

COURSE: HP 241D_ND, American Military History Survey

CREDIT: 3 Semester Hours

SEMESTER: Spring 2026, Session 1 (January 12-March 6, 2026)

TIME: Monday and Friday, 9:30 to 10:50 am

INSTRUCTOR: Dr. Teddy D. Bitner, Office Phone: 322-0110 extension 1335, Cell 816-914-5119

I. DESCRIPTION

This course is a survey of American military history with focus on doctrinal and policy trends within US military services, use of forces throughout American history, and assessment of military effectiveness. The course uses Clausewitz as the basis for assessment. (Prerequisites: HP221, HP222 or HP238)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES

A. The purpose of this course is to acquaint you with the critical aspects American military history. Basic understanding of the following elements will be achieved:

1. Awareness of contributions of key individuals associated with American military history. (PLO 2, 4) (Assessments A and B)
2. Understanding of events associated with major conflicts. (PLO 2,3,4) (Assessments A and B)
3. Grasp of key doctrinal and organizational developments. (PLO 2,3,4) (Assessments A and B)

B. Specific competencies to be achieved. The student:

1. Identifies major people, places, and events associated with American military development and profession of arms with their causes and consequences. (PLO 2, 4) (Assessments A, B)
2. Develops the ability to assess historical evidence in order to arrive at sound judgments relative to present and future issues. (PLO 1,2,3,4) (Assessments A, B, C)
3. Develops the ability to determine the significance of facts, rather than simply memorize them, in order to prepare oneself for intellectual discussions. (PLO 2, 4) (Assessments A, B, C)

4. Understands current and historical examples of the interaction and interdependence of science, technology and society with regard to warfare. (PLO 2,3,4) (Assessments A, B, C)
5. Understands the linkages between human decisions and consequences. (PLO 1,2,3,4) (Assessments A, B, C)

III. REQUIREMENTS.

- A. Reading and Study Questions. You will be expected to complete the assigned reading from Stewart and answer questions for each reading assignment. As you read the assignments, pay attention to the general threads of history, and how specific individuals and events fit within the patterns of these movements. You will be required to turn in answers to study questions at the beginning of each class period. Study questions should be typed, single spaced, with the question first and then the answer, and about 150 to 250 words in length. Study questions will be graded and returned to students at the next class period.
- B. Lectures and Discussion Questions. All students will answer discussion questions and participate in each discussion. After attending (or watching for online students) the lecture you will answer discussion questions normally associated with the lecture. You will comment on at least one classmate's post. Discussion questions are normally due to be completed within one week of posting.
- C. Paper. You will be required to prepare a research paper. Topic will be a review of an individual, event, or culture within the period and setting of the course. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.) and is **due not later than indicated in the schedule below**. The grade for the paper will be calculated based on the Calvary University evaluation sheet (enclosed). The paper should cite a minimum of scholarly references using books or peer reviewed articles (including articles sourced from databases such as ProQuest). Internet references may also be used (but may not substitute for the three references required). Students who use the Clark Academic Center (CAC) to review a draft of their paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper.

IV. METHODS

- A. Conduct of the class will include a combination of lecture, discussion and question / answer. Student interaction during the conduct of each class session is strongly encouraged.
- A. Grading and Attendance. I expect students to attend class regularly. My attendance policies are:

For in-class students, you may miss up the equivalent of one class period without penalty. If you miss more than one class, your grade will be lowered by one letter grade. If you miss more than two classes, your grade will be lowered by one additional letter grade (a total of two letter grades).

For online students, I will take attendance daily. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. The same rule regarding grade reduction indicated above applies for distance delivery students.

In computing the final grade, I will weigh the work of the course in the following proportions:

Discussion Questions	20%
Study Questions	30%
Paper	30%
Attendance	20%

V. TEXTBOOKS

Richard W. Stewart (ed), *American Military History Volume I* (Second Edition), Washington DC: Center for Military History, 2009 (Available FREE for download as a pdf file online at <http://www.history.army.mil/html/books/030/30-21/index.html>). ISBN: 9780160723629. Retail price \$21.99; Kindle price \$2.99. Provided as a PDF file at no cost to the student.

Richard W. Stewart (ed), *American Military History Volume II* (Second Edition), Washington DC: Center for Military History, 2010 (Available FREE for download as a pdf file online at <http://www.history.army.mil/html/books/030/30-22/index.html>). ISBN: 9780160725418. Retail price is \$19.99; Kindle price \$2.99. Provided as a PDF file at no cost to the student.

The New American Standard Bible, La Habra, CA: Foundation Publications, 1995. ISBN: 9781885217721. Price: \$5.99. Available used for about \$ 0.01. NOTE: The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. TENTATIVE CLASS SCHEDULE:

<u>Lesson</u>	<u>Dates</u>	<u>Subject</u>	<u>Reading Assignment</u> <u>Text: Stewart et al.</u> <u>Volumes 1&2</u>
1	Module 1	Background	Vol 1, Chap 1-2
2	January 12-16, 2026	The American Revolution	Vol 1, Chap 3-4
3	Module 2	Interwar Years	Vol 1, Chap 5
4	January 19-23, 2026	War of 1812	Vol 1, Chap 6
5		Early 19 th Century / Mexican War	Vol 1, Chap 7-8
6	Module 3	Civil War I	Vol 1, Chap 9-10
7	January 26-30	Civil War II	Vol 1, Chap 11
8		Civil War III	Vol 1, Chap 12
9	Module 4	Post Civil War	Vol 1, Chap 13
10	February 2-6, 2026	Indian Wars	Vol 1, Chap 14
11	Module 5	Spanish American War	Vol 1, Chap 15-16
12	February 9-13, 2026	Toward a Professional Army	Vol 2, Chap 1
13		World War I and After	Vol 2, Chap 2
14	Module 6	World War II – Defensive Phase	Vol 1, Chap 3
15	February 16-20, 2026	World War II – Europe and Japan	Vol 2, Chap 4-6
16	Module 7	The Cold War	Vol 2, Chap 7-9
17	February 23-27,	Vietnam	Vol 2, Chap 10-11
18	2026	Vietnam to Desert Storm	Vol 2, Chap 12
19	Module 8	Wars of the 1990s	Vol 2, Chap 13
20	March 2-6, 2026	War on Terrorism	Vol 2, Chap 14-15 (new chapters)

Special Notes:

Grades on late assignments will be reduced by 4% for each day the assignment is late.

I will accept late assignments until midnight on the last day of the cycle. I will not accept assignments beyond that point. Students may contact the registrar to apply for additional time to complete the class.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

The Clark Academic Center (cac@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing

process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2019 update.

Rubric for History Assignments				
	Above Standards = 3	Meets Standards = 2	Approaches Standards = 1	Fails to Meet Standards = 0
Knowledge	Recalls details of previously learned material, including relevant facts and theories. Student is able to articulate and reflect on the details in written form effectively.	Recalls details of previously learned material, including relevant facts and theories. Student is able to describe the details in written form.	Recalls the general outline of previously learned material, including relevant facts and theories. Student is able to describe the general outline in written form.	Fails to recall the general outline of previously learned material, including relevant facts and theories. Student is unable to describe the general outline in written form.
Comprehension	Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.	Answers are mostly relevant to questions. Exhibits the ability to grasp the meaning of previously learned material. Displays the ability to explain, interpret, and summarize as appropriate.	Answers generally relate to questions. Exhibits marginal grasp of the meaning of previously learned material. Struggles with the ability to explain, interpret, and summarize as appropriate.	Answers do not correlate with questions. Exhibits no grasp of the meaning of previously learned material. Fails to display the ability to explain, interpret, and summarize as appropriate.
Application	Applies rules, methods, concepts, principles, and laws as required by questions.	Generally, applies rules, methods, concepts, principles, and laws as required by questions.	Demonstrates comprehension of rules, methods, concepts, principles, and laws present in the material, struggles with finding and articulating appropriate applications.	Demonstrates a failure to comprehend rules, methods, concepts, principles, and laws present in the material. Fails to articulate applications with finding and articulating appropriate applications. Fails to understand the idea of application.
Analysis	Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole. Evidences strong critical thinking skills with logical and thoughtful development of analytical conclusions.	Identifies and describes parts of a concept, theory, or idea and relate those parts to the whole. Evidences good critical thinking skills with reasonably developed analytical conclusions.	Identifies most parts of a concept, theory, or idea and relate those parts to the whole. Evidences basic critical thinking skills with marginally developed analytical conclusions.	Fails to identify parts of a concept, theory, or idea and relate those parts to the whole. Demonstrates the lack of basic critical thinking skills with poorly developed analytical conclusions.
Synthesis	Masters the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are sophisticatedly and cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	Sees the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	Approaches the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are marginally synthesized to undergird the central argument. Able to articulate the results of synthesis.	Fails to comprehend the whole of a concept, theory, or idea by means of its constituent parts. Fails to synthesize artifacts to undergird the central argument. Unable to articulate the results of synthesis.
Evaluation	Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Masters the	Describes and articulates theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Comprehends	Approaches and recites theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Recognizes the	Fails to comprehend theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Fails to

Rubric for History Assignments				
	Above Standards = 3	Meets Standards = 2	Approaches Standards = 1	Fails to Meet Standards = 0
	data, synthesizes theory and outcomes, and draws insightful conclusions based on the evidence.	the data, synthesizes theory and outcomes, and draws appropriate conclusions based on the evidence.	data, considers the theory and outcomes, and draws some conclusions based on the evidence.	consider the data, unable to apply or synthesize the theory and outcomes, and fails to draw conclusions based on the evidence.
Citations and Plagiarism	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, all paraphrased material is cited, evidence of frequent and accurate citations throughout the paper. All source material appears in the Bibliography / References.	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is cited, with adequate frequency. All source material appears in the Bibliography / References	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is marginally cited, student shows evidence of struggling with paraphrasing. Most source material appears in the Bibliography / References	The student fails to cite direct sources (cut and paste from Wikipedia or other sources). Student fails to properly paraphrase and cite material. Student does not list source material in the Bibliography / References, or the paper completely lacks a Bibliography / References.
Spelling / Grammar / Syntax	Writes clearly, follows the accepted norms of spelling, grammar, and syntax with no errors	Generally writes clearly and follows the accepted norms of spelling, grammar, and syntax with minor errors.	Does not write clearly, exhibits several spelling, syntax, and grammar errors	Does not write clearly, fails to follow spelling, grammar, and syntax guidelines and acceptable use.
Format Style (Turabian, APA, MLA)	The assignment has been submitted neatly and according to relevant submission guidelines per Turabian, APA, or MLA.	The assignment follows nearly all of the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges, but generally follows the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges and fails to follow the relevant submission guidelines per Turabian, APA, or MLA.
Academic Level Satisfied	Content / answers are insightful, original, scholarly, developed with exceptional detail, and appropriate to degree level.	Content / answers are appropriate, original, scholarly, developed with adequate detail, and appropriate to degree level.	Content / answers approach original scholarship, developed with some detail, and appropriate to degree level.	Content / answers do not display original scholarship, adequate detail, or appropriate to degree level.