

## **SOC-994: War in the Modern World (Great Courses Series)**

### **Independent Study Online Course Syllabus**

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### **Course Description**

In *War in the Modern World*, we will examine modern conflicts, exploring decades of violence between and within nation-states. We will define insurgency and counterinsurgency warfare as well as the strategies that underlie both. You will learn about the weapons that fundamentally changed how countries and rebel groups fight. And you will understand how highly localized civil and insurgent conflicts became the new terrains on which great powers wage war.

### **Strategy and Weapons: The Characteristics of Modern War**

How are wars fought in the modern era, and who actually fights them? In this new world, weapons and new technologies changed the rules of the battlefield and local battles and proxy wars have become the new military frontier. In this course, we will analyze modern warfare's key traits and major theories. Explore how weapons like nuclear bombs, IEDs, Kalashnikov rifles, guided missiles, drones, and cyberattacks have reshaped battlefields and empowered insurgents. Understand why counterinsurgency warfare is so much harder and more costly than insurgent warfare. And determine what a major war between the United States and other world powers might look like in the future.

### **Modern War through Modern Conflicts**

This course provides a comprehensive overview of military, political, and international history since 1945. We will analyze the causes and consequences of contemporary wars, the key figures who have shaped conflicts, and the global repercussions of these struggles. Through case studies, we will examine pivotal conflicts, including: China's Civil War, The Korean War, The Arab-Israeli Wars, The Cuban Missile Crisis, The Vietnam War, The Yugoslav Wars, Russia's War in Chechnya, and The Iraq War.

### **Understanding War in the Modern Age**

This course explores warfare through strategic, historical, and geopolitical lenses, providing a comprehensive understanding of its impact. By examining conflicts from the late 20th and 21st centuries, you will gain deeper insight into global history, international relations, and current events. This course will enhance your ability to teach your students how to analyze contemporary conflicts, fostering more informed discussions about the future of war and peace. Assignments address the National Board of Professional Teaching Standards (NBPTS) Social Studies-History Standards.

**Note:** Course guidebook is included with the cost of the course.

## Required Texts and Course Materials

**Course Guidebook:** Stone, D. R. (2022). War in the Modern World. The Teaching Company.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [What Teachers Should Know and Be Able to Do](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### NBPTS Social Studies–History Standards Statements (SS-HS)

(<https://www.nbpts.org/wp-content/uploads/2017/07/EAYA-SSH.pdf>)

The National Board for Professional Teaching Standards (NBPTS) has organized the standards for accomplished teachers of social studies–history into the following eight standards. The standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of accomplished practice. These standards serve as the basis for National Board Certification in social studies–history.

#### Knowing Students, Purpose, And Content

- Standard I: Knowing Students
- Standard II: Developing Social Understanding, Engagement, and Civic Identity
- Standard III: Content

### Teaching in Context

- Standard IV: Instruction
- Standard V: Diversity
- Standard VI: Learning Environments: Classroom and Communities

### Developing as a Professional

- Standard VII: Professional Growth
- Standard VIII: Reflection

### **Common Core State Standards (CCSS)** ([www.corestandards.org](http://www.corestandards.org))

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

### **Continuing Education Student Learning Outcomes (CE-SLO)**

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

### **Course Student Learning Outcomes (C-SLO)**

<b>Student Learning Outcomes for This Course</b> By the end of this course the student will be able to:		<b>National Standards Addressed*</b>	<b>CE-SLO Addressed**</b>
C-SLO 1	Analyze the human, economic, and geopolitical consequences of World War II and how they shaped the modern world.	History Standards II, III, VII	CE 1, 2, 6
C-SLO 2	Explain the geopolitical tensions between the Soviet Union and the West that led to the Cold War.	History Standards III	CE 1, 2

C-SLO 3	Evaluate how warfare has evolved since 1945, including the shift from conventional warfare to insurgency and counterinsurgency conflicts.	History Standards II, III	CE 4, 5
C-SLO 4	Describe the impact of nuclear bombs, drones, IEDs, cyber warfare, and other modern weapons on global conflicts	History Standards II, III	CE 6
C-SLO 5	Assess the causes, strategies, and consequences of major post-WWII conflicts such as the Korean War, Vietnam War, and the Arab-Israeli Wars.	History Standards III, V	CE 6
C-SLO 6	Compare the strategies and challenges of insurgency and counterinsurgency warfare, including theories from figures like Mao Zedong and Che Guevara.	History Standards III, VIII	CE 4
C-SLO 7	Analyze how the United States and the Soviet Union engaged in proxy wars and indirect conflicts during the Cold War and beyond.	History Standards IV, V	CE 5
C-SLO 8	Examine the influence of key political and military leaders, such as Joseph Stalin, Fidel Castro, and Saddam Hussein, in shaping modern warfare.	History Standards II, V	CE 4
C-SLO 9	Evaluate the difficulties faced by world powers in attempts at nation-building, as seen in conflicts like the Iraq War.	History Standards III, VI	CE 2, 5
C-SLO 10	Discuss potential future conflicts, the role of cyber warfare, and the challenges of maintaining global peace in an era of technological and geopolitical change.	History Standards II, VIII	CE 1, 4

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Student Learning Outcomes**

## Topics, Assignments, and Activities

The participant's grade will be determined by the number and quality of modules they choose to complete. Outlined below are the module requirements for each type of unit and grade options.

If working towards the "A letter grade" option:

- Eight modules - Complete all 8 content modules.
- Complete the Knowledge Check for each module.
- Complete the Reflective Forum for each module.
- Complete one (1) Application Choice Assignment for each module.
- All coursework with must receive "A-grade" quality or better.

If working towards the "B letter grade" option:

- Six modules - Complete 6 of the 8 content modules (any 6 of your choice).
- Complete the Knowledge Check for each module.
- Complete the Reflective Forum for each module.
- Complete one (1) Application Choice Assignment for each module.
- All coursework with must receive "B-grade" quality or better.

Module Title	Module Assignments and Activities	Assignment Credit
<b>Home Page</b>	<ul style="list-style-type: none"> <li>• Welcome Video</li> <li>• Course Syllabus</li> <li>• Policies and Procedures</li> <li>• Introduce Yourself Forum</li> </ul>	
<b>Module 1 – Afghanistan and Modern Warfare</b>	<ul style="list-style-type: none"> <li>• Watch Videos 1, 2, 3</li> <li>• Read Guidebook Lectures 1, 2, 3</li> <li>• 1.1 Knowledge Check: Afghanistan and Modern Warfare</li> <li>• 1.2 Reflective Forum: Afghanistan and Modern Warfare</li> <li>• 1.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of "Complete" is required for each Assignment
<b>Module 2 – World War to Cold War and Colonial Asia</b>	<ul style="list-style-type: none"> <li>• Watch Videos 4, 5, 6</li> <li>• Read Guidebook Lectures 4, 5, 6</li> <li>• 2.1 Knowledge Check: World War to Cold War and Colonial Asia</li> <li>• 2.2 Reflective Forum: World War to Cold War and Colonial Asia</li> <li>• 2.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of "Complete" is required for each Assignment
<b>Module 3 – Korean War, Britain's Exit, and France's Vietnam War</b>	<ul style="list-style-type: none"> <li>• Watch Videos 7, 8, 9</li> <li>• Read Guidebook Lectures 7, 8, 9</li> <li>• 3.1 Knowledge Check: Korean War, Britain's Exit, and France's Vietnam War</li> <li>• 3.2 Reflective Forum: Korean War, Britain's Exit, and France's Vietnam War</li> <li>• 3.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of "Complete" is required for each Assignment
<b>Module 4 – Insurgency/ Counterinsurgency and Arab-Israeli Wars</b>	<ul style="list-style-type: none"> <li>• Watch Videos 10, 11, 12</li> <li>• Read Guidebook Lectures 10, 11, 12</li> <li>• 4.1 Knowledge Check: India-Pakistan and America's Vietnam War</li> <li>• 4.2 Reflective Forum: India-Pakistan and America's Vietnam War</li> <li>• 4.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of "Complete" is required for each Assignment
<b>Module 5 – India-Pakistan and America's Vietnam War</b>	<ul style="list-style-type: none"> <li>• Watch Videos 13, 14, 15</li> <li>• Read Guidebook Lectures 13, 14, 15</li> <li>• 5.1 Knowledge Check: India-Pakistan and America's Vietnam War</li> <li>• 5.2 Reflective Forum: India-Pakistan and America's Vietnam War</li> <li>• 5.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of "Complete" is required for each Assignment
<b>Module 6 – Soviet's Afghanistan, Latin America, and Falklands</b>	<ul style="list-style-type: none"> <li>• Watch Videos 16, 17, 18</li> <li>• Read Guidebook Lectures 16, 17, 18</li> <li>• 6.1 Knowledge Check: Soviet's Afghanistan, Latin America, and Falklands</li> <li>• 6.2 Reflective Forum: Soviet's Afghanistan, Latin America, and Falklands</li> <li>• 6.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of "Complete" is required for each Assignment

<b>Module 7 –</b> Rwanda/Congo, Iraq-Iran, and Desert Storm	<ul style="list-style-type: none"> <li>• Watch Videos 19, 20, 21</li> <li>• Read Guidebook Lectures 19, 20, 21</li> <li>• 7.1 Knowledge Check: Rwanda/Congo, Iraq-Iran, and Desert Storm</li> <li>• 7.2 Reflective Forum: Rwanda/Congo, Iraq-Iran, and Desert Storm</li> <li>• 7.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Module 8 –</b> Yugoslavia, New Russia, and War on Terror	<ul style="list-style-type: none"> <li>• Watch Videos 22, 23, 24</li> <li>• Read Guidebook Lectures 22, 23, 24</li> <li>• 8.1 Knowledge Check: Yugoslavia, New Russia, and War on Terror</li> <li>• 8.2 Reflective Forum: Yugoslavia, New Russia, and War on Terror</li> <li>• 8.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Course Wrap-up –</b> Grading and Evaluation	<ul style="list-style-type: none"> <li>• Final Reflection Forum</li> <li>• Course Evaluation</li> <li>• Course Completion Checklist</li> <li>• Grade Request / Transcript Request</li> </ul>	

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.



- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

### Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

### Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

### Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

### Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation

must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.



FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.