

350 New Campus Drive  
Brockport, New York 14420  
585-395-2586 \* 585-395-2246 (fax)  
senate@brockport.edu  
brockport.edu/collegesenate

Resolution #01 2014-2015  
College Senate

Supersedes Res #: \_\_\_\_\_



TO: Dr. John R. Halstead, College President

FROM: The College Senate: 10/06/2014

- RE: **→** I. Formal Resolution (*Act of Determination*)  
II. Recommendation (*Urging the Fitness of*)  
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Revision and cross-listing of HST-MSC 327 "The American Military Experience"** (Proposal #03\_14-15UC)

Signed:  Date: 10/20/14  
(P. Gibson Ralph, 2014-15 College Senate President)

**Please fill out the bottom portion and follow the distribution instructions at the end of this page.**

TO: P. Ralph Gibson, College Senate President

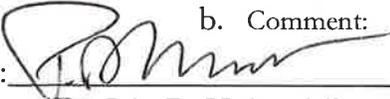
FROM: John R. Halstead, College President

- RE: **→** I. Decision and Action Taken on Formal Resolution (circle choice)  
a. Accepted - Implementation Effective Date\*\*: Fall 2015  
**\*\*Implementation of resolution requires final approval from SUNY- State Education Department.**  YES  NO  
b. Deferred for discussion with the Faculty Senate on \_\_\_\_/\_\_\_\_/\_\_\_\_  
c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged \_\_\_\_/\_\_\_\_/\_\_\_\_

b. Comment:

Signed:  Date: 10/31/14  
(Dr. John R. Halstead, President, The College at Brockport)

**DISTRIBUTION:** Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE  
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

<b>Routing Number</b> <i>Routing # assigned by Senate Office 2014-2015</i>	03_14-15UC <i>Use routing number and title in all reference to this proposal.</i>
<b>This Proposal Replaces Resolution</b>	

**INSTRUCTIONS**

- Use committee guidelines available at [brockport.edu/collegesenate/proposal.html](http://brockport.edu/collegesenate/proposal.html).
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to [senate@brockport.edu](mailto:senate@brockport.edu). (General Education Proposals and questions go to [dlamphro@brockport.edu](mailto:dlamphro@brockport.edu) in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to [senate@brockport.edu](mailto:senate@brockport.edu).
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Revision and cross-listing of HST/MSC 327 "The American Military Experience"

2. **BRIEF DESCRIPTION OF PROPOSAL:**

The History Department wishes to revise the content of HST 327 "The American Military Experience" (the course will now cover the period before 1900), make a slight change to its current title to reflect this revision, and to cross list the course with the newly created MSC 327

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? \_X\_ NO \_\_\_ YES** EXPLAIN YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

5. **HOW WILL THIS AFFECT TRANSFER STUDENTS:**

Not at all except for History majors who are also in ROTC—creating a cross-listed HST/MSC course will now allow ROTC students taking their mandatory military history course to also earn HST credit.

6. **ANTICIPATED EFFECTIVE DATE:**

Fall 2015 Semester

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
9-22-14			

8. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
<i>Paul B. Moyer</i>	<i>History</i>	<i>395-5681</i>	<i>pmoyer@brockport.edu</i>

9. **COMMITTEES: (Senate office use only)**

<b>Standing Committee</b>	<b>Forwarded To</b>	<b>Dates Forwarded</b>
<input type="checkbox"/> Executive Committee	Standing Committee	9-22-14
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	10-06-14, 10-20-14
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	10-06-14
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

August 25, 2014

To College Senate Undergraduate Curriculum Committee,

The course registration packet which follows this cover letter is related to three changes the History Department wishes to make to its current military history course: HST 327 “The American Military Experience since 1900.”

1. To revise the course content to cover all of American history from the colonial era to the present.
2. In light of this revision in content, to alter the course title by removing the words “since 1900.”
3. To cross-list the course with Military Science to create HST/MSC 327 (the paperwork includes a course registration form creating MSC 327).

The packet that follows contains the following documents: (1) a senate cover form, (2) a course registration form for HST 327 from the History Department asking for the above changes, (3) a course registration form creating MSC 327 from Military Science, (4) a document containing required course registration supplemental information for HST/MSC 327, (5) a syllabus for HST/MSC 327.

Note: *The requested changes will not increase the number of credits needed for either HST or MSC, require any new resources, or cause any significant change to the HST or MSC curriculums (HST 327 has been and will remain an elective for the History Major and an American Military history course has been and will remain a requirement for the Military Science major.) One benefit of the above changes is that they will allow HST/MSC double majors to receive credit for each major when they take HST/MSC 327.*

If you have any questions or need anything else from me, do not hesitate to ask.

Sincerely,

Paul B. Moyer  
Associate Professor of Early American History &  
Associate Chair of the History Department  
The College at Brockport  
350 New Campus Dr.  
Brockport, NY 14420  
[pmoyer@brockport.edu](mailto:pmoyer@brockport.edu)  
(585) 395-5681

**The College at Brockport  
Course Registration Form**

1. Discipline  Course No.  (To be assigned by Registrar for new courses)

Official Title

Abbreviated course title (limit to 18 Characters)

- New Course
- Current Content Revised
- Title Change (Previous Title)
- Number Change (Previous Number)
- Inactivation of course (course will not be offered in the near future) Effective Term
- Topics Course (If checked, complete Item 2)
- Other (describe)

2. Topics Course Only

a. Generic Course Number: Discipline  Course No.

b. Generic Course Title:

c. Topics course Title

d. Topics course offered: Semester  Year

3. Semester Hours of credit assigned to course (Invariable):

Variable Credit Range  to  credit hours

Is this course repeatable for credit?

4. Grading (Check any that apply)

a. Letter Grade  Pass/Fail (S/U Only)  Approved for a PR (In-Progress) grade

b. Course requires a minimum grade of  for General Education/Minor/certification.

5. Is this a Liberal Arts Course?

6. General Education Information: (Complete only for General Education courses) \*See last item.

a. General Education Knowledge Area (choose one if applicable):

b. Additional student learning outcomes: (check all that are currently approved)

Contemporary issues (I)  Scholarship on Women (W)

Diversity (D)  Other World Civilization (Non-Western) (C)

7. Cross-listed Course; Discipline  Course No.

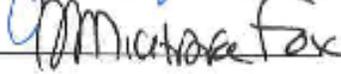
8. Prerequisites: Discipline  Course No.

9. Corequisites: Discipline  Course No.

Submitted by:  Date: Sept 8, 2014

Chairperson's Approval:  Date: 9/11/14

Dean's Approval:  Date: 9/11/14

Vice Provost's Approval:  Date: Sept. 11, 14

(Only required for General Education Courses)

10. Swing Course Number:  Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 428/528)

Note: If this is a Swing course, list additional requirements required for the graduate level

11. Frequency (Check only one):

- Every Semester
- Every Fall
- Every Spring
- Every Summer
- Every Other Year
- Irregularly
- By Special Arrangement

12. Relationship to Degree/Programs: Required  Elective

13. For all courses please attach the following

- a. Objectives
- b. Outline of course
- c. Methods of Assessing Student Performance
- d. Material Required (Films, Readings, etc...)
- e. Additional work required of graduate level students if course is a 'swing course'

14. If this course requires any additional scheduling arrangements with regard to time or room/space, please explain below:

15. Write a brief course description for the College Catalog. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use Action verbs and omit: "This course covers..." or similar phrases.

Presents a survey of American military history from the colonial period to the present. Major themes include the changing experience of battle, combat motivation, systems of recruitment for the armed forces, the impact of technology on warfare, civil-military relations, the rise of the military as a professional institution and the evolution of military doctrine.

\*For General Education courses only, attach:

Supplemental General Education Course Registration Form/Student Learning Outcomes Checklist (for specific codes requested)

**The College at Brockport  
Course Registration Form**

1. Discipline  Course No.  (To be assigned by Registrar for new courses)

Official Title

Abbreviated course title (limit to 15 Characters)

- New Course
- Current Content Revised
- Title Change (Previous Title:
- Number Change (Previous Number)
- Inactivation of course (course will not be offered in the near future) Effective Term
- Topics Course (if checked, complete item 2)
- Other (describe)

2. Topics Course Only

a. General Course Number:  Discipline  Course No.

b. General Course Title:

c. Topics course Title:

d. Topics course offered: Semester  Year

3. Semester Hours of credit assigned to course (Invariable):

Variable Credit Range  to  credit hours

Is this course repeatable for credit?

4. Grading (Check any that apply)

a. Letter Grade  Pass/Fail (S/U Only)  Approved for a PR (In-Progress) grade

b. Course requires a minimum grade of  for General Education/major/minor/certification.

5. Is this a Liberal Arts Course?

6. General Education Information: (Complete only for General Education courses) \*See last item.

a. General Education Knowledge Area (choose one if applicable):

- b. Additional student learning outcomes (check all that are currently approved)
- Contemporary Issues (I)
  - Scholarship on Women (W)
  - Diversity (D)
  - Other World Civilization (Non-Western) (O)

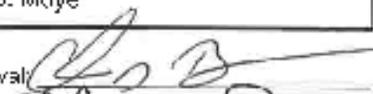
7. Cross-listed Course: Discipline  Course No.

8. Prerequisites: Discipline  Course No.

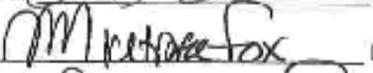
9. Corequisites: Discipline  Course No.

Submitted by:

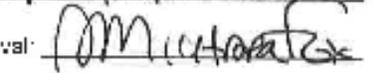
Date: Sept. 8, 2014

Chairperson's Approval: 

Date: 11 Sep 14

Dean's Approval: 

Date: Sept 11, 14

Vice Provost's Approval: 

Date: Sept. 11, 14

(Only required for General Education Courses)

10. Swing Course Number:  Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 426/528)

Note: If this is a Swing course, list additional requirements required for the graduate level.

11. Frequency (Check only one)

- Every Semester  
 Every Fall  
 Every Spring  
 Every Summer  
 Every Other Year  
 Irregularly  
 By Special Arrangement

12. Relationship to Degrees/Programs: Required  Elective

13. For all courses please attach the following

- a. Objectives
- b. Outline of course
- c. Methods of Assessing Student Performance
- d. Material Required (Films, Readings, etc.)
- e. Additional work required of graduate level students if course is a "swing course"

14. If this course requires any additional scheduling arrangements with regard to time or room/space, please explain below:

15. Write a brief course description for the College Catalog. Reflect content as accurately as possible using 85 words or less (about 500 characters). Use Action verbs and omit "This course covers," or similar phrases.

Presents a survey of American military history from the colonial period to the present. Major themes include the changing experience of battle, combat motivation, systems of recruitment for the armed forces, the impact of technology on warfare, civil-military relations, the rise of the military as a professional institution, and the evolution of military doctrine.

\*For General Education courses only, attach:

Supplemental General Education Course Registration Form/Student Learning Outcomes Checklist (for specific codes requested)

## **Course Registration Supplemental Information for: HST/MSC 327, The American Military Experience**

### **A. Objectives.** This course aims to:

1. Provide students with an understanding of the major issues in American military history from the colonial period to the present with a focus on ground forces/the Army.
2. Increase students' familiarity with scholarship related to the study of American military history, the methods through which historians approach this field, and the historical debates their efforts have generated.
3. Improve students' critical thinking skills.
4. Advance students' skills as effective, analytical readers.
5. Develop students' skills as effective, persuasive writers.

### **B. Topic Outline of Course.**

1. Warfare in colonial America, 1600-1774
2. America's War for Independence, 1775-1783
3. Evolution of the American Military, 1783-1860
4. The American Civil War, 1860-65
5. The Army Faces the Modern World, 1865-1914
6. The Era of the World Wars, 1914-1945
7. The Rise of the Cold War, 1945-1965
8. The Era of the Vietnam War, 1965-1973
9. The Post-Vietnam Era, 1973-1991
10. The Post-Cold War Era, 1991 to the present

### **C. Methods of Assessment.**

1. My primary method of assessment comes in the form of a series of four formal, out-of-class essays. In each paper, students will have to answer a question that requires them to synthesize and critically assess the information/arguments they encounter in class readings and lectures. Through this means I will be able to assess students' level of achievement in terms of their critical writing and thinking skills as well as their mastery of course content/concepts.
2. In addition, short quizzes will accompany class readings and will allow me to gauge student's engagement with class materials and their development of effective critical reading skills.
3. I will also judge the quality of student participation based on class attendance and my assessment of their level of involvement in class discussions.

**D. Course Materials.** Course materials come in the form of journal articles, book chapters, essays in anthologies, and documentary films. (See attached syllabus for details.)

**HST/MS327**  
**The American Military Experience**  
**Spring 2015**

**Instructor: Paul Moyer**  
**Office: LAB 333**  
**Phone: 395-5681**  
**E-mail: [pmoyer@brockport.edu](mailto:pmoyer@brockport.edu)**

**Meeting time: TBA**  
**Meeting place: TBA**  
**Office hours: M/W/R 12-1p**  
**and by appointment**

**I. Course Description & Objectives:**

This course presents a chronological survey of the military history of the United States (with a specific focus on the U.S. Army) from the colonial era to the present. America's military experience represents an important topic of study for a couple of reasons. War and military institutions have been consistent features in the history of the United States and have had a profound impact on some of the most pivotal times in the nation's history. More broadly speaking, you can learn a lot about a society by exploring how it prepares for and wages war.

Three inter-related themes and sets of questions will form the focus of class lectures, readings, and papers. (1) **RECRUITMENT:** How has the American army filled its ranks? Who served and under what terms? How has the nation struck a balance between the need for soldiers and its commitment to individual liberty? (2) **COMBAT:** How have American soldiers coped with the challenges of combat? What is the nature and effectiveness of their combat motivation? How has technology shaped the experience of battle? (3) **INSTITUTIONAL DEVELOPMENT:** How did the Army evolve into a professional institution? How has the relationship between the Army and American society changed over time? How has the Army's doctrine/methods of making war changed over time and how successful have they been?

In terms of its objectives, this course aims to (1) provide you with a better understanding of American military history; (2) increase your familiarity with the historical scholarship, methods, and debates related to this field; and (3) improve your critical thinking, reading, and writing skills

**II. Class Readings:**

**A E-Reserve Readings:** The readings for this course are in the form of journal articles, book chapters, and essays. All of these materials are available electronically through this course's "Angel" web-page (see Part VI of the syllabus for directions on how to access Angel). You are required to make your own copies of these readings and bring them with you to class on the days we discuss them. Your inability to download readings will not be considered an excuse for you not to be prepared for class discussions.

**III. Requirements & Assignments:**

**A Class Participation, Attendance & Late Policies:** I cannot stress enough that the success of this course depends upon your thoughtful and consistent participation. In short, class participation is required, not optional.

Of course, you have to come to class in order to participate in it. Thus, your attendance will have a significant impact on your class grade. You can accrue 3 unexcused absences without penalty; however, for each unexcused absence you accrue over this, your final class grade will be dropped one grade "step." For example, if you accrued four unexcused absences and earned a final class grade of a B+, that grade would be dropped by 1 grade step to a B. If possible, be sure to let me know before you miss a class if you have legitimate reason is for doing so. Doctor's/health center notes and other forms of documentation may be required to obtain an excused absence.

Being significantly (more than a minute or two) late to class without a good excuse will also result in penalties. You can be late to class twice without consequence; however, after that, each time you are late will drop your final class participation grade by one "step." So, if you came to class late three times during the semester and you earned a "B" for class participation, that grade would drop one grade step to a "B-"

**B. Class Discussions:** Discussions of readings are a core feature of this seminar-style course. During

class sessions you will have the opportunity to exchange ideas and express your views. The quality of these discussions is critical to the success, not only of the class as a whole, but to your individual efforts to grasp the readings' arguments and employ them in your written assignments. In the paragraphs that follow, I've laid out some guidelines to help you prepare for class discussions and analyze class readings.

To be fully prepared for class discussions you must do the following: (1) carefully read all of the day's reading assignment, (2) think about it, (3) take notes on it, and (4) create your own informed opinion about its arguments and how it connects to the course's larger themes.

To help organize your notes and accomplish the final task mentioned above, follow the four-step process outlined below. My expectation is that you will be prepared to address these issues during class discussions.

1. Find the author's thesis—what essential argument(s) does the author present?
2. Map out the author's argument—what major points does the author make to prove their thesis—in what order does he/she present these points and why?
3. Evaluate the evidence—what evidence does the author present to support his/her argument—is the evidence they present adequate—what are its limitations?
4. Assess the reading's significance—how does the author's work relate to other class readings—how does it challenge or confirm their arguments?

**C Interactive Lectures:** The lectures in this course serve two goals: first, to furnish you with a broad overview of chronology, events, and major issues in American military history; and, second, to provide background and context for our class readings. I like to make my lectures as interactive as possible—I encourage you to ask questions and I will certainly pause from time to time to pose questions to you. In addition, to help you more systematically reflect on my lectures, I will generally devote about the last 10 minutes of class on lecture days to a more formalized period of discussion. Specifically, I will ask you to break into small groups and come up with a question concerning the day's lecture. Each group will then present their question to the class as a way to spark further dialogue.

**D Papers:** You are required to write four "integrative essays" over the course of the semester. The first essay will be 3-4 pages in length; the second and third, 5-6 pages each; and the fourth, 7-8 pages. In each of these assignments you will have to answer a question using class readings and lectures to support your argument. I will give you more details on these papers, including the questions you'll need to address, closer to their due dates.

1) **GOALS:** The purpose of these papers is to get you to think critically about material presented in class. Moreover, they are designed to improve your skills in constructing an argument and presenting that argument in clear, persuasive prose. To do well in these assignments you must not only articulate a point of view, but also adequately back up your ideas with supporting evidence (i.e. with specific references and examples drawn from course readings and lectures).

2) **LATE PAPERS:** Papers must be handed in during class on the days that they are due—see the course schedule (Part V of this syllabus) for due dates. Late papers will be penalized one whole letter grade for each day they are late (i.e. a "B+" paper handed in a day late would only receive a "C+"). Papers more than three days late will automatically receive a failing grade. This does not mean that you should not hand in a paper if it is more than three days late: not turning in a paper is grounds for receiving a failing grade for the class.

3) **DRAFTS:** To help you develop your writing skills you have the option of turning in a draft of each of your papers. Drafts must be handed in a least five days before the due date. (For example, for a paper that was due on a Friday, you would have to get me your draft on a Monday.) If you hand in a draft I will get your draft back to you within 48 hours. You should use the comments I make on your draft to guide your efforts in revising your paper. When you hand in the final copy of your paper you must also turn in your draft. I reserve the right to refuse to comment on a draft if I feel that it does not represent a serious effort on the part of a student.

4) **OTHER PAPER REQUIREMENTS:** (a) Your essays must follow the format guidelines specified in the History department's "Writing Style" handout attached to this syllabus. (b) You must deposit an electronic copy of each of your papers in a "drop box" provided on the course's Angel web site by 12pm on the days they

are due. These electronic copies will be submitted to an anti-plagiarism web site. Papers will be considered incomplete until you meet this requirement.

**E. Reading Quizzes:** A short, three-question quiz will frequently accompany each course reading on the day we discuss them in class. The questions will closely relate to the sorts of issues we will focus on in class discussions (see B above) and should take about 5 minutes to complete. Quizzes will be graded as follows: 3 correct answers = “+”, 2 correct = “√”, 1 correct = “✓”, and 0 correct = “0.” I will drop your lowest three quiz grades when I calculate final, overall quiz grades at the end of the semester.

#### **IV. Grades & Grading:**

**A Course Grade:** Your final grade will be calculated as follows: Paper #1 = 10% Paper #2 = 15% Papers #3 = 15% Paper #4 = 20% Class Participation = 25% Reading Quizzes = 15%

**B. Written Assignments:** I evaluate papers based on the following categories: 1) Does your essay meet the basic requirements of the assignment? 2) Do you present a strong thesis statement/argument? 3) How thorough and persuasive is your analysis? 4) Is your paper well written—is it organized, clear, and grammatically correct? 5) Does your paper follow the guidelines laid out for its format? I assign grades as follows:

- A** Essay demonstrates complete mastery of the material presented combined with some originality. It is well organized, well written, and largely free from errors in grammar, usage, and citation format.
- B** Essay shows a solid command of the material with some minor gaps or mistakes. It is generally presented in an orderly fashion with supporting evidence. It is well written and free from serious errors in grammar, usage, and citation format.
- C** Essay reflects an uneven understanding of the material with some major gaps/mistakes in its analysis. It exhibits substantial lapses in organization and evidence and contains some serious errors in grammar, usage, and citation format.
- D** Essay only demonstrates a minimal knowledge of the material. Its analysis is confused, disorganized, and unsubstantiated. It contains numerous, serious errors in grammar, usage, and citation format.
- E** Essay fails to engage the material. It is incomprehensible both in terms of analysis and writing.

**D Class Participation:** I establish class participation grades based (1) on your level of participation and (2) on its quality. When evaluating quality, I consider whether participation has been voluntary or involuntary (i.e. I've had to call on you) and to what degree you've taken on a leadership role in discussions. I assign grades as follows:

- A** Outstanding participation both in terms of quality and quantity.
- B** Consistent high-level participation (averaging more than a few times per class).
- C** Consistent low-level participation (averaging several times per class).
- D** Irregular participation (averaging once or less per class).
- E** Consistent non-participation—failure to respond to prompts.

**V. Class Schedule:** Below you will find a listing of lectures (marked “L”) and readings for discussion (marked “D”). The due dates for your papers, exams, etc. are set off by asterisks “\*\*\*”. I will try to stick to this schedule as much as possible, but I reserve the right to make any changes I deem necessary. It is your responsibility to find out about any changes in the schedule.

Week 1:

**M Jan. 26:** Course Introduction

**W, Jan. 28:** (L) A Dangerous New Word: Warfare in Colonial America

**F, Jan. 30: (D) Adam Hirsch, “The Collision of Military Cultures”**

**Week 2:**

**M, Feb. 2: (D) Guy Chet, “Military Degeneration & Victory”**

**W, Feb. 4: (D) Kyle Zelner, “Essex County’s Two Militias”**

**F, Feb. 6: (D) Fred Anderson, “Why Did Colonial New Englanders Make Bad Soldiers?”**

**Week 3:**

**M, Feb. 9: (L) Waging America’s War for Independence**

**W, Feb. 11: (D) Don Higginbotham, “The American Militia”**

**F, Feb. 13: (D) Edward Papenfuse & Greg Stiverson, “General Smallwoods’ Recruits”**

**Week 4:**

**M, Feb. 16: (D) Mark Lender, “The Mind of the Rank and File” & Charles**

**Royster, “A Note on Statistics & Continental Soldiers’ Motivations**

**W, Feb. 18: (D) Gregory Knouff, “An Arduous Service”**

**F, Feb. 20: (L) The Army & the Early Republic**

**Week 5:**

**M, Feb. 23: (D) Lawrence Gress, “Republican Liberty & National Security”**

**W, Feb. 25 (D) William Skelton, “Professionalization in the Army Officer Corps”**

**F, Feb. 27: (D) Paul Foos, “The Regular Army & Antebellum Labor: Service & Servitude” \*\*Paper #1 due\*\***

**Week 6:**

**M, Mar. 2: (L) The American Civil War & Modern Warfare**

**W, Mar. 4: (D) Edward Hagerman, “Introduction” to The American Civil War & the Origins of Modern Warfare & Linderman, “Sword & Shovel”**

**F, Mar. 6: (D) Earl Hess, “The Nature of Battle”**

**Week 7:**

**M, Mar. 9: (D) Earl Hess, “The Rifle Musket in Battle” & Hess, “The Rifle’s Impact on Civil War Combat”**

**W, Mar. 11: (D) Gerald Linderman, “Disillusionment”**

**F, Mar. 13: (D) Earl Hess, “Holding On” & Hess, “Knowing War”**

**Week 8: No Class – “Spring” Break**

**Week 9:**

**M, Mar. 23: (L) The Army Faces the Modern World, 1865-1914**

**W, Mar. 25: (D) William Blair, “The Use of Military Force to Protect the Gains of Reconstruction”**

**F, Mar. 27: (D) Jerry Cooper, “The Army as Strikebreaker” \*\*Paper #2 Due\*\***

**Week 10:**

**M, Mar. 30: (D) Peter Karsten, “Armed Progressives”**

**W, Apr. 1: (L) The Army in the Era of the World Wars, 1914-1945**

**F, Apr. 3: (D) John Chambers, “Conscripting for the Colossus”**

**Week 11:**

**M, Apr. 6: (D) Peter Mansoor, “The Combat Effectiveness of Infantry Divisions in the Army of the United States”**

**W, Apr. 8: Scholars’ Day—No Class**

**F, Apr. 10: (D) Michael Doubler, “Busting the Bodge”**

**Week 12:**

**M, Apr. 13: (D) David Johnson, "Armored Bludgeon"**

W, Apr. 15: (D) Martin Creveld, "Conclusion" to *Fighting Power*; (F) *The Battle of the Bulge*

F, Apr. 17: (L) *The Army & the Cold War, 1949-73*

**Week 13:**

M, Apr. 20: (D) David Fautua, "The 'Long Pull' Army"

**W, Apr. 22: (D) Gentile, "Vietnam: The First Better War that Wasn't"; (F) Lt. Anderson's Platoon \*\*Paper #3 Due\*\***

**F, Apr. 24: (D) Christian Appy, "The Terms of Battle"**

**Week 14:**

**M, Apr. 27: (L) *The Army in the Post-Vietnam Era, 1973-2001***

W, Apr. 29: (D) Beth Baily, "The Army in the Marketplace"

**F, May 1: (D) Max Boot, "In the Shadow of Vietnam: The Powell Doctrine & Small Wars in the 1990s"; (F) *Ambush at Mbogudishu*.**

**Week 15:**

M, May 4: (L) *The War on Terror*

**W, May 6: (D) Gentile, "A (Slightly) Better War"; Korb/Segal, "Manning & Financing the 21<sup>st</sup>-century AVF"**

**F, May 8: (D) Max Boot, "In Defense of the Pax Americana"; (F) *The Future of War***

**Week 16: Wednesday, May 13: \*\*Paper #4 due by 12pm\*\***

**VI. Final Notes:**

- **I will not accept late work without penalty unless there is an unavoidable medical or family emergency.**
- **You must complete all required assignments and maintain a good record of class attendance in order to pass this class. No exceptions to this policy will be made! Incompletes will only be given except under extreme circumstances.**
- **Plagiarism will not be tolerated. See the "Academic Honesty Code" in Your Right to Know & Academic Policies and Procedures Handbook to see what constitutes plagiarism. Also refer to the attached departmental policy concerning plagiarism.**
- **University statement on students with disabilities: "I would appreciate hearing from anyone in this class who has a special need that may be the result of a disability. I am reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing, or other accommodation."**
- **This syllabus, class announcements, and course handouts will be posted on the web via the university's "Angel" course information system. To access Angel: 1) Go to the SUNY Brockport homepage ([www.brockport.edu](http://www.brockport.edu)) and click on "Online Services," 2) Click on "Angel," 3) To log onto Angel enter your username and password (these are the same ones you use to access your campus e-mail account), 4) Click on the course you would like to access.**
- **Electronic device policy: All electronic devices must be turned off during class. If you need to be available to receive calls, then you must tell me this in advance and, if I give consent, you can keep your cell phone on vibrate. I do not allow the use of laptop computers in class unless you need them for a registered disability. Any exceptions to these policies will be made on a case-by-case basis.**
- **You are not allowed to eat while class is in session; however, beverages are **OK****

## HISTORY DEPARTMENT WRITING STYLE SHEET

We in the history department have decided to establish certain rules to be followed in all written assignments. Each of your papers must conform to these requirements. Those that do not, run the risk of a lowered grade or rejection until such time as they meet our expectations.

1. All papers must be typed or, preferably, word-processed. Hand written essays are difficult to read and will lower your professor's tolerance for mistakes.
2. All papers must be double-spaced. No extra spaces are to be put between paragraphs in papers of less than 2,000 words in length. In longer papers, extra spaces should occur between paragraphs only when a major topic or stylistic shift occurs.
3. All writing must be in 12-point font. Smaller fonts can be difficult to read and larger fonts give the impression that you are padding the length of your paper.
4. Pages must be numbered in the upper right corner using the header option of your word processor.
5. All papers **MUST** be stapled in the upper left corner. There should be no plastic or similar binder.
6. The History Department uses the Chicago Manual of Style for bibliographic and note citation. We will not accept papers using MLA or other style formats. The Brockport Library maintains examples of the most relevant Chicago Style requirements on its home page. From the library's home page go to:

Online Research  
Library Research Guides  
Univ. Chicago

You may also consult the hard copy of the Chicago Manual of Style at the library's help desk. And, of course, you may purchase your own style manual.

This is an example of a proper footnote.<sup>1</sup> The same format should be used for endnotes.

This is an example of proper bibliographic citation.

Perret, Geoffrey. *There's a War to be Won: The United States Army in World War II*. New York: Random House, 1991.

7. All papers are to be grammatically sound. Errors in presentation lead to errors in understanding. The following are some of our particular concerns.
  - a. You should avoid using the passive voice. This is an example of the passive voice: "It has been said that Thomas Jefferson wrote the Declaration of Independence."  
  
What's wrong with this? Well, for one thing, wouldn't we want to know who said that Thomas Jefferson wrote the Declaration?

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<sup>1</sup> Geoffrey Perret, *There's a War to be Won: The United States Army in World War II* (New York: Random House, 1991), 63.

**This is a good correction of the above sentence: "According to Benjamin Franklin, Thomas Jefferson wrote the Declaration of Independence."**

- b. You should use the contraction "it's" only when you wish it to stand for "it is." This is an example of when you should not use the contract "it's": "The cat played with its ball." In this case, its is possessive, the cat played with the ball it thought it owned, not with it is ball. A good rule of thumb? When in doubt, leave the apostrophe out.**
- c. Almost always, punctuation should appear inside a quotation mark, not outside it. Therefore, "The sky is blue today," is correct, while "the sky is blue today", is wrong. Likewise,  
  
"Thomas Jefferson wrote the Declaration of Independence". (WRONG)  
"Thomas Jefferson wrote the Declaration of Independence." (RIGHT!)**

**Remember, even the best writers need to constantly practice their craft. Also remember that once you learn to use the Chicago style for your history papers, using that style will become second nature. Good luck!**

**STATEMENT ON ACADEMIC PLAGIARISM  
DEPARTMENT OF HISTORY  
SUNY COLLEGE AT BROCKPORT**

**Academic plagiarism is a form of dishonesty that undermines the very foundations of learning. It shows contempt for both the subject matter and the instructor. It will not be tolerated in History courses.**

**Unfortunately, the advent of the Internet and the World-Wide-Web has increased the temptations and opportunities for plagiarism and cheating in general. But it has also increased the opportunities for Faculty to detect them.**

**Academic plagiarism is defined as, but not limited to, the following-**

- 1. Presenting the words, ideas, or products of another, without proper documentation in the form of quotation marks, footnotes, endnotes, or other forms of citation.**
- 2. Fabricating facts, statistics, or other forms of evidence.**
- 3. Presenting another's work as one's own.**
- 4. Presenting work for which credit has been received in another course, without the consent of the instructors involved.**

**In the event that a History instructor finds incontrovertible evidence of plagiarism or other forms of academic dishonesty, the following will occur:**

- 1. The instructor will notify the student.**
- 2. The student will be given a failing grade for the entire course.**
- 3. The instructor will notify the student's academic advisor, and enclose the evidence.**
- 4. The instructor will notify the Chair of the History Department, the Dean of Letters and Sciences, and other appropriate persons.**
- 5. The Department will urge that a confidential list be kept by the College of all students guilty of such a practice.**
- 6. In the event of incontrovertible evidence of a second offense, the instructor may initiate action leading to the student's dismissal from the College.**
- 7. Nothing in the above shall be construed as violating any student's rights of appeal, as defined in the Academic Policies Handbook.**

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**Signed Statement:**

**I have read and understand the Department of History's policy "Statement on Academic Plagiarism" including what defines such an act as well as the consequences for knowingly performing such an act.**

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**STUDENT NAME**

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**DATE**