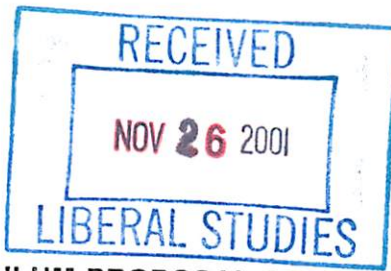


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Number: 01-41a  
Submission Date: \_\_\_\_\_  
Action-Date: UWUCC App 10/8/02  
Senate App 11/5/02

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Steven Schroeder Phone X 2162  
Department History

II. PROPOSAL TYPE (Check All Appropriate Lines)

       COURSE \_\_\_\_\_  
Suggested 20 character title  
 New Course \* HIST 251 United States Military History  
Course Number and Full Title  
       Course Revision \_\_\_\_\_  
Course Number and Full Title  
       Liberal Studies Approval + \_\_\_\_\_  
for new or existing course Course Number and Full Title  
       Course Deletion \_\_\_\_\_  
Course Number and Full Title  
       Number and/or Title Change \_\_\_\_\_  
Old Number and/or Full Old Title  
\_\_\_\_\_  
New Number and/or Full New Title  
       Course or Catalog Description Change \_\_\_\_\_  
Course Number and Full Title

       PROGRAM: \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_ Track  
       New Program \* \_\_\_\_\_  
Program Name  
       Program Revision \* \_\_\_\_\_  
Program Name  
       Program Deletion \* \_\_\_\_\_  
Program Name  
       Title Change \_\_\_\_\_  
Old Program Name  
\_\_\_\_\_  
New Program Name

III. Approvals (signatures and date)

[Signature] 9/27/01 [Signature] 9/27/01  
Department Curriculum Committee Department Chair  
[Signature] 10-17-01 [Signature] 10/17/2001  
College Curriculum Committee College Dean

+ Director of Liberal Studies (where applicable) \*Provost (where applicable)



Rev.

Rev.



Reading: Millet and Maslowski, Chapter 1

## **WEEK 2 – THE COLONIAL PERIOD**

- Frontier defense and the rise of militias.
- Imperial competition in North America.
- Resistance to a professional military-the ideological contributions of the Commonwealthmen.

Reading: Millet and Maslowski, Chapter 2  
Karsten, Readings 6-9

## **WEEK 3 – THE AMERICAN REVOLUTION**

- Historical, political, and economic background to the revolution.
- The war for American independence in the context of the eighteenth century military system – continuity and change.
- The citizen-soldier ideal and the creation of a professional armed forces.
- Strategies and tactics for a war of national liberation.
- Explaining American victory and British defeat.

Reading: Millet and Maslowski, Chapter 3  
Chambers and Piehler, Chapter 3

## **WEEK 4 – THE MILITARY IN THE NEW REPUBLIC**

- The military establishment in the Constitution.
- The structure and mission of the federal army on the frontier.
- The military aspects of the Federalist vs. Anti-federalist debates.
- Jeffersonian military policies and innovations.
- The War of 1812.

Reading: Millet and Maslowski, Chapter 4  
Chambers and Piehler, Chapter 4

## **WEEK 5 – MANIFEST DESTINY: 1818-1861**

- The frontier constabulary mission of the U.S. Army.
- The role of the armed forces in exploring and mapping the frontier.
- Army engineers and the growth of the American infrastructure.
- The military academies and the development of professionalism.
- The war with Mexico.

Reading: Millet and Maslowski, Chapter 4

Chambers and Poole, Chapter 5

**WEEK 6 – THE CIVIL WAR I**

- Political, social, and economic causes of the war.
- Strengths, weaknesses, strategies, and tactics of the combatants.
- Progress in the western theater.
- Stalemate in the eastern theater.
- Emancipation and its effect on the war.
- Black soldiers and the Union cause.
- The home fronts: Civilian morale and political consensus.

Reading: Millet and Maslowski, Chapters 6,7  
Chambers and Piehler, Chapter 6  
Karsten, Readings 14-17

**WEEK 7 – THE CIVIL WAR II**

- The mobilization of the Union's resources.
- The depletion of Confederate logistical capabilities.
- Lincoln, Grant, and Sherman create the winning strategy.
- The Civil War and the advent of modern warfare.
- Reasons for victory; the cause of defeat.

Reading: Fellman, All chapters

**MIDTERM EXAMINATION**

**WEEK 8 – INDIAN WARS AND THE TRANSITION TO WORLD POWER**

- The Army and Reconstruction policies.
- Army intervention in labor disputes.
- The pacification of the western frontier.
- War with the Indian nations.
- The push for professionalism: Upton and the Army.
- Mahan, Roosevelt, and the blue water navy.
- War with Spain.
- The Philippine Insurrection.

Reading: Millet and Maslowski, Chapters 8,9  
Chambers and Piehler, Chapter 8

**RESEARCH PAPER BIBLIOGRAPHY AND FIRST DRAFT DUE  
INSTRUCTOR-STUDENT CONFERENCES**

## WEEK 9 – WORLD WAR I

- The roots of the European conflict.
- Trench warfare: The problem of the continuous front.
- America enters the war.
- The impact of total war on American society and government.
- The AEF and coalition warfare.
- 1918: The year of decision.
- American intervention.

Reading: Millet and Maslowski, Chapter 11  
Chambers and Piehler, Chapter 9  
Karsten, Readings 26-29

## WEEK 10 – THE INTERWAR YEARS

- Demobilization, diplomacy, and disarmament.
- The National Defense Act of 1920.
- Billy Mitchell and the airpower controversy.
- War Plans and military buildup in the 1930's.

Readings: Millet and Maslowski, Chapter 12  
Chambers and Piehler, Chapter 10

## WEEK 11 - WORLD WAR II: THE EUROPEAN THEATER

- The German way of war.
- America enters the conflict.
- Anglo-American strategy for coalition warfare.
- Indirect approaches: North Africa, Sicily, and Italy.
- The strategic bombing campaign.
- The battle for the Atlantic.
- The campaigns in France and Germany.
- Victory in the West.

Reading: Millet and Maslowski, Chapters 13-14  
Karsten, Readings 30-35

## WEEK 12 – WORLD WAR II: THE PACIFIC THEATER

- The road to war with Japan.
- Naval warfare
- The island campaigns.

- The impact of the second total war on American society.
  - They also served: The contributions of women and minorities.
- Reading: Chambers and Piehler, Chapter 11  
Sandler, All chapters

### WEEK 13 – COLD WAR AND HOT WAR

- Demobilization and inter-service rivalries.
  - The advent of a nuclear strategy.
  - War in Korea.
  - Racial integration and the armed forces.
  - Vietnam and counter-insurgency warfare.
  - Vietnam debacle: The erosion of military power.
- Reading: Millet and Maslowski, Chapters 16,17  
Karsten, Readings 39-45  
Oberdorfer, All chapters

### WEEK 14 – THE 1980'S AND BEYOND

- The Vietnam syndrome.
  - The collapse of the Soviet Union and the end of the Cold War.
  - War in the Gulf.
  - Peacekeeping and constabulary missions.
  - New missions and new structures: The military in the new century.
  - Gender and sexual orientation issues in the armed forces.
- Reading: Chambers and Piehler, Chapter 15  
Karsten, Readings 45-48

## IV. COURSE EVALUATION METHODS

Students will be evaluated based on performance in three areas: written examinations, a research and writing project, and class participation. Each area will be weighted in the following manner:

- Midterm examination.... 25%
- Final examination.....25%
- Research project.....40%

Class participation.....10%

Examination format:

- 25% objective-type questions.
- 25% short answer identification questions.
- 50% essay questions.

The research and writing project:

The research paper will examine a specific topic or historiographic controversy in the field of American military history. Students will consult with the instructor prior to receiving approval for a research design. In the eighth week of the semester students will present a bibliography and a first draft of the project. Individual conferences will take place during office hours. Completed papers will be turned in with the final examination.

The class participation grade:

Students will be expected to answer specific questions related to assigned texts and articles. The instructor will also stimulate discussion and encourage students to voluntarily offer their questions and opinions within the context of the lecture presentations.

Grade scales:

- A= 90% and above
- B= 80%-89%
- C= 70%-79%
- D= 60%-69%
- F= below 60%

## V. ATTENDANCE POLICY

Students will be allowed a maximum of three unexcused absences. Subsequent unexcused absences will result in a reduction of one point per absence from the student's final numerical percentage grade.

## VI. TEXTBOOKS AND OTHER REQUIRED READINGS

**Textbook:**

- Alan R. Millet, Peter Maslowski, For the Common Defense: A Military History of the United States, 2<sup>nd</sup> ed. (New York: The Free Press, 1998).

**\*Other Required Reading:**

- John Chambers, G. Kurt Piehler, eds. , Major Problems in American Military History: Documents and Essays (New York: Houghton Mifflin, 1999) This collection of essays and documents introduces students to primary sources and analytical essays on important topics in American military history. The various readings are designed to stimulate critical thinking and classroom discussion.
- Peter Karsten, The Military in America, 3<sup>rd</sup> ed. (New York: Free Press, 1997). A collection of provocative essays that examine the character and development of the American military establishment and its relationship to the general society.
- Don Oberdorfer, Tet: The Turning Point of the Vietnam War , (New York: Da Capo, 1984). A study of the Tet Offensive and the effect of media coverage.
- Michael Fellman, Inside War: The Guerillaa Conflict in Missouri During the American Civil War, (New York: Oxford University Press, 1989). A study of the savage and destructive partisan war waged on borderland between North and South.
- Stanley Sandler, Segregated Skies: All-Black Combat Squadrons of World War II , (Washington, D.C.: Smithsonian Institution Press, 1992). The classic study of the Tuskegee Airmen, whose battle against segregation in the American military and society was as monumental an achievement as their combat heroics.

\* Required readings will be available in the college bookstore.

**VII. SPECIAL RESOURCES REQUIREMENT**

None.

**VIII. BIBLIOGRAPHY**

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## COURSE ANALYSIS QUESTIONNAIRE

### SECTION A: DETAILS OF THE COURSE

- A1** How does this course fit into the programs of the department? For what students is the course designed?

This course is one of the 200-level surveys intended for non-majors. It was designed for R.O.T.C. commission candidates and those students with a general interest in the topic.

- A2** Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

No.

- A3** Has this course ever been offered at IUP on a trial basis (e.g. as a special topic). If so, explain the details of the offering.

Yes. This course was offered as a 281 Special Topic.

- A4** Is this course to be a dual-level course? If so, what is the approval status at the graduate level?

No.

- A5** If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course cannot be taken for variable credit.

- A6** Do other higher education institutions currently offer this course? If so, please list examples.

See appendix 1.

- A7** Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so please provide documentation. Explain why this content or these skills cannot be incorporated into an existing course.

Yes. All candidates seeking an R.O.T.C. commission are required to have a course In American military history. (See appendix 2). There is no other course offered by the university with this content.

## **SECTION B: INTERDISCIPLINARY IMPLICATIONS**

- B1 Will this course be taught by one instructor or will there be team teaching? if latter, explain the teaching plan and its rationale.**

This course will be taught by one instructor.

- B2 What is the relationship between the content of this course and the content of the courses offered by other departments? Summarize your discussions (with other Departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments which clarify their attitudes toward the proposed change(s).**

This course is strongly disciplined-based and will not overlap with courses offered by any other university departments.

- B3 Will seats in this course be made available to students in the School of Continuing Education?**

Yes.

## **SECTION C: IMPLEMENTATION**

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedules of existing faculty. What will be taught less frequently or in fewer sections to make this possible?**

Course was taught as a 281 Special Topics with existing faculty.

- C2 What other resources will be needed to teach this course and how adequate are current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:**

- Space
- Equipment
- Laboratory Supplies and other Consumable Goods
- Library Materials

- **Travel Funds**

This course does not require resources other than those that have been used in teaching other U.S. history courses offered by the department.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)**

No.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

This course shall be offered on an annual basis in either fall or spring.

- C5 How many sections of this course do you anticipate offering in any single semester?**

One section of this course will be offered per year.

- C6 How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.**

We plan to accommodate 30 students in the section offered.

No.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.**

No.

**SECTION D: MISCELLANEOUS**

## **Appendix 1: U.S. Military History Course Samples from Other U.S. Institutions of Higher Education**

### **1. Department of History, Temple University [<http://www.temple.edu/CLA/>]**

United States at War (History 254; new History 181).  
Staff

This course surveys the experience of the United States at war and examines the diverse roles played by the US military in national society. After looking warfare in the age of independence, the course focuses upon the rise of a professional officer corps and the development of the Civil War. Thereafter warfare took place in the context of the US role as a global power: the war of 1898, the two World Wars, and the Cold War. The course concludes with an examination of the Vietnam and Persian Gulf wars.

### **2. Department of History, Southwestern Missouri State University [[http://www.smsu.edu/recreg/dept\\_html#Courses](http://www.smsu.edu/recreg/dept_html#Courses)]**

**HST 315 Military History of the United States. 3(3-0) F,S.**

Recommended: HST 121 or 122. American Military History from the colonial period to the present; its relation to the national development in war and peace

### **3. Department of History, Central Michigan University [<http://www.cmich.edu/bulletins/course-desc/hst.htm>]**

**HST 312 American Military Experience 3(3-0)**

The role of American armed forces in peace and war. As social institutions the armed forces reflect political, social, and economic developments of the time.

### **4. Department of History, The Pennsylvania State University [[http://www.psu.edu/bulletins/bluebook/\\$cmenu.htm](http://www.psu.edu/bulletins/bluebook/$cmenu.htm)]**

**HIST 454 AMERICAN MILITARY HISTORY ( 3) Development of U.S. military policy, 1776 to the present, emphasizing the conduct of our wars, interrelationship of civil and military authority.**

5. Department of History, Florida State University  
[<http://www.fsu.edu~history/American.htm>]

AMH 3540 Military History of the  
United States (3)

A survey of both the military experiences and issues in American history. The course analyzes war, its economic issues, technological developments, politics, and other factors that have influenced the military aspects of American history.

6. Department of History, Kansas State University  
[<http://www.ksu.edu/history/courses/Undergraduate/>]

History 546 History of American Military Affairs. Deals with the development of military institutions in colonial America and the United States, civil-military relations and conflicts between political constraints and strategic demands, popular attitudes toward the military, and the rise of the military-industrial complex. (Pr., Sophomore standing.) (U)

7. Department of History, Kent State University  
[<http://dept.kent.edu/history/page26.html>]

**\*41073 - 18917 - 001 -- American Military History, 1900-present --**

**G. Vourlojianis**

This course will present the evolution of the United States Army from a small force of regulars relegated to domestic constabulary duty to a role as global peace-keeper.

8:50-9:40 am MWF 206 Bowman

- This course is the second in a two-semester sequence offered on a yearly basis.

8. Department of History, Illinois State University  
[<http://www.ilstu.edu/dept/200/htm>]

**HIS 278: UNITED STATES MILITARY HISTORY**

The course surveys U.S. military history from the Revolution through the Vietnam War. The impact of technology upon weapons, tactics, strategy, and logistics is a central theme. The causes, strategies, major campaigns and battles, tactics and small unit actions of American wars are examined. The course also includes global developments: U.S. military history can not be presented properly without reference to military developments in Europe, and a key to understanding the military history of our modern wars lies in comprehending the political, social, economic, and military history of Asia since the onset of European colonialism in the 19th century.

REPRESENTATIVE READINGS: Ronald Spector, *Eagle Against the Sun*. Neil Sheehan, *A Bright Shining Lie: John Paul Vann and America in Vietnam*. Michael Shaara, *Killer Angels*.

**Appendix 2: Elaboration and document support pertaining to question A7**

According to Army Cadet Command regulations, a survey course in American military history is a mandatory component of the cadet's professional military education. The successful completion of this requirement is necessary before a cadet receives a commission from the Congress of the United States.

The enclosed document is from the Cadet Command Regulations-145-3, the command body governing all college and university ROTC formations. The relevant language is contained in section 2-8 on the right side of the page under the heading "**Professional Military Education**".

skill features. Commanders will act to supplement the training as necessary and/or act to disenroll any cadet who does not demonstrate acceptable behavior with regard to equal opportunity, consideration of others, racism, gender bias or sexual harassment.

## 2-7. Organization of Tasks.

a. The PCT tasks are directed by TRADOC memorandum, (ATTG-ILO), dated 30 September 1997, Subject: Revised Guidance for Common Core Training for Institutional Courses. Cadet Command organizes the tasks by military science level as shown in Appendix C (and in Appendix E for four-semester nurse cadet training). Commanders have only limited flexibility in the scheduling of tasks.

### b. Training Stages.

(1) Battalions will plan and execute the training of PCT and Cadet Command mandated tasks in accordance with guidance indicated in Appendices C and E.

(2) The three stages of training, (T, R, and S) are designed to apply FM 25-101 doctrine in the ROTC environment, where time and scheduling constraints make it necessary, and even desirable, to conduct some training for a task multiple times. Definitions of these stages of training are listed below.

c. Precommissioning training should reflect a systematic progression of learning. The scope, focus, and content at any one time should build upon things learned previously. Appendix D shows one suitable (and highly recommended) way to organize the tasks.

d. Flexibility in this system is limited. Each battalion will design its eight-semester Cadet to Lieutenant Plan in accordance with Appendix C. Battalions may move a training task to a different MS year within the following constraints, subject to the approval of the brigade commander. Basic Course tasks may be trained at any time in the MS I or MS II years and should not be moved into the

Advanced Course (MS III or MS IV years). Advanced Course tasks may be trained at any time in the MS III or MS IV years and will not be moved to the Basic Course. Considering the "prepare for camp" nature of the MS III year, and the "transition to lieutenant" nature of the MS IV year, commanders are highly discouraged from moving tasks between those years.

## 2-8. Professional Military Education.

a. Professional Military Education (PME) is a component of OES described in paragraph 2-1b. Course proficiency requirements are discussed below for military history, computer literacy and (written and oral) communication.

### b. Military History.

(1) Knowledge in military history is particularly important to officers. For other than nurse cadets, it is the first priority PME requirement. This command intends to standardize the content of a single military history course that will be the PME course of the future for all cadets. In the interim, battalions will ensure that the following requirement is met.

(2) Requirement: all cadets must successfully complete a college level survey course in American military history, preferably one that includes a battle analysis and lessons learned from a battle. The course objectives are to improve cadet understanding of the evolution of war, the evolution of professionalism in the American military, and the place of the American military in society.

(3) Standard: successfully complete one of the type college undergraduate courses listed below. Commanders will ensure cadets make every reasonable effort to meet this requirement by passing the recommended course. Alternatives will be adopted only as a last resort.

(a) Recommended Course: an upper division course in American military history. It is not the intent to teach this course as part of a regular military science course, nor should simultaneous credit be given.



Dr. Mohamed,

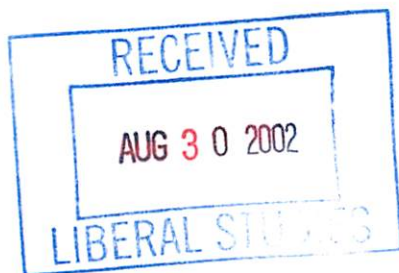
Enclosed is the revised HIST 251 (United States Military History) proposal. All of the feedback suggestions have been incorporated into the Syllabus of record except number 5. The primary text (For the Common Defense) is the best one available in the field and I would very much like to keep it. It is, according to the publishers, due for a revision within the next two years. After examining all of the other general texts in the field of American military history it remains the most up to date and "student friendly" books for use in a survey such as HIST 251.

I would like to thank you and the members of the committee for their careful study of the proposal and their constructive suggestions.

Sincerely,



Steven Schroeder



IUP WebMail - Support for HIST 251											X
<b>Date Sent:</b> Thursday, September 19, 2002 1:13 PM											
<b>From:</b> "LTC Robert Gibson" <gibsonr@iup.edu>								<a href="#">Add to Address Book</a>			
<b>To:</b> <schroder@iup.edu>											
<b>Cc:</b> <mohamed@iup.edu>											
<b>Subject:</b> Support for HIST 251											
<b>Status:</b> <input type="checkbox"/> Urgent <input type="checkbox"/> New											
<p>Dear Dr. Schroeder:</p> <p>Please let me provide some background and clarification regarding ROTC's Professional Military Requirement for a course in military history.</p> <p>As you know, U. S. Army Cadet Command has long required that ROTC cadets take a course in military history as part of their professional development. Moreover, Cadet Command prefers that this course be taught by civilian faculty at the host university so that cadets get an unvarnished academic perspective of war and its effects on the world. HIST 251 is the best choice to meet the Army's intent for military history education delivered without the preconceptions that might be harbored by military instructors.</p> <p>Since the course disappeared from the catalog, I have allowed cadets to take other history courses that touch on the American military experience because of their historical period or subject matter. But because those courses offer only a tangential treatment of military history, they represent less attractive alternatives to us.</p> <p>Bottom line, we want our ROTC cadets to receive a learned, reasoned block of instruction on American military history, taught by civilian academic faculty. Frankly, it's ironic that the university offers no such course at the same time many in the academic community complain that they have no direct dialogue, and hence no voice, with decision makers in the Pentagon. HIST 251 represents the chance to establish such a dialogue with the generals who will lead our armed forces at the very beginning of their military careers. As a university, we don't want to miss that opportunity.</p> <p>Sincerely,</p> <p>LTC Bob Gibson Chair, Dept of Military Science</p>											



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