

**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	<b>School of Historical, Philosophical and Religious Studies</b>
Prefix: <b>HST</b>	Number: <b>302</b>	Title: <b>Studies in History (War and Political Thought)</b>	Units: <b>3</b>

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:** *Social-Behavioral Sciences - SB*

**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](mailto: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](mailto: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**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 60%; vertical-align: top; text-align: center;">History</td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	History	syllabus
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	History				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

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

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. Course is designed to advance basic understanding and knowledge about human interaction	Particular attention is given to interactions among different ethnic and national groups in considering the competition and conflict that led to successive wars and structured the respective peace that followed. The role of gender in anti-war movements is explored together with the consideration of race and its relationship to the Second World War, Vietnam War and modern conflicts.	Throughout, but especially weeks 3 and 6, in which we explore the ways competition among ethnic and national groups helped cause the first and second world wars, as well as the role of women in opposing mobilizations. We explore those questions, with regard to the Cold War and Vietnam, in Week 10 and Week 12 Week 10, why the Cold War? and week 12,
2. Course content emphasizes the study of social behavior such as that found in history	Students will investigate the relationship between war and nationalism and how conflict and national identity shaped each other in sequential historical conflicts. Students will also analyze the ways in which war and the threat of war have led to pooling of national sovereignty in the formation of permanent alliances and the ceding of sovereignty to transnational organizations. We will examine these histories in order to understand why these processes remain contentious and their future uncertain.	Throughout, but especially week 2 and historian in students' reading of and writing on Mark Neely's study of the Civil War: The Limits of Destruction. Students examine the role of nationalist ideas and behaviors in week 3 in the run up to World War One as expressed in the account of a German soldier Ernest Junger. In week 5, week 10, and week 14, they evaluate the role of technological and bureaucratic innovations, as well as changing ideas of war, in successive attempts creating international organizations tasked with preventing or at least controlling war.
3. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences (historical analysis)	Students study and use historical methods of analysis throughout including critical thinking about the impact of economic, political, technological and cultural change on local, national, and global levels. They also practice discerning multiple perspectives expressed by individuals and groups in primary sources.	Throughout but especially week 4 (primary source analysis of Storm of Steel) the relationship of human nature and war (weeks 1, 15) the evolution of modern or total war (in the civil war, week 2), in world war one (week 4), and world war two (week 9) with special analysis on the decision-making that lay behind the detonation of the nuclear bomb and the factors that lay behind the development of this weapon of mass destruction as well as its eventual use.

<p>4. Course illustrates use of social and behavioral science perspectives and data</p>	<p>Students will use qualitative and quantitative sources -- primary as well as documents embedded in secondary reading, in order to investigate both the causes of peace movements in the early twentieth century, their leadership, characteristics, membership, and structure, as well as the changing appeal of fascism. They will seek to understand the role of gender in these developments. Students will also investigate the relationship between race and intensity of conflict in the twentieth century,</p>	<p>Throughout but especially weeks 5, 6, 8 and 13. Week 5, the class learns to manipulate and analyze data to investigate membership, leadership and organization of pro and anti war movements, their approach to the political sphere, and the relationship of national governments and transnational organizations and NGOs (the cold war, week 10). We also explore the role of race in the Pacific theater of World War Two (week 8) and during the Vietnam war (week 13) from the perspective of the Vietcong (Truong Nhu Tang)</p>
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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](http://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.

E  
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.N438  
2007

HARVARD UNIVERSITY PRESS  
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  4. War casualties—United States—History—19th century.
  5. Death—United States—History—19th century.
  6. United States—History—Civil War, 1861–1865—Social aspects.
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ERNST JÜNGER

Storm of Steel

*Translated by*  
*Michael Hofmann*

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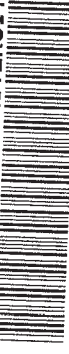
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**V I E T C O N G**  
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WITH DAVID CHANOFF AND DOAN VAN TOAI

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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.

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