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American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military Studies

MILH480

The Philippine Insurrection

3 Credit Hours

Eight Weeks

Prerequisite(s): HIST300/HS334 for History and Military History majors only

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[Weekly Study Question](#)

Instructor Information

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Course Description (Catalog)

This course studies the origins, conduct, and aftermath of the Philippine Insurrection, 1899-1902 and briefly touches on the subsequent Insurrections that arose in the following decade. Uncertain of the nation's intentions or overall mission in the Philippines, U.S. troops were left to determine the best course of action for the U.S. occupation in the archipelago. Prerequisite - HIST300/HS334 for History and Military History majors only. [3 Semester Hours]

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Course Scope

Tasked with carrying out President William McKinley's Benevolent Assimilation Proclamation (21 Dec 1898), which ceded the Philippine Islands to the U.S., occupying forces were instructed to enforce American jurisdiction over the islands, using force as necessary. The revolts and insurgencies by Filipino nationalists as well as Moros guerrilla fighters throughout the Philippine Islands are examined. Beginning with the opening actions that took place mere months after the departure of Spanish forces, to the final surges of violent resistance encountered in the closing months of the war, U.S. forces ultimately defined a successful counterinsurgency strategy. Despite President Theodore Roosevelt's declaration of victory on 4 July 1902, the U.S. occupying forces still encountered resistance and rebels throughout the subsequent decade. Numerous parallels will be drawn between this first U.S. conflict in the Pacific, and later wars in the region, as well as modern uprisings against similar enemies.

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Course Objectives

Upon completion of the *Philippine Insurrection* students will be able to:

1. Examine and identify the strategic importance of the U.S. gaining an imperialistic foothold in Asia at the dawn of the twentieth century.

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2. Analyze and assess the significant contributions of the United States involvement in conflicts of the late 1890's. This is key in recognizing America's relationships with other nations and its involvement into a world power. Identify the internal and external forces that altered American foreign policy and territorial holdings from 1898-1902.

3. Appraise and outline the major economic cycles and the causes of economic change, along with the key points in the evolution of American industry and society, in addition to key the economic organizing principles of American history, such as the expansion from a continental power into a superpower.

4. Expand skills in analytical thinking and historical writing. Integrate all of the above people, places, or events into the "big picture" of American history.

5. Define history; learn the basic process for historical research; and conduct research on topics related the content of this course.

6. Read, synthesize, 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.

7. Demonstrate understanding of historical issues, respond to study questions, and reflect on historical themes as presented in the context of the time period and their relevance today.

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. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and forums.

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. 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.

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All written assignments are due by the last day of each week and are posted in your student folder and associated with the assignment. Do not copy and paste any written assignment into the assignment section. 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 forums 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 from the discussion board

All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments 1 week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

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Course Materials

Required Text

Linn, Brian McAllister. *The Philippine War, 1899-1902*. Lawrence, KS: The University Press of Kansas, 2000.

There will also be supplemental readings posted throughout the course, in addition to lecture notes.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote / endnote attribution. **Do not use parenthetical (APA / MLA) variations. Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf).
NOTE - The classroom only supports .doc, .docx, and .rtf files.

Adobe Reader -- Go to <http://www.adobe.com/products/acrobat/readstep2.html> to download the latest version. This download is free.

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Evaluation Procedures

As your instructor, I will determine your final grade for this course based on the following grading instruments:

Forum Postings are a critical component of all History and Military History classes. Studies indicate that students who participate in discussion boards increase their retention on the particular subjects by over 40 percent compared to only reading the text.

The requirements for your forum postings revolve around you answering question(s) posted in the forum by your instructor with a substantial posting of 250 – 300 words (minimum). During each forum, your instructor will reply back to one of your postings, either your primary answer to the question or a comment that you made to another student and you will be required to answer this question. Your grade on the forum posting therefore includes your initial answer and replying to your instructor's follow-up question.

While composing your answer, use proper English. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word program and after you check it for grammar and spelling, copy it into the discussion board posting.

Forum Response is key to helping you gain a greater comprehension of the topics. As such, you must read at least two postings by your peers and respond to them with a substantial posting of 125 to 150 words. If you have a question for your classmates in your response, you will note the question at the bottom of your posting separated by at least one line so that your peers can clearly see your question. It is your responsibility to check for comments made back to you by your classmates and answer any of their questions. Your grade on forum participation is from your comments to your peers and the answers you provide to any questions that they have of you. As in the Forum Posting, English is important and your writing must be clear and free of errors.

Short Paper, Article, and Essay Analysis Assignments will allow you, early in the course, to demonstrate your research skills to your instructor and to receive feedback that will benefit you when you write your research paper. With these assignments, you will learn how to do proper and adequate research and write a short paper and analysis.

The short papers are expected to be a full four to five pages of text, and you must consult a minimum of four academically credible sources. Bibliographies and citations are expected to be in the Chicago-style format. The paper analysis will follow specific criteria and requirements as specified in the Assignment.

The first short paper will be submitted to the instructor for evaluation and assessment. However, the second paper will be helpful not only in practicing research and writing skills, but also in preparing a battle analysis.

The short paper must include a cover page with your name, course number and title (MILH350 – Spanish-American War), instructor's name, and date. You must also include a bibliography at the

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end of your paper. While composing your paper, use proper English. Do not use abbreviations, contractions, passive voice, or first/ second person (I, you, we, our, etc). Before submitting your paper, check your grammar and use spell check. Remember, the way you talk is not the way you write a paper.

A Battle Analysis Methodology Paper, by its very design, will test your ability to construct a well-written paper that shows your comprehension of the battle analysis methodology through analysis of various resources.

This research paper is expected to be a full four to five pages of text, and you must consult a minimum of five academically credible source. Bibliographies and citations are expected to be in the Chicago-style format.

The battle analysis methodology paper must include a cover page with your name, course number and title (MILH 480- The Philippine Insurrection), instructor's name, and date. You must also include a bibliography at the end of your paper. While composing your paper, use proper English. Do not use abbreviations, contractions, passive voice, or first/ second person (I, me, you, we, our, us). Before submitting your paper, check your grammar and use spell check. Remember, the way you talk is not the way you write a paper.

Quizzes and Exams are both assessment tools that APUS uses. Prior to taking any quiz or exam, you need to study for the test by concentrating on the important points covered in the class (those that you instructor pointed out in the weekly objectives for example), combine information from different sources if needed, organize your materials for yourself so that when you are ready to study that you have all your materials together, and spread your study sessions over several periods (do not try to study for the test just hours before you take it). While taking the test, if it is a short answer or essay test, use good English when composing your answers. If it is a multiple choice, true / false, or fill-in-the-blank question, then read the question very carefully and select the best answer.

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.

<u>Grade Instruments:</u>	<u>Points</u>	<u>% Final Grade</u>
Assignment #1	100	1
Article Analysis	100	8
Week 2 Forum	100	7
Week 3 Forum	100	7

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Week 4 Forum	100	7
Week 5 Forum	100	7
Week 6 Forum	100	7
Week 7 Forum	100	7
Short Paper	100	10
Battle Analysis Paper	100	14
Final Exam	100	25
TOTAL	1100 points	100

Grading Scale

Please see the [Student Handbook](#) (click here) to reference the University's [grading scale](#)

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>
1	Late 19 th Century American Politics,	1, 2, 3, 4	Read the syllabus and review the	<ul style="list-style-type: none"> Required Post to the Virtual introduction board

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	Economy, Foreign Policy Americans in the Philippines Initial misinterpretation of mission and purpose		folders in Course Materials section Linn- Introduction, Chapters 1,2, WK One Lecture	(forum WK 1) optional Forum discussion from initial readings. <ul style="list-style-type: none"> • Select and begin reading Article for Analysis assignment
2	Battle of Manila The Visayas	2, 3, 4	Linn— Chapters 3 and 4 WK Two Lecture	<ul style="list-style-type: none"> • Week 2 Forum: Initial discussion, Response to other students, and Follow Up discussion.
3	The Spring Campaigns, 1899 Summer Impasse, 1899	2, 3, 4	Linn— Chapters 5, 6 WK Three Lecture	<ul style="list-style-type: none"> • Week 3 Forum: Initial discussion, Response to other students, and Follow up Discussion • Articles Analysis I, due by Sun 11:59 pm EST
4	The Northern Offensive	2, 3, 4, 5, 6, 7	Linn— Chapters 7, 8 WK Four Lecture	<ul style="list-style-type: none"> • Week 4 Forum: Initial discussion, Response to other

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	The Occupation of the Archipelago			<p>students, and Follow Up discussion.</p> <ul style="list-style-type: none"> Short Paper Assignment due by Sun, 11:59 pm EST
5	<p>Guerrilla Warfare</p> <p>Moroland and the Eastern Visayas</p>	2, 3, 4	<p>Linn—</p> <p>Chapters 9, 10</p> <p>WK Five Lecture</p>	<ul style="list-style-type: none"> Week 5 Forum: <p>Initial discussion, Response to other students, and Follow Up discussion.</p> <ul style="list-style-type: none"> U.S. military or Filipino revolutionist commander bio/analysis (in place of the follow up discussion) due by Sun 11:59 pm EST.
6	<p>Panay</p> <p>Northern Luzon</p>	2, 3, 4	<p>Linn—</p> <p>Chapters 11, 12</p> <p>WK Six Lecture</p>	<ul style="list-style-type: none"> Week 6 Forum: <p>Initial discussion, Response to other students, and Follow Up discussion.</p> <ul style="list-style-type: none"> Crane Essay Analysis (in place of follow up discussion) due by Sun 11:59 pm EST.
7	Research Paper Week	4, 5, 6, 7	<p>Linn—</p> <p>Chapters 13, 14</p>	<ul style="list-style-type: none"> Week 7 Forum: <p>Initial discussion,</p>

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	Southern Luzon Samar		WK Seven Lecture	Response to other students, and Follow Up discussion. • Battle Analysis Methodology Paper due by Sun 11:59 pm EST
8	Final Exam Week	1, 2, 3, 4, 8	Linn— Conclusion	• Final Term Exam Due by Sun 11:59 pm EST.

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](#)

[Extension Process and Policy](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

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Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we 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. **Please review the Course Assignment Policy within the Course Materials section of the classroom for more information.**

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.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

DISCLAIMER STATEMENT

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

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty 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 Online Library provides access to special learning

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resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Smarthinking:* Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Selected Bibliography

A list of recommended additional readings is in the Course Materials section of the classroom.

Study Questions

With each week's announcement, there will be an overview, scope, and set of student questions provided. The weekly announcements are archived in a folder in the Resources section of the classroom and can be accessed at any time after they are initially posted. Though the study questions will not be assessed for a grade, they will serve as a guide for the reading assignments and review for the final exam.