

HIST310: Historical Studies

College of Graduate and Continuing Studies, Norwich University

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Course Description

In this course students will identify strategic considerations which have influenced the outcome of political and military conflict. Topics including the Peloponnesian War between Athens and Sparta, the campaigns of Alexander the Great and Napoleon Bonaparte, the Anglo-Afghan wars of the nineteenth and early twentieth centuries, and the rise and fall of empires around the world. (3 credits)

Course Outcomes

On completion of this course, students will be able to:

- CO1 - Analyze the strategic elements of significant military campaigns.
- CO2 - Evaluate the factors which led to the rise and fall of vast historical empires.
- CO3 - Contrast traditional theories of the causes of armed conflict with alternative contemporary views.
- CO4 - Assess the relevance of selected events in political and military history to current events.

Course outcomes will be assessed during the following activities.

CO 1 Analyze the strategic elements of significant military campaigns.

- Week 2 Discussion, Week 3 Discussion, Week 4 [Campaign Analysis Paper](#)

CO 2 Evaluate the factors which led to the rise and fall of vast historical empires.

- Week 8 [Research Paper](#)

CO 3 Contrast traditional theories of the causes of armed conflict with alternative contemporary views.

- Week 1 Discussion, Week 5 Discussion

CO 4 Assess the relevance of selected events in political and military history to current events.

- Week 6 Discussion, Week 8 Discussion

Required Textbook

Textbook required for this course is:

- **Tuchman, B. (1962). *The guns of August*. New York: Ballentine.**
(Print ISBN: 9780345476098)

Other [required readings](#) are in PDF format or links are provided. Norwich University is not able to provide links to all suggested readings, but you are encouraged to seek them out according to your interests and learning goals.

[Weekly Outline](#)

Every week has a prescribed checklist of activities required to successfully complete the lesson. Follow this checklist, in the specified order, to complete each lesson.

| Week | Topic | Requirements |
|-------------|---|---|
| 1 | Overpowered by the Calamity - The Peloponnesian War | 1. Required Reading 2. Discussion (CO3) |
| 2 | Not Content with Conquest - The Ambition of Alexander the Great | 1. Required Reading 2. Discussion (CO1) 3. Assignment |
| 3 | Rendered Idle - The Punic Wars | 1. Required Reading 2. Discussion (CO1) 3. Course Evaluation Survey |
| 4 | A Revolution Which Will Ever Be Remembered - The Fall of the Roman Empire | 1. Required Reading 2. Discussion 3. Assignment (CO1) |
| 5 | Estimated by the Consequences - Napoleon Bonaparte in Defeat | 1. Required Reading 2. Discussion (CO3) |
| 6 | Progress Beset by Evils - The British Experience in Afghanistan | 1. Required Reading 2. Discussion (CO4) 3. Assignment |
| 7 | Provide the Weather - The Unification and Growth of Germany 1870-1914 | 1. Required Reading 2. Discussion 3. End of Course Evaluation |
| 8 | The Irresistible Onrush of Events - The First World War and Beyond | 1. Required Reading 2. Discussion (CO4) 3. Assignment (CO2) |

[Using Appropriate Sources](#)

In weekly discussion groups and in separate written assignments, students will use research derived from legitimate academic sources. It is the responsibility of the student to choose appropriate source material for inclusion in bibliographies and for citation in discussion posts.

What You May Use:

Scholarly sources (also referred to as academic or peer-reviewed sources) are written by experts in a particular field and serve to keep others updated on the most recent research, findings and news for that field.

For a history course, the desired scholarly sources are works by a professional historian. Practically speaking, this means books and journals. Many of these can be found online in the Kreitzberg Library. It is important, however, for students to exercise their judgment by evaluating the author, publisher, audience and content. The presence of a work in a university library does not by itself merit its inclusion in this course.

A credible work written by a non-historian is usually acceptable. For instance, both Robert Dallek and Robert Caro have written multi-volume biographies of Lyndon Johnson. Dallek is a professional historian, while Caro began his career as a journalist. However, Caro's biographies are substantive, highly praised and would be obviously suitable as source material.

You may use both primary and secondary sources, with appropriate attribution, in this course.

All source material should be of sufficient scope and rigor to be suitable for inclusion in a collegiate course.

What You May Not Use:

Popular sources – including general news, business publications, movies, podcasts, magazines and some newspapers – are generally not suitable for inclusion in a bibliography or discussion citation.

Do not use – under any circumstances – reference materials such as encyclopedias (online or traditional print), materials from Wikipedia, history.com, etc. The use of materials from governmental and military organizations (.gov, .mil. etc.) is permissible only when directly using primary sources from those websites.

If you have any questions about the suitability of prospective source material, consult your instructor prior to its intended use.

Notes on APA Style

All writing for this seminar must follow the **APA writing style**. *A Writer's Reference* (Hacker, 2007, 6th edition), is a recommended text for this course. Grading rubrics for assignments and discussions are provided in the link to [Grading Guidelines and Rubrics](#) (found at the top of the course). **Despite the use of APA, do not write an abstract for any written assignment.**

Use Common Era style abbreviations (BCE - Before Common Era, CE - Common Era). This is necessary only when referring to events of the ancient world (before or near the year 0).

Examples:

- The assassination of Julius Caesar occurred in 44 BCE.
- The Great Fire of Rome occurred in 64 CE.

Discussions

In this course, you will be assigned to a discussion group. Each week your group will discuss one to three questions. All discussions are graded. The quality of your posts and those of your fellow students are intended to create a lively discussion and ensure that a high level of learning occurs.

Each week you are expected to:

1. Enter the "Discussions" section of the classroom in your assigned group. The discussion questions for the week will be posted by your instructor no later than Monday morning. The week's discussion will remain

active through Saturday evening, at which time the discussion will close. The new discussion will be posted again on Monday, and so forth throughout the term. Discussion questions will begin with “Week 1 title” and so forth in order to identify the question for the week. While you will have access to other groups, your main objective is to participate in your own discussion group.

2. Construct and submit an initial response to the first question(s) no later than midnight Wednesday, local time of the discussion week. You will be graded for analysis and integration of course materials and not for the mere recitation of personal experiences or anecdotes. The second response should be posted no later than Friday AM. Critical research is expected as part of posting responses. Initial posts should be between 200 and 300 words in length. Please review the Weekly Discussion Rubric to see how you will be graded.
3. You must also respond to the postings of at least two additional members of your group per question. Your response may be to follow up on points made in the posting, develop new points, or bring in additional information, research etc. to the discussion. Analysis and thoughtful insights will enhance your discussion grade. Therefore, to meet the minimum acceptable standard, three posts per question are expected. This would equate to ‘C’ level work. More interaction will result in additional grade points. .

For more information about what is expected in regard to discussion postings, please review the *Weekly Discussion Rubric* and *Discussion Guidelines* in the [Grading Guidelines and Rubrics](#) link.

Late Work

It is important that writing assignments and discussion posts be completed on time. Extensions of deadlines will be given only for serious extenuating circumstances and when requested and approved in writing in advance. In the absence of such extensions, late work will be downgraded according to the discretion of the instructor.

Grades

As a student in this course, you have a number of responsibilities that will affect the level of learning you achieve. These responsibilities include:

1. Working actively to create a challenging and useful learning experience for you, your discussion group, and the class as a whole.
2. Encouraging and supporting the learning of each member of the class.
3. Preparing and participating fully in discussions as well as group and/or class activities.
4. Completing all assigned work on time or making prior arrangements in case of an absence during the week or when a late submission is unavoidable.

In this course you have the opportunity to acquire knowledge and skills that will help you become effective, confident and focused in your learning. You will be provided a weekly commentary/lecture and have [required readings](#) and discussion assignments. There will be a number of written assignments which are explained thoroughly in the week in which they occur. A total of 1000 points are available in the course distributed across the components listed below, with both points and percent of final grade indicated.

| Graded Assessments | Points | Weights (%) |
|---|---------------|--------------------|
| Weekly Discussions - 40 points each | 320 points | 32 |
| Proposal, Annotated Bibliography and Outline for Research Paper | 100 points | 10 |
| Campaign Analysis Paper | 180 points | 18 |
| Research Paper Draft | 150 points | 15 |

| | | |
|--------------------------------|-------------|-----|
| Research Paper | 250 points | 25 |
| Total | 1000 points | 100 |

Letter grades for the course will be based on the following grading scale.

| Letter Grade | Percentage | Grade Point |
|--------------|------------|-------------|
| A | 93-100% | 4.0 |
| A - | 90-92.9% | 3.7 |
| B + | 87-89.9% | 3.3 |
| B | 83-86.9% | 3.0 |
| B - | 80-82.9% | 2.7 |
| C + | 77-79.9% | 2.3 |
| C | 75-76.9% | 2.0 |
| C - | 73-74.9% | 1.7 |
| D + | 70-72.9% | 1.3 |
| D | 67-69.9% | 1.0 |
| D- | 63-66.9% | 0.7 |
| F | 0-62.9% | 0.0 |

For complete information on the Grading Policy for Bachelor Degree students, please refer to the [CGCS Online Catalog](#) (Sub-Section of Catalog on "Grades.")

Students are expected to maintain a minimum 2.0 grade point average to remain in good academic standing.

All writing for this seminar must follow the **APA writing style**. *A Writer's Reference* (Hacker, 2007, 6th edition), is a recommended text for this course. **Despite the use of APA, do not write an abstract for any written assignment.** Another good reference for APA for formatting and citation can be found at [The Purdue Online Writing Lab \(OWL\)](#).

Grading rubrics for assignments and discussions are provided in the link to [Grading Guidelines and Rubrics](#) (found at the top of the course).

[Academic Honesty and the Norwich University Honor Code](#)

A student must submit work that represents the student's own original analysis and writing. Copying another's work is not appropriate. If the student relies on the research or writing of others, the student must cite those sources. Words or ideas that require citations include, but are not limited to all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. While students are encouraged to seek editing feedback, extensive revisions of one's work by another person is considered a lack of academic honesty, as it is representing another student's work as one's own.

For more information see:

[Academic Dishonesty](#)
[Academic Integrity](#)
[Norwich University Honor Code](#)

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Section 504 of the Rehabilitation Act of 1973/ADA

Please consult [Appendix H: University Policy - Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act \(ADA\)](#) for instructions on obtaining an accommodation.

Disclaimer: Please note the specifics of this Course Syllabus are subject to change. Students are responsible for abiding by any such changes. Your instructor will notify you of any changes.

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