

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of Historical, Philosophical and Religious Studies
Prefix: HST	Number: 302	Title: Studies in History (War and Political Thought)	Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Historical Awareness - H*

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 10/23/2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	302	War and Political Thought	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course	Students will read about and discuss the history of changing theories and experience of war. The assignments will encourage the development of critical thinking about the history of war as it changes over time, students will learn about war's causation, prevention and termination.	Two book reviews in which students will use academic monographs as sources to support thesis statements they crafted. The midterm take home examination will require attention to the change of nature of war and its changing character over time. The final examination will test student understanding of the relationship between political ideas and political debate on war. Primary source accounts will also be examined. See especially week 4, 5, 6, 10, and 15.
2. Explains human development as a sequence of events influenced by a variety of actors	The course examines not only the history of decision-making as regards war and war as policy. Also it will consider wars' effects on soldiers and civilians, the importance of popular pro- and anti-war movements, the relationship of the military and home front, the different experiences of ethnic groups, the changing role of women, and the role of technology. The course considers how these factors changed over time.	The format of the course demonstrates the temporal sequence of changing ideas about war from the U.S. Civil War to the two world wars of the early twentieth century, the Cold War and the War in Vietnam. War will be seen from the perspective of a German soldier, Vietcong leader, as well as on a grand strategic level. See especially week 2, 3-4, 6, 10, 12-13, 15.
3. Disciplined systematic examination of human institutions as they change over time	Students will explore the historical relationship between war and the nation-state. This will pay particular attention to the history of diplomacy, successive attempts to construct transnational organizations, and attempts to govern and prevent conflict, as well as the role of non-governmental organizations and campaign groups	The course considers the history of domestic Institutions, such as the U.S. Presidency, the State Department, Pentagon, and Intelligence agencies will receive attention as will various international bodies such as the International Court at the Hague, the League of Nations, the United Nations and NATO. Also, the course examines historical questions around how wars can be controlled and prevented and confrontations between nations conducted by other means. See especially week 3, 5, 9, 11, 12, 14

Historical Awareness [H]

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4.Relationship among events, ideas, and artifacts in broad social, political, and economic context	Students will understand the historical complexity of the relationship between human nature and war, including how it changed over time and how it changes during war itself. In addition, students will consider the historical intersection between warfare and evolving political ideologies	Weeks 1, 9, and 15 will concentrate on the topics related to the history of the morality of war and human nature, and how these concepts changed between 1861 and the present. It will consider topics such as definitions of just, limited and modern war, and how they changed. The course will also look at how industrial and technological revolutions have changed the historical meaning and character of war.
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History 302
War and Political Thought
Professor Adrian Brettle (Office: Coor Hall 4459)
phone: 480-727-6489
email: abrettle@asu.edu

Course Description

This course explores the strategic and technological development of modern warfare; the human experience and behavior in war; and the effects of war on soldiers and society; diverse peoples involved in war, soldiers and civilians, men and women; and different races and ethnic groups involved in war. In addition, this course examines theories of war in modern society. Finally, this course investigates the morality of war, modern responses to war; and changing concepts and rationalities for war and ways of preventing war.

Upon successful completion of the course, students will have acquired:

1. An understanding of the complexity of decision making through historical study.
2. An understanding of the historical context as well as political thought concerning the war.
3. An ability to speak and write well and critically on the subject of war in modern world history.

Requirements and Grading

Students performance is assessed according to a 450-point scale with 99 percent an A plus; 93-98 an A, 90-91 percent an A minus; 88-89 a B plus; 83-87 percent a B; 80-82 a B minus; 78-79 a C plus; 70-77 a C; 60-69 a D.

- | | |
|--|------------|
| 1. Quizzes 4 X 25 points (short answers and scheduled) | 100 points |
| 2. Midterm (take home essay) | 100 points |
| 3. Two book reviews 500 words each, 50 pts each | 100 points |
| 4. Final Paper (take home essay) | 100 points |

Total – 400 points

Attendance and Participation, Class Behavior, and Academic Integrity

Attendance at all class meetings is required; late arrival and early departure are strongly discouraged; please notify the instructor in advance, should it be necessary to miss all or part of a class meeting. Participation in classroom discussion is an important component of the course (and will be graded, with attendance, on a 50-point scale). Attendance will be determined by 5 attendance checks taken randomly throughout the semester.

- o Information on excused absences related to religious observances/practices that are in accordance with ACD 304–04 “Accommodations for Religious Practices.”
- o Information on excused absences related to university sanctioned events activities that are in accord with ACD 304–02 “Missed Classes Due to University-Sanctioned Activities.”

Students with Disabilities

We are eager to make accommodations for instruction and testing for students with disabilities; please consult with the instructors and with the ASU Disabilities Resource Services. Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Academic integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

Expected classroom behavior

Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, IPOD, etc. are strictly prohibited during class.

Policy against threatening behavior

Please see ASU’s policy against threatening behavior (Student Services Manual SSM 104–02 “Handling Disruptive, Threatening or Violent Individuals on Campus”):

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

DROP AND ADD DATES/WITHDRAWALS

There is a limited timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

ASU AND RELATED PROFESSIONAL POLICIES

Students are responsible for reviewing and complying with all ASU policies, including the following:

- Academic Integrity Policy: <http://provost.asu.edu/academicintegrity/policy>
- Student Code of Conduct: <http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)
- Computer, Internet, and Electronic Communications Policy: <http://www.asu.edu/aad/manuals/acd/acd125.html>
- Accommodations for Religious Practices: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Required Readings

Mark Neely, *Civil War and the Limits of Destruction* (Harvard U. Pr., 2007)

Ernest Junger, *Storm of Steel* (Penguin, 2004)

Wilson D. Miscamble, *The Most Controversial Decision: Truman, the Atomic Bombs and the Defeat of Japan* (Cambridge, 2011)

Truong Nhu Tang, *A Vietcong Memoir: An Inside Account and the Vietnam War and Its Aftermath* (Vintage, 1986)

Schedule

Week 1 Why Nations Go to War and Theories of Just War

This week explores basic questions of why societies go to war and moral justifications of war; and what is human nature and does it change for those in war.

Week 2 Was the Civil War Total War?

Reading Mark Neely, *Civil War*

This week explores what is meant by total war; war on civilian populations; moral justifications for waging war on civilian and arguments against

Week 3 Why the First World War?

This week explores the causes of the First World War; nationalism; pacifist opposition to war; we examine the devastation brought about by the First World War on the armies and civilian populations. We will review political pro-war and anti-war thought.

Week 4 The Experience of War: A German Perspective

Reading Ernest Jünger, *Storm of Steel*

This week the course explores the personal experience of a German soldier in the war; the horror of war; life on the front lines.

Week 5 Attempts at international Peace following the First World War

Book Review Due: Mark Neely, *Civil War*.

Prompt: This review should be approximately 500 words in length, two-three pages, double space. The review should begin with a thesis statement, followed by a brief summary of Neely's argument. The core of your review should explore your position on Neely's argument that the Civil War was not total war.

This week we look at movements to achieve global peace through the League of Nations and international efforts to outlaw war; peace movements, especially lead by women, in opposing war

Week 6 Why World War II?

Take Home Essay Due: This exam focuses on the question of how modern war developed? Was there a difference between the American Civil War and the First World War in strategy, technology, and war on civilians?

This week exams the rise of fascist regimes in Europe and Asia; the outbreak of war in Europe; the German invasion of the Soviet Union.

Week 7 The Course of World War II

Reading: Wilson Miscamble, *The Most Controversial Decision*

The course provides an overview of the war in Europe, the Middle East, and the Pacific.

Week 8 The War in the Pacific

This week exams the brutal conflict in the Pacific following the surrender of German. Particular attention is given to the question of whether racism on both sides made this war more brutal than in Europe.

Week 9 Was Truman Justified in Using Atomic Weapons?

We examine the development of the atomic bomb in the United State; bombing raids on Japan; destruction of civilian cities; and arguments for and against the use of the atomic bombs.

Week 10 Why the Cold War?

Book Review Due: This review focuses on whether Truman was right to use the atomic bombs in ending the war in the Pacific.

This week provides a look at the origins of the Cold War; whether it could have been avoided; understanding the stages of the Cold War; and nuclear strategy.

Week 11 War in a Nuclear Age

This week we examine diplomacy in the Cold War; nuclear strategy and deterrence strategy; arms control agreements; and the nuclear disarmament movement; and Reagan's nuclear strategy.

Week 12 Why Vietnam?

During this week we look at the history of Vietnam; French colonialism; the League of Nations and Vietnam; the biography of Ho Chi Ming, and Eisenhower, Kennedy, and Johnson's policy toward Vietnam

Week 13 The Vietnam War from the Vietcong Side

The class looks at the cost of war in Vietnam; war from the perspective of a Viet Cong leader; the Tet offensive; and the aftermath of the war in Vietnam and the United States

Week 14 Modern War Today

As this course winds down, we look at modern wars today in Asia and the Middle East. In addition, we look at different political thought about diplomacy in the post-Cold War period.

Week 15 Understanding War

In conclusion, we look at modern warfare today? Is war different today? Is human nature a constant? When is war necessary? Should war in every case be avoided? How can wars be avoided.

Final Exam: In a 1000-word essay exam the question Is War Every Justified.

In your essay begin with a thesis statement stating your case, then provide an overview of political theories of war, justifications and oppositions, before proceeding with looking at the Civil War, the First World War, the Second World War, and the Vietnam War. The major focus of these summaries should be tied to your general argument.

THE CIVIL WAR
AND THE
LIMITS OF DESTRUCTION

Mark E. Neely, Jr.

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.N438
2007

HARVARD UNIVERSITY PRESS
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London, England
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 5. Death—United States—History—19th century.
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 8. United States—Race relations—History—19th century.

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ERNST JÜNGER

Storm of Steel

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The Most Controversial Decision

*Truman, the Atomic Bombs,
and the Defeat of Japan*

WILSON D. MISCAMBLE, C.S.C.

University of Notre Dame

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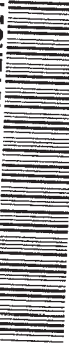
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V I E T C O N G
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WITH DAVID CHANOFF AND DOAN VAN TOAI

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First edition

A B C D E



To my mother and father.

And to my betrayed comrades,
who believed they were
sacrificing themselves for a
humane liberation of their people.

A VIETNAM VOCABULARY *xi*

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