



**UNIVERSITY OF GUAM
UNIBETSEDĀT GUĀHAN
Board of Regents**

Resolution No. 19-30

RELATIVE TO AWARDING PROFESSOR EMERITUS STATUS TO DR. DONALD PLATT

WHEREAS, the University of Guam (UOG) is the primary U.S. Land Grant institution accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) serving the post-secondary needs of the people of Guam and the Western Pacific region;

WHEREAS, the authority to bestow the title of Professor Emeritus is vested in the Board of Regents (BOR) in 1987 and the criteria and procedures were last revised by BOR Resolution 03-43;

WHEREAS, the faculty of the Division of Humanities in the College of Liberal Arts and Social Sciences (CLASS) has unanimously nominated Dr. Donald Platt for the title of Professor Emeritus;

WHEREAS, the *Rules, Regulations, and Procedures Manual*, Article V, Chapter A. Faculty Input, Section 13. Emeritus(a) Professor provides the criteria for Professors Emeritus, to include 15 years of service as a faculty member, attainment of tenure at the Associate Professor or Professor rank, and significant contribution to UOG in one endeavor of the Comprehensive Faculty Evaluation System;

WHEREAS, Dr. Donald Platt has 30 years of service as a faculty member at UOG;

WHEREAS, Dr. Donald Platt attained the rank of tenured, full Professor;

WHEREAS, Dr. Donald Platt has distinguished himself in the area of instruction;

WHEREAS, the enclosed nomination was endorsed by CLASS Academic Affairs Committee, the Acting CLASS Dean, and the Eighteenth Faculty Senate; and was reviewed and recommended for approval by the Senior Vice President for Academic and Student Affairs and the President; and

WHEREAS, the Academic, Personnel and Tenure Committee has reviewed the enclosed nomination and recommends to the BOR to award the title of Professor Emeritus to Dr. Donald Platt.

NOW, THEREFORE, BE IT RESOLVED, that the BOR hereby bestows the title of Professor Emeritus to Dr. Donald Platt.

Adopted this 18th day of September, 2019.



Christopher K. Felix, Chairperson

ATTESTED:




Thomas W. Krise, Ph.D., Executive Secretary



UNIVERSITY OF GUAM
UNIBETSEDĀT GUAHAN

Senior Vice President
Academic and Student Affairs

MEMORANDUM

TO: Chairperson, Academic Personnel and Tenure Committee
VIA: Thomas W. Krise, President
FROM: Anita Borja Enriquez 
Senior Vice President, Academic and Student Affairs
SUBJECT: *Endorsement of Donald Platt for Professor Emeritus Status*
DATE: May 21, 2019


Dr. Donald Platt has been nominated for Professor Emeritus status. I certify that he meets the eligibility criteria as outlined in board resolution 03-43, concerning Emeritus(a) Professorship.

- (1) He was a full-time faculty member from 1988 to 2018, just over 30 years.
- (2) The rank of tenured, full Professor was achieved in 2008.
- (3) As evaluated by the CLASS Academic Affairs Committee, Acting CLASS Dean, the Faculty Senate Standing Committee on Evaluation, and the Eighteenth Faculty Senate President, Dr. Platt has distinguished himself by making significant contributions in CFES role of Instruction. Of particular note are his innovative creation of UOG's first high-tech classroom, HSS 203; his long-standing tenure teaching Modern American Military History, a required course of ROTC cadets; and his three awards for Excellence in Teaching, earned in 1993 from the College of Arts & Sciences and from the University of Guam in 2003 and 2006.

Having reviewed his application materials, which include testimonials from over a dozen former students, I concur with his faculty colleagues and Dean.

I recommend that you award Professor Emeritus status to Dr. Platt.

Concur and Recommend Approval:


Thomas W. Krise, President

5-28-19
Date



6178
COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES
Office of the Dean

April 9, 2019

Faculty Senate Office
University of Guam

TO: Faculty Senate, Standing Committee on Evaluation

FROM: Dr. Sharleen Santos-Bamba, Acting Dean 

SUBJECT: Nomination of Dr. Donald Platt for Professor Emeritus



Received By:

4/9/19 4pm
Date & Time

In accordance with the RRPM, Article V.A.13, the College of Liberal Arts and Social Sciences submits the attached nomination for Professor Emeritus for Dr. Donald Platt. The nomination originated in the Division of Humanities. Thereafter, the CLASS Academic Affairs Committee reviewed and voted to recommend and move the nomination forward.

On behalf of the College of Liberal Arts and Social Sciences' Academic Affairs Committee, faculty and staff, I recommend the Senate endorse Dr. Platt's nomination for Emeritus Professor.

Thank you.


5/16/2019
Endorsed: Dr. Mary Therese F. Cruz, President
19th Faculty Senate



April 4, 2019

To: CLASS AAC

From: 
Michael Clement, Jr., Ph.D.
Chair, Humanities Division

Subject: Emeritus Professor Nomination for Dr. Donald L. Platt

The Humanities Division hereby nominates Prof. Donald Platt for Emeritus Professor of History. At the Humanities Division Faculty Meeting held on 19 March 2019, Faculty voted unanimously to nominate Dr. Platt for recognition as Emeritus Professor. From 1988 to 2018, Dr. Platt served as a member of our Division, teaching classes in US History, World History, Military History, Philippine History, and Diplomatic History.

Dr. Platt boasts a phenomenal record of Service to the University of Guam, College of Liberal Arts and Social Sciences, Humanities Division, and History Program. Yet the bulk of his time and energies were dedicated to the classroom and to refining his expertise in the area of teaching. This nomination thus identifies "Excellence in Teaching" as the parameter for this nomination, although it should be mentioned that his history of service is equally exemplary.

For three decades, Professor Platt dedicated his time and energies to his teaching, making numerous contributions that benefitted not only his classes, but the entire History Program. This nomination provides a brief summary of his greatest achievements and efforts by drawing attention to four (4) themes: (I) formal recognition of his excellence in teaching; (II) appreciation for his personal and professional efforts to create a state-of-the-art classroom that benefits the entire UOG student body; (III) acknowledgement of his assiduous efforts to be an innovative and challenging instructor; and (IV) unsolicited gratitude expressed by former students.

Although what follows is but a brief synopsis of the achievements of a long career, we are confident that it will demonstrate incontrovertibly that Dr. Donald Platt is exceedingly worthy of Professor Emeritus status.

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MODERN AMERICAN MILITARY HISTORY

[1914 TO THE PRESENT]

HI 306, Spring 2018; TTh, 9:30-10:50 AM

Dr. Donald L. Platt
 iPhone: 486-1776
 Office: 735-2813; Division Office: 735-2800
 E-mail: dplatt@triton.uog.edu

Office: HSS 318E
 Office Hours: MTW 1-3 PM
 or by appointment

COURSE DESCRIPTION IN THE UOG CATALOG

The subject matter of this course covers the growth and development of the United States Armed Forces from 1914 to the present, including the role of the American military in the preservation and development of the nation.

INSTITUTIONAL LEARNING OBJECTIVES IN THE UOG CATALOG

Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of *any* degree are:

- Mastery of critical thinking and problem solving
- Mastery of quantitative analysis
- Effective oral and written communication
- Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context
- Responsible use of knowledge, natural resources, and technology
- An appreciation of the arts and sciences
- An interest in personal development and lifelong learning

PROGRAM LEARNING OBJECTIVES DERIVED FROM THE UOG CATALOG

The Faculty members of the History program seek to prepare students for citizenship and leadership in the community. They also seek to develop their programs to serve community needs in the areas of social and economic development, history, culture, and social problems.

Upon completing a bachelor's degree in History, students will be expected:

1. to be knowledgeable of major historical themes, developments, and events;
2. to read, interpret, and evaluate historical evidence carefully and analytically;
3. to develop skills in conducting independent historical research, including the ability to define a historical problem, locate appropriate evidence, organize information logically, and articulate findings clearly; and
4. to express their historical analyses clearly and persuasively both in written and oral forms.

The History program offers courses for either a general knowledge of the history of civilization or for a special knowledge of particular topics and limited time periods. Indispensable to the educated individual, an understanding of history embraces both the development of states and social and cultural institutions. As the story and interpretation of human experience and achievements, the study of history gives perspective to related subjects in the humanities and social sciences.

Students may major in History to gain historical knowledge, to acquire the historical method, to pursue research interests, or to prepare for a career in teaching, the professions, or government service.

STUDENT LEARNING OUTCOMES FOR HI 306

UOG's History Program offers students an opportunity to learn a set of skills called Student Learning Outcomes. Below you will find the Student Learning Outcomes for HI 306 (Modern American Military History). After studying the material, using the MySearchLab that accompanies the textbook, completing the course assignments, and seeking help from the instructor, a student will be able to:

1. demonstrate, during class discussions and on essay exams, the ability to communicate historical knowledge, interpretations, and arguments in a logical and clear manner;
2. show, during class discussions and on essay exams, an understanding of the role of race, color, gender, or ethnicity in Modern American Military History since 1914;
3. understand and explain briefly, on the Short Identifications section of the exams, the: 1) context of a person, event, or thing; 2) who or what it was; and 3) he/she/their/its significance for Modern American History. Context is more important than just listing a date. Context helps you understand why something happened on a certain date rather than on another. To assist the student in understanding the meaning of "context," here are eight definitions taken from various on-line and print dictionaries:
 1. The circumstances that form the setting for an event in terms of which it can be fully understood and assessed.
 2. The situation in which something happens, or the group of conditions that exist where and when something happens.
 3. The interrelated conditions in which something exists or occurs
 4. The set of facts or circumstances that surround a situation or event; "the historical context"
 5. The general situation in which something happens, which helps to explain it.
 6. The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.
 7. The circumstance in which something happens. You can't understand what happens without looking at the context.
 8. The background, environment, framework, setting, or situation surrounding an event or occurrence.
4. understand the many aspects of film and documentary production, and use that knowledge to be better at analyzing and critiquing films and documentaries than when the semester started. To enhance their critical thinking skills as applied to films and documentaries, the students will watch several documentaries and films inside and outside of class and then critique them in class and on the exams. As a capstone exercise for this Student Learning Outcome, the term paper will be used to evaluate how well the students have learned the skill of film analysis and critique using the criteria in the class handout entitled "Guide to Film Analysis."

REQUIRED TEXT

Allison/Grey/Valentine *American Military History: A Survey from Colonial Times to the Present*, 2nd edition
(Pearson Prentice Hall, 2013) with MySearchLab and eText [ISBN 0-205-91213-3]

SUBJECTS COVERED, READING ASSIGNMENTS, AND FILMS

[Please note: you are to have the assigned reading completed, and assigned films watched, by the start of the appropriate class session.]

Week 1	Jan.	18	Introduction to the Course	
Week 2		23	America and the Great War (Part 1)	AMH 10
			Discusses the origins of the war that started in Europe in 1914, the reasons for America's eventual involvement in the Great War in 1917, and the important role America played, with a focus on the accomplishments of its minority troops in France.	
		25	America and the Great War (Part 2)	
			FILM: [1 hr. 31 mins.] <i>The Lost Battalion</i> (2001)	
			Continues a discussion of America's participation in the Great War in 1917-1918, the impact of the war on America's military organization, and America's brief intervention from 1918-1920 in the Russian Civil War.	
Week 3		30	Between the Wars (Part 1): 1918-1929	AMH 11 & 12 (pp. 257-259)
			Recounts the major organizational changes in the military, changes in its tactical and strategic concepts, and its role in domestic affairs from 1918 to 1929.	
	Feb.	1	Between the Wars (Part 2): 1929-1941	
			Recounts the major organizational changes in the military, changes in its tactical and strategic concepts between 1929 and 1939, and its eventual involvement in a new declared war in December 1941.	
Week 4		6	World War II: 1942	AMH 12 (pp. 260-261 & 264) Documentary [55 min.]: <i>The Ghosts of Bataan</i> (2005)
			Focuses on America's military actions in the Pacific and European theaters during 1942.	
		8	<u>REVIEW OF ESSAY OUTLINES FOR EXAM 1</u>	
Week 5		13	<u>REVIEW OF ESSAY OUTLINES FOR EXAM 1</u>	
		15	<u>EXAM 1</u>	
Week 6		20	World War II: 1942/1943/1944	AMH 12 (pp. 261-262, 265, 273-274)
			Continues a discussion on America's military actions in the Pacific and European theaters during 1942, 1943, and part of 1944.	
		22	World War II: 1944	AMH 12 (pp. 263, 266-273)
			Examines America's major military actions in the Pacific and European theaters during 1944.	

			Log No. 6178
Week 7	27	World War II: 1945	AMH 12 (pp. 273, 275-276) FILM: [2 hrs. 19 mins.] <i>Hacksaw Ridge</i> (2016)
		Focuses on America's military actions in the Europe up to the defeat of Nazi Germany in May 1945 and in the Pacific up to the defeat of Japan in August 1945.	
	Mar. 1	Hot War to Cold War to Hot War within the Cold War	AMH 13
		Examines the origins of the growing hostility between America and the Soviet Union in the period 1945-1950, and its impact on America's military organization and policy. Further, it describes the major military operations of the Korean War (1950-1953), tension in civilian-military relations, and the impact of the war on America's global strategy.	
Week 8	6	Eisenhower and the New Look	AMH 14 (pp. 303-316)
		Relates the major changes in America's military organization in the 1950s, as well as the impact of nuclear weapons on its military policies and tactical and strategic doctrines.	
	8	<u>REVIEW OF ESSAY OUTLINES FOR EXAM 2</u>	
Week 9	13	<u>NO CLASS – CHARTER DAY</u>	
	15	<u>EXAM 2</u>	
Week 10	20	<u>NO CLASS – SPRING BREAK</u>	
	22	<u>NO CLASS – SPRING BREAK</u>	
Week 11	27	JFK's New Frontier: Part 1	AMH 14 (pp. 317-321)
		Discusses the important new dimensions that President Kennedy and Secretary of Defense Robert McNamara added to America's cold war defense policies, and how close the world came to nuclear war in October 1962.	
	29	JFK's New Frontier: Part 2	AMH 15 (pp. 324-326)
		Focuses on President Kennedy's policy of increasing America's involvement in Vietnam.	
Week 12	Apr. 3	LBJ and Vietnam: Part 1	AMH 15 (pp. 327-333) FILM: [2 hrs. 12 mins.] <i>We Were Soldiers</i> (2002)
		Focuses on how President Johnson committed America to a major new war in Vietnam in 1965, and the course of that war up to 1966.	
	5	LBJ and Vietnam: Part 2	AMH 15 (pp. 333-336)
		Focuses on President Johnson's handling of the Vietnam War from 1967 to 1968.	
Week 13	10	Richard Nixon, Vietnam, and <i>Détente</i>	AMH 15 (pp. 336-340) & 16 (pp. 343-346)
		Analyzes the changes that President Nixon and his national security adviser Henry Kissinger brought to America's military policy, their efforts to pull America out of Vietnam between 1969 and 1973, and the end of the Vietnam War in 1975.	
	12	<u>REVIEW OF ESSAY OUTLINES FOR EXAM 3</u>	

Week 14		17	<u>REVIEW OF ESSAY OUTLINES FOR EXAM 3</u>	
		19	<u>EXAM 3</u>	
Week 15		24	After Vietnam: Part 1 (1975-1989)	AMH 16 (pp. 347-352)
			Looks at America's post-Vietnam military policy, the apparent inefficiency of the military during Jimmy Carter's presidency, and the massive military build-up under Pres. Ronald Reagan.	
		26	After Vietnam: Part 2 (1989-1993)	AMH 16 (pp. 352-362)
			Explores America's new military policy in light of the cold war that ended in 1989, and analyzes Pres. George H. W. Bush's OPERATION JUST CAUSE in Panama, OPERATION DESERT SHIELD in Saudi Arabia, and OPERATION DESERT STORM in Kuwait and Iraq.	
Week 16	May	1	Age of Sacred Terror: Part 1 (1993-2001)	AMH 16 (pp. 362-365, 380)
			Recounts Pres. Bill Clinton's use of America's armed forces abroad and the rise of Osama bin Laden's and Al-Qaeda's Islamic-based "sacred terror" against the United States.	
		3	Age of Sacred Terror: Part 2 (2001 to 2003)	AMH 17 (pp. 368-372)
			Focuses on the actions Pres. George W. Bush took in the sixteen months following Al-Qaeda's terrorist attacks on the US on September 11, 2001.	
Week 17		8	Age of Sacred Terror: Part 3 (2003 to 2017)	AMH 17 (pp. 372-381)
			Discusses the reasons President Bush gave for taking the US to war in Iraq in March 2003 and his conduct of that war. Further, we will examine President Obama's handling of the ongoing war in Afghanistan during his administration, as well as how he confronted the threat from the Islamic State since its rise in 2014.	
		10	<u>REVIEW OF ESSAY OUTLINES FOR EXAM 4</u>	
Week 18		15	<u>EXAM 4: 10:00-11:50 AM</u>	
		17	<u>TERM PAPERS ARE DUE BY 11:00 AM</u>	

GRADING PROCEDURE

- Exam 1: 20%
- Exam 2: 20%
- Exam 3: 20%
- Exam 4: 20%
- Paper: 20%

Each exam will use this format:

Part I:	Short Identifications	40 pts. (8 items worth 5 points each)
Part II:	Long Essay	60 pts.
Total		100 pts.

I use the following grade scale:

- 90-100 = A (excellent);
- 80-89 = B (above average);
- 70-79 = C (average);
- 60-69 = D (below average);
- 59 and below = F (failing)

To keep track of your progress, use the following chart:

	Score		Percentage of Overall Grade		
Exam 1	_____	x	20%	=	_____
Exam 2	_____	x	20%	=	_____
Exam 3	_____	x	20%	=	_____
Exam 4	_____	x	20%	=	_____
Paper	_____	x	20%	=	_____
Overall Grade Total=					_____

For example:

	Score		Percentage of Overall Grade		
Exam 1	78	x	20%	=	15.6
Exam 2	85	x	20%	=	17.0
Exam 3	86	x	20%	=	17.2
Exam 4	92	x	20%	=	18.4
Paper	87	x	20%	=	<u>17.4</u>
Overall Grade Total=					85.6 = 86 B

THERE WILL BE NO MAKEUPS FOR EXAMS. FAILURE TO TAKE AN EXAM MEANS A SCORE OF "0" POINTS FOR THAT EXAM.

ALSO, NO LATE PAPERS WILL BE ACCEPTED. FAILURE TO TURN IN A PAPER ON TIME MEANS A SCORE OF "0" FOR THE PAPER.

SOME GUIDELINES FOR THE COURSE

1. **ATTENDANCE:** As a student, one of your responsibilities is to attend every class session. We will sometimes cover material in class that is not covered in the text. It will be difficult to pass the exams without knowing that material. To encourage your attendance, I use the following point system:

Within each grading period, I will deduct 3 points from the appropriate exam grade for each time you are either late to a class session (per my watch) or for each time you are absent from a class session.

If I am late or miss a class session, each student will receive an extra 3 points on the appropriate exam for each of my late arrivals or absences.

Considering this policy, please arrange your schedule so you are here ON TIME. This class begins at 9:30 AM, not 9:40 or 9:50 AM. Not only will tardiness cost you points on the appropriate exam, but it is also inconsiderate to continually show up late and disrupt the class.

2. **SEATING:** Sit as close as possible to the front of the classroom. You will have fewer distractions and will tend to have better concentration.
3. **TAKING NOTES:** During the class sessions, the only items on your desk should be a notebook or notepaper or iPad, and a pen or pencil or stylus for the iPad. Do not sit there with the textbook open and try to follow along. While flipping through the text, you'll miss half of what is happening in the class session. And many times, what is being discussed will not be found in the text.
4. **PARTICIPATION:** Feel free to ask questions or offer comments at any time during the class sessions.
5. **AUDIOVISUAL MATERIAL:** I use a few films to supplement the class discussions. You should take notes during the films. I will provide outlines for each film to help guide you through the film's subject matter and assist you in taking notes. Material from the films will be covered in the exams.
6. **TO LIMIT DISTRACTIONS FROM THE LEARNING PROCESS IN CLASS, PLEASE OBSERVE THE FOLLOWING GUIDELINES:**

TURN OFF ALL CELL PHONES AND TURN OFF THE VIBRATE POSITION ON THE CELL PHONES: There is no need to have these devices on, or to check them for messages, or to do any texting during the class sessions. This will only distract you from concentrating on the matters at hand.

NO CHEWING OF BETEL NUT AND NO EATING OR DRINKING DURING CLASS SESSIONS.

NO CHILDREN UNDER THE AGE OF 12 ARE ALLOWED IN THE CLASSROOM DURING CLASS SESSIONS.

7. **WARNING ABOUT CHEATING:** Refer to the policy in the current *Student Handbook* available from Student Affairs.
8. **INDIVIDUALS WITH DISABILITIES:** In accordance with the "Americans with Disabilities Act" (ADA), UOG will reasonably accommodate individuals with disabilities. If you are a student with a disability who will require special accommodations to participate in this course, please contact me privately to discuss your specific needs. You will need to provide me with documentation from the UOG's EEO/ADA Office concerning your need for special accommodations. If you have not registered with the EEO/ADA Office, you should do so immediately at 735-2244/2971/2243 (TTY) to coordinate your accommodation request.
9. **SEEKING HELP:** If you are having any problems or difficulties with the course, please feel free to see me during office hours, or make a special appointment if those hours are not convenient.
10. **TOBACCO-FREE/SMOKE-FREE VAPING-FREE CAMPUS:** UOG is a tobacco-free/smoke-free, vaping/e-cigarette-free campus. Thank you for not using tobacco products or e-cigarettes on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

COMMENTS AND EVALUATIONS

for the Short Identifications & Long Essays

When I return your exams, the numbers appearing on them will correspond to the items below. Each item is an evaluation summary and should give you an idea of both your strengths and weaknesses.

Every Short Identification and Long Essay answer involves knowing the important facts and understanding what was going on and why it was going on. It involves a logical, clear presentation that applies knowledge and understanding to the question asked. Your grade represents the degree to which you achieved the above objectives in line with the Student Learning Outcomes.

1. Your work on this exam shows improvement.
2. The "context" aspect of some of your Short Identifications is weak, inaccurate, or missing.
3. The "who or what" aspect of some of your Short Identifications is weak, inaccurate, or missing.
4. The "significance" aspect of some of your Short Identifications is weak, inaccurate, or missing.
5. Your Long Essay is well-written. It shows thought and understanding.
6. A fairly good Long Essay, but you left out important material from the class sessions.
7. A fairly good Long Essay, but you left out important material from the textbook.
8. A fairly good Long Essay, but you could have improved it by including a few more important points from both the class sessions and the textbook.
9. Part of your Long Essay shows understanding, but your work is not consistent.
10. You have some knowledge, but the presentation of it is weak. Your Long Essay lacks the depth of explanation needed to show a clear understanding of the material and the relationship between what happened and why it happened.
11. Your Long Essay is too general; it needs more detailed factual content to clarify and substantiate your generalizations.
12. You know some facts, but you are weak on interpretation.
13. You included information in the Long Essay that is not needed to answer the question.
14. Too many errors of fact and interpretation.
15. Too vague; you tend to say very little.
16. Your understanding of the material is weak.
17. Your chronological organization shows confusion.
18. You need to organize your material so that you present a clear argument.
19. You did not understand or answer the question asked.
20. Your grammar or verbal expression is poor.
21. Your spelling is weak.
22. YOU'VE GOT TO BE KIDDING!

TIPS FOR WRITING YOUR LONG ESSAYS (or How to Write Under Pressure)

[I have taken most of the following tips from Hodges, Whitten, & Webb, *Harbrace College Handbook* (10th Edition), pp. 368-374, 389-392.]



PREPARE A BRIEF FORMAL OUTLINE FOR EACH QUESTION

"A formal outline uses indention and numbers to indicate various levels of subordination The main points form the major headings, and the supporting ideas for each point form the subheadings [*HCH*, p. 368]."

For each question, break it down into its major parts or ideas or themes. Then provide different levels of details to support each idea or theme or generalization. There could be two, three or four major ideas. However many there are, use the following example as a model:

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Opening Statement or Thesis
I.    First Major Idea
      A.    Supporting Idea
            1.    Example or illustration for supporting idea
            2.    Example or illustration for supporting idea
                  a.    Detail for example or illustration
                  b.    Detail for example or illustration
            B.    Supporting idea
      II.   Second Major Idea [etc., etc.]
Closing Statement
  
```

Use brief sentences for each point in the outline. During the exam, you will expand them into longer sentences and paragraphs. The outline is just a tool to make your review and memorization easier.



REVIEW THE "COMMENTS AND EVALUATIONS" SECTION ON THE PRECEDING PAGE



PLAN YOUR TIME

"Although you will be working under severe pressure of time, take a few minutes to plan your time and your answer. Determine how many minutes you can devote to each answer [*HCH*, p. 390]."



STATE YOUR MAIN POINTS CLEARLY

"Make your main points stand out from the rest of the essay by identifying them in some way. For instance, you can use transitional expressions such as *first*, *second*, *third*, you can underline each main point, or you can create headings to guide the reader [*HCH*, pp. 390-391]."



PROOFREAD

Plan on reserving a few minutes at the end of the exam period for proofreading your answers. See if the information is coherent and correct, and make any necessary revisions.

HOW TAKING THIS COURSE CAN BENEFIT ROTC CADETS

HI 306 is open to any student, but it is a required course for ROTC cadets. As part of my preparation for teaching this course, I attended a month-long military history seminar at West Point Military Academy. In part, the Army wanted to make sure that those who taught this course would provide cadets with the type of military history background essential for preparing them for a future as officers in the US Army.

Below are comments from two sets of brothers: two Naputi brothers who took HI 306 as cadets in Spring 2000 (Francisco and TroyJohn) and three Diaz brothers, also former UOG ROTC cadets, who took HI 306 in Spring 2005 (Kent) and Spring 2008 (Kurt and Manuel).

Here are their comments about the importance of the American Military History class for ROTC cadets:

MAJ Francisco Naputi

You may wonder, what is the importance of military history? We are duty-bound to protect and defend the nation. In order to do this, you must understand WHY we protect and defend OUR nation. Our military's early history during the Revolutionary War and the sacrifices made to obtain freedom from an imperialist country is but one reminder. As a military officer and service member, I can say that OUR profession and its history helped me understand why we are the military we are today and why we do what we do. I am fortunate to have been a part of a small section of OUR military history.

History, for me, is a handbook of life lessons. For example, six months into my first deployment, I came across an article that described uncertainty with the U.S. occupation, lawlessness, an unstable government, and a bleak future. You would think that the article was about Iraq at the time, but it was actually from a journalist writing about Germany post-WWII. This reminds me that events in life have occurred before. We as leaders can learn from those events to avoid making the same mistakes.

As future military officers and leaders, take this opportunity to learn about YOUR profession and its proud history. Remember the saying that those who do not learn from history are doomed to repeat it. This adage applies to your success in Dr. Platt's class.

What Dr. Platt expects from you as a future military officer is no different than what your soldiers, peers, and superiors will expect of you, and that is YOUR absolute best. Never forget that this is YOUR history and you represent more than 200 years of military history. I wish you luck in the class and remember that there have been many who have been where you are now.

MAJ TroyJohn Naputi

History is important, and military history is even more so if you plan on having a leadership role in the military. From a young Lieutenant until today, Senior Officers I work for and senior NCOs under my leadership took part in the Gulf War, some more notably in the "Battle of 73 Eastings". As future leaders, you will more than likely have soldiers who took part in OIF and New Dawn, which have now drawn down, or OEF which you may not have the opportunity to participate in. As an officer it'll be good for you to know the effects of these conflicts and how they changed the training that you will endure.

This sounds more related to recent history, but many of the procedures we applied were from past wars. A clear example of that are the Military Transition Team (MiTT) Advisors, whose precursor dates back farther than Vietnam to the Revolutionary War (Von Steuben) when a Prussian born military officer taught military drills to the Continental Army.

The Army continues to send me to different parts of the world, deployed to such a vast array of countries. I've seen places that even the majority of military personnel will only read about in books, from battlefields to former Nazi concentration camps to demilitarized zones. The lessons I learned in Dr. Platt's HI 306 course continue to provide a firm base for me as I carry on my time in the military. It is good to know the effect that US military actions in the world have had, and continue to have, since the majority of our wars were fought on foreign soil. I repeatedly find that many of my bosses and peers will test my knowledge, especially with foreign military presence (not just US) in the areas of operation I am assigned to. Remember, the Military is based on tradition, and tradition is based on history.

CPT Kent Diaz

Why is the study of Military History beneficial to Army Cadets and Leaders? As an Army Officer and Leader, it is our duty to support and defend the Constitution of the United States, its people, and the freedoms we hold so dear. Thus, it is befitting for military Leaders to study and learn from our past in order to make the right decisions in that in the best interest of our nation and people we defend.

The benefit to learning history as quoted by George Santayana, "Those who cannot remember the past are condemned to repeat it." Many Army Leaders cite this quote because things in the past are cyclical and recur every so often. Tactics dating back to Alexander the Great's flanking maneuvers against the Persians in 331 B.C. at Gaugamela were used in WWII to develop the Blitzkrieg used by General Erwin Rommel's in the 1940s during the German campaign in North Africa.

Leaders must learn not just tactics throughout history, but the effects that followed certain military or political actions. The events of the My Lai Massacre on March 16, 1968, wherein U.S. Soldiers killed over 350 Vietnamese civilians, chastised the U.S. involvement in Vietnam and led to fall of the South. In comparison, the events in 2003 at Abu Ghraib on the maltreatment of Iraq detainees severely affected the U.S. involvement in Iraq and caused our nation to rethink its ideas on intelligence gathering. Both events strained our partnership with other nations, but it does not define our future relations with them. It is for this reason that Army Officers and Leaders should remember the past and learn to make the right decisions for the betterment of all.

As a young Officer, you will be called upon to make hard decisions that are not appealing to your Soldiers, and you will have to draw from your experience and knowledge from the past to make the right decision. Remember that "Life is like a box of chocolates, you never know what you are going to get," as stated in Forrest Gump. Ensure that you learn from history and change to make things better. Change is integral to learning history because if you do not change for the better then you have not learned from history.

Lastly, I charge you with being an individual who aspires to learn every day, because it is better to learn than to just know it all. I guarantee that taking Dr. Platt's Military History course will be the best thing you ever decided to do. Be sure to study in groups and do not procrastinate on the work. And like all things in life- have fun!

CPT Kurt Diaz

The exposure to the material in Dr. Platt's course prepared me for what is expected of leaders and built upon the experiences of our past leaders. Military History developed me as a future leader by providing experience and a foundation for a young leader to utilize and improve my forthcoming military operations. Each BN CDR I have had, has given the officers of the organization a reading list of past military battles that have shaped the greatest Army in the world.

In 2014, I attended the Logistics Captain's Career Course and had the assignment to conduct an analysis of LTC Weldon Honeycutt's ability to lead in battle. He was the BN CDR during the Battle for Hamburger Hill, Vietnam May 10 - 20, 1969. He was a smart leader who visualized and understood mission command and continuously conducted missions alongside his subordinates that built mutual trust in his organization and ultimately made his attack and seizure of Hamburger Hill a success. By understanding the successes as well as the failures of our forefathers, young leaders can improve on the decisions that will be made during our time on the battlefield and not make the same mistakes.

As a Logistician, military history has proven to be the best place to look for answers. No matter the war, logistics has always been a hurdle in trying to sustain the warfighters with beans and bullets. In Dr. Platt's class I learned early on that logistics was a big contributor to the successes and in some cases the failure of wars.

Our Army doctrine is always evolving due to actions that end up being our history. Military history will always be essential for our future actions and I will continue to utilize the experiences of the great leaders before us. During your short time in the military history course, ensure that you understand the importance the past wars have on the Army today but most especially enjoy the class because it is only the beginning of your future military career as a leader.

CPT Manuel Diaz

As ROTC cadets, what is the importance of taking American Military History class, and how will taking this class develop cadets into effective Officers in the United States Army? Well, these questions are the exact ones that bounced round in my head when I first enrolled. At the time, this course was a requirement to commission from the UOG ROTC program. And because Dr. Platt's course had a reputation of being "TOO...HARD," a good amount of my fellow peers went through other routes to get credit for this class. I, on the other hand, took the challenge and decided to register and complete the class.

Now, fast forward nine years from then, I can honestly say, "I do not regret it." Taking American Military History, especially with Dr. Platt, was one of my most challenging and rewarding experiences at UOG. The course challenged me to think about military history from every perspective: the past, present, and the coming future. I learned that it isn't all just about the famous battles and is much bigger than that. It is about how aspects such as the United States foreign policies and the United States leadership determined how we as a nation influenced world affairs. What I learned in Dr. Platt's class has shaped my views and given me valuable knowledge which set me on a path to becoming a better-rounded Officer in the United States Army. Know that when you take his class, you are enriching your mind and developing your skills to becoming the "future leaders" of tomorrow.

I. Formal recognition of Dr. Platt's excellence in teaching:

Over the course of his career, Dr. Platt won recognition for "Excellence in Teaching" a record three (3) times – in 1992, 2003, and 2006 (matching the record of three awards held by Emeritus Professor Paul Callaghan). Each of these awards, spread out over the course of his career, testify unequivocally to his worthiness as an Emeritus Professor.

Dr. Platt's 3 awards for excellence in teaching

- University of Guam Faculty Award for Excellence in Teaching, April 4, 2006
- University of Guam Faculty Award for Excellence in Teaching, March 28, 2003
- Excellence in Teaching Award, College of Arts and Sciences, University of Guam, May 1, 1992



II. Dr. Platt's creation (and partial funding) of a high-tech classroom
--

Creating high-tech, state-of-the-art classrooms is both costly and time-consuming, and yet necessary in order to provide our students with the best possible learning environment. Dr. Platt had the vision, patience, and generosity to expend much time and personal resources so that the History Program would have a state-of-the-art classroom.

Beginning in 2000, Dr. Platt began making plans and designs for a High-Tech History Classroom. Prior to this move to modernize the UOG student learning environment, the classrooms in the HSS building contained no permanently-installed AV equipment. Faculty members would have to manually wheel in large, bulky carts that held televisions, VCR machines, and DVD players. By 2005, the History Program had saved up \$10,000 from student course fees, and Dr. Platt mapped out a plan to purchase and install all of the equipment. With the cooperation of then-Dean Mary Spencer, HSS 302 was identified as a dedicated "History Classroom," and Dr. Platt spent Summer 2005 ordering the equipment, walking through the purchase orders, and working with vendors to install the equipment once it all arrived.

Dr. Platt's newly-designed History Classroom then included two 42-inch high-definition plasma TVs on either side of the blackboard, an *InFocus* digital projector (hanging from the ceiling), a SONY VAIO laptop computer, and a SONY Home Theater system with a SONY DVD/VCR combo player and a 5.1 surround sound system.

Over the years, Dr. Platt would generous use his **personal funds** to add and/or replace equipment in the room – including, over the past three years, the last two digital projectors to replace older models and one that broke down. This allowed the History Program to have the most recent and best projectors for our students.

The follow is a (partial) list of the AV equipment paid for by Dr. Platt, **totaling \$4,257 in personal spending**. He made these donations selflessly, because of his passion for the classroom and for student learning, and did not publicize it or use it to in any way gain favor. In fact, his colleagues, including fellow History Professor Anne Perez Hattori, only recently found out that he had been using his funds for classroom equipment.

ONKYO Receiver	\$560
UPS power back-up (1 of 2)	\$349
UPS power back-up (2 of 2)	\$349
Optima Digital Projector	\$1,999 (broke down, and he replaced it)
JVC Digital Projector	\$1,000 (the one currently in HSS 302)

III. Classroom Professionalism and Innovation
--

Clear, detailed syllabi:

Dr. Platt was a model of professionalism in the classroom, starting with the syllabus. His personal view is the syllabus is an important component of any course, and that it should help students know in what direction the class is heading and what is expected of them. Therefore, he provide detailed syllabi that included general logistical information, student contact information, required text, course calendar, subjects covered, reading assignments, films to watch outside of class, grading policy, attendance policy, some general guidelines for getting the most out of the class, and a "Comments and Evaluations" section referring to how he would evaluate their exams. The attached syllabus for HI 306 (Modern US Military History) contains statements from former students (now Army officers) on the benefit of taking the course.

Evolving and student-centered methods of instruction:

Over the course of his career, Dr. Platt increasingly integrated more student discussions along with the traditional lecture format. For example, in his US History course, he would present students with some historical and sociological facts about Salem Village in 1692, then divide them up into small groups to discuss that information and offer their explanations for the outbreak of witchcraft hysteria in Salem. Student attempts to propose solutions to the problem gave them a taste of how historians practice their craft.

Dr. Platt revamped his HI 306: US Military History course to be roughly seventy percent discussion, while he moved to almost ninety percent discussion in HI 406: US in Recent Times, HI 409: Diplomatic History of the US, and HI 441: History of the Philippines. The book, *Promoting Active Learning: Strategies for the College Classroom* by Chet Meyers and Thomas B. Jones (San Francisco; Jossey-Bass Publishers, 1993), provided him with several excellent strategies for involving the students in a more active way in the classroom learning experience, and Dr. Platt accordingly modified his teaching methods.

Dr. Platt also expended much effort in order to help the students better understand the 1776 Declaration of Independence and the US Constitution. He developed reformatted, annotated copies of both documents and used them for discussing various important constitutional issues in class

Sophisticated use of Audiovisual Materials

Dr. Platt's classes made extensive use of audiovisual tools. Along with using excerpts from many historical documentaries, he downloaded images from the Web and scanned many slides from the *American History Slide Collection*, *Western Civilization Slide Collection*, and the *World History Slide Collection*. In addition, he scanned many pictures and maps from books to use as illustrations for issues and events that were discussed in class. Using *Adobe PhotoShop* to enhance and edit the pictures for classroom use, and *ACDSee*, instead of *PowerPoint*, for displaying his scans from a laptop computer through a digital projector. He expended great time and effort to develop these materials in order to make history come alive for the students.

Dr. Platt's classes also made heavy use of videos, pictures, and music to complement the written word in the textbook and the words of my lectures. He also used them as starting points to generate discussion on certain topics. He also developed outlines for each video to help students take notes during the viewing. In his upper division classes, the students' were assigned to write movie reviews rather than book reviews, enabling them to understand that critical thinking is just as applicable to documentaries and commercial films as it is to historical monographs and novels. He developed a "Guide to Film Analysis," derived from Bernard K. Dick's, *Anatomy of Film* (2002; 4th ed.), and, in some cases, developed and distributed to students "Viewing Guides," particularly for war films that have so many characters that it becomes difficult to keep them distinguished from one another.

IV. Student Appreciation

Dr. Platt has received numerous UNSOLICITED messages from students, expressing their appreciation for lessons learned under his training.

- **Email sent on May 14, 2005**

Sir,

Always enjoy hearing from you so keep in touch-- thanks for putting so much into UOG Army ROTC! Remember the headaches and appreciate them more -- had a class with GENERAL MEIGS (Retired) here at Maxwell, [Syracuse University] and it was tough- BUT your class was good prep-- did well in it...

So keep the pressure on the guys and gals and let them know they're just as competitive when they go against West Pointers and the like! UOG does have a rep --and my buddy is General Thrasher's aide (ROTC CDR) and they know about UOG- he's been trying to visit but the BC at UOG didn't want them to stop in ...

Once again thanks for all the mentoring and caring you put into your class.

MAJ HENRY S. N. OFECIAR - Talofof, Guam

- **Some unsolicited compliments on FaceBook**

Don Platt <plattdd@teleguam.net>

SENT: Mon 10/22/2012 6:24 PM

TO: Robert Underwood (anacletus2010@gmail.com); Helen Whippy (hwhippy@uguam.uog.edu); Troy McVey (tmcvey@uguam.uog.edu)

Robert, Helen, and Troy,

Last Friday, I saw some nice unsolicited compliments on the FaceBook wall of Southern High Social Studies teacher Bruce Chargualaf, one of my former students (see copy below). I just wanted to share them with you. It seems that my assessment practices have paid off. :>)

Don

facebook

Search for people, places and things

**Bruce F. Chargualaf**

Yesterday at 6:44pm near Santa Rita · 🌐

Today, in a faculty assembly...I was reflecting on the top three educators who had the most influence in my journey as an educator: to Mrs. J. Passauer, thank you for teaching me how to write a term paper effortlessly...a skill that came in handy in college; to Mrs. E.P. Diego (high school teacher and master teacher), thank you for making social studies even more exciting than it already was for me, and thank you for guiding me into my career in 1996; finally to Dr. D. Platt, at the University of Guam...learning from you was the most interesting/academic experience in my collegiate career, and I've used your teaching technique in my career for the past 17 years. During that assembly today, I was grateful that I had such wonderful and dynamic educators...I wouldn't be the teacher that I am today if it weren't for these three people. Thank you.

Like · Comment · Unfollow Post

11 people like this.

**Krystina Waddafak** Your welcome 😊

Yesterday at 6:48pm via mobile · Like

**Joshlyn Owens Velasco** Dr.Platt- the reason I decided to be a Social Studies teacher. 😊

Yesterday at 7:05pm via mobile · Unlike · 🍷 2

**Bruce F. Chargualaf** Dr. Platt's classes were awesome. I thought I had already liked history, but after his classes...history just rules all. lol.

Yesterday at 7:06pm · Unlike · 🍷 2

**Joshlyn Owens Velasco** Yup. He made it very interesting and didn't take any BS from students. Great classroom management+strong passion for teaching=damn good professor!

Yesterday at 7:09pm via mobile · Unlike · 🍷 2

**MaryLeah Pervez** Passing Dr. Platt's class was one of the best achievements in my collegiate career!

22 hours ago via mobile · Unlike · 🍷 2

**Jolene Quintanilla Barcinas** I was just talking to my husband last night about Dr. Platt saying how his was one of the most challenging classes I ever had but the most FUN! His office alone was filled with awesome resources. I wish I could thank him in person for such a wonderful educational experience. HISTORY RULES!! 😊

17 hours ago · Unlike · 🍷 3

**Donald Platt** Thanks very much, Bruce, (and Joshlyn & MaryLeah & Jolene) for the kind remarks! I'm a bit speechless. It's humbling, and satisfying, to know that I did have a small impact on the lives of several students, many of whom I never hear from again to know how their lives turn out after they leave UOG. Carry on with the excellent work you're all doing!

7 hours ago · Like · 🍷 4


**Bruce F. Chargualaf** Thank you Dr. Platt. You keep on with what you're doing as well...inspiring people so much that they become educators. Lol. Infinite gratitude, sir.


55 minutes ago via mobile · Like · 🍷 1





Write a comment...


• **Comments from some former students on Dr. Platt's FaceBook page when he announced in December 2018 that he was retiring.**


 **Bruce F. Chargualef** Congratulations sir. Enjoy your retirement. You've earned it. Thank you for influencing me to love and have a passion for teaching history.


Like Reply 15w  1


 **Kristine Marquez Emmanuel** Congratulations Dr. Donald Platt! Enjoy your Retirement and God Bless you always! Thank you for inspiring many students!


Like Reply 15w  1


 **Rod Pama** Congratulations Dr. Platt! You are truly one of my greatest influences. As a teacher for almost 21 years, I continue to aspire to be as good as you. Enjoy your retirement sir!


Like Reply 15w  1


 **Lysa Cruise** Congratulations, sir! Thank you so much for inspiring me and I am sure many others!


Like Reply 15w  1


 **Angelo Andres** Congratulations Dr. Platt! There are only a few professors that made my college experience worthwhile and YOU were one of them. Many blessings and well wishes to you as you enjoy your retirement. Take care and God Bless.


Like Reply 15w  2


 **John Laxamana** Angelo Andres I thought you were going to say extra harder 😂 Dr. Platt, thanks for your service to the people of Guam, dedicating your life serving the people.


Like Reply 15w Edited  2


 **Heather Leon Guerrero** Congrats, Sir!! UOG's History dept is really at a loss without you!! I learned so much from you! I never worked so hard for a grade in my life! 😂😂

Like Reply 15w  1

 **Patti Rodriguez Anub** Wow! Congratulations Dr. Platt! Thank you for revolutionizing my thinking about history and learning in general. It has made me a better student, teacher and now school administrator.

Like Reply 15w  2

 **Melissa Jean Meno** Oh no!!! I am so grateful for having the opportunity to have taken your classes. Thank you and happy retirement!

Like Reply 15w  1



Jorge Borja Emmanuel Congratulations! I learned so much from your classes. Feel sorry for the generation coming up without the benefit of learning history under you.

Like Reply 15w



1



Ken Chamoru Congratulations sir! Im sure you grasp just how much you've impacted so many lives over the years. I know i will continue to carry what I learned from your class. I hope you enjoy every minute of your retirement!

Like Reply 15w



1



Brian F. Palaganas Thank you for all your years in education Dr. Platt. Being one of your students over the years, I can honestly say that your rigorous teaching styles (how you did exams in particular in US History and Military History) helped shape how I approach teaching as well. Since you taught history, all the better! Happy trails wherever that leads you Dr. Platt! I'm sure the skies are bright sailing through. 🙏🙏

Like Reply 15w



1



Loween Lobaton Dr. Platt, congratulations on your major milestone. You have directly made a significant impact to many officers I know including me. God speed in your next endeavor!

Like Reply 15w



1



Dylan Pablo The Cadets will no longer know what it was like to take Dr. Platt's Modern Military History Course. Congratulations Sir. Wishing you the best in your future endeavors!

Like Reply 15w



Don Oikeriii Congrats and happy retirement Dr. Platt! Your style of teaching has helped me to remember so much on military history and for that I am grateful for. I wish you the best and just know that even though it might not seem big, you have helped me to where I am today and I thank you for it!

Like Reply 15w



1



Bruce Camacho Congrats Dr. Platt on your retirement and thank you so much for your service at the University Of Guam and all you do for the ROTC program there. I'm glad and honored to be one of your students for Military History 🙏. I wish you the best Sir 🙌

Like Reply 15w



1

- **Message sent to apologize for missing Dr. Platt's (surprise party) retirement lunch**

Luke Davis <davis.guam@yahoo.com>

Thu 3/28, 2:14 PM DONALD L. PLATT <drplatt@teleguam.net>; ANNE PEREZ HATTORI

lakwe Don,

Please forgive me for being absent from your surprise lunch as I am stuck in the classroom with Guam's finest students (this is partly your fault :) as many History majors get scooped up by our public school system. I hope you were indeed surprised and Anne's plan went accordingly. If I was there I would have had a big smile and cheered loudly as you realized we were all waiting, shook your hand and given you a hug. I would likely have made a couple jokes about the difficulty of your classes or your unique style of teaching....other students and colleagues would have laughed and told some of their own. I would have told you that I am thankful for the challenge that was your classes as they have led to many short and long term rewards...some still yet to be realized. I would have said thank you for taking a personal interest in your students and for dedicating so many years to the university that I am so much a product of. I'm sure I have told you before but about midway through the first class I took with you I had decided to drop and even filled out the form...obviously this decision was reevaluated and I stuck it out. In a way, this was a defining moment in my university experience and continues to be a time that I think back to you when times get tough.

Thank you for challenging me!

With love and appreciation (even if I don't show it by not answering my phone),

luke