

**Instructor:**

Eric G. Swedin, PhD      <http://www.swedin.org/>      [eswedin@weber.edu](mailto:eswedin@weber.edu)  
Office: LH274      History department: 801-626-6706  
Office hours: Monday, Tuesday, and Thursday: 1:00 - 1:20 PM  
Other office meetings are available by appointment via email.

**Texts:**

Carole K. Fink. *Cold War: An International History*. 3<sup>rd</sup> Edition. Westview, 2021.  
ISBN-13: 9780367404673 (Don't get the first or second editions!)

Phillips Payson O'Brien, *How the War Was Won: Air-Sea Power and Allied Victory in World War II* (Cambridge University Press, 2015, 2019(reprint))  
ISBN-13: 978-1108716895

David J. Ulbrich and Matthew S. Muehlbauer, *Ways of War: American Military History from the Colonial Era to the Twenty-first Century* (Second edition, Routledge, 2018) ISBN: 9781138681620 (Don't get the first edition!)

**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%
Movie Assignment	10%
Oral Book Report Presentation	15%
Essay on Class Learning	15%
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.)

**Institutional Policies:** Available at

<https://www.weber.edu/wsuiimages/academicaffairs/Forms/DigitalAddendumtoCourseSyllabus.pdf>

**Quizzes:** There will 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.

**Essay on Class Learning:** A ten-page paper reflecting what you learned in this course is required. This paper may concentrate on a theme or an argument, or can cover the whole course, and can also include your own research. Cite your sources if you bring in material other than what was covered in the course. The first draft may be turned in

early. I will return a critique of this draft within the following week. The due date for the final draft is on the schedule. Please do not use ChatGPT or similar artificial intelligence products in writing your paper.

**Movie Assignment:** Watch a historical movie of your choice and write a two page double-spaced essay on the movie. You must cite all sources that you use. The content of the movie must have something to do with American military history, 1890 to the present. If you want to watch a television series, you must watch at least two episodes, including the first episode.

The essay should contain the following:

- describe the movie
- describe your reaction to it
- describe whether you think that the movie was accurate and what parts were accurate or not accurate

**Oral Book Report:** Each student must select an additional book on American military history, 1890 to the present. 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:**

Monday	
January 6	Introduction to the class; what is war?
January 13	<i>Before World War I</i> : Read Muehlbauer, pages 258-275
January 20	Holiday
January 27	<i>World War I and Interwar Period</i> : Read Muehlbauer, pp 275-321
February 3	<i>World War II</i> : Read Muehlbauer, pages 321-351; and O'Brien, pages 1-130
February 10	<i>World War II</i> : Read Muehlbauer, pages 352-361; and O'Brien, pages 131-227
February 17	Holiday
February 24	<i>World War II</i> : Read Muehlbauer, pages 362-378; and O'Brien, pages 228-373 <b>Movie Assignment due</b>
March 3	Spring Break
March 10	<i>World War II</i> : Read Muehlbauer, pages 378-392; and O'Brien, pages 374-488
March 17	<i>Cold War</i> : Read Muehlbauer, Chapter 13; and Fink, pages 1-120 Students #1 and #2 presentations
March 24	<i>Cuban Missile Crisis</i> : Read 2010EricSwedinWhenAngelsWeptChapterConclusion (on Canvas) Students #3 and #4 presentations
March 31	<i>Cold War</i> : Read Muehlbauer, Chapter 14; and Fink, pages 121-174 Students #5 and #6 presentations
April 7	<i>Cold War (Post Vietnam)</i> Read Muehlbauer, Chapter 15; and Fink, pages 175-254 Students #7 and #8 presentations
April 14	<i>Wrapping it up</i> : Read Fink 261-295 Students #9 and #10 presentations <b>Essay on Class Learning due</b>
April 21	Spare day Students #11 and #12 and #13 and #14 presentations