

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Department of History & Military Science Program Date March 7, 2008

Course No. or level Hist 406 & MSC 406 Title United States Military History

Semester hours 3 Clock hours: 3 Lecture X Laboratory _____

Prerequisites One 200-level course or permission of the Department of History

Enrollment expectation 25 -30 students per section per semester

Indicate any course for which this course is a

modification N/A

substitute N/A

alternate N/A

Name of person preparing course description V. Scott Kaufman

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of School/Department approval Military Science, Feb 29, 2008 Dept of Hist, Mar 5, 2008

Catalog description:

History

406 United States Military History (3) (Same as Military Science 406) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces in peace and war; and reforms within the armed forces. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

Military Science

406 United States Military History (3) (Same as History 406) (Prerequisite: one 200-level history course or permission of Military Science Program) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces in peace and war; and reforms within the armed forces.

Purpose:

1. For Whom (generally?)
The course is intended for ROTC cadets, History majors and minors, and other interested students

2. What should the course do for the student?
Enhance the students' understanding of U.S. Military history from the Revolution to the present with particular emphasis on the military's institutions and wartime strategy, the impact of technology upon warfare, and the relationship between American politics and society on the one hand and the armed forces on the other.

Teaching method planned: See attached syllabus

Textbook and/or materials planned: See attached syllabus

Course Content: See attached syllabus

Rationale: A course in U.S. military History is required for all ROTC cadets, and the Military Science Program invited the Department of History to prepare and offer the course. This course can be offered with no additional faculty or equipment.

**PROFESSOR SCOTT KAUFMAN
U.S. MILITARY HISTORY**

HIST 406/MSC 406

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**READ OVER THIS SYLLABUS CAREFULLY (AND I MEAN THE WHOLE THING!!)
YOU ARE RESPONSIBLE FOR KNOWING ITS CONTENTS**

Books. There are five (5) books required for this class:

Millett and Maslowski, *For the Common Defense: A Military History of the United States of America*, rev. ed.
(Textbook)
Lanning, *African-American Soldier: From Crispus Attucks to Colin Powell*
Shaara, *Killer Angels*
Sledge, *With the Old Breed: At Peleliu and Okinawa*
Bacevich, *The New American Militarism*

Purpose of Course. The purpose of this course is to examine from the Revolution to the present the origins and development of the military's institutions and wartime strategy, the impact of technology upon warfare, and the relationship between American politics and society on the one hand and the armed forces on the other.

Passing this Course. Getting an "A" in this class is not difficult, *if you are willing to put the required effort into it*. That means coming to class, paying attention, reading the books, taking notes, talking to me if you need assistance, and studying for the exams. This may sound like a lot, but it is no different from what would be expected of you in any course.

How your final grade is determined. Your grade will be made up of the following components, totaling 100%:

Attendance: 10%
Exam 1: 15%
Exam 2: 20%
Exam 3: 20%
Paper: 30%
Trip to Writing Center: 5%

Attendance. *Attendance is mandatory.* Indeed, it is to your benefit to come to class. First, a *very large* portion of the material I plan to discuss is either not covered in the books I have assigned you or will be covered by me in more detail than in the books you are reading for this course. Second, I will offer extra credit to anyone with a good attendance record. (See "Extra Credit" for more information.)

You can miss up to four (4) days of class without losing any of your attendance grade. I will not accept any excuses for those days. After reaching that four-day limit, I will give you an excused absence for any additional missed days *only* if they involve one of the following issues: a death in the family, a medical emergency, or a court appearance. *In all three cases, I will require you to bring me paperwork.*

If you miss more than six (6) days of class -- the equivalent of three weeks -- YOU WILL BE DROPPED FROM THIS COURSE.

I will hand out the attendance roster approximately 5-10 minutes after class begins. If you arrive late without a valid excuse and, therefore, do not sign the roster, I will count you absent for that day. **You are expected to be in class on time, every day.**

Even if you do sign the attendance roster, consistent tardiness will also negatively impact your grade for attendance!!!

Should I have problems with consistent tardiness, I will lock the door; anyone who arrives after that point will not be allowed in the classroom and will be counted absent for that day.

IF YOU ARE NOT PREPARED TO COME TO CLASS DAILY, YOU SHOULD NOT BE IN THIS COURSE.

Dropping the course. If you decide to drop this class, you can drop it without penalty until February 14; in other words, if you drop on or before February 14, you will automatically receive a "W." From February 15 to and including April 4, *you will receive the grade you had in the course at that time.* In other words, if you drop on any of those days and have the equivalent of a passing grade, you will get a "W." But if you have a failing grade, you will get a "WF." *Do not come to me begging me to change a "WF" into a "W."* It is your responsibility to put the effort into this class to pass it. If you are not passing, then you will get a "WF." You will not be permitted to drop the course on or after April 5. *This policy on dropping of classes is FMU school policy.*

Videos. I will show a number of videos and video excerpts during the course. Some may be longer than others. Videos do not represent a time for you to or to talk with your friends. You are responsible for taking notes on any videos I show.

Exams. I will give three exams during the course of the semester. They will be in two parts. The first part will be identifications. You will be given ten IDs (people, laws, events, etc.), and identify eight of them. Each identification will be worth five points (40%). The other section will be an essay, worth 60% of the exam grade. I will give you two essays from which to choose; you will write on one.

The exams will not be comprehensive; they will cover only that portion of the course covered prior to the exam. Hence, the first exam will cover the material from January 8 to February 7; the second from February 14 to March 18; and the final from March 25 to April 17.

You will note that the first exam is worth less than the last two. I freely admit that I am a nit-picker when it comes to essays and a tough grader of exams. I realize that at the time of the first exam, you might be somewhat unsure of what it is I expect of you. Accordingly, I have weighed it less than the last two.

Prior to each exam, I will give you a list of themes from which I will create the essays.

For both the exams, you will be responsible for materials from the readings, lectures, and videos.

IF YOU HAVE NEVER TAKEN AN ESSAY EXAM BEFORE, CONTACT ME OR THE WRITING CENTER, OR GO TO THE STUDENT RESOURCES SECTION OF THE HISTORY DEPARTMENT WEB SITE FOR INFORMATION ON HOW TO WRITE AN ESSAY

I will use a 10-point, plus-and-minus grading system for the exams and quizzes:

93-100% = A	87-89 = B+	80-82 = B-, etc.
90-92 = A-	83-86 = B	

I will do my best to return all quizzes/exams within one week of the date I give them.

Makeup exams. I will not give any makeup exams. Rather, any missed exams will be added to the value of the final.

What this means is the following: if you miss the first or second exam, the value of the final will be 35% rather than 20%. If you miss both the first and second exams, your final will be worth 55% of your grade.

Because this policy lends itself to abuse by those who decide to be lazy and put all of their hopes on the final, there is a catch. Not only will you be required to know the material for the final, but you will *also be required* to know the material for any exams you missed prior to the final. Thus, if you missed the first exam, you can expect to have on the final some IDs and possibly one (or both) essay(s) from the material that had been covered for the first exam. If you missed the second exam, then the final will have IDs and one (or both) essay(s) from the material that had been covered for the second exam. If you missed both the first and second exams, then the final will be fully comprehensive.

The only exception to this rule will be for those individuals who have to miss class because of an event directly related to activities officially sponsored by the university. This would include those persons involved in athletics, the honors program, Cut Time, and the like. It *does not* cover those involved in student organizations, such as fraternities, sororities, clubs, etc. Hence, a person missing class because he/she is a member of the basketball team and has to travel that day can take a makeup; a person missing class to pledge a fraternity or sorority cannot. I expect to receive paperwork to prove that the reason for missing the exam is indeed related to a university-sponsored activity.

All makeups *must* be taken within three (3) class days of the date the exam was given.

Paper. You will be required to write a paper for this class, which must be taken to the Writing Center before being handed in. See page ___ of this syllabus for more information.

Final course grades. When it comes to your final grades for the class, I will round up any grade that is within .75% of the next highest grade. For instance, if you receive a 76.25%, you will get a 77% (a "C+" grade). If, however, you get a 76.2%, you will get a 76% (a "C" grade). **I will make NO EXCEPTIONS to this rule!!!**

Food/drink. You may bring to class any type of drink, as long as it is in a sealed container (like a coke bottle with a twist-on top). Food, however, is not permitted in class. If you bring food to class, you will be asked to put it away. If you refuse, you will be asked to leave the classroom.

Phones/pagers. I will take strong offense to any phones or pagers that go off in class. They are disruptive when they ring or beep during class. I reserve the right to ask anyone who does not follow this rule to leave class and not return for the remainder of the period.

During exams, this policy will be tightened further: 1) Cell phones, pagers, PDAs, and all other electronic devices must be turned off and placed in backpacks, totes, or purses during exams. 2) Those students without a backpack, tote, or purse must leave their electronic device(s) at the front desk. Those individuals may pick up their devices at the time they turn in their exam. 3) Only those electronic devices approved by me or other university

officials, such as an electronic dictionary for those individuals whose first language is not English -- may use such a device. BUT THAT DEVICE MUST BE APPROVED BY ME OR ANOTHER UNIVERSITY OFFICIAL BEFORE IT CAN BE USED. 4) Those students who refuse to comply with these rules will not be permitted to take their exam.

Tape recorders. I permit, if not promote, the use of tape recorders in class. Although I try to repeat myself, time constraints do not permit consistent repetition. Taping my lectures will give you an opportunity to catch points I have made that you missed.

Extra credit. You will have an opportunity to achieve extra credit in the following ways. 1) I will provide extra credit questions on each exam. 2) You can write an analytical research paper, worth up to 5% of your entire overall grade. This paper must be handed in no later than the beginning of class on the last day of lecture (April 17). This second type of extra credit will be provided only to those people with a good attendance record (meaning fewer than six days of class missed up to the point that this assignment is requested by you). Come see me for more information on this research paper.

Help? Moving into the college world and taking essay exams can be a harrowing experience. (I know, believe me!) If you have any questions before or after class, come by or call me at my office during my office hours, make an appointment to see me, send me an e-mail, or leave a note with the secretary or in my mailbox.

IF YOU NEED TO TALK TO ME, MAKE SURE YOU TELL ME. I AM NOT A MIND-READER!

Academic dishonesty. Cheating and plagiarism serious offenses and will not be tolerated. The former is defined by the student handbook as “taking or presenting any information or material by a student with the intent of aiding him/herself or any other person on any academic work which is considered in any way in the determination of the final grade.” The latter is defined as the “use of the ideas or writings of another without acknowledgment of that use.” For more specific information on these violations, see the student handbook.

The first incident of academic dishonesty will result in the student receiving an "F" on the assignment involved. The second incident will result in the student receiving an "F" for the course. In both cases, proper university authorities will be notified.

Classroom behavior. Students should be aware of the following *Declaration of Class Conduct* adopted by the Department of History on November 23, 1998:

In order to maintain a classroom environment conducive to learning and consistent with the Francis Marion University Board of Trustees' resolution of July 1998 encouraging FMU faculty “to promote the educational development of the state citizenry by raising expectations for scholarly performance in all areas of academic pursuit at the University,” students are expected to comport themselves in accordance with university respected principles of classroom decorum. Behavior that interferes with the learning process will not be tolerated.

Students interested in teacher education should note the following: The School of Education prepares professional educators for a rapidly changing and complex society. As students grow as professional educators, they must: (1) acquire knowledge about learners, pedagogy, and content; (2) use reflection as they integrate theory, planning, and practice; and (3) engage in collaboration as they develop and hone communication and leadership skills necessary to work with diverse populations of students, parents, colleagues, and community members. Interwoven in these components are critical thinking, assessment, and the effective use of technology.

I RESERVE THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS IF I BELIEVE THEY ARE NECESSARY

COURSE SCHEDULE

WEEK 1: TO THE REVOLUTION

- The impact of European military tradition upon the development of America's armed forces
- Colonial wars and the Revolution
- The Continental Army vs. citizen-soldiers

WEEK 2: THE FORMATIVE YEARS

- A Peacetime military
- Military-Native American conflicts
- The Quasi-War
- Troubles with Britain

WEEKS 2-3: FROM WAR OF 1812 TO MEXICAN WAR

- Origins of the war
- An unprepared army
- Land and naval battles of the War of 1812
- Outcome of the War of 1812
- Renewed conflicts with Native Americans
- Troubles with Spain and Mexico
- Victory against Mexico
- Politics and war: The antiwar movement, the slavery issue, etc.

WEEKS 3-4: UNION IN PERIL

- Anglo-American-Canadian border disputes
- Pre-Civil War military developments: strategy, technology
- The impact of political disputes upon the military

WEEKS 4-5: THE CIVIL WAR AND RECONSTRUCTION

- Origins of the war
- Old tactics, new weapons
- The three-pronged Union assault on the Confederacy
- Turning point: 1863
- Politics and war: Opposition to the war, the war and the 1864 election, etc.
- The Civil War soldier
- The impact of Ulysses Grant upon military strategy
- Military occupation of the South

WEEK 6: THE INDIAN WARS

- The "Peace Policy"
- The army and "total war"
- The Carlisle School

WEEKS 6-7: THE SPANISH-AMERICAN AND PHILIPPINE WARS

- A modern navy
- War with Spain
- The military as peacekeeping force
- Elihu Root and the military
- The Philippine guerrilla insurrection

WEEK 7-8: WORLD WAR I AND THE INTERWAR YEARS

- Reorganization of the army
- Intervention in Mexico
- The American military experience in World War I
- U.S. government-business-military relations
- Wilsonianism and American military interventions in Latin America
- Technological innovations in the interwar years

WEEKS 8-9: WORLD WAR II

- To war
- An unprepared military
- Pearl Harbor
- Allied disputes over strategy
- The American soldier in World War II
- Major battles of the war
- Technological innovations
- The atomic bomb
- Development of the military-industrial complex

WEEK 10: COLD WAR, KOREAN WAR

- The origins of the Cold War
- Origins of the Korean War
- The MacArthur-Truman dispute
- Military integration
- Impact of the Korean War

WEEK 11: FROM NEW LOOK TO FLEXIBLE RESPONSE

- The impact of the New Look upon the military
- McNamara, Kennedy, and flexible response
- The triad and MAD
- LBJ and the Dominican Republic

WEEKS 12-13: VIETNAM

- Origins of the war
- Civil rights, soldiers, and the war
- The antiwar movement
- Guerrilla v. conventional warfare
- Vietnamization

WEEK 13-14: THE POST-VIETNAM ARMY

- The *Magaguez* incident
- The Iran hostage crisis
- The Reagan military buildup
- Grenada

WEEK 14-15: THE POST-COLD WAR ARMY

- The Persian Gulf War
- Intervention in the former Yugoslavia
- The Iraq War
- The military at present

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE
or MODIFICATION OF AN EXISTING COURSE**

Department/School Mass Communication

Date March 6, 2008

Course No. or level MC 230

Title Mass Communication Practicum

Semester hours 1 Clock hours: Lecture _____ Laboratory X
May be repeated up to three times.

Prerequisites MC 201

Enrollment expectation 5-10

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Don Stewart

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2009

Date of School/Department approval March 19, 2008

Catalog description: *This course in experiential learning may be repeated for up to three credits. It will provide students practical, real-life, hands-on experience in journalism and public relations at a supervised setting outside the classroom. Students enrolled in the course will receive credit for successfully completing the practical experience at The Patriot, its web page, Cable Access Channel 11, the FMU Office of Public Affairs, and Media Center as well as appropriate off-campus sites. On-site supervisors will direct students in assignments, provide hands-on assistance and forward assessments to a professor who will assign a grade. Subsequent enrollment in the practicum would be designed to develop a different skill-set.*

- Purpose:**
1. For Whom (generally?)
Mass Communication majors in all tracks, taken as early as their Sophomore year.
 2. What should the course do for the student?

Provide an opportunity to develop communication skills in a product-producing environment. It would enlarge opportunities for experiential learning.

Teaching method planned:

Students will participate for 50 hours during a semester in a practicum approved by his/her academic adviser. The student will work under the supervisor on-site who will assign tasks, provide assistance when necessary and forward assessments to the faculty adviser.

Textbook and/or materials planned (including electronic/multimedia):

None

Course Content:

Individually determined

Course Justification:

The practicum may be taken, with the consent of a student's academic adviser, once he/she has recorded a C or better in MC 201, News Writing. The Practicum will allow experiential learning to begin at a much earlier time in the academic career than MC 498 Communication Internship for which a student must be a senior and must meet several other requirements. Like the internship, students will be provided detailed published information about arranging their assignment, keeping a log of activities, and submitting reports to the supervising professor and the QEP office.

Unlike the internship, the practicum student will be focused on developing a more narrow range of individual communication skills and will generally take the practicum with campus-based sponsors. If a student chooses to renew the practicum, the skill set in a subsequent session should be expanded or varied. An example would be a student planning a career in newspapers might take the first practicum in reporting, the second in editing and the third in photography even though all three would be taken with *The Patriot*. Likewise, a student in the convergence track might take a sequence with *The Patriot*, Channel 11 and the online edition of *The Patriot*. By mutual agreement between the student and adviser, an appropriate off-campus practicum may be approved.

The on-site supervisor and the student will agree on a written plan that should include semester objectives and anticipated activities. They will mutually agree upon when those hours would be worked. As many as 10 hours may be spent observing someone else doing the work they will be assigned. The practicum plan must be approved by the faculty adviser.

The practicum requires students to spend 50 hours on site for the semester. That contrasts with 135-225 hours of on-site experience in the internship. The student will be obligated to keep a practicum log that will record the date, place, hours spent and activity. The log along with a self-assessment and supervisor assessment must be provided the professor directing the practicum at midterm and by the last day of class.

Not only will the practicum accommodate students earlier than the internship, it will make experiential learning available to more students.

The practicum is consistent with the University's Quality Enhancement Plan and participating students will be asked to assess their experience by completing the computer accessed student rating form for nontraditional learning activities. The students' self-assessment reports will include their reflection on how the real-life experience relates to class. They will specifically be asked to comment on each of the 10 statements included in the student rating form for nontraditional learning activities that are in the university's QEP.