

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military Studies

MILH 370
The Korean War
3 Credit Hours
Eight Weeks

The course materials, assignments, learning outcomes, and expectations in upper-level (300-400) undergraduate courses assume that you have completed lower-level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper-level courses.

POLICIES:

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

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Instructor Information

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Course Description

This course provides a history of the Korean War from pre-hostilities to post-ceasefire. The course mainly concentrates on the U.S. and South Korean conflict against North Korean and Chinese forces, but other UN participants are covered throughout the course. All three levels of conflict, from tactical to strategic are discussed. The increase in technology, the usage of modern weapons, POWs, and the continued presence of U.S. forces in the Republic of South Korea are covered during the course. This is an especially timely course in 2010.

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Course Scope

The scope of this course focuses the study of the various battles and campaigns fought during the Korean War. The course will mainly concentrate on the conflict between the U.S. forces and North Korean and Chinese forces, but there will be discussion on other countries contribution to the war. Additionally, there will be discussion of the strategic, operational, and tactical strategies and tactics of the primary countries involved in the war. The increase in technology and the usage of modern weapons, a very important aspect of the war, is covered throughout the course. Since the Korean War heavily involved both Regular Army Soldiers and Citizen Soldiers (Guard and Reserve) this aspect is discussed in depth. The battle study allows for a comprehensive examination of the particular battles, conflicts, and campaigns that creates a better understanding of how the war was fought. Lastly, the decision to end the war via a cease-fire, which is still in effect today, is discussed, as well as the relevant ramifications of cease-fire compared to a victory / defeat concept. However, one very important note: This class is not intended to test your ability to memorize trivia.

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Course Objectives

APUS policy requires that undergraduate courses provide a transition from the basic, recall of facts and information (“knowledge” and “comprehension” categories from *Taxonomy of Educational Objectives*, by Bloom) to the higher orders of cognitive performance. Course learning objectives are established accordingly and instructional techniques are used to achieve them. For additional background, go to: [University Learning Outcomes Assessment](#)

1. Examine the historical development of the causes of the Korean War and identify the major figures in American history and their significance.
2. Elaborate on why the soldiers of the People’s Democratic Republic (North Korea) were successful at the start of the war and why U.S. and Republic of Korean Forces (South Korea) were unsuccessful at the start of the war. Also, identify the major foreign policy goals of the various countries (this is key in recognizing America’s relationships with other nations). Identify the internal and external forces that altered American foreign policy during the war. Also, identify the major figures in American history and their significance.
3. Discuss the reasons why the U.S. forces were able to comeback from their initial defeats and push the North Koreans to the Yalu. Also, identify the major figures in American history and the significance.

4. Explain why the Chinese entered the war, discuss the intelligence failure of the American's in predicting the entrance of Chinese forces, and the impact the Chinese forces had on the war. Also, identify the major figures in American history and their significance.
5. Explain why the ground war came to a halt and discuss the terms of the Cease-Fire. Also, identify the major figures in American history and their significance.
6. Develop your skills in analytical thinking and historical writing. Integrate all of the above people, places, or events into the "big picture" of American history.
7. Define history; learn the basic process for historical research; and conduct research on topics related the content of this course.
8. Identify, read, and critique primary and secondary sources, to include the benefits and biases of each type of source, and use the Chicago / Turabian style of documentation in written assignments.
9. Complete short and long papers on specific historical periods to include mastery of major ideas, significant events, and historical changes.
10. Discuss historical issues, respond to study questions, and reflect on historical themes as presented in the context of the time period and their relevance today.

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Course Delivery Method

This course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. When the assignment is ready for your instructor to grade, you must select the box "Submit for Grading" and then submit the assignment. **Instructors at APUS do not search through student folders to find the assignments.**

All Discussion Board postings occur in the discussion board and specific due dates are in the Course Outline section of this syllabus. Do not place your discussion board answers in your student folder. Your instructor will only grade the discussion board postings after you have submitted them to him after first posting them on the discussion board.

As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

See Course Policy in Course Materials section concerning late assignments.

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Course Materials

All students taking history classes should have a mastery of online research methods; these include researching appropriate primary resources through the Web, and understanding the historiographical literature for this course so that they can do required assignments involving research. You are encouraged to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through [The Online Library](#).
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.
- Explore existing literature and digital archives in support of research interests.

Historical skills in a possible developmental history curriculum: The example of primary sources involves:

Analytical Skills	General Skills	300 Level	400 Level
Dealing with evidence: Primary sources	<p>Discriminate between a primary and a secondary source and their uses in research. Learn how to analyze / question a primary source: Who wrote it, when, why, its audience, its historical context, inferences that can be drawn from it, etc. In other words, students will comprehend how to extract information from artifacts and relate it to broader course themes.</p> <p>Recognize the place, time, and human agency behind the production of a primary source.</p> <p>Interpret human agency in the context of how an artifact from the past was produced and of the times in which it was produced.</p>	<p>Evaluate the trustworthiness of sources.</p> <p>Compare and contrast diverse and potentially conflicting primary sources for a single historical problem.</p>	<p>Develop relationships among multiple sources and synthesize the major connecting issues among them.</p>
Bottlenecks and difficulties for students in acquiring those skills	<p>Recognizing the variety of primary sources and interpreting them.</p> <p>Re-creating historical context and connecting it to a document.</p> <p>Beginning to empathize with people from another place and time.</p> <p>Re-creating historical context and connecting it to a document.</p> <p>Identifying and empathizing with people from another place and time.</p>	<p>Dealing with ambiguity and contradiction in historical sources.</p>	<p>Recognizing major points in primary and secondary sources.</p> <p>Producing some sense through connecting multiple sources.</p>

This table shows primary-source analysis skills that history instructors can teach their undergraduate

students and the difficulties that students encounter when learning them. Instructors gradually teach students more difficult skills as they progress from introductory to advanced courses. Source: Developmental curriculum created by Arlene Díaz, Joan Middendorf, David Pace, and Leah Shopkow for the Indiana University Department of History, fall 2007, based on Lorin W. Anderson and David R. Krathohl, eds., *A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York, 2001). See: [The History Learning Project](#)

As indicated by successful completion of research and writing requirements, students should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the “Invisible College, primary resources, historical research sites, and such advanced web applications as:

- *Web 2.0:* H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.

Undergraduates taking 300 and 400 level classes must explore the research holdings of [The Online Library](#), Department’s Study Portals History and Military History, and their ability to support research needs. Each student may be required to write a scholarly review of a particular research issue, with specific attention afforded to:

- *Online Scholarly Journals:* Students will identify and monitor the key refereed journals in their research area as part of their ongoing scholarly portfolio; and
- *Electronic Books/Subject Clusters:* Students will identify key texts or clusters or resources (e.g., Praeger Security International) in their research area and explore the electronic researching ability for such genre as a complement to print-based immersion.

University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct their own independent research – examples and links to relevant sites include:

- [The Valley of the Shadow: Two Communities in the American Civil War](#)
- [National Geographic: Remembering Pearl Harbor](#)
- [American Memory: Historical Collections for the National Digital Library, Library of Congress.](#)
- [H-Net – Humanities and Social Sciences Online](#)
- [World History Matters](#)

Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.

REQUIRED TEXTS

Stokesbury, James L. *A Short History of the Korean War*. Reprint. New York: William Morrow and Company, 1988.

Fehrenbach, T. R. *This Kind of War*. Reprint: Dulles, VA: Brassey’s, 2000.

RECOMMENDED REFERENCES

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007
- **General History Links accessible through the APUS Online Library.**
 United States
 World
 Korean War

IMPORTANT NOTE: The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation.

WEB-BASED READINGS

Listed in the Course Announcements each Mod

SOFTWARE REQUIREMENTS

- Microsoft Office 2003 or newer versions (MS Word, MS Excel, MS PowerPoint)
- Word documents created in Office 2007 have the default file extension of **.docx**, which is not supported by APUS and some internet browsers. To ensure the Word documents you create in Office 2007 can be opened by all, you must save them with the **.doc** extension using the "Save As" feature prior to submitting for grading.
- Adobe [Acrobat Reader](#) (for PDF files)
- To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):
 - [Real Audio](#)
 - [Windows Media Player](#)
 - [Quick Time](#)

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Evaluation Procedures

This course is run on a weekly Sunday through Monday basis. Written assignments are due before midnight EST on specified Sunday evenings. Grades for this course will be based upon ten grading instruments. The student will respond to the posting of other student's short papers in the discussion board section of course and to professor directed questions in the discussion board section. All assignments **MUST** be submitted for grading to the professor, whether they require posting on the discussion board or not. The research paper will focus on a specific topic and will explore the topic in depth. The final exam **does not require a proctor and is open book** and will consist of five essay questions. Content, spelling, punctuation, grammar and timeliness count toward your grade. The assignment / course breakdown is as listed below --- it looks more complicated than it really is and gives you multiple changes to earn points, not just a few all-or- nothing assignments.

Detailed instructions for Discussion Group Postings (Professor Directed Questions -PDQ) Abstract Paper Critique, Short Paper) are located in the Course Materials folder.

Detailed instructions for the Abstract Paper, Short Paper, Research Proposal, and Research Paper are located in the Course Material folder.

The final exam has five questions. You will have a week to take the exam. A substantive answer is required for each question, which should be at least 300 words (per answer).

The assignment / course breakdown is as listed below --- it looks more complicated than it really is and gives you multiple chances to earn points, not just a few all or nothing assignments.

<u>Grade Instruments:</u>	<u>Gradebuilder Points</u>	<u>% Final Grade</u>
Abstract Paper	12	12%
Abstract Paper Critique	4	4%
Short Paper	12	12%
Short Paper Critique	4	4%
Discussion Questions (PDQs)	12	12%
Responses to Discussion Board Questions (PDQs)	12	12%
Research Paper Proposal	4	4%
Research Paper	20	20%
Final Exam	20	20%
TOTAL	100	100%

Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Discussion Boards</u>
ONE	Introductions	Introductions	Read the syllabus and Review the folders in Course Materials section	Post 200-250 wd intro by Friday/comment on at least four peer intros by Sunday
1 ONE (continued)	The Rise of Tensions and the Invasion	CO-1 DO-1, DO-2, DO-3, & DO-4	Fehrenbach, Chapters 1 - 4 Stokesbury, Chapter 1 – 2	Work on the initial readings and think ahead to the writing assignments.
2 TWO	The Victorious North Koreans arrive at Pusan	CO-2 DO-1, DO-2, DO-3, & DO-4	Fehrenbach, Chapters 5 – 14 Stokesbury, Chapter 3	Go to the Discussion Board in the Electronic Classroom and respond to the Week 2 question (PDQ #1). Your answer is due by Thursday and you need to respond to AT LEAST four other student comments with meaningful comments by Sunday.
3 THREE	The Americans Strike Back	CO-3 DO-1, DO-2, DO-3, & DO-4	Fehrenbach, Chapters 15 – 17 Stokesbury, Chapter 4 - 5	Abstract Paper due by Sunday.
4 FOUR	Enter the Chinese	CO-4 DO-1, DO-2, DO-3, & DO-4	Fehrenbach, Chapters 18 – 28 Stokesbury, Chapter 6 - 7	Abstract Paper Critique due by Wednesday on one fellow student's short paper. Go to the Discussion Board in the Electronic Classroom and respond to the Week 4 question (PDQ #2). Your answer is due by Thursday and you

				<p>need to respond to AT LEAST four other student comments with meaningful comments by Sunday.</p> <p>Research Paper Proposal due no later than Sunday.</p>
<p>5</p> <p>FIVE</p>	Peace Talks and the Cease-Fire	<p>CO-5</p> <p>DO-1, DO-2, DO-3, & DO-4</p>	Fehrenbach, Chapters 29 – 39 Stokesbury, Chapter 8 - 9	<p>Short Paper due by Wednesday– three pages long not counting the coversheet or the bibliography.</p> <p>Go to Discussion Board and respond to this week’s question by Thursday and to at least four other student’s comments by Sunday.</p>
<p>6</p> <p>SIX</p>	Other Issues	<p>CO-6</p> <p>DO-1, DO-2, DO-3, & DO-4</p>	Stokesbury, Chapter 10 – 17	<p>Go to the Discussion Board in the Electronic Classroom and respond to the Week 6 question (PDQ #3). Your answer is due by Thursday and you need to respond to AT LEAST four other student comments with meaningful comments by Sunday.</p> <p>Short Paper Critique due on a fellow student’s short paper by no later than Wednesday.</p>
<p>7</p> <p>SEVEN</p>	Research Paper Modern	<p>CO-5, DO-1, DO-2, DO-3, & DO-4</p>	As required for completion of Research Paper	Research Paper due Sunday--eight to ten pages, long not counting the coversheet and bibliography.

8 EIGHT	Final Exam completed by Sunday.	CO-5, DO-1, DO-2, DO-3, & DO-4	As required for completion of Final Exam	Final Term Exam due by Sunday.
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CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual of Style*.

The *Chicago Manual of Style* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design / designation.

1. Front matter--e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, endnotes, appendices.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

STUDENT HANDBOOK

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information

outside that is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See [Student Handbook](#).

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Online Library Research Center & Learning Resources

The Online Library Resource Center is available to you from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

- [Book Catalog](#) - Link to thousands of *electronic* books
- [Databases](#) - Find *articles* and reports from scholarly journals, magazines, and newspapers
 - [ABC Clio US at War](#)
 - [CIAO](#)
 - [EBSCO](#)
 - [Praeger Security International](#)
 - [ProQuest](#)
- **Journal Title Search Engine**
 - [American Historical Review](#) from 2/01/1975 to 1 year ago in EBSCO
 - [Cold War History](#) from 08/01/2000 to 1 year ago in EBSCO
 - [Early Medieval Europe](#) from 03/01/1998 to 1 year ago in EBSCO
 - [Journal of Early Modern History](#) from 02/01/1999 to 1 year ago in EBSCO
 - [Journal of Medieval and Early Modern Studies](#) from 01/10/1997 to 1 year ago in EBSCO
 - [Journal of World History](#) from 04/01/1998 to present in ProQuest
- **Historical Research Methods**
 - [The Historical Approach to Research](#)
 - [Historical Research Methods](#)
 - [Reading, Writing, and Researching for History: A Guide for College Students](#)
 - [A Student's Guide to the Study of History](#)
 - [H-Diplo: diplomatic and international history](#) *H-Net discussion group dedicated to diplomatic history and international affairs. Features archive, reviews, bibliographies, reading lists, course syllabi etc.*

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Selected Bibliography

- Located in the Course Material Folder

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Weekly Assignments – You do not have to provide me with the answers to the study questions each week. I have provided them to help focus your readings.

Week 1 – The Rise in Tensions on the Korean Peninsula and the North Korean Invasion

Scope: This lesson provides a brief overview of situation on the Korean Peninsula prior to the war and the reason behind the rise of tensions.

Objectives: To acquire an understanding of the importance of that the United States placed on the role of their forces in the Republic of Korea and Japan and how these forces were to deter an invasion.

Required Readings:

1. All folders / papers in the Course Material Section
2. Fehrenbach. *This Kind of War*. Chapters 1 – 4.
3. Stokesbury. *A Short History of The Korean War*. Prologue and Chapters 1 – 2.

Study Questions:

1. What was the role of the US forces in the Republic of Korea prior to the invasion?
2. What was the military war plan of the People’s Democratic Republic?
3. Explain why there were tensions between People’s Democratic Republic and the Republic of South Korea.

Week 2 – The Victorious North Koreans Arrive at Pusan

Scope: This lesson discusses the North Korean offensive operations and the American / South Korean defensive operations during the North Korean drive towards Pusan. Also discussed is how the North Korean advance influence world political opinion of the North Korean and American military forces.

Objectives: To acquire a general knowledge of what America’s military was capable of in the early phases of the war and why many American’s were shocked at their poor performance, especially so soon after World War II.

Required Readings:

1. Fehrenbach. *This Kind of War*. Chapters 5 – 14.
2. Stokesbury. *A Short History of The Korean War*. Chapter 3.

Study Questions:

1. Why were the North Koreans so victorious in the early phase of the war?
2. Were the Americans and South Koreans really that bad? Why or why not?
3. What was the overall military goal of the North Koreans? How were they to accomplish this goal?.
4. Why did the American leaders underestimate the North Koreans?
5. What hardships did soldiers and non-combatants endure?
6. Was Seoul an objective for the North Koreans? Why or why not?

Week 3 – The Americans Strike Back

Scope: This lesson discusses America's support of the South Koreans and the U.S. counter-attack against the North Koreans and how it influenced the conduct of the war. Also discussed is the international aspect of the war and how it changed as a result of American successes.

Objectives: To acquire a general knowledge of the military battles and political issues that accompanied America's decision to counter-attack the North Koreans and carry the war northward of the original international boundary.

Required Readings:

1. Fehrenbach. *This Kind of War*. Chapters 15 – 17.
2. Stokesbury. *A Short History of The Korean War*. Chapters 4 - 5.

Study Questions:

1. Why was Inchon important?
2. Explain the usage of X Corps.
3. Explain the battle in the East.
4. Explain the battle in the West.
5. Why was the U.S. so victorious?
6. Discuss the American war plan for capturing North Korea.
7. Why did the American leaders underestimate the North Koreans?
8. What hardships did soldiers and non-combatants endure?
9. Why was the liberation of Seoul so important?

Week 4 – Enter the Chinese

Scope: This lesson discusses the Chinese intervention in the Korean War and how their entering the war dynamically changed the war in intensity and duration. Also discussed is how their entrance changed the international aspect of the war.

Objectives: To acquire a general knowledge of the Chinese intervention

Required Readings:

1. Fehrenbach. *This Kind of War*. Chapters 18 – 28.
2. Stokesbury. *A Short History of The Korean War*. Chapters 6 - 7.

Study Questions:

1. Why did the Chinese enter the war?
2. Explain why the Americans did not believe the Chinese would enter the war.
3. Why were the Chinese so victorious?
4. Explain the battle in the West.
5. Explain the battle in the East.
6. Discuss the Chinese war plan for defeating the Americans and the South Koreans.
7. Why did the American leaders underestimate the Chinese?

Week 5 – Peace Talks and the Cease-Fire

Scope: This lesson discusses the stalemate between the various forces involved in the Korean War, the diplomatic aspect of the war which involved the peace talks, and the temporary cease-fire which still separates the peninsula today.

Objectives: To discuss why the war came to a stop and a cease-fire was agreed instead of the war continuing until one side was victorious.

Required Readings:

1. Fehrenbach. *This Kind of War*. Chapters 29 – 39.
2. Stokesbury. *A Short History of The Korean War*. Chapters 8 - 9.

Study Questions:

1. Why did the Chinese stop their attack southward?
2. Why was MacArthur fired?
3. How were the Americans and South Koreans able to stop the Chinese and the North Koreans?

Week 6 – Other Issues Resulting from the Korean War

Scope: This lesson requires the student to understand various other issues that had a direct impact on the war – weather, airpower, POWs, public opinion, and international opinion.

Objectives: To acquire additional knowledge on the course's subject matter.

Required Readings:

1. Stokesbury. *A Short History of The Korean War*. Chapters 10 - 17.

Study Questions:

1. Explain how the weather affected the outcome of battles.
2. Describe the role of airpower in the war.
3. Elaborate on the prison of war issue.
4. Describe public opinion of the war.
5. Elaborate on international opinion of the war.
6. Why, although other countries participated in the war, is it mainly considered an American war? Is it this way only in America, or also in other countries?

Week 7 – Research Paper

Scope: Complete final report for submission.

Objective: To successfully write a 10-page research paper on any of the unanswered study questions or answering your own questions (must receive permission from the professor for the topic if you opt to pick your own).

Study Questions:

1. What is the thesis of your paper?
2. Have you found more than seven sources? Are they both primary and secondary?
3. What makes your paper unique? Why is it different than others that have already been published? Are you sure that you are not simply retelling a story that has already been told?

Required Readings: As required for your report.

Week 8 – Final Exam

Scope: Evaluate the learning of knowledge covered throughout the semester by taking an exam without a proctor.

Objectives: To successfully pass the final exam and pass the course.

Required Readings: Review all readings assigned throughout the semester.

Turn-ins: Final Exam.

Congratulations and best wishes!

