

Instructor:

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Office: LH274 History department: 801-626-6706
Office hours: Tuesday and Thursday: 10:00 - 10:20 AM, Weds: 4:30-5:20 PM
Other office meetings are available by appointment via email.

Texts:

Carole K. Fink. *Cold War: An International History*. 3rd 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

Allan R. Millett, Peter Maslowski, and William B. Feis, *For the Common Defense: A Military History of the United States from 1607 to 2012*, 3rd Edition, completely revised and expanded (Free Press, 2012) ISBN-10: 1451623534

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. 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:

Week of	Tuesday	Thursday
January 6	<i>Class introduction</i>	<i>What is war?</i>
January 13	<i>Building US Forces</i> Readings: Millett, Introduction and Chapter 10	<i>World War I</i> Readings: Millett, Chapter 11
January 20	<i>Interwar Period</i> Readings: Millett, Chapter 12	<i>World War II</i> Readings: Millett, Chapter 13
January 27	<i>World War II</i> Readings: Millett, Chapter 14	<i>Understanding WWII</i> Readings: O'Brien, pp 1-130
January 29	<i>Understanding WWII (2)</i> Readings: O'Brien, pp 131-227	<i>Understanding WWII (3)</i> Readings: O'Brien, pp 228-373
February 3	<i>Understanding WWII (4)</i> Readings: O'Brien, pp 374-488	<i>Cold War and Korean War</i> Readings: Millett, Chapter 15
February 10	<i>Cold War (2)</i> Readings: Fink, pp 1-120	No class (LTUE)
February 17	<i>Cold War (3)</i> Readings: Millett, Chapter 16 Movie Assignment Due	<i>Cuban Missile Crisis</i> Readings: Swedin When Angels Wept (on Canvas)
February 24	<i>Vietnam War</i> Readings: Millett, Chapter 17	<i>Vietnam War (2)</i> Readings: Millett, Chapter 18
March 3	Spring break	Spring break
March 10	<i>Cold War (4)</i> Readings: Fink, pp 121-174	<i>Cold War (5)</i> Readings: Fink, pp 175-254
March 17	<i>Cold War (6)</i> Readings: Fink, pp 261-295	<i>End of Cold War</i> Readings: Millett, Chapter 19
March 24	<i>Post-Cold War</i> Readings: Millett, Chapter 20	<i>War on Terror</i> Readings: Millett, Chapter 21
March 31	Students #1 & #2 presentations	Students #3 & #4 presentations
April 7	Students #5 & #6 presentations	Students #7 & #8 presentations
April 14	Students #9 & #10 presentations	Spare day
April 21	No class; no final exam	No class; no final exam Essay on Class Learning due