

20F-HIST337 War and American Society

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he/him/his)

Fall 2020

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Tue & Thu 11:00-12:15

Office hours: Wed 2-4pm (Email me to schedule an
appointment)

Zoom URL for class
meetings: <https://udel.zoom.us/j/93975180807>
(<https://udel.zoom.us/j/93975180807>)



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1. Course Description

Going to war is one of the most consequential things that can happen to a society. Since its founding, the United States has gone to war approximately ten times (depending on how and what you count) and has been directly involved in scores of other military conflicts (as many as 76 in one recent tabulation). Although rarely have these conflicts taken place on U.S. soil, they have had an enormous effect on non-military life—what is sometimes called “civil society”—disrupting norms and expectations and triggering new ways of thinking about social, political, and economic rights. At the same time, war is not only a force that has affected civil society; it has also grown out of it. That is, American wars cannot be understood

only as matters of foreign relations; civilian politics and social relations have shaped why and how the nation has gone to war as well. As a result of both of these conditions—having an impact on society and being influenced by society—the major wars have raised questions about what the U.S. stands for as a country (i.e., what it's willing to fight for) and what its core values are. Such questions have never had easy answers, and often wars have entailed conflicts at home as complicated as those abroad.

This course surveys the American experience of war through seven conflicts: the Civil War, the wars of empire at the turn of the twentieth century, World War I, World War II, the Cold War, the War in Vietnam, and the wars in Afghanistan and Iraq. As it does, it is animated by these questions:

- What makes a country go to war?
- What does it mean for a country to “go to war”? How does war-making happen—not militarily, or technologically, but in terms of mobilizing a whole society?
- How does war-making both reflect and shape a society's ideas, values, assumptions, and goals?
- How are wars remembered and by whom? What kinds of social and political work does the remembrance of war do in society long after the physical fighting has ceased?

In trying to answer such questions, this course has several interwoven themes. First, it is concerned with the ways that public support for American wars has been engineered, the processes by which war aims have been defined, and the role played by media, information, and propaganda. Second, it will explore how American wars have both shaped and been shaped by American ideologies of race. Third, it will investigate the afterlives of wars both in law and public policy and in culture and public memory.

The assignments of this course (reading, writing, film-viewing, listening) are designed to help you think historically about these three themes, how they have been contested and fought over, and how they have changed over time. You will gain practice thinking and writing critically about numerous kinds of historical sources. By the end of the semester, you should be able to articulate the core issues that have governed the relationship between war and American society from the nineteenth century to the twenty-first.

The course will be conducted entirely online.

2. Learning Outcomes

After successful completion of this course, you will be able to:

- compare the causes, contexts, and consequences of the major American wars since the Civil War
- articulate how American leaders have engineered popular support for different wars and explain how their strategies changed over time
- communicate how the major American wars since the Civil War have both reflected and shaped Americans' views on race
- break down and interpret the politics involved in memorializing wars (in monuments, movies, stories, etc.)

- critically analyze different kinds of primary sources

3. Learning Resources and Required Materials

The course will revolve around this Canvas site, which has links to the assigned readings, videos, etc. All assignments will be posted through the Canvas course site unless otherwise directed. If you need instruction or pro-tips on using Canvas, see the [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701) (<https://community.canvaslms.com/docs/DOC-10701>).

In addition, there are two books you are required to read. You are encouraged to buy physical copies of the books, which have been ordered at the UD Bookstore, but if you elect not to, they are also available through the library as e-books:

- Susan A. Brewer, *Why America Fights: Patriotism and War Propaganda from the Philippines to Iraq* (New York: Oxford University Press, 2009) — **E-book** (<https://ebookcentral-proquest-com.udel.idm.oclc.org/lib/udel-ebooks/detail.action?docID=453588>)
- Jeanne Wakatsuki Houston and James D. Houston, *Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment* — There are multiple editions of this book available; any will do. — **E-book** (<https://ebookcentral-proquest-com.udel.idm.oclc.org/lib/udel-ebooks/detail.action?docID=3305245>)

You may be thinking: *Why should I buy the book if there's an e-book version available for free?* Answer: the interface for reading these e-books is cumbersome and not user-friendly. With a physical book, you can read in a more dynamic way—e.g., highlighting or underlining important phrases or passages, writing notes in the margins, flagging important pages to go back to. (In some cases, you can do these things electronically too, but you will remember them better if you do them by hand.) More than this, it's also a lot easier to flip back and forth between pages or sections when you're reading or writing your papers. You can more easily review what came before and preview what's ahead.

You should *not* rely on Kindle books. When you write your papers, you will need to cite from the texts, and Kindle books generally do not have page numbers or else the "page" numbers they have often do not correlate to the printed versions.

An additional resource

If you are someone who has difficulty writing papers, you may wish to take advantage of the great help that the [Writing Center](https://www.writingcenter.udel.edu/) (<https://www.writingcenter.udel.edu/>) can offer.

And if you already write well, they can offer assistance to help you write even better.

4. Zoom

Class meetings will take place over [Zoom](http://udel.edu/zoom) [_\(http://udel.edu/zoom\)_](http://udel.edu/zoom).

Here's the link [_\(https://udel.zoom.us/j/93975180807\)_](https://udel.zoom.us/j/93975180807) for our meetings:

<https://udel.zoom.us/j/93975180807> [_\(https://udel.zoom.us/j/93975180807\)_](https://udel.zoom.us/j/93975180807). The meeting ID is: 939 7518 0807. You will probably **be required to sign-in to Zoom with your udel.edu [_\(http://udel.edu/\)](http://udel.edu/) email address and password to access the meetings.** As you probably know, Zoom is a web-based application that can be used from a computer, tablet, or phone. From a computer, click the class web link and be sure to install the small program that will download to your computer. You only need to install the program once. From a mobile device, download the free Zoom app and type in the class meeting ID number. Learn more info about [Zoom at UD](http://udel.edu/zoom) [_\(http://udel.edu/zoom\)_](http://udel.edu/zoom).

Coming to class on Zoom may not feel like coming to class in person, but there are important similarities and connections. One of them is that self-presentation and community matter.

In order to promote the feeling that we are a class of real people, not avatars or abstractions, you are **required to have you computer's webcam turned on** during class. People want to see your face, and you want to see their faces too. It's part of building relationships, and those relationships are fundamental to the learning environment.

With that in mind, here are some points of Zoom etiquette that will help you get more out of the class:

- Leave your camera on and your mic muted.
- Turn off other things that make sounds (email, your cell phone, electronic reminders, etc.). They're distracting! Take your studies seriously. If you want to get the most from this course, you will want to pay attention and not succumb to the temptations of multitasking!
- Don't wander off or do other things during class. While you're on camera is not the time to groom your cat or respond to rearrange your bookshelf. Doing so is a distraction to your classmates.
- If you *must* go to the bathroom or something during class, turn off your camera temporarily.
- In this class, you are encouraged to ask questions and participate! If you have a question or comment, you should either (a) unmute and say, "Excuse me, I have a question....," (b) raise your "hand" using the appropriate button on the Zoom tool bar.
- If for some reason, you can't use your computer's web camera—e.g., your computer doesn't have one, or using the video camera slows down your internet connection—**please email me and let me know**. I recognize this may be an imposition for some people, and I'm happy to work with you to make accommodations.

5. Assignments, Requirements, Assessment

Short Papers

Each student will be assigned to a Discussion Group with 4-5 students.

Six times during the semester you will be asked to submit a short paper to a Discussion page on Canvas on a pre-assigned topic. Unless otherwise noted, these papers are **due Thursdays, 11am**. The papers should be 500-750 words long, which is the equivalent of 2-3 double-spaced pages. Each one will be worth 10% of your final course grade (or 60% total).

Because the Canvas interface is not very user-friendly, you may wish to write your Short Papers in Microsoft Word or Google Docs and then paste the text into the Discussion.

Final Paper

The final paper for the class will be **due Mon., Dec. 14, at noon**. Papers should be 7-9 pages long, double-spaced. These papers will be worth 20% of your final grade.

A description of the final paper assignment is available [here](#).

Attendance and Participation

Attendance and participation are worth 20% of your final grade. This portion of the grade will be based on the following factors:

- Showing up to class
- Showing up prepared
- Asking questions, being involved
- Participating in live discussions
- Completion of the syllabus quiz, the student survey, and the dates quiz
- Completion of the self-assessment quizzes (explanation below)
- Written Comments on others' Short Papers (explanation below)

Self-Assessment Quizzes

To ensure that you have command of the main ideas of the readings and lecture, you are asked to complete a Self-Assessment quiz at the end of each section of the course (basically, after each war that that we study).

The quizzes are short (4-5 questions) and the grades do not count but you must complete each one with a perfect score before you can move on to the next. You can take the quizzes as many times as you need to.

Failure to do the quizzes will impact your course participation grade.

To prevent you from falling behind in the class, access to the quizzes will close two weeks after the assigned date. **Just to be clear: to access the quizzes, you must take them within two weeks of**

their due date on the syllabus.Written Comments on others' Short Papers

Each of the six times that you submit a Short Paper to your Discussion group, you will also be asked to read the papers of others in the group and submit written comments on at least two of them on the Discussion board. Comments should be 3-4 substantive sentences each. Unless otherwise noted, they are **due on Sunday, 6pm.**

You may be thinking: *What should I write for a comment?* Effective comments can vary a lot in form, but what they all share is *engagement* with the text they're commenting on. Often a comment begins with a sentence summarizing *in your own words* what you understand the thrust of the writer's paper to be. ("As I read it, the overall argument of your paper is...")

Sometimes you may agree with what the writer wrote, and you may then urge them to amplify it--i.e., build on it, expand it, reinforce it with different evidence ("This is an interesting argument; I would like to know more of your thoughts on..."). Or you may disagree with someone else's ideas or analysis, and you may wish to—politely—push or challenge that person ("I don't agree with you that ____ because ____"). Good comments, moreover, are based not just on your opinion but are grounded in evidence. That evidence might be drawn from the paper you are critiquing, or from the course reading the paper is based on, or another source (e.g., "As we discussed in lecture..."), but it's not based only on feelings.

In your comments, you should at all time maintain a polite and constructive tone. Even if you strenuously disagree with what someone else wrote, it is expected that you will treat everyone in the class with respect and courtesy.

It is also expected that you will comment on papers by different members of your Discussion Group, not always the same people.

Grading

Papers will be awarded letter grades based on the scale enumerated in the Course Policies section of this syllabus (below). Rubrics will be available explaining what those grades are based on.

This scale indicates the range of course grades. Final grades will not be rounded up.

Extra Credit

You will also have many chances throughout the semester to earn extra credit points. In each course module, you can earn extra by writing a short paper (1-2 pages, double-spaced) about an extracurricular film related to that part of the course.

Your extra credit paper can earn up to 5 bonus points applied to your lowest grade in the course at the end of the semester, and you can turn in up to two bonus papers per semester, meaning you can earn 10 bonus points total. Your paper should connect the movie that you have watched to the themes of the class, explaining how it altered or enhanced your understanding of the course material. It is perfectly acceptable for you to use the first person in these papers. Papers should be submitted by email to me at dsuisman@udel.edu.

Extra credit papers are due within two weeks of the last day of the module. If the module on World War I ends on Oct 8, you have until the end the day (i.e., midnight) on Oct 22 to submit a paper on the extra credit film for that module. No extra credit papers will be accepted after Dec 12.

The films are as follows. (If you wish to propose an alternative film, email me. I might allow it!)

Module 2: *Amigo*

Module 3: *They Shall Not Grow Old*

Module 4: *The Best Years of Our Lives*

Module 5: *The Manchurian Candidate*

Module 6: *The Selling of the Pentagon*

Module 7: *Billy Lynn's Long Halftime Walk*

Final Grade Breakdown (summary)

The final course grade will be calculated using the following components:

Course Component	Percentage of Total
Short Papers	60
Final Paper	20
Attendance and Participation	20

6.Course Calendar

Date/Topic	Reading/Listening/Viewing	Assignment Due

<p>Sep 1 Introduction</p> <p>Sep 3 The Civil War</p>	<p>For THU: Have a look at a data set comprising all the casualties in all the American wars -- Available here</p>	<p>THU, 11am:</p> <p>Syllabus Quiz</p> <p>Diagnostic Quiz and Resources Survey</p>
<p>The Civil War and Reconstruction</p> <p>Sep 8</p> <p>Sep 10</p>	<p>Overview</p> <p>TUE</p> <p>Eric Foner, <i>The Story of American Freedom</i>, chap. 5 (20pp)</p> <p>Sidney Andrews, "Three Months Among the Reconstructionists" (1866, excerpt), in Eric Foner, ed., <i>Voices of Freedom: A Documentary History</i> (5pp)</p> <p>THURSDAY</p> <p>Anna Dubenko, "Right and Left on Removal of Confederate Statues," <i>The New York Times</i>, August 18, 2017</p> <p>W. Fitzhugh Brundage, "I've Studied the History of Confederate Memorials. Here's What to Do about Them," <i>Vox.com</i>, August 18, 2017</p> <p>Jonathan Zimmerman, "The Progressive Case for Keeping Confederate Statues Standing: We Shouldn't Cart Away Reminders to Our White Supremacist History," <i>New York Daily News</i>, August 21, 2017</p>	<p>THU, 11am:</p> <p>Dates quiz</p> <p>THU, before midnight:</p> <p>Self-Assessment quiz</p>
<p>The wars of empire: The Spanish-American War and War in the Philippines</p> <p>Sep 15</p> <p>Sep 17</p>	<p>Overview</p> <p>TUE</p> <p>Susan Brewer, <i>Why America Fights: Patriotism and War Propaganda from the Philippines to Iraq</i>, chap. 1 (30pp)</p> <p>THU</p>	<p>THU, 11am:</p> <p>Short Paper 1</p>

	<p>Gail Bederman, <i>Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917</i>, chap. 5 (37pp)</p> <p>Extra credit opportunity: watch the movie <i>Amigo</i> (2010)</p>	
<p>The wars of empire: The Spanish-American War and War in the Philippines</p> <p>Sep 22</p> <p>Sep 24</p>	<p>Overview</p> <p>TUE</p> <p>Daniel Immerwahr, <i>How to Hide an Empire: A History of the Greater United States</i>, chap. 5-6 (34pp).</p> <p>THU</p> <p>Varina Davis, "What Are We Going to Do with These Additional Millions of Negroes?" (1900) and Sixto Lopez, "The 'Tribes' of the Philippines" (1900) in Kristin Hoganson, <i>American Empire at the Turn of the Twentieth Century: A Brief History with Documents</i> (5pp)</p> <p>Rudyard Kipling, "The White Man's Burden" (1p)</p> <p>Extra credit opportunity: watch the movie <i>Amigo</i> (2010)</p>	<p>SUN, 6pm:</p> <p>Comments on Short Papers</p> <p>THU, before midnight:</p> <p>Self-Assessment quiz</p>
<p>World War I</p> <p>Sep 29</p> <p>Oct 1</p>	<p>Overview</p> <p>TUE</p> <p>Brewer, <i>Why America Fights</i>, chap. 2 (40pp, incl. lots of pictures)</p> <p>Explore the website "Over Here: World War I and the Fight for the American Mind" (https://www.nypl.org/events/exhibitions/overhere)"</p> <p>THU</p> <p>Randolph Bourne, "Trans-National Identity" (excerpt), in Foner, ed., <i>Voices of Freedom</i> (5pp)</p> <p>Extra credit opportunity: watch the film <i>They Shall Not Grow Old</i> (2018)</p>	<p>THU, 11am:</p> <p>Short Paper 2</p>

<p>World War I</p> <p>Oct 6</p> <p>Oct 8</p>	<p>Overview</p> <p>TUE</p> <p>David Kennedy, <i>Over Here: The First World War and American Society</i>, selected pages (14pp)</p> <p>W. E. B. Du Bois, "Close Ranks" (1918) and "Returning Soldiers," (1919) from <i>The Crisis</i> (2pp)</p> <p>"Documents of the War," <i>The Crisis</i>, May 1919 (6pp)</p> <p>THU</p> <p>Jeanne Wakatsuki Houston and James D. Houston, <i>Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment</i> (New York: Laurel-Leaf Books, 2007 [1973]). Read: Foreword, A Chronology, Terms Used in This Book, and chap. 1-8 (70pp--small pages and a fast read)</p> <p>Extra credit opportunity: watch the film <i>They Shall Not Grow Old</i> (2018)</p>	<p>SUN, 6pm:</p> <p>Comments on Short Papers</p> <p>THU, before midnight:</p> <p>Self-Assessment quiz</p>
<p>World War II</p> <p>Oct 13</p> <p>Oct 15</p>	<p>Overview</p> <p>TUE</p> <p>Houston and Houston, <i>Farewell to Manzanar</i>, chap. 9-17 (63pp)</p> <p>THU</p> <p>Houston and Houston, <i>Farewell to Manzanar</i>, chap. 18-22 (60pp)</p> <p>Extra Credit opportunity: watch <i>The Best Years of Our Lives</i> (1946)</p>	<p>THU, 11:</p> <p>Short Paper 3</p>
<p>World War II</p> <p>Oct 20</p> <p>Oct 22</p>	<p>Overview</p> <p>TUE</p> <p>Robert Westbrook, "'I Want a Girl, Just Like the Girl that Married Harry James': American Women and</p>	<p>SUN, 6pm:</p> <p>Comments on Short Papers</p>

	<p>the Problem of Political Obligation in World War II," <i>American Quarterly</i> 42, no. 4 (Dec. 1990), 587-614 - Available here</p> <p>THU</p> <p>Michael J. Hogan, "The Enola Gay Controversy: History, Memory, and the Politics of Presentation," in <i>Hiroshima in History and Memory</i>, ed. Michael J. Hogan (New York: Cambridge University Press, 1996), 200–232 (33pp)</p> <p>Alan Taylor, "Hiroshima: Before and After the Bombing," <i>The Atlantic</i>, May 12, 2016 (mostly pictures)</p> <p>Extra Credit opportunity: watch <i>The Best Years of Our Lives</i> (1946)</p>	<p>THU, before midnight:</p> <p>Self-Assessment quiz</p>
<p>The Cold War</p> <p>Oct 27</p> <p>Oct 29</p>	<p>Overview</p> <p>TUE</p> <p>Watch: <i>The Atomic Cafe</i> (1982)</p> <p>Mary L. Dudziak, "Brown as a Cold War Case," <i>Journal of American History</i> 91, no. 1 (June 2004): 32–42 (10pp)</p> <p>THU</p> <p>Elaine Tyler May, <i>Homeward Bound: American Families in the Cold War Era</i> (New York: Basic Books, 1988), chap. 7 (21pp)</p> <p>Extra credit opportunity: watch the movie <i>The Manchurian Candidate</i> (1962)</p>	<p>THU, before midnight:</p> <p>Self-Assessment quiz</p>
<p>The Vietnam War</p> <p>Nov 3 - Election Day - NO CLASS</p> <p>Nov 5</p>	<p>Overview</p> <p>TUE and THU</p> <p>Brewer, <i>Why America Fights</i>, chap. 5 (50pp)</p> <p>Watch: <i>Hearts and Minds</i> (1974) (1h52)</p>	<p>THU:</p> <p>Short Paper 4</p>

	Extra credit opportunity: watch the movie <i>The Selling of the Pentagon</i> (1971)	
The Vietnam War Nov 10 Nov 12	<p>Overview</p> <p>TUE</p> <p>Viet Thanh Nguyen, "Just Memory" and "On War Machines" in <i>Nothing Ever Dies: Vietnam and the Memory of War</i> (Cambridge, Mass.: Harvard University Press, 2016) (40pp total)</p> <p>Listen: The Animals, "We Gotta Get Out of This Place" (1965) and Creedence Clearwater Revival, "Fortunate Son" (1969)</p> <p>THU</p> <p>Nguyen, "On True War Stories," in <i>Nothing Ever Dies</i> (27pp)</p> <p>Extra credit opportunity: watch the movie <i>The Selling of the Pentagon</i> (1971)</p>	<p>SUN, 6pm:</p> <p>Comments due on Short Papers</p> <p>THU, 11am:</p> <p>Short Paper 5</p> <p>THU, before midnight:</p> <p>Self-Assessment quiz</p>
Since Vietnam Nov 17 Nov 19	<p>Overview</p> <p>TUE and THU</p> <p>Andrew J. Bacevich, <i>The New American Militarism: How Americans Are Seduced by War</i> (New York: Oxford University Press, 2005), chap. 3 and 4 (51pp total)</p> <p>Extra credit opportunity: watch the film <i>Billy Lynn's Long Halftime Walk</i> (2016)</p>	<p>SUN, 6pm:</p> <p>Comments due on Short Papers</p>
Nov 24 and 26	THANKSGIVING BREAK	(No assignment this week)
Since Vietnam Dec 1 Dec 3	<p>Overview</p> <p>TUE</p> <p>Brewer, <i>Why America Fights</i>, chap. 6 (45pp)</p> <p>THU</p>	<p>THU, 11am:</p> <p>Short Paper 6</p>

	<p>Brewer, <i>Why America Fights</i>, conclusion (9pp)</p> <p><i>Guest speaker:</i> Pvt. Ross Caputi, retired USMC</p> <p>Extra credit opportunity: watch the film <i>Billy Lynn's Long Halftime Walk</i> (2016)</p>	
<p>War and American Society Today</p> <p>Dec 8</p> <p>Dec 10</p>	<p>Overview</p> <p>TUE</p> <p>Ben Fountain, "Soldiers on the Fault Line: War, Rhetoric, and Reality" (published as the introduction to paperback edition of <i>Billy Lynn's Long Halftime Walk</i>, 2013)</p> <p>Watch: <i>Militainment, Inc.</i> (2007, 2h05)</p> <p>THU</p> <p>Bring in (print out) one article of your choosing on a contemporary issue related to American militarism, the militarization of culture, or another theme of the course</p> <p>Extra credit opportunity: watch the film <i>Billy Lynn's Long Halftime Walk</i> (2016)</p>	<p>SUN, 6pm:</p> <p>Comments due on Short Papers</p> <p>THU, before midnight:</p> <p>Self-Assessment quiz</p>
<p>Mon, Dec 14, noon</p>	-	Final Paper due

For your reference: the [official UD academic calendar](http://www1.udel.edu/registrar/cal/) [\(http://www1.udel.edu/registrar/cal/\)](http://www1.udel.edu/registrar/cal/)

7. Policies

Attendance

It is expected you will attend class, with your webcam on, as detailed in the Zoom section above. More than 4 unexcused absences will affect your Attendance and Participation grade. If you have more than 8 unexcused absences, you will not be allowed to pass the course.

Attendance will be taken, sometimes at the start of class, sometimes at the end.

Students who do not have their webcams on will not be counted as present, unless by prior arrangement with the instructor.

If you or someone in your immediate family gets sick or you have other unforeseen circumstances that force you to miss class, **please let me know by email, preferably in advance.**

Absences on religious holidays listed in university calendars are recognized as an excused absence. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday. Absences on religious holidays not listed in university calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the university, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester.

Recording

I will be recording the class meetings on Zoom in order to make them available for students who are forced to miss class for illness or other reasons. If this poses a problem for you, please email me. I would be happy to discuss this policy.

Communication

I will communicate with you either through Zoom or directly through email. You will be responsible for reading such communications in a timely manner.

I'm also more than happy to meet with students face to face. Please let me know if you wish to set up a Zoom meeting.

Late Papers

At the discretion of the instructor, papers that come in after the deadline will be marked down one full letter grade within the first 24 hours and one third of a letter grade every day after that. Papers more than a week late will not be accepted.

Grading Scale

The grading scale is as follows:

Grade	Interval
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A	94.00 and over
A-	90.00 to 93.99
B+	87.00 to 89.99
B	83.00 to 86.99
B-	80.00 to 82.99
C+	77.00 to 79.99
C	73.00 to 76.99
C-	70.00 to 72.99
D+	67.00 to 69.99
D	63.00 to 66.99
D-	60.00 to 62.99
F	Below 60.00

Academic Integrity

Plagiarism is the act of presenting someone else's work as your own. It is a form of dishonesty--a form of cheating, in fact--and will not be tolerated under any circumstances. Plagiarism is not limited to using another person's exact words; using someone else's ideas without attribution is also a form of plagiarism. The amount you plagiarize doesn't matter: cheating is cheating. The good news about plagiarism is that it is easily avoided by clearly citing your sources. If you do, you can safely avoid even the hint of improper usage of someone else's work. If you are found to have plagiarized on any assignment, you will not be permitted to pass the course. If you have any questions about plagiarism, do not hesitate to ask.

You should also familiarize yourself with UD policies regarding academic dishonesty. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at

sites.udel.edu/studentconduct/sgup/ (<https://sites.udel.edu/studentconduct/sgup/>) Office of Student Conduct, 218 Hullahen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu (<mailto:student-conduct@udel.edu>)

UD Policies

Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei [_\(http://www.udel.edu/oei\)_](http://www.udel.edu/oei). You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullahen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance [_\(http://www1.udel.edu/compliance\)_](http://www1.udel.edu/compliance). You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/ [_\(http://sites.udel.edu/sexualmisconduct/how-to-report/\)_](http://sites.udel.edu/sexualmisconduct/how-to-report/)

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to www.udel.edu/sexualmisconduct [_\(http://www.udel.edu/sexualmisconduct\)_](http://www.udel.edu/sexualmisconduct). At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302-831-1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

Accommodations for Students with Disabilities

Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. Students who have documentation of their need for accommodation should register via the SAM platform: andes.accessiblelearning.com/UDEL/ [_\(https://andes.accessiblelearning.com/UDEL/\)_](https://andes.accessiblelearning.com/UDEL/). Reach DSS in the following ways: Phone: 302-831-4643, fax: 302-831-3261, [DSS website](https://sites.udel.edu/dss/) [_\(https://sites.udel.edu/dss/\)_](https://sites.udel.edu/dss/). Email: dssoffice@udel.edu (<mailto:dssoffice@udel.edu>) or visit at 240 Academy Street, Alison Hall Suite 130. Note: During Covid-19 response call ahead to schedule an appointment to come to office






Non-Discrimination











The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.



For inquiries or complaints related to non-discrimination policies, please contact: Office of Equity & Inclusion- [oei@udel.edu \(mailto:oei@udel.edu\)](mailto:oei@udel.edu), 305 HULLIHEN HALL NEWARK, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Office of Disability Support Services, [dssoffice@udel.edu \(mailto:dssoffice@udel.edu\)](mailto:dssoffice@udel.edu), Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights. \(http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm\)](http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm)

Course Summary:

Date	Details	
Thu Sep 3, 2020	 Syllabus Quiz (https://udel.instructure.com/courses/1535381/assignments/8229690)	due by 11am
Thu Sep 10, 2020	 Dates Quiz (https://udel.instructure.com/courses/1535381/assignments/8245576)	due by 11am
Thu Sep 17, 2020	 Self-Assessment - Reconstruction (https://udel.instructure.com/courses/1535381/assignments/8256032)	due by 11:59pm
Thu Sep 17, 2020	 Short Paper 1: The wars of Empire - Paper due Thu Sep 17, 11am -- Comment on two classmates' papers by Sun Sep 20, 6pm (https://udel.instructure.com/courses/1535381/assignments/8238786)	due by 11am
Thu Sep 17, 2020	 Short Paper 2: World War I -- Paper due Thu Oct 1, 11am -- Comment on two classmates' papers by Sun Oct 4, 6pm (https://udel.instructure.com/courses/1535381/assignments/8255667)	due by 11am

Date	Details	
	 Short Paper 3: World War II -- Paper due Thu Oct 15, 11am -- Comments on classmates' papers by Sun Oct 18, 6pm (https://udel.instructure.com/courses/1535381/assignments/8255713)	due by 11am
	 Short Paper 4: The war in Vietnam-- Paper due Thu Nov 5, 11am -- Comments on classmates' papers by Sun Nov 8, 6pm (https://udel.instructure.com/courses/1535381/assignments/8255748)	due by 11am
	 Short Paper 5: The war in Vietnam-- Paper due Thu Nov 12, 11am -- Comments on classmates' papers by Sun Nov 15, 6pm (https://udel.instructure.com/courses/1535381/assignments/8255773)	due by 11am
	 Short Paper 6: Since Vietnam-- Paper due Thu Dec 3, 11am -- Comments on classmates' papers by Sun Dec 6, 6pm (https://udel.instructure.com/courses/1535381/assignments/8255801)	due by 11am
Thu Sep 24, 2020	 Self-Assessment - Wars of empire (https://udel.instructure.com/courses/1535381/assignments/8258013)	due by 11:59pm
Thu Oct 8, 2020	 Self-Assessment - WWI (https://udel.instructure.com/courses/1535381/assignments/8288476)	due by 11:59pm
Thu Oct 22, 2020	 Self-Assessment - World War II (https://udel.instructure.com/courses/1535381/assignments/8288864)	due by 11:59pm
Thu Oct 29, 2020	 Self-Assessment - The Cold War (https://udel.instructure.com/courses/1535381/assignments/8288918)	due by 11:59pm
Thu Nov 12, 2020	 Self-Assessment - The War in Vietnam (https://udel.instructure.com/courses/1535381/assignments/8288928)	due by 11:59pm
Thu Dec 10, 2020	 Attendance and Participation (https://udel.instructure.com/courses/1535381/assignments/8239068)	due by 12:15pm

Date	Details	
	 Self-Assessment - War and American Society Today (https://udel.instructure.com/courses/1535381/assignments/8288937)	due by 11:59pm
Sun Dec 13, 2020	 Final Paper - Due Mon. Dec 14, at noon (https://udel.instructure.com/courses/1535381/assignments/8229718)	due by 12pm



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