 7a and 12a and in hard copy at beginning of class on Lessons 8a and 14a.
- Grading: Papers worth 20 points each (40 points total) vice 40 points; and grading scheme is same except each section worth half points for Option #1.

Specific Instructions for Option 3:

Each paper will include footnotes and a bibliography (not included in page count) with a minimum of five footnoted citations and three credible base references using the Chicago Style notation system for all citations and references (see the Simon Fraser University on-line guide at <http://www.lib.sfu.ca/help/writing/chicago-turabian>). Suitable references include books, long articles from professional journals, and on-line long articles (from credible sources). The Course Text is an authorized base reference. The on-line encyclopedias or quick-reference sites such as Wikipedia are not suitable as base references though they are acceptable supporting references. Students should contact the instructor with any questions regarding credibility of references.

All four theses and a list of proposed references for each are due at Lesson 3. Submit by posting to D2L. Students who are unsure about more than the first theses and list of proposed references for Papers #1 and #2 may suggest an alternate date for submission of the theses and list of references for Papers #3 and #4. That date should not be later than Lesson 8a.

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Student selections of theses are due at Lesson 3a. Submit by posting to D2L. Suitable questions for critical inquiry include but are not limited to:

1. Which Technological Innovation of the 19th or 20th Century had the greatest impact on battlefield outcomes? (You must define and grade “Impact on Battlefield Outcome”.)
2. Which American military reformer had the greatest impact on the battlefield performance of the US Army? (You must define and grade “Impact on Battlefield Performance”.)
3. Military Reformer X’s concept of Army Expansion was a good/bad idea. This might also be the first of four papers on four different military reformers.
4. How does the current approach to Mission Command differ from previous approaches to Directive Operations and which is better for employment of the military in the 21st Century? (You must define characteristics of 21st Century operations to enable the comparison).
5. What are three things the Army Officer Corps can do to improve the Profession? (You must define a profession, show how the Officer Corps does not exhibit a characteristic as well as it could, and show how your suggestions contribute to improving the Officer Corps).
6. What three events occurring between 1775 and 1860 were the most significant for the development of the US Army? Note, this could be the first of four papers with the next three addressing the periods 1860-1939; 1940-1975; and 1975 to present (or choose any combination of periods)
7. The Militia Act of X was significant in the recognition of the importance of the militia to the defense of the nation. This might also be the first of four papers discussing the Militia Acts of 1792/95; Militia (Dick) Acts of 1903/1908; Militia Acts of 1916/20; and the Militia Act of 1933.

Organization. Each paper requires a declarative sentence thesis, three to five supporting points, and a conclusion.

- Plan to use a half page introduction to state your thesis by answering the question positively or negatively, lay out your supporting points, and frame the relevance of the issue to United States military history.
- Plan to use a little more than half a page to summarize the issue, define the thing you want to prove, and propose a paradigm to prove your thesis. Students may find it helpful to lay these sections out as sentence outlines with each sentence being the topic sentence for a paragraph.

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- Plan to use 2-3 pages to apply the paradigm to the problem.
- Plan to use a little more than half a page to summarize your supporting points, and conclude with re-declaring your thesis.
- Pages for appropriate footnotes and bibliography will follow. Cover sheet is optional. These pages are not included in either word or page count.

Schedule. Papers are due posted to D2L (or, in exceptional circumstances to the instructor's e-mail) prior the start of class of Lessons 5a, 8a, 11a, and 14a and in hard copy at the beginning of the class period for those Lessons. The instructor will levy a 20% reduction of total possible score for each day papers are late.

Grading. Each of three papers is worth 10 of the course's 100 points.

- 1 Point – Thesis. Poorly stated and hard to locate = 0; Good, solid thesis statement that declaratively states a position on a relevant issue = 1
- 3 Points – Supporting Points. None well stated = 0; At least one well-stated and argued and at least two others evident = 1; At least two well stated and argued and at least one other evident = 2; At least three well-stated and argued supporting points = 3.
- 3 Points – Logic. Supporting points not consistent or logical in support of thesis = 0; Supporting points consistent but not logical or logical but not consistent = 1; Supporting points both logical and consistent = 3.
- 2 Points – Style and Readability. Paper awkward and hard to read or understand with numerous grammatical errors = 0; Paper is somewhat readable and understandable with some grammar errors = 1; Paper flows well, is easy to understand, and free of grammar errors = 2. Colloquialisms, excessively-sized paragraphs, fragmentary or run-on sentences, jargon, repeated use of passive voice, etc. are grammatical errors.
- 1 Point – Citations. Paper has some footnotes but lacks sufficient to support text presented as fact = 0; Paper has appropriate footnotes and at least three credible bibliographic references in addition to works cited in footnotes = 1.
- Spelling errors will be deducted at the rate of .1 per simple error (e.g., correctly spelled but inappropriate word) or .5 per obvious error (incorrectly spelled word).
- Word Count and Page Length. A deduction of 1 point will be assessed for every full or partial page over or under the assigned limits.

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Student:

Area	Point s	Remark s
Thesis		
Support		
Logic		
Style		
Citations		
Deduction s		
TOTAL		

Grade:

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Students will post answers to questions and offer comments on other student responses on D2L both as part of homework associated with individual lessons and in lieu of classroom attendance during periods of instructor absence.

As a routine part of homework associated with individual lessons, students will answer a single question relevant to the lesson, upload the answer in the appropriate D2L Forum prior to 1600 (4pm) on the day (Monday or Wednesday) prior to scheduled class, and comment on another student's posting prior to midnight (2400) on the same day.

To answer the posed question, post a 1-2 paragraph answer to the appropriate D2L Forum for that class. Answer the question in a declarative sentence. Support your answer in clear, concise, and cogent prose. Be prepared to orally discuss and defend your response in the relevant lesson.

To comment on another student's answer, post a 1-2 paragraph response critiquing the answer either positively or negatively. For example, what did you agree or disagree with in the answer; what do you think you learned from that answer; and/or how could the student have improved his/her answer? Posts should be appropriate, constructive, and tactful. Avoid the habit of always responding to one student's answer.

Questions and scheduled class date are as follows

1a -- 24 August. What is one question you would like to have answered during this course?

1b --26 August. What was one English military tradition that found root in the Colonies and, later, in the US Army?

2a -- 31 August. Why didn't the rifle immediately replace the musket on the Revolutionary War battlefield?

2b -- 2 September. Pick a side – British or Americans. Describe their strategy – End, at least three Ways, at least three Means, and at least one Risk.

3a -- 7 September. Describe Calhoun's Expansible Army concept and two reasons for and against Congress approving it.

3b -- 9 September. Select an operation conducted by the Army during this period (1783-1860); determine if it was successful or unsuccessful in achieving the desired end state; and identify three reasons for success or failure.

4a -- 14 September. Pick a side – Union or Confederacy. Describe their strategy – End, at least three Ways, at least three Means, and at least one Risk.

4b -- 16 September. How should the two Armies have changed battlefield tactics to the introduction of the rifled musket? Why didn't they adapt?

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5a -- 21 September. Pick a General – Hooker or Lee. What was one thing he did to help ensure the success of his campaign and what was one thing he failed to do that turned out to disadvantage his campaign?

5b -- 23 September. Pick a General – Hooker or Lee. What was one Principle of War he applied successfully and one Principle he failed to apply successfully. What was the result and why?

6a – 28 September. What was one challenge the US Army faced shifting from an organization that was extremely proficient at fighting high-intensity conventional conflict to an organization that was optimized to fight a low-intensity counterinsurgency? What could the Army have done (cite at least one suggestion) to better prepare for this shift and/or to react to it?

6b – 30 September. What was one challenge the Army faced mobilizing, training, deploying to, and fighting the Spanish-American War? How did the Root Reforms and Congressional legislation (principally, but limited to, the Dick Act) help and/or not go far enough (cite at least one observation) towards fixing those problems?

7 -- 5 October. How did the early 20th Century reforms affect preparations for and conduct of WWI? Were the reforms successful or unsuccessful in correcting deficiencies identified during the Spanish-American War? Why or why not?

8a – 7 October. Describe the organization and cite at least two advantages and two disadvantage of the US Army's Triangular Division in combat.

Note: Fall Break 11-12 October.

8b -- 14 October. What were the advantages and disadvantages (cite at least three of each) of the US adopting the “Germany First” aspect of the strategy?

9a -- 19 October. What three lessons did the United States learn in WWII, Korea, and the Cold War (one from each) that impacted the creation and organization of the Department of Defense and the US Army?

9b – 21 October. What advantages and disadvantages (cite at least three of each) resulted from the decision to maintain the conscription system after WWII? Should the Army have abandoned conscription and reverted to a long-service professional force? Why or why not?

10a – 26 October. What was one challenge the US Army faced shifting from an organization that was extremely proficient at fighting high-intensity conventional conflict to an organization that was required to be much more flexible in responding to crises? What could the Army have done (cite at least one suggestion) to better prepare for this shift and/or to react to it?

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10b – 28 October. President Johnson declined to mobilize the reserves when he committed ground troops to Vietnam in 1965. What was one impact of this decision on the U.S. Army for the duration of the war? How was this impact different from those (cite at least one difference) that resulted from President Bush's decision (and President Obama's continuation of the policy) to mobilize reservists for the GWOT? What, in your opinion should President Johnson have done (cite at least three specific things)?

11a -- 2 November. What were three of the most significant changes the US Army undertook following the end of the Vietnam War that led to success in Desert Storm? Which change was most significant and do you think that change remains appropriate for today's environment and anticipated Army tasks?

11b -- 4 November. What were three things the US Army struggled with transitioning from a force that contributed to winning the Cold War to a force that needed to be proficient in the range of MOOTW? What could the Army have to be better prepared for those challenges?

12a -- 9 November. What are three things the Army needs to differently when it is supporting a counterinsurgency than when it is conducting the counterinsurgency? How well did the Army do implementing and executing those things in either the Afghanistan or Iraq Wars?

12b -- 11 November. Reflecting on previous periods in which the US Army conducted extended COIN operations and had to regain skills or develop new capabilities necessary for high-intensity conflict against a sophisticated peer enemy, what are three things the Army should be doing now to regain skills or capabilities that may have atrophied

13a -- 16 November. What will be the most important technology for the US Army over the next 20 years? What advantage will the Army have because they developed, fielded, and employed that technology?

13b – 18 November. What are three changes the US Army should make to the way it organizes, trains, and employs its forces so it is better able to meet the national security challenges of the next ~30 years? Not just what 'should' change – but 'how should' it change.

14a – 23 November. Define "The American Way of War". Cite at least five characteristics. What (cite at least three) aspects need to change to ensure success in the next several decades?

NOTE: Thanksgiving Break 25-28 November.

14b – 30 November. Which period of the Army's development do you feel you need to devote additional self-development time to learning about? What is one

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book you intend to read to help you learn more about this period?

15 -- 2 December. You are NOT required to respond to another student's post, but may do so if you wish. What three significant changes would you make to the course for the next semester? What three things would you keep the same or slightly modify?