

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 type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	
<input type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	
<input type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	
<input type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	
		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

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)

Fall 2021
 D Anthony Clark, PhD
 (USMC Veteran)

SYLLABUS COMBAT IN FILM

Revised on February 23, 2021



Charter

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves (ASU Office of the President, 2019).



COURSE DESCRIPTION

Combat in Film introduces an interdisciplinary approach to and qualitative method akin to participant-observation in ethnographic research modified for this class to apply to film for analyzing war movies (a) as historical and cinematic narratives that represent the experiences of infantry Marines in twentieth and twenty-first-century U.S. wars and (b) as stress, trauma, and love-bearing human interactions. History and film studies offer critical insights into human conditioning and socialization into military life, war, and combat, but the humanities tend to steer clear of what we know from the physiological and psychological sciences about human behavior in combat. Thus, along with learning the science from trauma studies, this course draws together a conceptual literature, empirical research, and testimony from individuals who have experienced combat to assess stress,

trauma, and love in the human interactions among celluloid versions of U.S. Marines before, during, and after combat.

Course Learning Outcomes

Upon completion of this course, you should be able.

1. To recall key features in both (a) the warfighters lifespan theory and (b) circuits of war culture theory that inform the qualitative method for reading combat in film (see "Appendix F").
2. To situate specific war movies in their micro and macro-historical contexts using the course materials provided to do so.
3. To use empirical research and the testimony of combat veterans to understand the modern combat experience as defined by stress,

trauma, and love measured in interactions among infantry Marines.

Life-Long Learning Objectives

Central to academic success in this course is your willingness:

1. To evidence basic professionalism in your behavior (see "Appendix A"), such as taking initiative to get your questions answered, meeting deadlines, actively engaging with course materials, and formatting academic references.
2. To demonstrate both individual involvement and community building in your participation (see "Appendix B").
3. To show your ability to work in a variety of ways with information taken from multiple sources.

Required Course Materials

	Est. Cost
1. ASU email account (you@asu.edu) & high-speed Internet access	Free
2. Microsoft Office 365 & Zoom	Free
3. James Brady's (2008) <i>Why Marines Fight</i>	\$11.99-\$15.99
4. E.B. Sledge's (1981; reprint 2007) <i>With the Old Breed</i>	\$6.80 to \$17
5. Filmography	
a. Nick Broomfield's (2008) <i>Battle for Haditha</i>	\$3.99 to rent
b. Gabriela Cowperthwaite's (2017) <i>Megan Leavey</i>	\$3.99 to rent
c. Clint Eastwood's (2007) <i>Flags of Our Fathers</i>	\$3.99 to rent
d. Mike Lagoze's (2017) <i>Combat Obscura</i>	\$3.99 to rent
e. Jonathan Liebesman's (2011) <i>Battle Los Angeles</i>	\$3.99 to rent
f. Tim Van Patton et al.'s (2010) <i>The Pacific</i>	\$19.96+ to purchase
g. Jack Webb's (1957) <i>The D.I.</i>	\$3.99 to rent

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COURSE OUTLINE AND SCHEDULE

Unit 1.0 Setting the Stage

Thursday, August 19: Introducing the Course

Things to Do Before Class at 12 noon

Follow the directions for how and what to listen for, watch, and/or read in the:

1. Clark (2019) "Meet Your Professor" exercise (15 min.).
2. Clark (2021i) "Syllabus" exercise (2.5 hr.).

Class Meeting from 12-1:15pm in TBD: Mini-Lecture & Discussion (1.25 hr.)

Things That Are Due at 11:59pm

Follow the directions for how and what to post in **ABOUT ME!** (30 min.).

Total estimated time: 4 hours and 30 minutes.

Tuesday, August 24: Creating Context

Introducing a Purpose & Rationale for a Class on Combat in Film

Things to Do Before Class at 12 noon

Follow the directions for how and what to read in the:

1. CFR (2020) "Demographics of the U.S. Military" exercise (45 min.).
2. Halvorson (2010) "Understanding the Military" exercise (1 hr.).

Class Meeting from 12-1:15pm in TBD: Lecture (1.25 hr.)

"On the Evolution of Modern War: Comparing 1941-45 & 2001-Present"

Things That Are Due at 11:59pm

Follow the directions for how to complete **Quiz 1.0** (1.5 hr.).

Total estimated time: 4 hours and 30 minutes.

H1

H2

Unit 2.0 Framing the Frames: An Interdisciplinary Approach to "Reading" Combat in Film

Thursday, August 26: Making Film, Making History

Things to Do Before Class at 12 noon

Follow the directions for how and what to read in the:

1. O'Connell (2012) "Marine Corps Culture since 1965" exercise (45 min.).
2. Rosenstone (2013) "History on Film" exercise (1 hr.).

Class Meeting from 12-1:15pm in TBD: Lecture (1.25 hr.)

"Traces of the Real: Situating the Discourse of War Films in the Circuits of War Culture Theory"

Total estimated time: 3 hours.

H3

Tuesday, August 31: Framing Warfighters on the Big Screen, Part 1 An Introduction to the Lifespan of the Warfighter Theory

Things to Do Before Class at 12 noon

Follow the directions for how and what to listen for, watch, and/or read in the:

1. Clark (2020) "'Every Marine a Rifleman': An Introduction to the Warfighter's Lifespan Theory" exercise (1.5 hr.).
2. McSorley (2013) "War and the Body" exercise (3 hr.).

Class Meeting from 12-1:15pm in TBD: Mini-Lecture & Discussion (1.25 hr.)

Things That Are Due at 11:59pm

Follow the directions for how and what to post in the **DISPATCHES ON THE WARFIGHTER'S LIFESPAN!** assignment (1.5 hr.).

Total estimated time: 6 hours.

H4

What to Expect

This class asks you to learn what may be a new language and ways of thinking through reading advanced academic publications, taking notes from information-rich videos, doing "hands-on" assignments, taking quizzes, exchanging ideas, and engaging ideas with colleagues.

Thus, please approach the work one task at a time! Use the estimated times for guidance on how to plan ahead for what work you will tackle at specific times and places. Starting with what you see for Thursday, August 19, your work for this class always will fall into two categories:

1. **Things to do** (i.e., what we will call *lone-wolf exercises*).
2. **Things that are due** (i.e., what we will refer to as *crowdsourcing assignments*).

Best practice is to start with #1 of the "things to do" and complete each task in numerical order before attending class and before doing things that are due.

Thursday, September 3: Framing Warfighters, Part 2 Kill! Kill! Kill!

Things to Do Before Class at 12 noon

Follow the directions for how and what to listen for, watch, and/or read in the:

1. Grossman (in TVO 1996) exercise (1 hr.).
2. Reyes (in Bluemel 2020) exercise (45 min.).
3. Kudo (2015) "How We Learned to Kill" exercise (45 min.).

H5

Class Meeting from 12-1:15pm in TBD: Lecture (1.25 hr.)

"The 'Pleasures' of War: Views on the Ground from WWI to Afghanistan & Iraq"

Total estimated time: 3 hours and 45 minutes.

Monday, September 6: Observing Labor Day! University Closed. No Class.

Tuesday, September 7: Framing Warfighters, Part 3 Stress & Trauma

Things to Do Before Class at 12 noon

Follow the directions for how and what to listen for, watch, and/or read in the:

1. Grossman (2009) "The Reign of Fear" exercise (45 min.).
2. Solomon "Breaking the Wall of Mass Trauma" (in Falling Walls Foundation 2015) & Solomon et al.'s (2019) "Is Acute Stress Reaction a Risk Factor for Early Mortality?" exercise (1.5 hr.).
3. Kent & Alpert (2007) *Alive Day Memories* exercise (1.75 hr.).

Class Meeting from 12-1:15pm in TBD: Professor-Guided Discussion (1.25 hr.)

Things That Are Due at 11:59pm

Follow the directions on how and what to:

1. Post in the **DISPATCHES ON STRESS & TRAUMA!** assignment (1.5 hr.).
2. Complete for an optional participation self-assessment (**PSA 1**) for a one-time opportunity to bank 200 extra participation points.

Total estimated time: 5 hours and 15 minutes.

Thursday, September 10: Framing Warfighters, Part 4 Love is Not All You Need, But, Brother, It's All You Got

Things to Do Before Class at 12 noon

Follow the directions for how and what to listen for, watch, and/or read in the:

1. Broyles (1984) "Why Men Love War" exercise (1 hr.).
2. Junger "Why Veterans Miss War" (in TED 2014) exercise (45 min.).
3. **Recommended!** Anderson & de la Torre (2015) *The November War* exercise.

Class Meeting from 12-1:15pm in TBD: Professor-Guided Discussion (1.25 hr.)

Total estimated time: 3 hours.

Tuesday, September 15: Preparing for War Reading the Relationship Between Recruit & Drill Instructor

Things to Do Before Class at 12 noon

Follow the directions for how and what to listen for, watch, and read in the:

1. Stevens (2007) "Death in the Boondocks" exercise (1 hr.).
2. Jack Webb (1957) *The D.I.* exercise (3.25 hr.).

H6

Class Meeting from 12-1:15pm in TBD: Lecture (1.25 hr.)

"How Hollywood & the Corps Join Forces: Ribbon Creek as Case Study"

H7

Things That Are Due at 11:59pm

Follow the directions for how to complete **Quiz 2.0** (1.5 hr.).

H8

Total estimated time: 6 hours and 30 minutes.

Your Professor

Tony Clark, PhD (American Studies,
University of Kansas, 2004)
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mail).
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asu.zoom.us/my/prof.tony.clark.

Availability &

Location

WITHOUT AN APPOINTMENT on a
first-come, first-served basis via Zoom
on Mondays from 8-10am Arizona
time and Thursdays from 5-7pm.

BY APPOINTMENT via Zoom at other
times, including evenings and
weekends.

Unit 3.0 Reading Representations of WWII Combat in the Pacific War from Iwo Jima to Okinawa

Thursday, September 17: Clint Eastwood's (2006) *Flags of Our Fathers*, Part 1 Before We Read Combat in Film

H9

Things to Do Before Class at 12 noon

Follow the directions for how and what to listen for, watch, and read in the:

1. Burrell (2011) "The Ghosts of Iwo Jima" exercise (1.25 hr.).
2. Gittelsohn 1945 Iwo Jima eulogy (in National WWII Museum 2020) exercise (30 min.).

Class Meeting from 12-1:15pm in TBD: Lecture (1.25 hr.)

"Creating Context for & Situating the Film Under Analysis"

Total estimated time: 3 hours.

Tuesday, September 22: *Flags of Our Fathers*, Part 2 Reading Combat in Film

Things to Do Before Doing the Things That Are Due

Follow the directions for how to do for the *Flags of Our Fathers* exercise (4.5 hr.).

Reading, Writing, Watching Day! No Class Meeting

Things That Are Due at 11:59pm

Follow the directions for how and what to:

1. Post in the **DISPATCHES ON IWO JIMA!** assignment (1.5 hr.).
2. Complete for an optional participation self-assessment (**PSA 2**) for a one-time opportunity to bank 200 extra participation points.

Total estimated time: 6 hours.

H10

Thursday, September 24: *Flags of Our Fathers*, Part 3 Reflecting on the Role of Culture & Politics in Making Film & Making History

Things to Do Before Class at 12 noon

Follow the directions for how and what to listen for, watch, and read in the John Huston (1946) *Let There Be Light* exercise (1 hr.).

Class Meeting from 12-1:15pm in TBD: Lecture (1.25 hr.)

"Just Who Was in Joe Rosenthal's 1945 Iconic Photo?"

Total estimated time: 2 hours and 15 minutes.

H11

Tuesday, September 29: Reading the Real & Reel E.B. Sledge, Part 1

Things to Do Before Doing the Things That Are Due

Follow the directions for how and what to listen for, watch, and read in the:

1. Sledge (1981; reprint 2007, 43-104) exercise (2.5 hr.).
2. "Peleliu Landing" & "Peleliu Airfield" (in Van Patton et al. 2010) exercise (3 hr.).

Reading, Writing, Watching Day! No Class Meeting

Things That Are Due at 11:59pm

Follow the directions for how and what to post in the

DISPATCHES ON "RETREAT, HELL!" assignment (1.5 hr.).

Total estimated time: 7 hours.

Thursday, October 1: Sledge & *The Pacific*, Part 2

Things to Do Before Class at 12 noon

Follow directions for how and what to listen for, watch, and read in the:

1. Sledge (1981; reprint 2007, 105-58) exercise (2 hr.).
2. "Peleliu Hills" (in Van Patton et al. 2010) exercise (1.5 hr.).

Class Meeting from 12-1:15pm in TBD: Lecture (1.25 hr.)

"Operation Stalemate II"

Total estimated time: 4 hours and 45 minutes.

H12

Tuesday, October 6: Sledge & *The Pacific*, Part 3**Things to Do Before Doing the Things That Are Due**

Follow the directions for how and what to listen for, watch, and read in the:

1. Sledge (1981; reprint 2007, 163-315) exercise (3 hr.).
2. "Okinawa" (in Van Patton et al. 2010) exercise (1.5 hr.).

Reading, Writing, Watching Day! No Class Meeting

Things That Are Due at 11:59pm

Follow directions for how and what to post in the

DISPATCHES ON OKINAWA! assignment (1.5 hr.).

Total estimated time: 6 hours.

H13

Thursday, October 8: Sledge & *The Pacific*, Part 4**Things to Do Before Class at 12 noon**

Follow the directions for how and what listen for, watch, and read in the "Home" (in Van Patton et al. 2010) exercise (2 hr.).

Class Meeting from 12-1:15pm in TBD: Professor-Guided Discussion (1.25 hr.).

Things That Are Due at 11:59pm

Follow the directions for how to complete **Quiz 3.0** (1.5 hr.).

Total estimated time: 4 hours and 45 minutes.

Unit 4.0 Reading Representations of Combat in the "New Wars" of Afghanistan & Iraq

Tuesday, October 13: Nick Broomfield's (2008) *Battle for Haditha*, Part 1**Things to Do Before Doing the Things That Are Due**

Follow the directions for how and what to listen for, watch, and read in the:

1. CFR (2020) "The Iraq War, 2003-11" exercise (30 min.).
2. Englade (2015) "The Convoy" & "Collateral Damage" exercise (2 hr.).
3. *Battle for Haditha* exercise (3 hr.).

Reading, Writing, Watching Day! No Class Meeting

Things That Are Due at 11:59pm

Follow the directions for how and what to post in the

DISPATCHES ON HADITHA, IRAQ! assignment (1.5 hr.).

Total estimated time: 7 hours.

H14

H15

Thursday, October 15: *Battle for Haditha*, Part 2**Things to Do Before Class at 12 noon**

Follow the directions for how and what to read in the Mullaney & Regan's (2019) "One Minute in Haditha" exercise (1.75 hr.).

Class Meeting from 12-1:15pm in TBD: Lecture (1.25 hr.).

"Triangle of Death: The Most Dangerous Place in Iraq, 2003-07"

Total estimated time: 3 hours.

H16

Tuesday, October 20: Gabriela Cowperthwaite's (2017) *Megan Leavey*, Part 1**Things to Do Before Doing the Things That Are Due**

Follow directions for how and what to listen for, watch, and read in the:

1. Frankel (2015) "What's Love Got to Do with It?" exercise (1 hr.).
2. *Megan Leavey* exercise (3.5 hr.).

Reading, Writing, Watching Day! No Class Meeting

Things That Are Due at 11:59pm

Follow directions for what and how to:

1. Post in the **DISPATCHES ON THE TRIANGLE OF DEATH IN IRAQ!** assignment (1.5 hr.).
2. Complete for an optional participation self-assessment (**PSA 2**) for a one-time opportunity to bank 200 extra participation points.

Total estimated time: 6 hours.

H17

Thursday, October 22: Megan Leavey, Part 2**Things to Do Before Class at 12:00 noon**

Follow the directions for how and what to read in the Downing (2012) exercise (15 min.).

Class Meeting from 12-1:15pm in TBD: Professor-Guided Discussion (1.25 hr.).

Total estimated time: 1 hour and 30 minutes.

Tuesday, October 27: Jonathan Liebesman's (2011) Battle Los Angeles, Part 1**Things to Do Before Doing the Things That Are Due**

Follow the directions for how and what to listen for, watch, and listen for in the *Battle Los Angeles* exercise (4.5 hr.).

Reading, Writing, Watching Day! No Class Meeting

Things That Are Due at 11:59pm

Follow the directions for how and what to post in **DISPATCHES ON "SSGT NANCE"!** (1.5 hr.).

Total estimated time: 6 hours.

Thursday, October 29: Battle Los Angeles, Part 2**Things to Do Before Class at 12 noon**

Follow the directions for how and what to listen for, watch, and read in the Eckhart (in Fandom Entertainment 2011) exercise (30 min.).

Class Meeting from 12-1:15pm in TBD: Lecture (1.25 hr.)

"From Sgt Stryker to SSgt Nance, From Good Wars to Proxy Wars: Comparing Stress, Trauma, and Love in *Sands of Iwo Jima* & *Battle Los Angeles*"

Total estimated time: 3 hours.

Tuesday, November 3: Miles Lagoze's (2018) Combat Obscura, Part 1**Things to Do Before Doing the Things That Are Due**

Follow the directions for how and what to read in the:

1. McSorley (2012) "Helmetcams" exercise (30 min.).
2. *Combat Obscura* exercise (4 hr.).

Reading, Writing, Watching Day! No Class Meeting

Things That Are Due at 11:59pm

Follow the directions for how and what to post in the **DISPATCHES ON OPERATION TOFAN SHARQ!** assignment (1.5 hr.).

Total estimated time: 6 hours.

H18

Thursday, November 5: Combat Obscura, Part 2**Things to Do Before Class at 12 noon**

Follow the directions for how and what to listen for, watch, and read in the

1. Baker (2019) "A Veteran's War Movie" exercise (30 min.).
2. NBC News (2019) "How Vets Feel" exercise (45 min.).

Class Meeting from 12-1:15pm in TBD: Lecture (1.25 hr.)

"Real versus Reel Combat: A Reflection on Where We've Travelled"

Total estimated time: 2 hours and 30 minutes.

Tuesday, November 10: Celebrating the 246th Marine Corps Birthday**Things to Do Before Class at 12 noon**

Follow the directions for how and what to read in the Brady's (2008) *Why Marines Fight* exercise (3.25 hr.).

Class Meeting from 12-1:15pm in TBD: Lecture (1.25 hr.)

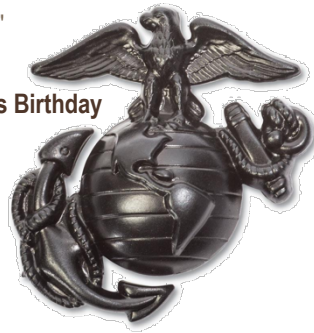
"Upon Reflection: How Marines Recall Stress, Trauma, & Love"

Things That Are Due at 11:59pm

Follow the directions for how to complete **Quiz 4.0** (1.5 hr.).

Total estimated time: 6 hours.

H19



Wednesday, November 11: Recognizing Veterans Day!
University Closed. No Class.

Unit 5.0 Crafting a Capstone Project

Thursday, November 12: Contextualizing, Part 1

Things to Do **Before** Class at 12 noon

Follow the directions for getting started on the capstone project (1.75 hr.).

Class Meeting from 12-1:15pm in TBD: Professor-Guided Discussion (1.25 hr.).

Total estimated time: 3 hours.

Tuesday, November 17: Contextualizing, Part 2

Things to Do **Before** Doing the Things That Are Due

Continue to develop your capstone project (5.5 hr.).

Reading, Writing, Watching Day! No Class Meeting

Things That Are Due at 11:59pm

Follow directions for what and how to post in **HELP! THROW ME A LIFE PRESERVER** (30 min.).

Total estimated time: 6 hours.

Thursday, November 19: Analyzing, Part 1

Things to Do **Before** Class at 12 noon

Continue developing your capstone project (1.75 hr.).

Class Meeting from 12-1:15pm in TBD: Professor-Guided Discussion (1.25 hr.).

Total estimated time: 3 hours.

Tuesday, November 24: Analyzing, Part 2

Things to Do **Before** Doing the Things That Are Due

Continue developing your capstone project (5.5 hr.).

Reading, Writing, Watching Day! No Class Meeting

Things That Are Due at 11:59pm

Follow directions for what and how to post in **HELP! REDUX** (30 min.).

Total estimated time: 6 hours.

Thursday, November 26 & Friday, November 27: Breaking for the Thanks-taking Holiday

Tuesday, December 1: Synthesizing, Part 1

Things to Do **Before** Doing the Things That Are Due

Continue developing your capstone project (5 hr.).

Reading, Writing, Watching Day! No Class Meeting

Things That Are Due at 11:59pm

Follow the directions for how to complete **Quiz 5.0** (1.5 hr.).

Total estimated time: 7 hours.

H20

Thursday, December 3: Synthesizing, Part 2

Things to Do **Before** Class at 12 noon

Continue developing your capstone project (1.25 hr.).

Class Meeting from 12-1:15pm in TBD: Professor-Guided Discussion (1.25 hr.).

Things That Are Due at 11:59pm

Follow the directions for how and what to post in the **PEER-TO-PEER** exercise (30 min.).

Total estimated time: 3 hours.

Tuesday, December 8: Finalizing

Things That Are Due at 11:59pm

Capstone Project

H21

COURSE REQUIREMENTS

Overview

Learning is a process that unfolds through ongoing, purposeful interactions with new ideas, new people, and new ways of doing things. Thus, this participation-intensive course calls you to collaborate, compose, and create. It asks you to read, listen and watch, keep a written record of your work, circle back through your earlier work, and reflect on what you are learning.

This course is 15 weeks. Each week will consume at least 9 hours of your time for a total workload of 135 hours.

Preparation Points (1000 points) Quizzes

Preparation is a measure of basic professionalism. The effort you put into task-specific activities that call you to analyze, interpret, read, or watch and listen (those "things to do" in the course schedule) set the stage for doing five quizzes worth 200 points each. Each quiz includes around 10 true/false, multiple-choice, and multiple answer recall and comprehension problems and/or 2 short answer and/or essay questions.

Presence Points (2000 points) Crowdsourcing Assignments

Your presence matters in Canvas[®], ASU's learning management system. "Presence" links preparation (i.e., "things to do") to participation (see "Appendix B" and "Appendix D"). You acquire points for presence by doing work from the beginning to end of the course in 14 Canvas-based crowdsourcing assignments.

Each Canvas-based crowdsourcing assignment is worth 200 presence points

(see "Appendix C"). Total presence points over 2000 count as extra-credit.

You'll know with 100% certainty you bank 150 of the 200 presence points in each crowdsourcing assignment when your work in them shows you:

1. Followed directions.
2. Met the 11:59pm deadline.

The other 50 presence points is tied to three additional criteria that gauge the academic quality of your work (see "Appendix C").

Should your work not evidence the requirements for picking up all 200 points, you may revise and resubmit it for another opportunity at doing so (see "Appendix E" for directions on how).

At the moment you bank 1500 presence points, you automatically will bank 2800 of the 4000 participation points (see "Appendix D").

For more information on the relationship between presence and participation, see "Appendix D."

Participation Points (4000 points) Crowdsourcing Assignments

A sense of belonging is key to happiness and optimal job effectiveness in professional settings. Empirical research shows that students in online courses who engage their peers and professors learn more and earn higher grades than those who do not.

Thus, through its 14 crowdsourcing assignments, you will publish your work for informal peer review (i.e., meaning we all informally will judge its quality) and build your case for participation in those assignments.

Your goals, over the entire course, should be focused on sharpening skills employers say they want, such as leading by example, managing your time, keeping calm while under stress, having confidence in your colleagues, and taking initiative to solve problems (Hart Research Associates 2015; National Association of Colleges & Employers 2019, 30). See "Appendix A" for guidance on the behaviors necessary to achieve these things in this class.

You are responsible for making an affirmative case for your participation (a) in each crowdsourcing assignment (see items 1-5 in "Appendix B") and (b) over time (see items 6-10) through the end of the course. At course's end, Professor Clark will use the stuff published in all crowdsourcing assignments as "raw" data" and all 10 items in "Appendix B" as an analytical framework to grade your participation (worth 1200 participation points).

Along the way in the course, you will have a total of 3 different opportunities to pick up 200 extra-credit participation points one time by completing a participation self-assessment (see "Participation Self-Assessment Form" for directions).

Proficiency Points (3000 points) Capstone Project

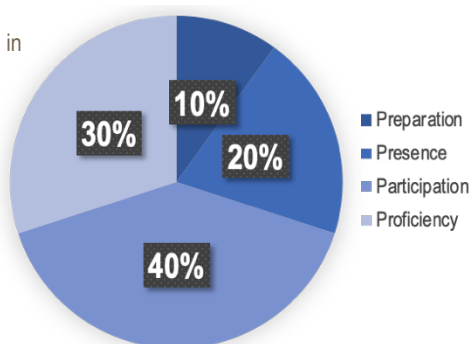
A capstone project is due at course's end, which may take form as a mock feature newspaper or magazine article, podcast, or weblog aimed at communicating with an educated non-academic audience. This project will provide you with the opportunity to showcase your creative skills in a way that synthesizes course materials and applies them to "reading" combat in a film you select from a list of options.

GRADES

There is a total of 10,000 points available in this course that break down as follows:

Breakdown

Preparation	
Quizzes (x5)	1000 points
Presence	2000
Participation	4000
Proficiency	3000
TOTAL	10000 points



Grading Scale

A+	9900 or more points
A	9500
A-	9000
B+	8800
B	8000
C	7000
D	6000
F	5999 or less points

COURSE POLICES AND CAMPUS RESOURCES

Policy on Attendance

Learning is a process that unfolds through ongoing, purposeful interactions with new ideas, new people, and new ways of doing things. Thus, this participation-intensive course calls you to collaborate, compose, and create. It asks you to read, listen and watch, keep a written record of your work, circle back through your earlier work, and reflect on what you are learning.

This course is 15 weeks. Each week will consume at least 9 hours of your time for a total workload of 135 hours.

Policy on Classroom Behavior

Turn off all sounds on your cell phones during class time. You may record lectures and/or snap pictures of lecture slides if you wish.

Face coverings and six-foot social distancing are required in all physical classrooms.

Use good professional judgment when posting in Canvas. If you're not 100% certain something you want to post evidences good professional judgment, ask your professor to review it before you post.

Policy on Late Work

"Late" means you (a) don't meet a published 11:59pm deadline for "things that are due" and (b) fail to exercise your right to a conflict.

Policy on Conflicts & Sufficient Notice¹

"Conflict" means you need more time to finish "things that are due" so that you're not late turning them in. No "excuse" is necessary. One conflict covers everything due at the 11:59pm deadline for which it is exercised.

With sufficient notice, no questions asked, you may exercise 10 conflicts.

To exercise this right and avoid being "late" with your work for quizzes and/or crowdsourcing assignments, you must notify Professor Clark by email before the deadline in question with the word **Conflict** in the subject line. Because conflicts are a right, exercising them automatically extends 11:59pm deadlines an additional 24 hours.

¹Reasons for exercising your right to conflicts does not require the professor's approval; thus, you may use them for any reason including for religious observances/practices (see [ACD 304-04 Accommodation for Religious Practices](#)) and university-sanctioned events/activities that are in accord with [ACD 304-02, Missed Classes Due to University-Sanctioned Activities](#).

Policy on Plagiarism & Academic Integrity

Academic dishonesty includes cheating on an academic evaluation or assignment, plagiarizing, academic deceit (e.g., fabricating data or information), aiding academic integrity policy violations and inappropriately collaborating with others, and falsifying academic records.

Make certain you are familiar with the Student Obligations section of [ASU's Student Academic Integrity Policy](#). Ignorance is neither an explanation nor an excuse.

If you are not sure if something really is academic dishonesty, ask your professors.

Policy on Using Chicago Style

To appropriately and correctly credit sources of information and other people's ideas as well as make clear for Professor Clark where your ideas are coming from, you must use the Chicago author-date style (Turabian 2018, 223-89) in all written work for this class.

Please don't rely only on free or pay-for services like BibMe, Citation Machine, and Easy Bib for help. They may steer you wrong.

Policies on Misbehavior & Criminality

Don't misbehave! And definitely don't behave criminally.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources online at [ASU's Sexual Violence Awareness, Prevention and Response FAQs](#) page.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and

dating violence. [ASU Counseling Services](#) is available if you wish to discuss any concerns confidentially and privately.

Don't violate copyright laws or make yourself vulnerable to claims you did (see [ACD 304-06](#) for direction). This means you may not post anywhere online and/or use anything from this class elsewhere that is not your original work without advanced written permission from the professor.

Campus Assets

Each of us learns in different ways. For instance, you might process information best by speaking and listening, which may make written materials difficult to absorb on your own. Because your success in this course is important to me, we can tailor the requirements of the course to your needs (e.g., negotiate different deadlines). Should you need assistance beyond what I can offer, please work through [ASU's Student Accessibility & Inclusive Learning Services](#).

Students requesting accommodation for a disability will need to register with the Disability Resource Center (DRC) and submit documentation.

ASU provides various professional services. For instance, [ASU Library](#) employs information professionals. The [University Student Success Programs](#) offers writing tutors. [ASU Health Services](#) offer mental and physical health and wellness resources, including 24/7 confidential counseling and crisis services. [ASU College of Integrative Sciences & Arts' Counselor Training Center](#) also offers counseling services "at a significantly reduced cost."



ASU's learning management system, Canvas, is the primary information hub and site for submitting work for this class. You will find detailed directions at Canvas for (a) things to do before doing the things that are due and (b) things that are due at 11:59pm. You will be able to download most readings (with the exceptions of the required materials) and find options for streaming the films/videos.

You also can keep track in Canvas of the points you've banked from individual assignments and your total points earned.

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- 2021g. "Appendix G: Covid-19-Related Classroom Policies & Practices." Course materials. Mesa, AZ.
- 2021h. "Participation Self-Assessment Form." Course materials. Mesa, AZ.
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The course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit its website: <https://cisa.asu.edu>. If you have questions or concerns, please send your inquiry to cisa@asu.edu.

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Combat in Film Featured Assignments

What follows are the two featured assignments identified in the GSD H form as documentation submitted and as detailed evidence of how course meets criteria #2 and criteria #4:

1. H3 O'Connell (2012) exercise.
2. H20 Quiz 5.0 essay problem.

H3 O'Connell (2012) Exercise

What follows is a screenshot from Canvas® (left) and the exercise's actual text (right).

2020 Fall C
2020 Fall P-HST306-88703 > Pages > O'Connell (2012)

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2020 Fall C
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Modules
Grades

O'Connell (2012) *

To-Do Date: Sep 15 at 1:14pm

Modified on September 11, 2020

Introduction

If this course were to have a third required book, along with E.B. Sledge's (1981; reprint, 2007) *With the Old Breed* and James Brady's (2008) *Why Marines Fight*, it would be University of Texas at Austin military historian [Aaron O'Connell's](#) (2012) *Underdogs: The Making of the Modern Marine Corps*.¹ What follows is its closing chapter.

Along with being a historian and history professor, O'Connell also is a colonel in the U.S. Marine Corps Reserve who deployed in 2010-11 to Afghanistan as a lieutenant colonel and special assistant to commander of U.S. and ISAF forces General David Petraeus.

Reading O'Connell (2012) marks a transition from where we have been focused on developing an intellectual context and theoretical framework for reading combat in film to considering a qualitative method for doing it and applying this method to Jack Webb's (1957) *The D.I.* Because the motion pictures that follow *The D.I.* in the course all represent U.S. Marines in the Western Pacific Operations of World War II (1943-45) and the wars in Afghanistan and Iraq (2001-present), rooting yourself now in a history of how Marine Corps culture became both an identity individual Marines embrace and a "brand" that the Marine Corps presents to the public through relationships with Hollywood and Congress organizational leaders carefully have nourished since 1945.

Thus, the purpose of the exercise below is twofold:

1. To understand Marine Corps culture between 1945-65 and since 1965.
2. To prepare yourself now to cite specifics from O'Connell (2012) using the Chicago author-date style in the capstone project, crowdsourcing assignments, and quizzes.

Estimated time needed to do the work
1 hour.

Directions on What to Do
TAKE THESE STEPS

- On a first pass through O'Connell's 12-page "Marine Corps Culture since 1965" note that his narrative infrastructure organizes the chapter's central message runs through three parts:
 - In 3.5 pages (2012, 268-71) he provides a brief cultural and quasi-institutional history of the Marine Corps after 1965.
 - In 2.5 pages (2012, 271-74) he summarizes "the central aim" (2012, 271) of the historical narrative he develops in *Underdogs*, a book about Marine Corps culture between 1945, when the second world war ended, and 1965, when the Marines landed in Vietnam.
 - In just over 5 pages pages (2012, 274-79) he offers "a few broader conclusions...about military history and the Marine Corps today" (2012, 274).
- On a second pass through the chapter:
 - Read only the topic sentences so that you are clear on what the author is telling you about Marine Corps culture since 1965.
 - Read from beginning to end, (a) noting where the author transitions you from his first to second section on page 271 and second to third section on page 274 and (b) writing into your **QUICK REFERENCE** to all **CONTEXTUAL DETAILS** (dates and geographical locations) and **CONTEXTUAL MATTER** (specific names of people and things – movies, for instance).
 - Draft a short summary of the chapter's main points about (a) Marine Corps culture between 1945-65 and (b) Marine Corps culture since 1965.

Having no luck downloading documents embedded from box.com? Please scroll down to the bibliography below and click on the hyperlink.

Aaron O'Connell's (2012) Marine Corps Culture since 1945.pdf

Endnotes

¹ O'Connell discussed *Underdogs* in 2012 with CSPAN's Book TV host Peter Sien on C-SPAN's Book TV (click on [this hyperlink](#) to navigate to the C-SPAN.org website where you can watch the 15-minute interview).

Bibliography

O'Connell, Aaron P. 2012. *Underdogs: The Making of the Modern Marine Corps*. Cambridge, MA: Harvard University Press.

◀ Previous Next ▶

Modified on September 11, 2020

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¹ O'Connell discussed *Underdogs* in 2012 with CSPAN2's Book TV host Peter Slen on C-SPAN2's Book TV (click on [this hyperlink \(Links to an external site.\)](#) to navigate to the C-SPAN.org website where you can watch the 15-minute interview).

Bibliography

O'Connell, Aaron P. 2012. *Underdogs: The Making of the Modern Marine Corps*. Cambridge, MA: Harvard University Press.

