



# TRUE BLUE CORE

HIST 2025 002 The Modern U.S. Military

Middle Tennessee State University

Fall 2022

3 Credit Hours

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### **Instructor Information**

Professor:

Email:

Office Location:

Office Phone:

Office Hours:

Class Location:

Class Time:

### **Course Description**

In this course, students will analyze and understand the relevant and compelling connections between the military, government, and politics. Furthermore, we will examine the ways in which the military experience has impacted (and been impacted by) social issues. This course will take an interdisciplinary approach that delves into both an operational examination of American military history, as well as an analysis of the key figures and social issues that have shaped this experience. We will also look issues such as how science and technology came to play a pivotal role in military affairs by the 20<sup>th</sup> century.

This course is a survey of American history military history since the Civil War. As such, we will explore the ways in which the military experience has impacted and influenced the course of American history. We will not only examine this experience by looking at the major figures involved but will also explore the military experience from a soldier's eye view. This course provides an operational history, but we will also look beyond the battlefield to study the social impacts of warfare. In this course, we will focus on gathering and analyzing evidence, with a particular emphasis on thinking historically about the meaning and significance of that evidence and how it informs us in the present. The skills and content you learn in a history class are important for an informed and engaged citizenry in a democracy. Those skills- reading,

writing, and thinking critically and analytically- also translate well to the workplace. Through the assignments this semester you will learn how to think analytically, to have historical empathy, and to use evidence to present compelling arguments.

### **Central Questions**

- What are the meanings of freedom and how has our understanding of freedom impacted America's military experience?
- Why has America gone to war in the past and what do these causes say about us as a society?
- How has U.S. military policy changed over time and in what ways has it remained constant?
- Is there an "American" way of war?
- In what ways do the American social, cultural, and military experiences intersect?
- How has American military intervention impacted societies and cultures both domestically and globally?
- How can our understanding of other disciplines such as science, technology, literature, and popular culture inform our understanding of military history?

### **MTSU General Education Student Learning Outcomes**

This course will explore the following learning outcomes for this part of your General Education curriculum. Students will demonstrate the ability to:

- Analyze historical facts and interpretations
- Analyze and compare political, geographic, economic, social, cultural, religious and intellectual institutions, structures, and processes across a range of historical periods and cultures
- Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society
- Draw on historical perspective to evaluate contemporary problems/issues

Analyze the contributions of past cultures/societies to the contemporary world

### **General Education Category: Civic Learning**

**This course meets the following learning outcome:**

Students will demonstrate civic learning by using knowledge, information, and understanding to comprehend civic identity and civic obligations in local and global contexts.

**By the end of this course, students will be able to:**

1. Identify and describe issues and perspectives among more than one community and analyze what can be learned from diverse issues and perspectives in local or global contexts.

2. Describe knowledge from a disciplinary perspective, making relevant connections to some of the following: civic life and identity, politics, government, workplace, and organizations.
3. Analyze how civic actions may impact individuals and/or communities.

## **General Education Category: Civic Learning**

### **True Blue Core Knowledge Domain: History and Civic Learning (HCL) (6 hours)**

- - For all catalogs **2024-2025 and beyond**, this course (3 hours) satisfies the True Blue Core curriculum requirement for **Explorations** in History & Civic Learning. To learn more about TBC requirements: <https://w1.mtsu.edu/truebluecore/core.php>
  - For all catalogs **prior** to 2024-2025, this course may NOT be used to satisfy general education requirements. Students wishing to switch to the 2024-2025 catalog should see their advisors to discuss the implications of changing catalogs. To learn more about general education requirements for catalogs prior to 2024-2025: [https://w1.mtsu.edu/gen\\_ed/requirements.php](https://w1.mtsu.edu/gen_ed/requirements.php)
  - The TBC outcome for Explorations in History and Civic Learning (HCL): Students demonstrate civic learning by using knowledge, information, and understanding to comprehend civic identity and civic obligations in local and global contexts.

## **Required Books**

Brewer, Susan A. *Why America Fights: Patriotism and War Propaganda from the Philippines to Iraq*, Oxford: Oxford University Press, 2009. **This book is provided for free as a digital source from the MTSU Library**

Proctor, Nicolas and John E. Moser, *Restoring the World, 1945: Security and Empire at Yalta*. Chapel Hill: University of North Carolina Press, 2020.

Smith, Gene Allen, et al. *In Harm's Way: A History of the American Military Experience*. New York: Oxford University Press, 2020.

## **Grade Breakdown**

### **Grading Scale**

- 90 or above for an A
- 88-89 for a B+
- 80-87 for a B
- 78-79 for a C+
- 70-77 for a C
- 60-69 for a D

Anything less than 60% constitutes failure of the course.

## **Weight of Assignments**

- Attendance: 10%
- Exam 1: 25%
- Exam 2: 25%
- Reading Quizzes: 15%
- Reacting to the Past. 25%
  - Paper: 45%
  - Speech: 20%
  - Attendance/Participation: 35%

## **Assignments**

### **Attendance**

As this is an in-person course, attendance is required. As such, 10% of your final grade will stem from your attendance in this course. Everyone will start the semester with a 100/100 in attendance. You will be allowed three absences for the semester before your grade drops. On your fourth absence your attendance grade will drop 10 points and will drop another 10 points for each absence after that. Therefore, I advise all of you to save your absences in case you need them. The exception to this is university approved absences which will not count against you. Absence from class does not dismiss you from any due dates. If an assignment is due on a day, you miss class, you should still submit that assignment. I understand things may come up that require you to leave class early sometimes. If this is the case, please let me know prior to class.

### **Quizzes**

Most weeks you will be assigned a multiple-choice quiz based on the week's assigned readings from *In Harm's Way*. These quizzes will be taken online through D2L. Quizzes will be available starting at 8:00 AM Monday morning and will remain open until 11:59 PM Sunday night. You will have two attempts on the quiz with the highest grade of the two being the one recorded. Quizzes will be timed at 35 minutes and will feature 20 multiple choice questions. Once the quizzes close, they will remain closed. I will not reopen quizzes. Even if you miss class for the week, you are still responsible for completing the quizzes.

### **Exams**

You will have one midterm exam and a final exam in this course. The final exam is not cumulative. The exams consist of two parts. The first part will present you with a term or and ask you to write a short paragraph to identify the term. You should focus on answering who, what, when, where, and why it is historically significant. To receive full credit, you must answer why the term, event or person is historically significant. You will be given three ID questions on the exam. In the second part of the exam, you will be presented with a prompt and asked to write an essay to answer that prompt. Usually, these prompts are designed to be fully addressed with a standard five paragraph essay. When grading your exams, I always try to leave plenty of feedback so that you can more easily identify areas in which you need to improve for the next exam. As such, it takes some time to grade exams. Therefore, I ask that you give me two weeks to grade your exams. Often, I can have your exams returned more quickly than this, though. All exams will require students to bring a bluebook to class with them (you will need a new bluebook for each exam). These can be obtained from the University bookstore, the PODs, or Textbook Brokers (I think Textbook Brokers has them for free). Typically, I will post a study guide for the exam on D2L a week to a week and a half in advance of the exams.

## **Civic Learning Objectives**

Diversity of Communities and Cultures: Exams will test students' historical knowledge by requiring students to analyze content from multiple perspectives (local, national, and global). Students must understand how warfare and military service has impacted local, national, and global communities.

Analysis of Knowledge: Exams will test students' knowledge and understanding of disciplinary knowledge by requiring students to answer identification questions and write an essay.

Analysis of Civic Action: Exam questions will require students to analyze how military service and warfare had impacted individuals and communities through identification and essay questions

## **Reading Quizzes**

Most weeks you will be assigned a multiple-choice quiz based on the week's assigned readings from *In Harm's Way*. These quizzes will be taken online through D2L. Quizzes will be available starting at 8:00 AM Monday morning and will remain open until 11:59 PM Sunday night. You will have two attempts on the quiz with the highest grade of the two being the one recorded. Quizzes will be timed at 35 minutes and will feature 20 multiple choice questions. Once the quizzes close, they will remain closed. I will not reopen quizzes. Even if you miss class for the week, you are still responsible for completing the quizzes. You have a week to take the quizzes. As such, **I will not reopen quizzes once they close** (which they will do promptly at 11:30 PM on Sunday). If you finish after the 11:30 PM deadline the system will not record your score and will flag your quiz as late, so don't wait until the last second to take the quiz. You will be given three attempts to take the quiz each week with the highest grade being recorded. If there is a problem with the system, please let me know as soon as possible. I can't fix a problem that I don't know exists. Your single lowest quiz grade will be dropped at the end of the semester (so everyone gets one free pass). In addition, I reserve the right to give a pop-quiz on any assigned material at any time.

## **Civic Learning Objectives**

Diversity of Communities and Cultures: Reading comprehension quizzes will test the degree to which students understand readings which focus on multiple perspectives and communities by requiring students to answer quiz questions.

Analysis of Knowledge: Reading comprehension quizzes will require students to demonstrate disciplinary perspective by completing quizzes based on secondary historical sources and readings.

Analysis of Civic Action: Required secondary readings will provide context on how military service impacts individuals and communities. Reading quizzes will test students' comprehension of these concepts from the readings.

## **Reacting to the Past**

This semester we will be engaged in a role-playing game from the Reacting to the Past series. This game will be set within the context of the 1945 meeting of the Allies in Yalta at the end of World War II and will require you to take on the role of a historical character. Through this game, you will be required to

determine a policy to reorganize Europe in the wake of the Second World War. This game will also test your skill in policy making and alliance building as no one faction can get their way without help from another faction. Prior to the game beginning you will be given a role sheet that will explain who your character is, what your abilities in the game are, and what your objectives are. Many characters will present at least one speech/oral report at the podium (no student will be allowed to read their speech verbatim, but notes are permitted). Each student will also be expected to write a short paper as part of the game. You will also be required to actively participate in the game. No sitting on the sidelines and watching. These games can seem intimidating, but they are a lot of fun and help us to dig more deeply into the topics concerned. This game will help explain much of the historical background regarding the animosity between the United States and the Soviet Union/Russia. These games also often discuss some very important, yet difficult or uncomfortable, topics in American history. Everyone should always conduct themselves in a professional manner.

### **Reacting Papers**

As part of the reacting to the past game, each student will write one paper. Papers should be written in 12 point, Times New Roman Font, and should be double spaced with 1" margins. Papers should be at least 800 words in length, but no more than 1,200 words. These papers should also adhere to the Chicago manual of style for any citations. Regarding citations, your papers should incorporate and cite specific material from the primary sources contained in the game book for full credit. Specific details and parameters for your paper can be found in the dropbox on D2L.

Prompt: After the game ends each student must write an 800-1,200-word essay providing justification for your faction's decisions during the game. Your paper must review all the issues that arose during the conference (including those that were not settled) and assess the degree to which the solution in the Final Protocol aligns with your nation's ideology and history. Your paper should include at least **three quotations** from the documents for your faction (you must use more than one document). If your nation accepted settlements that are not aligned with your nation's ideology and history, players should figure out who to blame (if you feel like your faction did not perform well explain why you feel that way). Alternatively, you could explain the reason why your faction felt it necessary to deviate from your nation's ideology and history. On the other hand, if members of your faction performed heroically, those players should be praised. Also, look beyond your nation's local context and identity to assess the global context of the Yalta Conference. Do you think the conference laid the foundations for global security? Why or why not. Is this peace likely to last, or do you think it will break down shortly following the conclusion of World War II?

### **Speech**

As part of the game, each student will be expected to give a short speech (3-5 minutes). These speeches are vital to game and will be given "in character." The specific topic for your speech will be determined by which character you end up being assigned in the game (different character give different speeches). You do not have to memorize these speeches and are allowed to use notes or whatever else you need to help you. I will be looking for the following criteria when grading the speeches. Did you give your speech on the proper day (again, once you are assigned a character you will learn which game session you will give your speech)? Did your speech meet the length requirements? Did your speech cover the topics it was supposed to? Did your speech draw upon the proper source material from the reading? Your speech should also be accompanied by a draft of content of your speech. This is basically just a typed version of

your speech. The only criteria I'm looking for here is did you submit a typed draft. These typed drafts should be submitted to the dropbox by the time class starts on the day you give your speech.

## **Participation**

Every student should actively participate in the game. Simply sitting and watching without doing anything is not an option (which means you also must be present in class). Your participation in the game is graded. I expect to hear from every student in some fashion during the game. Some characters are required to give a speech, but I should also hear from other students in the form of comments, debate, and questions throughout the game. Basically, you need to participate and play the game and try to achieve what your character is asked to do. I will not grade you on whether or not your character "wins" the game. Sometimes, you can work hard but still not be on the winning side. Instead, I will grade effort and participation.

### **Reacting to the Past Civic Learning Objectives**

Diversity of Communities and Cultures: Reacting to the past analyzes the issues of varied communities by requiring students to take on the role of a historical character at the Yalta conference and requiring them find common ground with characters representing diverse local, national, and global communities. As such, students will read source material, provide arguments, and give speeches on topics that cover diverse perspectives among varied communities.

Analysis of Knowledge: Reacting to the past analyzes knowledge from a disciplinary perspective by requiring students to write a paper in which they react to the various local, national, and global issues which arose during the game. Furthermore, students will be required to analyze and make arguments based on their secondary and primary sources readings during the game. This game requires students to navigate the tricky realm of diplomacy at the 1945 Yalta Conference. This game also allows students a deeper understanding of this critical period in American history by requiring them to react to sources and arguments from an individual perspective.

Analysis of Civic Action: Reacting to the Past analyzes civic action by requiring students to examine how Yalta impacted their individual character, and how the conference impacted their nation and the global community. Each student will be given a character with an individual view and goal in the game, but they will also be required to use team building within their faction (nation) to make a coherent national argument. Lastly, each faction will have to use diplomacy to work with other nations in order to create a workable agreement that all national factions can agree upon. This will be reinforced by the paper which requires students to write about how the agreement they created impacts their character at the individual level, their nation, and the global community.

## **Ground Rules**

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### **Late Policy**

It is important for assignments to be submitted on time. Any assignment turned in after the due date will result in the grade being lowered 10 points per 24 hours that the assignment is late. If an assignment is 1 minute late, it is still late. So, get your assignments in on time.

## **Make Up Exams**

If you miss an exam, it is your responsibility to schedule a make-up with me. I will not come looking for you if you miss an exam. If you miss an exam, you **must** contact me within 48 hours to schedule a make-up exam. I will not give a make-up for any previous assignment during finals week. If you know you will miss class on the date of an exam let me know as soon as possible. Not remembering we have an exam or not being prepared for the exam are not adequate excuses for missing or not taking an exam. If you miss class on the day your paper is due, you still have to submit your paper that day. Missing class is not an excuse for not submitting a paper. Once again, I will not seek you out to make up an assignment. It is your responsibility to contact me to discuss options for making up a missed assignment. Make-up exams will be in the same format as the in-class exam and drawn from the same study guide but may feature different questions from the in-class exam. **Furthermore, you will not have a choice of essay questions on the make-up exam.** I will simply select one from the study guide and put it on the make-up exam.

## **Statement on the Use of Technology during Class**

When you are in class, please make sure that your cell phones are silenced as it can be disruptive to myself and your classmates when they make noise during class. Please do not text or listen to music (even if you are using headphones) during class. This is both rude and disruptive to everyone else in the class. Feel free to use a laptop (or tablet) to take notes during class, but you should only use laptops (and any other technology) to take notes or perform other activities related to this class. Browsing the internet, checking email, online shopping, working on assignments for other courses, or using your device in any way other than directed is prohibited. Failure to comply with any of these rules will result in you being dismissed from class for the day and receiving a zero in attendance for that day. During an exam, you should not have any electronic device out for any reason. Failure to comply will result in the student being removed from class and receiving a zero on the assignment (students who speak English as a second language may use an electronic dictionary/translation device upon the instructor's approval).

## **Statement on the Use of AI**

### **Use of AI is Prohibited**

The use of AI-generated content including text, images, code, figures, and any other material is strictly prohibited for any material submitted in this class. This includes using this content for homework, papers, codes, or other creative works. This restriction encompasses the creation or revision of work by AI. Violation of this policy will be considered academic misconduct and will be dealt with accordingly. The use of basic word processing AI systems including grammar and spelling checkers need not be disclosed in this class.

## **Statement on Academic Integrity**



Academic integrity is a hallmark of Middle Tennessee State University. We expect students to complete academic exercises, i.e., assignments turned in for credit, that are original and appropriately credit all sources used.

Academic misconduct includes, but is not limited to:

Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.

1. Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. It also includes purchasing assignments or paying another person to complete a course for you.
2. Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and using information without proper citation, copying parts of other students' work, creating information to establish credibility, or using someone else's thoughts or ideas without appropriate acknowledgment is academic misconduct. If you have a question about an assignment, please ask me to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.

When students participate in behavior that is considered to be academic misconduct, the value of their education and that of their classmates is lessened, and their academic careers are jeopardized.

## **Plagiarism and Cheating Policies**

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Plagiarism and cheating are serious offenses. The MTSU Student Disciplinary Rules clearly states what constitutes academic dishonesty:

“Academic Misconduct. Academic misconduct may consist of acts of plagiarism, cheating, or fabrication. For purposes of this section the following definitions apply:

- Plagiarism. The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.

- Cheating. Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. Cheating includes unapproved collaboration which occurs when a student works with others on an academic exercise without the express permission of the faculty member.
- Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise.” [#24 under Disciplinary Offenses; <http://www.mtsu.edu/policies/student-affairs/III-00-03.php>]

Going online and using information without proper citation, copying parts of other students' work, creating information to establish credibility, or using someone else's thoughts or ideas without appropriate acknowledgment is academic misconduct. If you have a question about an assignment, please ask me to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.

When students participate in behavior that is considered to be academic misconduct, the value of their education and that of their classmates is lessened, and their academic careers are jeopardized.

In addition, please be aware that the use of a third party to submit a student's work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs.

For a general statement of community standards and expectations, click on this link (opens in a new window): [Student Code of Conduct](http://www.mtsu.edu/student-conduct/). [http://www.mtsu.edu/student-conduct/]For a more detailed explanation of misconduct, click on this link (opens in a new window): [Student Disciplinary Rules](http://www.mtsu.edu/policies/student-affairs/III-00-03.php) [http://www.mtsu.edu/policies/student-affairs/III-00-03.php]

If you are caught in any sort of academic dishonesty, you will suffer all due penalties. Possible penalties include failing the assignment, failing the course, and expulsion from the university.

All academic dishonesty cases will be referred to Mr. Jeremy Ancar in the Provost's office and could potentially become a part of your permanent record. Please be aware that if an incident of academic dishonesty becomes part of your permanent record, it may affect your ability to apply for jobs that require a background check.

### **Complete the Plagiarism Tutorial**

If you are not clear about what plagiarism is and fear that you may plagiarize unintentionally, please complete the plagiarism tutorial from Bedford St. Martin's by clicking on this link (opens in a new window): [Avoiding Plagiarism Tutorial](http://bcs.bedfordstmartins.com/rewritingbasics2e/default.asp) [http://bcs.bedfordstmartins.com/rewritingbasics2e/default.asp]

## Students with Disabilities

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### Accommodations for Students with Disabilities

Reasonable Accommodations for Students with Disabilities: Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website and/or contact the DAC for assistance at 615-898-2783 or [dacemail@mtsu.edu](mailto:dacemail@mtsu.edu).

If you have a disability that may require assistance or accommodation, or you have questions related to any accommodations for testing, note takers, readers, etc.. please speak with me as soon as possible. You may also contact the Office of Disabled Student Services (898-2783) with questions about such services.

### Adaptive Technology Center

The Adaptive Technology Center (ATC) is a campus resource for students who are registered with MTSU's Disability & Access Center (DAC). ATC is here to provide alternative formats of print material, adaptive hardware/software, and any other form of access via technology that is within its ability to offer.

The ATC lab is located on the first floor of Walker Library, room 174. If you are interested in these services but have not registered with DAC, their office is on the first floor of the Keathley University Center, room 120.

Request a digital, braille, large print, or tactile form of your book or print material by clicking on this link (opens in a new window): [Request Form](http://goo.gl/dwqdrk) [http://goo.gl/dwqdrk]

Borrow adaptive computer and audio equipment from the ATC by clicking on this link (opens in a new window): [Borrow Adaptive Technology](http://goo.gl/9KSYIF) [http://goo.gl/9KSYIF]

Request a free installation of adaptive software (Kurzweil, JAWS, ZoomText, etc.) by clicking on this link (opens in a new window): [Get Adaptive Software](http://goo.gl/Qx3Gh5) [http://goo.gl/Qx3Gh5]

## HOPE (Lottery) Scholarship Information

### Statement from the MTSU Scholarship Office

- Do you have a lottery scholarship? **Lottery Eligibility Statement:** To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

- If you drop this class, withdraw, or if you stop attending this class you may lose eligibility for your lottery scholarship, and you will not be able to regain eligibility at a later time.

For additional Lottery rules, please refer to your Lottery Statement of Understanding form. Click on the link to access the form (opens in a new window) [Lottery Statement of Understanding](http://www.mtsu.edu/financial-aid/forms/LOTFOD.pdf). [http://www.mtsu.edu/financial-aid/forms/LOTFOD.pdf] Or contact your MT One Stop Enrollment Counselor. Click on the link to find your counselor (opens in a new window): [Find your counselor](http://www.mtsu.edu/one-stop/counselor.php). [http://www.mtsu.edu/one-stop/counselor.php]

### **Contacting Your Instructor**

I will always try to respond to your emails in as timely a manner as possible, but sometimes, I will not be able to answer you immediately. As such please give me 24 hours to respond to your emails. Please contact me through the email address listed above. I will always respond to emails sent via D2L (elearn addresses), but I will not be able to do so as quickly as I can't link this email address to my phone and other devices. Also, when you email me, please include your section number in the subject line.

Per the Family Educational Rights and Privacy Act (FERPA), all email communication for this course should be conducted through official university email accounts. As such, I will only respond to emails from the course D2L account and your MTSU assigned MTMAIL account. I will not respond to student emails sent via a non-institutional assigned email account. Along similar lines, if you have a grade inquiry, please see me in person, as I do not like to discuss specifics regarding grades via email due to privacy concerns.

### **Email Etiquette**

When sending emails please remember that this is a professional setting. All emails should be addressed to Prof. or Dr. Holley. When you send me an email, please provide the section number of the course if possible. Your email should also contain a subject heading. Also, please sign the email with your name, and clearly explain your issue or question in the email. If we spoke in class remind me briefly of the content of our conversation. Occasionally, I can be the absent-minded professor, and sometimes get exact details of conversations confused, so if we spoke in class a friendly reminder regarding the context of our conversation is helpful.

### **Title IX Statement**

1 Students who believe they have been harassed, discriminated against or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy

Coordinator at 615-898-2185 or 615-898-2750 for assistance or review MTSU's Title IX website for resources. <http://www.mtsu.edu/titleix/>

- 2 MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence and stalking with the University's Title IX coordinator to help ensure student's safety and welfare. Please refer to MTSU's Title IX site for contact information and details. <http://www.mtsu.edu/titleix/>

## **Important Dates**

## **Course Outline**

### **Weekly Schedule:**

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#### **Week 1: Introduction**

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August 26: Course Introduction and Making History: The Breakup

August 28: An American Divorce: The Causes of the Civil War

**Read:** Smith, *In Harm's Way*, Introduction "An American Way of War," and Chapter 7 "Disunion"

**Due:** Complete the reading quiz on D2L by September 1 at 11:59 PM

#### **Week 2: The Civil War**

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#### **Labor Day: No Class**

Our National Nightmare: The Civil War Pt. I

**Read:** Smith, *In Harm's Way*, Chapter 8 “Hard War”

**Due:** Complete the reading quiz on D2L by September 8 at 11:59 PM

### **Week 3: Civil War and the Final Indian Wars**

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A New Birth of Freedom: The Civil War Pt. II

I Will Fight No More Forever: The Final Native American Wars

**Read:** Smith, *In Harm's Way*, Chapter 9 “Reconstruction and Conquest”

**Due:** Complete the reading quiz on D2L by September 15 at 11:59 PM

### **Week 4: Imperialism and Progressivism**

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An Growing Empire: American Imperialism

The Progressive Era to World War I

**Read:** Smith, *In Harm's Way*, Chapter 10 “Empire and Intervention,” Brewer, *Why America Fights*, Introduction and Chapter 1.

**Due:** Complete the reading quiz on D2L by September 22 at 11:59 PM

### **Week 5: Over There: America in the Great War**

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WWI Abroad

World War I at Home

**Read:** Smith, *In Harm's Way*, Chapter 11 “The Great War and Beyond,” Brewer, *Why America Fights*, Chapter 2.

**Due:** Complete the reading quizzes on D2L by September 29 at 11:59 PM

## **Week 6: Interim: The 1920s and 30s**

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The Opening Act: The Inter War Years

### **Exam I**

**Read:** No reading, Prepare for Exam

**Due:** No quiz this week.

## **Week 7: The Second World War**

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ETO: World War II in Europe

PTO: World War II in the Pacific

**Read:** Smith, *In Harm's Way*, Chapter 12 "Saving the World from Evil," Brewer, *Why America Fights*, Chapter 3.

**Due:** Complete the reading quizzes on D2L by October 13 at 11:59 PM

## **Week 8: Fall Break**

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### **Fall Break: No Class**

Arsenal of Democracy: World War II at Home (**Assign RTTP Roles**)

**Read:** Smith, *In Harm's Way*, Chapter 13 "War Without Mercy," Begin reading *Restoring the World*

**Due:** Complete the reading quiz on D2L by October 20 at 11:59 PM.

## **Week 9: RTTP: Yalta 1945**

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RTTP: Setup Session

RTTP: Game Session 1

**Read:** *Restoring the World*

**Due:** No Quiz this week

**Week 10: RTTP: Yalta 1945**

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RTTP: Game Session 2

RTTP Game Session 3

**Read:** *Restoring the World*

**Due:** No Quiz this week

**Week 11: RTTP: Yalta 1945**

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RTTP: Game Session 4 and Debriefing

The Cold War

**Read:** Smith, *In Harm's Way*, Chapter 14 "Different Kind of War"

**Due:** Complete the reading quiz on D2L by November 10 at 11:59 PM; **Submit Reacting paper no later than November 10 at 11:59 PM**

**Week 12: The Cold War**

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The Affluent Society: The Cold War at Home (Post-War Society)

The Korean War to the New Frontier

**Read:** Brewer, *Why America Fights*, Chapter 4.

**Due:** No Quiz this week



### **Week 13: Vietnam and the 60s**

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Nam!: The Vietnam War

Culture in Protest: 50s and 60s

**Read:** Smith, *In Harm's Way*, Chapter 15 "From the Top of the World to a Quagmire," Brewer, *Why America Fights*, Chapter 5.

**Due:** Complete the reading quiz on D2L by November 24 at 11:59 PM

### **Week 14: The 80s and 90s**

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**No Class: Begin Preparing for the Final Exam**

**Thanksgiving Break: Enjoy Turkey**

**Read:** No reading this week (get ahead on next week's reading)

### **Week 15: Modernity**

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The Persian Gulf War and the 1990s

Modern Connections: The War on Terror to Modernity

**Read:** Smith, *In Harm's Way*, Chapter 16 "The Endless Wars: The Cold War and Beyond," Brewer, *Why America Fights*, Chapter 6 and Conclusion

**Due: No quiz:** Material from this week's reading will be included on the final exam

### **Finals Week**

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Final Exam!