

Modern U.S. Military History Syllabus

2023-2024

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This course is designed to introduce students to military and diplomatic developments in recent U.S. history. Emphasis will be placed on the basics of military philosophy and their application to 20th century American wars. Students will practice critical thinking skills, analytical reading and writing, research, and effective discussion and debate, and the course will address selected GPS standards for U.S. History.

Text: *While there is no single text for this class, students will be provided with appropriate reading materials in the form of primary sources, scholarly magazine/journal articles, and books from the instructor's reading list.*

Required materials:

- 3 ring binder (**NO spiral notebooks**)
- 1 Black/navy blue pen (**required for essays!**)
- 1 red pen
- 1 Pencil
- 1 Highlighter
- 1 - Personal planner or planning calendar

Suggested materials:

Internet access
Word/Power Point

Content Outline

First Semester

War/Military Philosophy
Ancient/Medieval Warfare
Early American Wars
Civil War

Second Semester

World War I
World War II
Cold War
Vietnam/Post Vietnam Era

Skills Objectives: Skills emphasized include advanced reading comprehension, the use and analysis of graphics (maps, charts, illustrations, graphs, timelines), the organization of text information (outlines, timelines, Taba charts, flow charts), note taking (oral, text, overhead), problem solving, the use of both primary and secondary sources, research/writing techniques, and most importantly, the acquiring and processing of information by using a variety of thought processes: recall, translation, interpretation, application, analysis, synthesis, and evaluation.

Note: This syllabus is subject to amendment, when necessary, in order to achieve the objectives as stated above.



GRADING POLICY

DAILY GRADES = 30% of the Nine Weeks Average

- 1. Essays:** All essays/major papers are graded for grammar/style as well as content. Students will receive classroom instruction in historiographical writing and will be informed in advance whether an essay will be part of an exam, count as a daily grade, or count as a test grade.
- 2. Classwork/homework:** These assignments will include, but are not limited to vocabulary lists, questions/study guides, graphics analysis, lecture notes, cooperative learning assignments, primary source readings, and research exercises.
- 3. Quizzes:** Students can expect to be tested --- without notice --- on information from the previous day's class, homework assignments, or vocabulary lists.
- 4. Class Participation:** Students will receive one daily grade per nine weeks based on their preparedness and willingness to participate. This grade will drop 20 points **each time** a student attends class unprepared. **(Texts, paper, class notebook and a pen and pencil are required in class every day, unless students are otherwise notified.)** Parents should expect to hear from me should this become a problem.

TEST GRADES = 50% of the Nine Weeks Average

- 1. Chapter Tests:** At least three major tests will be administered each nine weeks. Information to be tested may come from any class discussions, notes, wall displays, research, or text information.
- 2. Class projects, oral reports, and some essays** will be counted as test grades.
- 3. Reading Requirements:** Students will be expected to read and report on selected books, articles, or primary resources related to the text or an assigned research project. Detailed guidelines will be provided in class.

PERFORMANCE ASSESSMENT = 20% of the Nine Weeks Average

- 1.** One performance assessment (project/presentation) will be required as 25% of the nine weeks average. (Specific guidelines will be issued and discussed in class.)
- 2.** Other projects/presentations will be required but will count as test grades.

NOTE: *All exams are comprehensive in that they cover all material covered to date in this class. It is critical that students **pay absolute attention in class** and develop an effective approach to mastery of the material as we move through each unit...**not just the night before the exam.***

*****Exams are NOT to be removed from this classroom without the instructor's permission!*****

EXPECTATIONS AND POLICIES

1. Students are expected to **obey all school rules** as presented in the EBA handbook. Do NOT ask me to make exceptions. It is my responsibility to enforce the student handbook.
2. Students are required by the student handbook to be **seated and quiet BEFORE the tardy bell rings**. Trips to the restroom, pencil sharpener, and trash can, **as well as any board instructions**, must be completed before the tardy bell.
3. **Homework** in this class is essential to the following day's lesson and, therefore, **will NOT be accepted late**. Students should be prepared to turn in homework upon entering the classroom.
4. **Cheating** (includes copying another student's homework or using someone else's notebook) **will not be tolerated**. Work will receive a grade of "0" and parents will be notified. Not only does it violate EBA policy, but it is counterproductive to the objectives of this class.
5. Students must make arrangements on the day of their return from an **EXCUSED** absence to **make up work missed**. ***It is the student's responsibility to ask for missed assignments (before or after class), as well as to get any lecture notes or other information missed.*** ALL make up work, both tests and other assignments, must be completed before or after school hours. **Assignments issued before an anticipated class absence are due upon that student's return to class unless arrangements are made with this instructor before the absence.**
6. Students are required to bring **pencil and pen, paper, classroom text, and class notebook** to class EVERY DAY unless otherwise notified. You WILL NOT PASS MY CLASS if you repeatedly attend unprepared.
7. Students are expected to display **courtesy** by raising their hands before speaking or leaving their desks, respecting the person and property of others, and waiting for the instructor, **NOT THE BELL**, to dismiss the class!
8. **PAY ATTENTION and STAY ON TASK!** We will not have time to waste, nor will this instructor be patient with those who insist upon doing so.
9. Students are expected to demonstrate **RESPECT** for themselves and others while in this classroom. **Abusive or inappropriate comments, intimidating behavior, general rudeness, and constant complaining directed at other students or the instructor will not be tolerated.** A positive attitude and constructive behavior are expected so that this will be a meaningful learning experience.

Failure to meet these expectations will result in the following consequences (unless otherwise stated):

1st Offense: Documented Warning

2nd Offense: Parental Conference/After School Detention

3rd Offense: Office Referral

Note: Your success in this class is *extremely* important to me. If you have difficulty meeting the requirements of the class, please discuss the problem with me as soon as possible. Together we can develop a plan to help you meet the standards as set forth in the course objectives.

Contact Information: (706) 554-4479 or kreeves@burkeacademy.org or visit my webpage at <https://reeveshistorypage.weebly.com/>

Instructor: Karen H. Reeves

Student Signature

Date

Parent/Guardian Signature

Georgia Performance Standards for United States History

SSUSH1: *The student will describe European settlement in North America during the 17th century. [French and Indian War]*

SSUSH3: *The student will explain the primary causes of the American Revolution.*

SSUSH4: *The student will identify the ideological, military, and diplomatic aspects of the American Revolution. [American Revolution]*

SSUSH8: *The student will explain the relationship between the growing north-south divisions and westward expansion. [War of 1812, Mexican War]*

SSUSH9: *The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War. [American Civil War, Indian Wars]*

SSUSH14: *The student will explain American's evolving relationship with the world at the turn of the twentieth century. [Spanish-American War]*

SSUSH15: *The student will analyze the origins / impact of U.S. involvement in World War I. [World War I]*

SSUSH16: *The student will identify key developments in the aftermath of World War I.*

SSUSH19: *The student will identify the origins, developments, and the domestic impact of World War II, especially the growth of the federal government. [World War II]*

SSUSH20: *The student will explain domestic and international impact of the Cold War on the United States. [Korean Conflict]*

SSUSH21: *The student will explain the impact of technological development and economic growth on the United States, 1945-1975.*

SSUSH23: *The student will describe and assess the impact of political developments between 1945 and 1970. [Vietnam Conflict]*

SSUSH24: *The student will analyze the impact of social change movements and organizations of the 1960's.*

SSUSH25: *The student will describe changes in national politics since 1968. [Wars in Iraq and Afghanistan]*