

## UMBC UGC Instructions for New Course Request Form (revised 4/2016)

**Course number & title:** Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

**Date submitted:** The date that the form will be submitted to the UGC.

**Effective date:** The semester the new course is in effect, if approved.

**Contact information:** Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

**Course number:** For cross-listed courses, provide all the numbers for the new course.

**Transcript title:** Limited to 30 characters, including spaces.

**Recommended Course Preparation:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

**Prerequisite:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

**NOTE:** Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

**NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

**# of credits:** To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

**Maximum total credits:** This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

**Grading method(s):** Check all that apply.

**Proposed catalog description:** Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

**Rationale:** Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

**Cross-listed courses:** Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

**Course Outline:** Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

*Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.*

**UMBC UGC New Course Request: HIST 349 Citizen Soldiers: American Veterans from the Civil War to the War on Terror**

Date Submitted: 1/5/17

Proposed Effective Date: 8/29/17

	Name	Email	Phone	Dept
Dept Chair or UPD	Amy Froide	<a href="mailto:froide@umbc.edu">froide@umbc.edu</a>	455-2032	HIST
Other Contact				

**COURSE INFORMATION:**

Course Number(s)	HIST 349
Formal Title	Citizen Soldiers: American Veterans from the Civil War to the War on Terror
Transcript Title (≤30c)	History of American Veterans
Recommended Course Preparation	HIST 102
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	x Reg (A-F) x Audit x Pass-Fail

**PROPOSED CATALOG DESCRIPTION (no longer than 75 words):**

This is an interdisciplinary course situated at the intersection of American foreign policy, public policy, and public history. The course explores veterans' experiences returning from war or leaving the military, the transition into civilian life, and the history of the Department of Veterans Affairs. The course will place particular emphasis on returning veterans of the Civil War, World War Two, Vietnam, and post-9/11 conflicts, as well as other conflicts and peacetime issues.

**RATIONALE FOR NEW COURSE:**

a) Why is there a need for this course at this time?

Between the post 9/11 GI Bill and the larger military drawdown, there are greater numbers of student veterans on college campuses nationwide. Moreover, because only 0.4% of the U.S. population is currently in the military, and only 7.4% of the population has ever served, the civilian-military divide is greater than ever. Public services for and treatment of veterans is one of the most critical domestic policy issues facing the United States, and the central debates are rooted in a long history of veteran services. This course fills a gap in the history department curriculum by bringing together public policy and foreign policy issues in the twentieth century, and helping UMBC students to be more aware of a critical issue.

b) How often is the course likely to be taught?

Likely once every three to four semesters.

c) How does this course fit into your department's curriculum?

This course will serve as an upper division elective on U.S. history, so it will count toward a major or minor in history.

d) What primary student population will the course serve?

Students interested in or majoring in history, political science, global studies, or social work would all be good candidates for this course; student veterans of all majors might also be particularly interested.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

It's proposed as a 300 level course because it involves a strong research and writing component in the collection and processing of new oral histories, as well as extensive reading. It will assume students have already have the equivalent of a survey-level course in U.S. history.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

Students should have some background in US history and foreign policy to provide needed context for this new material.

g) Explain the reasoning behind the P/F or regular grading method.

Most students should take this course for a grade to ensure it counts for a major or minor, though non-majors in outside fields could benefit from the class even if they take it pass/fail.

h) Provide a justification for the repeatability of the course.

n/a

#### **ATTACH COURSE OUTLINE (mandatory):**

### **HIST 349: CITIZEN SOLDIERS American Veterans from the Civil War to the War on Terror**

#### **Course Description and Objectives:**

This is an interdisciplinary course situated at the intersection of American foreign policy, public policy, and public history. The course explores veterans' experiences returning from war or leaving the military, the transition into civilian life, and the history of the Department of Veterans Affairs. The course will place particular emphasis on returning veterans of the Civil War, World War Two, Vietnam, and post-9/11 conflicts, as well as other conflicts and peacetime issues.

*Core learning objectives* include gaining a broad and historically based understanding of the relationship between society and veterans and how it has changed over time, growing conversant in ongoing debates about what society owes its veterans and the effectiveness of government policies intended to aid and benefit vets, and developing skill-sets in conducting oral history and analyzing primary and secondary sources.

#### **Assessment:**

Students will be graded based on their performance on three core components.

##### 1. Reading responses, 25%

Students will be asked to engage with and write a response to the readings on a weekly basis. Responses should: answer one or more of the study questions posed on Blackboard for the week, highlight key issues raised in the material, pose questions for in-class discussion, and make connections between current readings and themes and readings that have come before in the semester. Responses should run around 700-800 words. Those that do all of these things will receive five points; those who are only partially successful in addressing these points will receive three. Students aiming for an A (90% or higher) on this component should aim to score 63 points (out of a potential 70 – five possible points for each of fourteen weeks of reading). Students with 56-62 points will receive a B on this component, and so on. Reading responses are due on the first class meeting of the week and may not be submitted late.

##### 2. Veteran Oral History Project, 40%

Students will record a new veteran oral history as a part of this class. This project will extend through the middle of the semester, and will be graded in the following stages:

- A. Pre-interview research, crafting questions, and recording the interview, 10%
- B. Select out the “best” ten minutes from the interview to transcribe, and with the transcript submit a short (1500 word) explanation for why you selected these moments and what larger issues in veterans affairs they address, 20%
- C. Create from your interview an edited “product” – either a short (<5 minute) edited film or a display – that highlights the main things you learned from the interview, 10%

### 3. Take home essay exams, 35%

There will be a take home mid-term (worth 15% of the final grade) and final exam (20%). For each, you will receive the questions in advance and be asked to write essays in response using course materials as needed. Note: writing solid reading responses each week, in addition to class attendance and participation, will help students be fully prepared for these exams. Both exams will be graded on the clarity of the thesis statement responding to the exam question (15%), the strength of the evidence to support it (45%), and the quality of the analysis and writing (40%). Take home exam essays should include a clear introduction, body, and conclusion, as well as full citations for all the outside works they use. Recommended word counts will be included with the questions.

Aside from documented illnesses and emergencies, these cannot be turned in late – missing the deadline will be treated like missing an in-class exam. That said, you’ll have plenty of warning when these are coming up, so if the exam will fall on a week in which you have several other exams or deadlines you should make prior arrangements with me to reschedule.

### **GENERAL POLICIES:**

- If changes to our schedule or readings become necessary, I will only make them in consultation with the class.
- Students are expected to attend class regularly and arrive on time. Repeated absences or late arrivals will result in a low participation grade.
- Final letter grades will be based on a standard scale (90-100 is an A, 80-89 a B, etc.).
- Technology policy: Some of the books required for this course are available for less money on Kindle, and some students might be more comfortable reading articles electronically rather than printing them out (I like the “Notability” app for the iPad, myself). If you choose to use laptops or tablets in class, I ask that you use them to aid your learning. If they come to distract you, your classmates, or me from our learning goals, I’ll ask you to put them away. Cell phones should never be used in class, with the sole exception of parents of young children, who should keep their phones on vibrate.

### **ACADEMIC INTEGRITY**

Students enrolled in this course are expected to uphold the [UMBC Policy on Academic Integrity](http://www.umbc.edu/provost/integrity/acc_policy/) [http://www.umbc.edu/provost/integrity/acc\\_policy/](http://www.umbc.edu/provost/integrity/acc_policy/). In the spring of 2002, the UMBC Faculty and Student Senates adopted the following statement emphasizing the importance of academic integrity:

**By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.**

### **Required Books:**

- James Marten, *Sing Not War: The Lives of Union and Confederate Veterans in Gilded Age America* (Chapel Hill: University of North Carolina Press, 2011).
- James Wright, *Those Who Have Borne the Battle: A History of America's Wars and Those Who Fought Them* (New York: Public Affairs, 2012).
- Michael D. Gambone, *Greatest Generation Comes Home: The Veteran in American Society* (College Station: Texas A&M, 2005).
- Joe Klein, *Payback: Five Veterans After Vietnam* (New York: Simon and Schuster, 2015).
- Karl Marlantes, *What It Is Like to Go To War* (New York: Grove Press, 2011).

### **Class Reading Schedule:**

Additional short readings (oral histories and newspaper articles) will be handed out in class or posted on Blackboard.

### **When Johnny Comes Marching Home: Civil War Veterans at Peace**

Week 1: Read *Sing Not War*, 1-158

Week 2: Read *Sing Not War*, 159 to end

Week 3: Over Here: Veterans of the Imperialist Wars and World War One

Read *Those Who Have Borne the Battle*, 1-96; selections from Jennifer Keene, *Doughboys, the Great War, and the Remaking of America* (Baltimore: Johns Hopkins University Press, 2003), on Blackboard.

### **The Greatest Generation: The G.I. Bill and Remaking Society**

Week 4: Read *Greatest Generation Comes Home*, beginning to 89; *Those Who Have Borne the Battle*, 97-132

Week 5: Read *Greatest Generation Comes Home*, 90-147, 166-187

Week 6: Read *Greatest Generation Comes Home*, 147-165, 188-194

Week 7: *Those Who Have Borne the Battle*, 133-164, selections from Glenn Altschuler and Stuart Blumin. *The GI Bill: The New Deal for Veterans* (New York: Oxford University Press, 2009) – on Blackboard.

Week 8: Forgotten Soldiers, Forgotten War: Coming Home from Korea

MIDTERM DUE (No reading)

### **Apocalypse Now: Veterans of the 'Nam**

Week 9: Read *Those Who Have Borne the Battle*, 165-214; also read selections from Christian Appy, *Patriots* and Tim O'Brien, *The Things They Carried* (on Blackboard)

Week 10: *Payback*, 1-172

Week 11: *Payback*, 173-end; selections from Mark Boulton, *Failing Our Veterans: The G.I. Bill and the Vietnam Generation* (New York: NYU Press, 2014) – on Blackboard.

### **The Era of Never-ending War**

Week 12: : Read *Those Who Have Borne the Battle*, 215-285, Richard H. Taylor, *Homeward Bound: American Veterans Return from War* (Westport, CT: Praeger, 2007), 141-164; .

Week 13 Karl Marlantes, *What It Is Like to Go To War*, 1-133; Selections from *Doonesbury* (available on Blackboard)

Week 14: Karl Marlantes, *What It Is Like to Go To War*, 134-256

Week 15: Presentations of Oral History Products

**Final exam due during exam week**