



HIST-125: MILITARY HISTORY OF THE UNITED STATES

Effective Term

Fall 2024

BOT Approval Date

06/23/2022

Discipline

HIST - History

Course Number

125

Course Title

Military History of the United States

Short Title

US Military History

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional



c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods: • Orientation - Students must be oriented to the online and face-to-face portions at the start of the course. • Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc. • Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction. • MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students. • Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS. • Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course surveys the military history of the United States from the colonial period to the present with emphasis on institutional, technological, geo-political, and socio-economic contexts in times of peace and conflict.

Requisites

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

Recommended Preparation

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0108 - Military History.

Student Accountability Model (SAM) Priority Code (CB 09)

E - Non-Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences



Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Evaluate ways that military policies and activities have shaped and were shaped by social change, government policies, and American culture.
2. Evaluate the impact of government on military institutions, policies, and activities.
3. Evaluate the impact of war and conflict on American history.
4. Compare military developments in the United States with contemporaneous military developments in other countries.
5. Consider the relationship between technology and the military.
6. Analyze how the relationship between diplomatic affairs and military developments has changed over time.
7. Distinguish the ways in which military institutions and missions have changed over time.
8. Evaluate ways that the military polities and activities have shaped and were shaped by diverse and/or historically underrepresented groups.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion of the military history of the United States.
2. The students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to the military history of the United States to demonstrate historical understanding and cultivate social awareness.
3. The students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to the military history of the United States.

Program Learning Outcomes

Learning Outcome

1. The student will demonstrate the ability to analyze and interpret historical trends to form independent interpretations.
2. The student will compare and contrast the histories of different peoples to cultivate empathy and social awareness.
3. Through composition and discussion the student will demonstrate a clear and multifaceted understanding of history.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. The Colonial Period (1607-1763).
 - a. Naval Power, commerce, and empires.
 - b. Colonial militias.
 - c. Native American military styles.

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- d. Colonial wars and the struggles between empires.
 - e. Alliances between Native Americans and North American colonists.
 2. The American Revolution and the Early Republic (1763-1815).
 - a. The Continental Army and militias.
 - b. Foreign diplomatic and military support.
 - c. The early republic and the frontier (conflicts with Native-Americans).
 - d. The conflict between Britain and France.
 - e. The emergence of the institutional military in the constitution and early legislation.
 - f. The War of 1812.
 3. National Expansion (1815-1860).
 - a. Conflicts with Native-American and Native relocations.
 - b. The Mexican War.
 4. The Civil War (1860-65).
 - a. Armies North and South.
 - b. Civilian and military leadership.
 - c. Evolution of modern military tactics, strategies, and organization.
 - d. Impact of the war and Union blockade on civilian populations.
 - e. Participation in the military and military activities, including women (administration and nursing), and immigrants.
 - f. Significance of African-Americans participation.
 - g. The economy and the war.
 - h. Internal dissent and resistance to military activity.
 - i. The role of government in the Civil War.
 - j. Significant battles of the Civil War.
 5. The Post-Civil War Military (1865-1898).
 - a. Western frontier
 - b. Composition of the American military in the late 19th c.
 - c. Conflicts with Native Americans and consequences.
 6. Emerging Empire and Global Mission (1898-1914).
 - a. Military intervention in Latin America, Asia, and the Pacific.
 - b. The Spanish-American War and Philippine insurrection.
 - c. The emergence of Air Power, fleet modernization, and other new technologies.
 - d. Organizational changes and reforms on the eve of World War I.
 7. World War I (1914-1918).
 - a. The response to developments in Europe.
 - b. Military and governmental mobilization for the war.
 - c. The civilian population and the war.
 - d. War production and military technologies.
 - e. Warfare in Europe and the Atlantic.
 - f. Impact of WWI on race and gender.
 - g. Woodrow Wilson and the Treaty of Versailles.
 8. Military Policy Between the Wars (1919-1939).
 - a. Isolation and demobilization.
 - b. Neutrality and the response to developments in Asia and Europe.
 - c. Preparations for war.
 9. World War II (1939-1945).
 - a. Government and the military (impact of the Roosevelt administration).
 - b. Impact of World War II on race and gender.
 - c. Industry, migration, and the war—the rise of the sunbelt and the west.
 - d. Foreign aid and assistance.
 - e. Submarine and naval technologies, strategic bombing, armored warfare, amphibious assault, and other new forms of warfare
Intelligence and Special Operations.
 - f. Strategies and tactics of the war.
 - g. The atomic bomb and arguments for and against its use.
 10. The Cold War (1945-1991).

- a. The rise of conflict between the Soviet Union and the United States.
 - b. The National Security Act of 1947, NSC-68 and the rise of a large peacetime military establishment.
 - c. The peacetime draft.
 - d. Executive Order 9981 and racial integration of the US armed forces.
 - e. The emergence of strategic nuclear forces.
 - f. Third World conflicts, limited warfare, and clandestine operations (the role of the CIA, the Korean War, Vietnam, and other regional and limited conflicts).
 - g. Global strategies and threats, regional alliances, foreign bases and deployments, and the world-wide mission of the military.
 - h. Military uses of the space program.
 - i. The impact of the 1973 War Powers Act.
11. The Post Cold War World (1991-Present).
- a. The end of the Cold War, the SALT process, and other treaties.
 - b. The emergence of a professional military force (social structure and composition of the military).
 - c. Computer and other technologies and the military.
 - d. The Gulf War, Bosnia, and the Iraq War.
 - e. Foreign terrorist effect on the U.S. both domestically and abroad.
 - f. Future roles, missions, and challenges for the American military.
 - g. The Security Challenge After September 11, 2001.
 - h. Intervention, domestic security, and asymmetrical warfare in an uncertain world.
 - i. Defining terrorism and exploring its roots.
 - j. The challenge of fighting traditional warfare and asymmetrical warfare simultaneously.
 - k. Balancing national security needs with individual American rights in the age of global terrorism.

Methods of Instruction

Method

Film/video Viewing and Discussion

Integration

Films can be used to offer a visual impression of the impact of war and conflict on US history and culture. These might include documentaries and feature-length films.

DE Adaptations for MOI

Films can be used to offer a visual impression of the impact of war and conflict on US history and culture. These might include documentaries and feature-length films. The films/documentaries will be made available using the CMS and will meet accessibility standards.

Method

Visiting Lecturers

Integration

Guest speakers could include veterans and others who live in the local area who can present and discuss their experiences with and knowledge of US military history. Some will likely be students within the class. Visiting lectures can especially speak to how military institutions and missions have changed over time.

DE Adaptations for MOI

Visiting Lecturers may deliver presentations in the form of live video/audio/teleconferencing, video/audio recording, real-time discussion forum or other features of the CMS. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and historical concepts and perspectives outlined in the Course Content. Post-presentation debriefing will be administered through CMS and may be in the form of discussion forum, group discussion, live video/audio, recorded video/audio or other feature of the CMS. Hybrid course offerings may include Visiting Lecturer presentations in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All Visiting Lecturer presentation and post-presentation debriefings must meet accessibility guidelines.

Method

Lecture

Integration

Utilizing supporting visual materials (computerized images, maps or white board) the instructor will introduce key concepts in US military history such as evaluating the impact of government on military institutions, politics, and activities. Supplemental information can be provided in assigned reading materials (including the textbook), and provide students with an organizational scheme with which to approach US military history.

DE Adaptations for MOI

Online lectures may be delivered in the form of slide presentations, real-time video/audio/teleconferencing, video/audio recordings and/or readings utilizing other features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Projects

Integration

Students will be asked to explore topics in US military history on their own using library materials (primary and secondary sources). These research exercises will require students to use these sources to acquire additional knowledge about military history, synthesize information obtained from these sources in a written format, interpret major historical developments, and analyze the material researched in a paper conclusion. For example, a project assignment could be used by the instructor to help students analyze how the relationship between diplomatic affairs and military developments have changed over time.

DE Adaptations for MOI

Using detailed instructions and relevant links via the CMS, students will be directed to online library resources to complete the research project. The online project will help students to evaluate ways that military policies and activities have shaped and were shaped by social change, government policies, and American culture.

Method

Discussion

Integration

Students will use collaborative learning exercises to discuss primary source documents and major questions in US military history among themselves enabling them to exchange ideas and to prepare for examinations. Discussions can also help students to examine how military policies and activities have shaped and were shaped by diverse and/or historically underrepresented groups.

DE Adaptations for MOI

The instructor will use the CMS to create weekly threaded discussions on subjects that require students to analyze, interpret, and discuss primary source documents and questions and controversies surrounding major developments in early U.S. military history. Each student will be required to post a response to the discussion topic and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the online debate. All online discussions will meet accessibility standards.

Methods of Evaluation**Method**

Quizzes

Integration

Utilizing multiple-choice, true/false, fill-in, or short answer questions; quizzes are a useful way to evaluate what students have learned, including but not limited to how military policies have shaped social change or the relationship between technology and the military.

Quizzes will be evaluated based on the demonstration of identification, understanding and application of topics as described in Course Content in alignment with Learning Objectives.

DE Adaptations for MOE

Quizzes administered online will be evaluated through the CMS. Hybrid course offerings may include quizzes in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. Quizzes will be evaluated based on the demonstration of identification, understanding and application of topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All quizzes must meet accessibility guidelines.

Method

Class Participation

Integration

Students will be asked to contribute to class discussions by demonstrating knowledge of assigned reading, evaluating major historical interpretations, relating historical trends to present events and developments, and analyzing major historical developments as each pertains to US military history. Moreover, class participation can be especially useful to evaluate how military policies and activities have shaped and were shaped diverse and/or historically underrepresented groups. Class participation will be evaluated based on the student's effort to engage with the topic and their ability to drawn evidence from the source(s).

DE Adaptations for MOE

Weekly threaded discussion questions, for which students will be given credit toward their final grade, will be posted via the course management system. Discussion will be administered online and evaluated through CMS. Online discussion will be evaluated based on the student's effort to engage with the topic and their ability to drawn evidence from the source(s). Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All discussions must meet accessibility guidelines.

Method

Exams/Tests

Integration

Exams will consist of a combination of multiple choice, short answer, and essay questions.

Students will be evaluated on their ability to demonstrate a knowledge of major events, personalities, and institutions in military history; evaluate major interpretive historical theories in history; and analyze the outcomes of major historical developments.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered and evaluated through CMS. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the CMS as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All exams/tests must meet accessibility guidelines.

Method

Research Projects

Integration

Research projects will require students to perform original independent research and analysis of major subjects in military history. For example, a student might choose to research how military developments in the US compare with contemporaneous military development in other countries. Using library resources, students will synthesize information from various sources, demonstrate appropriate research and reference techniques, and write analytical conclusions for their research. Research project will be evaluated based on the student's ability to conduct historically relevant research, construct a defensible thesis statement, and their use of evidence, historical analysis, and contextualization.

DE Adaptations for MOE

The instructor will use the CMS to post materials explaining how to use a variety of library materials (journal articles, books, primary and secondary source documents, etc.) and visual media from Internet sources, for students to acquire additional knowledge about a select topic in American military history. The students will interpret the information gained from their research in an analytical essay or multimedia presentation that will be graded on the quality of the sources, the validity of the content of their research, as well as their interpretation and analysis of it. Instructor feedback will be provided in a timely manner through the CMS, including, but not limited to, gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. All materials, delivery, and instructor/student communication must meet accessibility and confidentiality guidelines.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Using the course textbook as a basis for evidence, complete a short 2-3 page essay on a key event in U.S. military history which has had a major impact on something relevant/current today. An example is how the creation of the Office of Strategic Services during WWII has led to the creation of both the CIA and the military's Special Operations Command. Or, examining the evolution of racial integration in the US military from the Civil War to the Second World War until present day.

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Students will prepare and deliver an oral presentation using PowerPoint or a similar presentation tool based on the details of an event chosen military event from a list of events indicated by the instructor. This presentation will explain the background and details of this military event, how it affected other events, the contributions of and impact on diverse social groups (such as women, African Americans, Native Americans, and other groups), and what the lasting legacy has been.

How assignment will be adapted in online format

This assignment will be posted in the CMS and students will be given the option of posting a video of their presentation or recording the audio for submission. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

After completing independent research outside of class, write a 4-6 page research paper on a topic of your choice relating to US military history, broadly defined. The final paper must contain an introduction, body paragraphs supported and referenced by research taken from the sources, an analytical conclusion, and a bibliography. Your paper must relate your subject to larger question or problem in US military history. As an example, a student might explore how the Vietnam War effected social change in America and how social change in America effected the Vietnam War. Or, students might explore the impact of Buffalo (Black) Soldiers during the Spanish American War and how their experience served as a microcosm for US race relations at the turn of the last century.

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Visit a military-oriented museum and present a report on the significance of an artifact, group of artifacts, or literature found in the chosen museum. Explain how this literature or these artifacts made a significant contribution to (or against) the United States. This report will consist of 2 – 3 pages with an opening thesis statement and an introduction of the visited museum as the source of the information. Proof of visit will be submitted as well.

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Course Materials**Textbooks**

William Thomas Allison, Jeffrey G. Grey, and Janet G. Valentine. American Military History A Survey From Colonial Times to the Present, 3rd Edition, Routledge. ISBN: 978-1138735804 (2020).

Allan R. Millett and Peter Maslowski. For the Common Defense: A Military History of the United States of America from 1607-2012, 3rd Edition The Free Press. ISBN: 1451623534 (2012).

Other Resources

James M. McPherson, The War That Forged a Nation: Why the Civil War Still Matters, Oxford University Press, ISBN-10: 0199375771, 2015.

Gordon W. Prange, At Dawn We Slept, Penguin Books, ISBN-10: 0140157344, 1991.

Tom Wells, The War Within: America's Battle Over Vietnam, Open Road Distribution, ISBN-10: 1504029445,

2016.
MacGregor Knox and Williamson Murray, *The Dynamics of Military Revolution*, Cambridge University Press, ISBN-10: 052180079X, 2001.
James J.F. Forest, *The Terrorism Lectures: A Comprehensive Collection for Students of Terrorism, Counterterrorism, and National Security*, Nortia Press, ISBN-10: 194050306X, 2015.
Barbara Tuchman, *The Guns of August*, Presidio Press, ISBN-10: 0345476093, 2004.
Craig L. Symonds, *The U.S. Navy: A Concise History*, Oxford University Press, ISBN-10: 0199394946, 2015.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The ability to observe a mixture of diverse social groups through historical events has been a rare opportunity in the history of the world. The development of the American military has given the world an opportunity to see how the elements of race, gender, ethnicity, and culture have interacted. This class explores the development and impact of the military on America's and the world's societies. A concerted effort has been made to include these elements of diversity into the course content and course assignments, where students are invited to research and present the elements as contributing factors to significant events. Specifically, the course content was revised to highlight the role and impact of certain marginalized groups, like Native Americans and African Americans, in American military history.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

During instruction the instructor will accommodate to various leaning style by presenting information in different ways for visual, auditory, and verbal learning styles. With diverse learners in mind, a variety of reading materials and films have been added to supplement this class. The current events essay and research project are written to allow students to choose topics that are of interest to them. Alternate assignments are available for the research project as well. For face-to-face classes, the research project is presented orally, but can be switched to written were needed. The online version of the class normally includes a written research paper, but this can be switched to an oral presentation where necessary. Formative assignments have been added to the COR as low-risk assignments. This course includes small group and/or discussion activities or assignments that benefit various learning styles.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will incorporate student-to-student interaction through in-class or online discussions. Students will use collaborative learning exercises to discuss primary source documents and major questions in US military history among themselves enabling them to exchange ideas and to prepare for examinations. Students might also work in small groups online or in-class to peer-review or create presentations.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate group discussions or activities. In lecture, faculty will have the opportunity to model sound historical thinking and analysis while encouraging students to make similar connections between course content and student observations as it relates to US military history. Faculty can offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students will interact with the content through the watching of historically relevant films/documentaries to offer a visual impression of US military history. Lectures, utilizing supporting visual materials (computerized images, maps or white board) will allow the instructor to introduce key concepts in US military history. Research Projects will allow students to explore topics in US military history on their own using library materials (primary and secondary sources).

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will encourage students to reflect on how key events in U.S. military history have had a major impact on today's society. Guest speakers, including veterans, who present and discuss their experiences with and knowledge of US military history has the ability to impress upon students the "real life" impact of military service. Critical thinking skills along with research and writing skills practiced and honed in this course will serve as transferable skills in other academic disciplines and aid in a student's career goals.



Key: 1858