

**Instructor:**

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 Offices: LH274 (Ogden) and D2-137L (Davis)  
 Office hours: 11:30-Noon on Tuesday and Thursdays;  
                   11:30-12:30 on Wednesday  
 Other office meetings are available by appointment via email.

**Texts:**

John Grenier, *First Way of War: American War Making on the Frontier*  
 (Cambridge, 2008) ISBN: 9780521732635

James M. Mcpherson, *What They Fought for 1861-1865* (Knopf, 1995) ISBN:  
 9780385476348

Don Rickey, Jr., and Don Rickey, *Forty Miles a Day on Beans and Hay*  
 (Oklahoma Press, 1973) ISBN: 9780806111131

David J. Ulbrich, and Matthew S. Muehlbauer, *Ways of War: American Military  
 History from the Colonial Era to the Twenty-first Century* (Routledge, 2013)  
 ISBN: 9780415886772

**Class Description and Objectives:**

This course explores the multifaceted dimensions of military history to include: the international security environment; the relationship between American security policy, strategic planning, and intelligence; civil-military relations; defense legislation; the roles and missions of the armed forces; leadership; strategic thought; doctrinal developments; technological innovation; industrial mobilization; joint and combined operations; operational and tactical effectiveness; and the experience of battle.

Participation in the class and class discussions are expected.

**Grading Policies:**

Grades will be determined on the following basis:

Quizzes	50%
Timeline Assignment	15%
Oral Book Report Presentation	15%
Term Paper	10%
Class participation	10%

Grades:    A: 90 - 100%    B: 80 - 89%    C: 70 - 79%    D: 60 - 69%    E: 0 - 59%  
 (Grades at the high or low ends of these ranges will earn plus and minus grades.)

**Quizzes:** There will be a quiz every day at the beginning of class. Each quiz will be based on the readings that you were given for that day, what we discussed the previous week, or will be given on the content of the previous class's presentations.

**Students with Disabilities:**

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center. SSD can also arrange to provide materials (including this syllabus) in alternative formats if necessary.

**Cheating Policy:** Cheating and deceit are not accepted at Weber State University. *Cheating on an quiz or assignment, or turning in someone else's work as your own, will result in an E for the class.* You may work together on your assignments and papers, but you must turn in your own work. If you quote from a book, article, or web site, you must properly quote and cite your work. **Avoid even the appearance of cheating or plagiarism.**

**Cell Phones, Texting, and Laptops:**

Put your cell phones on vibrate. Try to avoid leaving class to take a call, but an occasional emergency is understandable. There will be NO texting in this class. Laptops or other personal digital tools may be used to take notes or look up material relevant to class discussions. No other uses of laptops will be tolerated.

**Recording Classes:** Video or audio recording of any portion of lectures is only permitted in this class upon my authorization. If you would like to request authorization to record, please contact me. Unauthorized recording is a violation of the Student Code of Conduct, for which a student may be subjected to disciplinary action under PPM 6-22, Student Code. Students who seek to record for purposes of accommodating a disability should contact the Disability Services Office at (801) 626-6413 or [dsc@weber.edu](mailto:dsc@weber.edu). See more info at <https://www.weber.edu/disabilityservices>.

**Campus Closure:** In the event of an extended campus closure, please look at your Weber State email for instructions on how we will continue the class via email and the online course system.

**Learning Outcomes:** These are the learning outcomes for this course:

1. Identify the key events which express/define change over time in a broad range of places and regions.
2. Identify how change occurs over time.
3. Explain historical continuity and change.
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events.

**Timeline Exercise:**

Objective: Review of key events in American military history from 1500 to 1890 and gain an increased understanding of historical perspective. The assignment is due on November 2.

Make a chronological timeline of what you see as the 30 most important events in American military history from 1500 to 1890. Use our textbooks or an encyclopedia or the Internet to find your information. For each entry, include the date and a 2-3 sentence justification for your choice. Timeline MUST be typed; you may email it to me.

An example of an important event:

1813 - Battle of Lake Erie. A naval battle fought between American and British squadrons for control of Lake Erie. The ships were built at the lake specifically to try to take control of the large lake (240 miles long) on the American-Canadian border. A decisive victory by the American ships under the command of Oliver Hazard Perry led to American control of the lake.

Grading will be based on three criteria:

- 1) Chronologically identify 30 significant events in American military history from 1500 to 1890. Include two or three sentences with each event describing the nature of the event and why it was important.
- 2) Neatness and presentation.
- 3) Grammatical or mechanical errors.

**Term Paper:**

A 5-7 page paper on any topic in American military history from 1500 to 1890 is required. You must have sources and cite them. The first draft can be turned in early. I will return a critique of this draft within the following week. The final draft is due on December 7.

### **Oral Book Report:**

Each student must select an additional book on American military history from 1500 to 1890. The chosen book must be approved by the instructor. On an assigned date, the student will give a ten minute in-class presentation on their book. No written report is required. No oral book report will go beyond fifteen minutes. Describe the content of the book and explain how it fits within American military history. The purpose of this exercise is to introduce the class to the variety of literature available on American military history.

### **Oral Book Report Suggestions:**

These are suggestions on how to prepare your book report.

- Look up some scholarly reviews of the book, as well as reading it, since the reviews can help you place the book in a larger context. Reviews on Amazon or similar sites are usually not the best reviews for these type of books.
- Ask yourself these questions and answer them during the presentation:
  - Who is the author and why are they qualified to write this book?
  - What is the book about and when was it published?
  - Why was this book written?
  - Summarize the story being told or the arguments being made in the book.
  - What is the main point the author is trying to make?
  - What perspective is the author trying to represent in writing this text?
- When reviewing a novel, don't concentrate on talking about characters or plot, concentrate on its relevance to American military history.

Scoring rubric:

Read book: Gave a clear description of text in its entirety. (40 points)

Synthesis: Understood bigger picture of text, connected small tidbits together and within larger themes. (20 points)

Presentation: Your manner was clear, organized, and prepared. Could answer questions. (35 points)

Personal insight: Made personal connections to book, could see implications of text. (5 points)

**Schedule:**

Wednesday	
August 31	Introduction to the class; what is war?
September 7	<i>Early Colonies</i> Read Muehlbauer, Introduction and Chapter 1; Grenier, pages ix-52
September 14	<i>Imperial Wars</i> Read Muehlbauer, Chapter 2; Grenier, pages 53-145
September 21	<i>American Revolution</i> Read Muehlbauer, Chapter 3; Grenier, pages 146-169
September 28	<i>Early Republic</i> Read Muehlbauer, Chapter 4; Grenier, pages 170-225
October 5	<i>Expansion</i> Read Muehlbauer, Chapter 5
October 12	<i>Civil War 1861-63</i> Read Muehlbauer, Chapter 6
October 19	<i>Civil War 1863-65</i> Read Muehlbauer, Chapter 7
October 26	<i>Reconstruction and How We Remember the Civil War</i> Read all of McPherson; Muehlbauer, pages 238-247
November 2	<i>Indian Wars in the West</i> Read Muehlbauer, pages 247-259; Students #1 and #2 presentations <b>Timeline assignment due</b>
November 9	<i>Soldiers in the West I</i> Read Rickey, pages v-87 Students #3 and #4 presentations
November 16	<i>Soldiers in the West II</i> Read Rickey, pages 88-213 Students #5 and #6 presentations
November 23	<i>Soldiers in the West III</i> Read Rickey, pages 214-353 Students #7 and #8 presentations
November 30	<i>Spanish-American War</i> Read Muehlbauer, pages 260-267 Students #9 and #10 presentations
December 7	Spare day; <b>Term paper due</b>
December 14	No final exam