

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# American Public University System

*The Ultimate Advantage is an Educated Mind*

## Department of History and Military Studies

MILH202 – I001  
Survey of American Military History  
January-February 2013  
3 Credit Hours  
8 Week course

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### Instructor Information

**Instructor:**  
**Email:**  
**Phone:**  
**Office Hours:**

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### Course Description

This course is a study of the American military institution from the colonial period to the current environment in the 21st century. Students will examine military traditions and employment of forces during war and peace as well as the relationships between the military and society.

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### Course Scope

This course focuses on the American Military from the colonial period through the 21<sup>st</sup> Century. We will examine primary and secondary documents in an effort to understand the political, social, and economic issues that affected the U.S. military during this period. We will focus on the development of military policy, the characteristics and behavior of the military, military policies and their effects on international relations. The course will help students understand how these themes and ideas influenced the American Military experience and culture in the United States, as well as lay the framework for the Military of the modern era.

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## Course Objectives

Specifically, this course will require the student to:

- Effectively discuss the American Military and its impact in order to better understand its impact on national history.
- Explain the foundations of the American military and how the military developed in the New World.
- Describe American Military history from colonial times to the 21<sup>st</sup> century.
- Identify the impact of policy during periods of War.
- Distinguish and critically evaluate primary and secondary historical sources.
- Analyze and interpret historical issues as they relate to American Military history and conduct university-level research on the subject that is communicated effectively in writing.

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## Course Delivery Method

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor at any time for additional clarification.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade (**See Resources section for on Course Policies for late assignments**).

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## Resources

### REQUIRED TEXTS

Millett, Allan R., and Peter Maslowski. *For the Common Defense*. New York: The Free Press, 1994.

### RECOMMENDED REFERENCES

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- [A Student's Online Guide to History Reference Sources](#).

**IMPORTANT NOTE:** The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation

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## SOFTWARE REQUIREMENTS

- Microsoft Office 2003 or newer versions (MS Word, MS Excel, MS PowerPoint)
- Word documents must be in .docx, .doc, or .rtf.
- Adobe [Acrobat Reader](#) (for PDF files)
- To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):
  - [Real Audio](#)
  - [Windows Media Player](#)
  - [Quick Time](#)

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<b>Evaluation Procedures</b>
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As your instructor, I will determine your final grade for this course based on the following grading instruments:

### Evaluation Table

<u>Grade Instruments:</u>	<u>% Final Grade</u>
Week 3 Exam	7.5 %
Week 5 Exam	7.5 %
Short Paper	10 %
Week 2, 3, 4, 5, and 6 Forum Questions	30 %
Research Paper Proposal (topic, thesis statement, sources, outline)	5 %
Research Paper	20 %
Final Exam	20 %
<b>TOTAL</b>	<b>100%</b>

As your instructor, I will determine your final grade for this course based on the following grading instruments:

**Forum Postings** are a critical component of all History and Military History classes. Studies indicate that students who participate in Forums increase their retention on the particular subjects by over 40 percent compared to only reading the text.

The requirements for your Forum postings revolve around you answering question(s) posted in the Forum by your instructor with a substantial posting of 250 words minimum. During each Forum, your instructor will reply back to one of your postings, either your primary answer to the question or a comment that you made to another student and you will be required to answer this question. Your grade on the Forum posting therefore includes your initial answer and replying to your instructor's follow-up question.

While composing your answer, use proper English. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word processing

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program and after you check it for grammar and spelling, copy it into the Forum posting. More information about the expectations of the Forum assignment may be found in **Resources**.

**Forum Responses** are critical to helping you gain a greater comprehension of the topics. As such, you must read the postings by your peers and respond to four of them with a substantial posting of 125 words each. If you have a question for your classmates in your response, you will note the question at the bottom of your posting separated by at least one line so that your peers can clearly see your question. It is your responsibility to check for comments made back to you by your classmates and answer any of their questions. Your grade on Forum participation is from your comments to your peers and the answers you provide to any questions that they have of you. As in the Forum Posting, English is important and your writing must be clear and free of errors. More information about the expectations of the Forum assignment may be found in **Resources**.

A **Research Proposal Paper** is the beginning of the writing of your research paper. It is essential that you identify a topic early in the course that interests you think of a topic question that you would like to answer, begin initial research for sources, and draft an outline. You must submit this proposal to the instructor by the end of Week Three of the class for approval. Without approval, you cannot begin writing your research paper and you cannot wait until the week before the Research Paper is due to submit the proposal. The proposal form may be found in Resources. For sources, do not merely write “newspaper, book, internet, journal article.” You must include names of actual books, journals, articles and websites. Please label your paper as follows: lastname, firstname MILH202 Research Proposal Paper (ex. Smith\_John\_HIST101\_Research\_Proposal). More information about the expectations of the Research Paper assignment may be found in **Resources**.

A short paper assignment allows you, early in the course, to demonstrate your research skills to your instructor and to receive feedback that will benefit you when you write your research paper. With this assignment, you will learn how to do proper and adequate research and write a short paper and prepare you for writing the research paper. This short paper is two to three full pages of text, and you must consult a minimum of two academically credible sources. Bibliographies and citations will be in the Chicago-style format. Post this paper in the Forum under the appropriate heading, and the paper needs to be turned in through the assignment section for grading. If you use any of the information from your sources word-for-word you must cite the source by using endnotes or footnotes. If you read the information and write it in your own words and it is not common knowledge, then you must cite the source because you are paraphrasing someone’s information.

The **Short Paper** must include a cover page with your name, course number and title (MILH202 – Survey of American History), instructor’s name, and date. An example of the cover page for the short paper and the research paper may be found in Resources. You must also include a bibliography at the end of your paper. While composing your paper, use proper English. Do not use abbreviations, contractions, passive voice, or first/ second person (I, you, we, our, etc). Before submitting your paper, check your grammar and use spell check. Remember, the way you talk is not the way you write a paper.

A **Research Paper**, by its very design, will test your ability to construct a well-written paper that shows your comprehension of the topic through analysis of various resources. For many students, writing a research paper can be one of the most intimidating assignments that they will face in a class. In reality, a research paper is only a series of tasks using several intellectual skills. Once you understand this assignment not as a large paper that requires weeks of research and writing, but a series of skills, the easier writing the paper will be. As addressed earlier, the initial step in writing the paper is choosing the topic, the second is choosing a bibliography (your sources), the third step is creating an outline. You will complete all three of these steps in the Research Proposal Paper, which you should view as a work in progress.

*This research paper is six to eight full pages of text, and you must consult a minimum of five academically credible sources. Bibliographies and citations will be in the Chicago-style format.*

The next steps include gathering information from your sources to assist you in writing the paper, keeping notes of your sources, and writing a rough draft. As you write the rough draft, if you use any of the information from your sources word-for-word you must cite the source by using endnotes or footnotes. If you read the information and write it in your own words and it is not common knowledge, then you must cite the source because you are

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paraphrasing someone's information. After you complete your rough draft, you need to read it again and revise the paper into your final draft. Once you have the final draft complete, proofread the paper and submit it to your instructor.

The research paper must include a cover page with your name, course number and title (MILH202 – Survey of American Military History), instructor's name, and date. You must also include a bibliography at the end of your paper. While composing your paper, use proper English. Do not use abbreviations, contractions, passive voice, or first/ second person (I, me, you, we, our, us). Before submitting your paper, check your grammar and use spell check. Remember, the way you talk is not the way you write a paper. Please label your paper as follows: lastname, firstname MILH 202 Research Paper (ex. Smith, John MILH 202 Research Paper).

**Quizzes and Exams** are both assessment tools that APUS uses. Prior to taking any quiz or exam, you need to study for the test by concentrating on the important points covered in the class (those that you instructor pointed out in the weekly objectives for example), combine information from different sources if needed, organize your materials for yourself so that when you are ready to study that you have all your materials together, and spread your study sessions over several periods (do not try to study for the test just hours before you take it). While taking the test, if it is a short answer or essay test, use good English when composing your answers. If it is a multiple choice, true / false, or fill-in-the-blank question, then read the question very carefully and select the best answer.

The assignment / course breakdown is as listed below --- it looks more complicated than it really is and gives you multiple chances to earn points, not just a few all-or-nothing assignments.

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**Course Outline**

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Forums</u>
<b>1</b>	Introductions, A Dangerous New World, The Colonial Wars, The American Revolution	Refer to the objectives in the Weekly Study Questions	Chapters 1-3, pages 1-87	<b>Post your biographical information to the Introductory Forum.</b>
<b>2</b>	Preserving the New Republic's Independence, The Armed Forces and National Expansion, The Civil War	Refer to the objectives in the Weekly Study Questions	Chapters 4-6, pages 88-202	<b>Week 2 Forum response due by Friday; peer response due by Sunday.</b>
<b>3</b>	The Civil War, From Postwar Demobilization Toward Great Power Status, The Birth of an American Empire	Refer to the objectives in the Weekly Study Questions	Chapters 7-9, pages 203-315	<b>Week 3 Forum response due by Friday; peer response due by Sunday.</b>  <b>Respond to instructor's follow-up question on the Week 2 Forum by Friday.</b>

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				<p><b>Week 3 Exam due by Sunday.</b></p> <p><b>Research Paper proposal due by Sunday.</b></p>
<b>4</b>	Building the Military Forces of a World Power, The United States Fights in the “War to End All Wars,” Military Policy Between the Two World Wars	Refer to the objectives in the Weekly Study Questions	Chapters 10-12, pages 316-412	<p><b>Week 4 Forum response due by Friday; peer response due by Sunday.</b></p> <p><b>Respond to instructor’s follow-up question on the Week 3 Forum by Friday.</b></p> <p><b>Short Paper due by Sunday.</b></p>
<b>5</b>	The United States and World War II, Cold War and Hot War	Refer to the objectives in the Weekly Study Questions	Chapters 13-15, pages 413-530	<p><b>Week 5 Forum response due by Friday; peer response due by Sunday.</b></p> <p><b>Respond to instructor’s follow-up question on the Week 4 Forum by Friday.</b></p> <p><b>Week 5 Exam due by Sunday.</b></p>
<b>6</b>	Waging Cold War, In Dubious Battle, The Common Defense and the End of the Cold War	Refer to the objectives in the Weekly Study Questions	Chapter 16-18, pages 531-652	<p><b>Week 6 Forum response due by Friday; peer response due by Sunday.</b></p> <p><b>Respond to instructor’s follow-up question on the Week 5 Forum by Friday.</b></p>
<b>7</b>	Research Paper	Refer to the objectives in the Weekly Study Questions	Research Paper	<p><b>Respond to instructor’s follow-up question on the Week 6 Forum by Friday.</b></p> <p><b>Research Paper due by Sunday.</b></p>
<b>8</b>	Final Exam	Refer to the objectives in the Weekly Study Questions	Study for the Final Exam	<b>Final Exam due by the end of Week 8.</b>

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## CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the [Chicago Manual of Style](#).

The [Chicago Manual of Style](#) for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design / designation.

1. Front matter--e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, endnotes, appendices.

## NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive discussion--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

## STUDENT HANDBOOK

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See [Student Handbook](#).

## DISCLAIMER STATEMENT

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Course content may vary from the outline to meet the needs of this particular group.

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## Weekly Study Questions–

### Week 1 – Introductions, A Dangerous New World, The Colonial Wars, The American Revolution

**Scope:** This lesson explores the development of the colonial militia to deal with the dual security concerns of Native American attack and wars against rival European Powers in America. It also examines the military history of the Revolutionary War.

#### **Objectives:**

1. Recognize the two styles of warfare present in colonial America: conventional European warfare and the unconventional guerilla style warfare of the Native Americans.
2. Describe the role of the colonial militia as main defensive force in British North America.
3. Identify the reasons why war broke out between American colonists and the British Empire in the 1770s and the campaigns in which the Patriots defeated British forces and won their independence.

**Readings:** Chapters 1-3, pages 1-87. Review and listen the Instructor's PowerPoint lectures for Week 1 (found in Resources).

#### **Study Questions (questions for focus on while reading the text for this week):**

1. Describe early America and its colonial founders.
2. What were the reasons behind the Colonial Wars?
3. How important was trade during colonial times?
4. What were some of the challenges facing Europeans as they landed in the New World?
5. What was the significance of King William's War?
6. How did fighting a war change during this time?
7. Why was it important for colonists to fight for independence?
8. How were militias formed in early America?



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9. Why were militias important?
10. How did African leaders enable the subsequent slave trade in Africa?
11. What impact did the American Revolution have on society?
12. Discuss the severity of the American Revolution in regards to those who died during the war

## **Week 2 – Preserving the New Republic’s Independence, The Armed Forces and National Expansion, The Civil War**

**Scope:** This lesson examines the struggle to develop a permanent military establishment in the wake of the Revolutionary War, and how its inadequacies nearly resulted in disaster in the War of 1812, while reforms afterward contributed to decisive American victory in the Mexican War. It also explores how the American military was torn apart against itself in the early years of the Civil War.

### **Objectives:**

1. Describe the political struggle in the decades following the American Revolution over how American military forces would be organized.
2. Master the causes, major campaigns, battles, and significant personalities of the War of 1812.
3. Identify the reforms to the U.S. Army and U.S. Navy after 1815 and the increasing professionalization of the peacetime military establishment in the United States.
4. Describe the causes, major campaigns, battles, and significant personalities of the Mexican War of 1846-48.
5. Appreciate the causes of the American Civil War, and major campaigns, battles, and significant personalities of the conflict in 1861 and 1862.

**Readings:** Chapters 4-6, pages 88-202. Review and listen the Instructor’s PowerPoint lectures for Week 2 (found in Resources).

### **Study Questions (questions for focus on while reading the text for this week):**

1. What type of government did anti-nationalists believe that America needed to compliment the regular army?
2. What was the view of Hamilton’s report?
3. What were some of the thoughts that came out of the Constitutional Convention?
4. What did the Constitution do for the military?
5. What was occurring in American during the late 1700s and early 1800s?
6. What impact did the War of 1812 have on the military?
7. What were the views of the political party regarding the armed forces?
8. Why was the Navy reluctant to convert to steam?
9. How did the nation get to the point of Civil War?

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10. What were the strengths of the Confederate Army?
11. What were some of the strategies used during the Civil War?
12. What were some of the strengths of the Union Army?

### Week 3 – The Civil War, From Postwar Demobilization Toward Great Power Status, The Birth of an American Empire

**Scope:** This lesson covers the American Civil War from 1863 to its conclusion. It then focuses on what was the main mission of U.S. Army during the 19<sup>th</sup> century—pacifying Native Americans. Finally, the lesson presents the rise of the United States as a great power and the requisite expansion and modernization of the U.S. Navy.

#### **Objectives:**

1. Learn the major campaigns, battles, and significant personalities of the American Civil War from 1863 to its conclusion.
2. Recognize how pacifying Native Americans became the main mission of the U.S. Army in the 19<sup>th</sup> century and the major campaigns, battles, and significant personalities of the Indian Wars.
3. Comprehend why and how the United States became a great power in the late nineteenth century.
4. Appreciate the major points from the scholarship of Emory Upton and Alfred Thayer Mahan, and their influence on the American military as the United States became a great power.
5. Describe the causes, major campaigns, battles, and significant personalities of the Spanish-American War of 1898 and the Philippine War of 1899-1902, as well as the relationship of these conflicts to American expansionism.

**Readings:** Chapters 7-9, pages 203-315. Review and listen the Instructor's PowerPoint lectures for Week 3 (found in Resources).

#### **Study Questions (questions for focus on while reading the text for this week):**

1. Why did President Lincoln issue the Emancipation Proclamation (especially from a military viewpoint)?
2. Discuss African Americans as they relate to the armed forces.
3. What was the turning point of the Civil War?
4. What battles were turning points in the war and why?
5. Discuss Lee's tactics during the Civil war. Where they effective?
6. How did other nations capitalize on America's post war state?
7. Describe the Army and the Navy during the post war era.
8. What was the Army's role regarding Native Americans?
9. What was the state of the military in 1898?
10. What were some of the challenges facing the Armed forces?

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**Week 4 – Building the Military Forces of a World Power, The United States Fights in the “War to End All Wars,” Military Policy Between the Two World Wars**

**Scope:** This lesson examines the “small wars” fought by the United States in the early 20<sup>th</sup> century, before the United States became involved in World War I. It also explores the difficult but significance interwar years in which U.S. military laid the foundation for victory in World War II.

**Objectives:**

1. Master the history of the small wars associated with U.S. expansionism in the early 20<sup>th</sup> century.
2. Analyze why and how major reorganizations of the U.S. military occurred in the first decade of the 20<sup>th</sup> century, particularly for army.
3. Appreciate why the United States did not want to become involved militarily in World War I, but nonetheless was drawn into becoming a belligerent in the conflict.
4. Learn the major campaigns, battles, and significant personalities of the American participation in World War I.
5. Identify the developments and trends in the U.S. military between World War I and World War II, especially in regard to airpower.

**Readings:** Chapters 10-12, pages 316-412. Review and listen the Instructor’s PowerPoint lectures for Week 4 (found in Resources).

**Study Questions (questions for focus on while reading the text for this week):**

1. Describe the shift of policies that is referred to in the reading.
2. Explain the policies and their affect on the nation, either positive or negative.
3. Which branch of the military was the main focus during this time?
4. Explain the importance of World War I.
5. What were the advisory committees?
6. Did these committees help or hinder armed forces?
7. What were the problems with France?
8. Identify the acts and treaties developed during this time?
9. Identify key individuals during this time.

**Week 5 – The United States and World War II, Cold War and Hot War**

**Scope:** This lesson covers the history of U.S. military forces in World War II, the transformation of the permanent military establishment after the outbreak of the Cold War, and role of the United States military in the Korean conflict of 1950-53.

**Objectives:**

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1. Learn the reasons for the outbreak of World War II in both Europe and Asia, and the course of the conflict prior to U.S. entry in December 1941.
2. Appreciate the considerable role of the United States in World War II prior to Pearl Harbor, and the reasons why Japan believed by late 1941 that it was necessary to go to war with the United States.
3. Analyze the reasons for the debate over U.S. leaders whether to give first priority to the European or Pacific theater of World War II.
4. Master the major campaigns, battles, and significant personalities of the American participation in World War II in both the European and Pacific theaters.
5. Appreciate why and how a major reorganization of the U.S. military took place after World War II, and the role of the various service branches in the early Cold War.
6. Describe the causes, major campaigns, battles, and significant personalities of the American participation in Korean conflict of 1950-53.

**Readings:** Chapters 13-15, pages 413-530. Review and listen the Instructor's PowerPoint lectures for Week 5 (found in Resources).

**Study Questions (questions for focus on while reading the text for this week):**

1. Describe some of the major challenges that the United States Armed Forces faced before entering World War II?
2. Explain the United States major strategic concern in November 1941. Why?
3. What came out of the Washington Conference?
4. Recognize and explain the new agencies that came during this time.
5. Identify and describe some of the figures for military offensives in both the United States and abroad.
6. Identify and describe the military operations during the World War II.
7. Describe the importance of the Luzon campaign.
8. What does the author believe that the United States could have done to avoid foreign wars?
9. When and where did the United States conduct its nuclear testing?
10. Describe the impact of the Cold War.
11. What was the main focus of the military during the Cold War?
12. Identify some of the changes that occurred with the United States military during the Cold War.
13. Describe some of the legislation that came about during the Cold War.
14. What did the Korean War do to the United States military policy?
15. What were some of the difficulties facing the Truman administration?

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**Scope:** This lesson covers the United States in the Vietnam conflict, its problems afterward, the 1980s military buildup, the Gulf War, the 1990s post-Cold War draw down, and the U.S. military in the post-9/11 world.

**Objectives:**

1. Master the causes, major campaigns, battles, and significant personalities of the American participation in Vietnam conflict of 1964-1975.
2. Appreciate the problems of the U.S. military after Vietnam and how it sought to address them.
3. Describe why and how the United States engaged in a significant buildup of its armed forces beginning in the late 1970s that lasted until the mid-1980s.
4. Learn the causes, major campaigns, battles, and significant personalities of the American participation Persian Gulf War of 1990-91.
5. Analyze the reasons for the “realignment” of the U.S. military following the end of Cold War.
6. Appreciate the challenges faced by the U.S. military after terrorist attacks of September 11, 2001, especially in Afghanistan and Iraq.

**Reading:** Chapter 12-18, pages 531-652 and web-based readings (found in Resources). Review and listen the Instructor’s PowerPoint lectures for Week 6 (found in Resources).

**Study Questions (questions for focus on while reading the text for this week):**

1. Describe the transition of the American Military after the Korean War.
2. Recognize the American War strategy.
3. Describe the idea of “security with solvency.”
4. Explain some of the tactics that American forces were using to monitor Russian activity.
5. What did the Vietnam War do America’s ability to protect itself against its allies?
6. Identify the challenges that the Kennedy Administration faced during this time.
7. What were some of the challenges facing American troops during the Vietnam War?
8. What impact did the collapse of the Soviet Union have on America?

**Week 7 – Research Paper Week**

**Scope:** Complete your final research paper for submission.

**Objectives:**

1. Develop skills in analytical thinking and historical writing. Integrate people, places, and events into the “big picture” of American military history.

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2. Define history; learn the basic process for historical research; and conduct research on topics related the content of this course.

3. Identify, read, and critique primary and secondary sources, to include the benefits and biases of each type of source, and use the Chicago / Turabian style of documentation in written assignments.

4. Complete a research paper on a specific topic in American military history to include mastery of major ideas, significant events, and historical changes.

**Study Questions:**

1. What is the thesis of your paper?

2. Have you found at least five sources? Are they both primary and secondary? Are they credible?

What makes your paper unique? Why is it different from other already published papers? Are you sure that you are not simply retelling a story?

**Required Readings:** As required for your report.

**Week 8 – Final Exam Week**

**Scope:** Evaluate learning of knowledge covered throughout the semester by taking a final exam without a proctor..

**Objectives:**

1. Examine the historical development of the American military since the colonial period and identify the major figures in American military history and their significance.

2. Identify the internal and external forces that altered the American military from independence to the present.

3. Develop your skills in analytical thinking and historical writing. Integrate all of the above people, places, or events into the “big picture” of American military history.

4. Discuss historical issues in American military history, respond to study questions, and reflect on historical themes as presented in the context of the time period and their relevance today.

**Required Readings:** Review all readings assigned throughout the semester.

**Turn-ins:** Final Exam.

**Congratulations and best wishes!**

**Survey of American Military History**

**Instructor: Dr. Donald R. Shaffer**

**MILH202 I001 Winter 2012**

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“PRINT AND POST” CLASS SCHEDULE

**WEEK 1:**

- Review the syllabus and materials in Resources (contact instructor with any questions).
- Read Chapters 1-3 of *For The Common Defense*.
- Review and listen the Instructor’s PowerPoint lectures for Week 1 (found in Resources).
- Post introduction/biography to the Introductory Forum by Friday at 11:59 p.m..

**WEEK 2:**

- Read Chapters 4-6 of *For The Common Defense*.
- Review and listen the Instructor’s PowerPoint lectures for Week 2 (found in Resources).
- Post to the Week 2 Forum by Friday at 11:59 p.m. Eastern Time.
- Respond to four peers on the Week 2 Forum by Sunday at 11:59 p.m. Eastern Time.

**WEEK 3:**

- Read Chapters 7-9 of *For The Common Defense*.
- Review and listen the Instructor’s PowerPoint lectures for Week 3 (found in Resources).
- Post to the Week 3 Forum by Friday at 11:59 p.m. Eastern Time.
- Respond to four peers on the Week 3 Forum by Sunday at 11:59 p.m. Eastern Time.
- Respond to the instructor’s follow-up question on the Week 2 Forum by Friday at 11:59 p.m. Eastern Time.
- Submit your proposal for the Research Paper by Sunday at 11:59 p.m. Eastern Time.
- Complete the Week 3 Exam by Sunday at 11:59 p.m. Eastern Time.

**WEEK 4:**

- Read Chapters 10-12 of *For The Common Defense*.
- Review and listen the Instructor’s PowerPoint lectures for Week 4 (found in Resources).
- Post to the Week 4 Forum by Friday at 11:59 p.m. Eastern Time.
- Respond to four peers on the Week 4 Forum by Sunday at 11:59 p.m. Eastern Time.
- Respond to the instructor’s follow-up question on the Week 3 Forum by Friday at 11:59 p.m. Eastern Time.
- Submit your Short Paper by Sunday at 11:59 p.m. Eastern Time.

**WEEK 5:**

- Read Chapters 13-15 of *For The Common Defense*.
- Review and listen the Instructor’s PowerPoint lectures for Week 5 (found in Resources).
- Post to the Week 5 Forum by Friday at 11:59 p.m. Eastern Time.
- Respond to four peers on the Week 5 Forum by Sunday at 11:59 p.m. Eastern Time.
- Respond to the instructor’s follow-up question on the Week 4 Forum by Friday at 11:59 p.m. Eastern Time.
- Complete the Week 5 Exam by Sunday at 11:59 p.m. Eastern Time.

**WEEK 6:**

- Read Chapters 16-18 of *For The Common Defense*.
- Review and listen the Instructor’s PowerPoint lectures for Week 6 (found in Resources).
- Post to the Week 6 Forum by Friday at 11:59 p.m. Eastern Time.
- Respond to four peers on the Week 6 Forum by Sunday at 11:59 p.m. Eastern Time.
- Respond to the instructor’s follow-up question on the Week 5 Forum by Friday at 11:59 p.m. Eastern Time.

**WEEK 7:**

- Respond to the instructor’s follow-up question on the Week 6 Forum by Friday at 11:59 p.m. Eastern Time.
- Submit your Research Paper by Sunday at 11:59 p.m. Eastern Time.

**WEEK 8:**

- Complete the Final Exam by Sunday at 11:59 p.m. Eastern Time.