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## American Public University System

*The Ultimate Advantage is an Educated Mind*

### School of Arts and Humanities

**MILH620  
War Since 1945**

**Credit Hours: 3  
Length of Course: 8 Weeks**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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#### Instructor Information

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#### Course Description (Catalog)

This course is a graduate seminar that surveys military conflict since the end of World War II. Students assess specific conflicts since 1945, to include limited wars by the United States and Soviet Union; counterinsurgencies and wars of national liberation; the Arab-Israeli conflict; post-Cold War conflicts; and conflict post-9/11. It is recommended that Students complete this course prior to enrolling in MILH621, *The Cold War and Its Aftermath*, and MILH622, *Great Power Military Interventions*, which cover the Cold War period in detail.

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## Course Scope

*War Since 1945* examines military conflict and war since 1945. In the process of doing so, students study the theories of war and conflict, along with the interpretive trends of conflict and war that have influenced military strategists and tacticians. Throughout the class, students evaluate the conflicts waged worldwide in the years since 1945: the limited wars of the United States and Soviet Union/Russian Federation; counterinsurgencies and wars of national liberation; the Arab-Israeli conflict; post-Cold War conflicts; and war since 9/11.

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## Course Objectives

After successfully completing this course, you will be able to:

- Assess the causes, as well as consequences, of war and military conflict in the post-1945 world.
- Assess the influence of decolonization on war and military conflict.
- Analyze the limited wars of the United States and Soviet Union/Russian Federation.
- Analyze post-1945 counterinsurgencies and wars of national liberation.
- Assess post-Cold War conflicts in South Asia, Africa, and Eastern Europe.
- Assess the Arab-Israeli Conflict.
- Analyze the role and scope of conflict in the post-9/11 world.

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## Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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## Course Materials

### Required course textbooks:

- Black, Jeremy. *War Since 1945*. London: Reaktion Books, 2005.
- Carver, Michael. *War Since 1945*. Dublin: The Ashfield Press, 1990.
- Marston, Daniel and Carter Malkasian, editors. *Counterinsurgency in Modern Warfare*. Westminister, MD: Osprey Publishing, Ltd., 2008.

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- Moyar, Mark Moyar. *A Question of Command: Counterinsurgency from the Civil War to Iraq*. New Haven, CT: Yale University Press, 2009.

**Excerpts also from the following:**

- Galula, David. *Pacification in Algeria, 1956-58*. (In Resources folder.)
- Ahron Bregman's *Israel's Wars, 1947-1993* (In Resources folder.)
- Anthony Clayton, *Frontiersman: Warfare in Africa Since 1950* (Available through online library.)
- Peter Neumann, *Britain's Long War: British Strategy in the Northern Ireland Conflict 1969-98*(Available through online library.)
- William Maley, *The Afghanistan Wars* (In Resources folder.)
- Lambeth, *Air Power Against Terrorism: America's Conduct of Operation Enduring Freedom* (In Resources folder.)
- Matt M. Matthews, *We Were Caught Unprepared: The 2006 Hezbollah-Israeli War* (In Resources folder.)

**Optional resources (recommended)**

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16<sup>th</sup> Edition. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7<sup>th</sup> Edition. Chicago: University of Chicago Press, 2007. *Purchase is highly recommended.*
- Turabian Citation Guide Online  
[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**IMPORTANT NOTE:** The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

**Websites**

In addition to the required course texts, the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
Strategic Studies Institute	<a href="http://www.strategicstudiesinstitute.army.mil/">http://www.strategicstudiesinstitute.army.mil/</a>
Combat Studies Institute	<a href="http://usacac.army.mil/cac2/CSI/">http://usacac.army.mil/cac2/CSI/</a>

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## Evaluation Procedures

### Personal Introduction:

Your first class assignment will be your personal introduction to the other members of class. Refer to the Introduction thread in the Forums area for details.

### Forums:

You are required to be an active participant in the class discussions via the class forum. There are eight (8) structured discussions in the class, which reflect a pattern of reading, reflection, and response. Respecting your busy schedules, discussion work is asynchronous. Instead of being present in a classroom at the same time, you will post your individual comments in the class forum. However, please remember that forum discussions are public conversations, not private communications.

Each forum discussion has two components:

- a) Your analysis of specific aspects of the readings and
- b) Your commentary on your classmates' analysis and participation in/contribution to the discussion. You are expected to engage ALL of your classmates in a discussion that reflects the course material and your analysis of it.

The ideal minimum length for your initial analysis is 500 words. (500 words is approximately two (2) double-spaced pages 12 pt. pitch Times New Roman font). There are no minimum or maximum lengths for subsequent analysis or comments to classmates; however, you are expected to be professional and thorough in order to further the discussion. Responses should be at least 250 to 300 words each.

### Assignments:

There are two assignments for the course: (1) the analytical essay proposal and (2) the analytical essay.

**(1) Analytical Essay Proposal:** No later than the end of Week 2, you will submit a detailed essay proposal for your essay on the topic listed below. Your proposal will include: 1) thesis statement; 2) outline (details the structure of your essay); 3) summary of conclusions; and 4) preliminary bibliography (minimum of 20 sources).

**(2) Analytical Essay:** No later than the end of Week 8 (i.e., the last day of the final class week) you will submit a 12-15 double-spaced page (approximately 3,500-4,000 words) -- excluding title page, footnotes, bibliography, and any charts or graphs -- (i.e., 12-15 double-spaced pages of text) analytical essay that addresses the topic below. Your essay must be documented as detailed in Turabian's *Manual for Writers* (i.e., footnotes).

**Topic:** Analyze one post-1945 military conflict that occurred prior to 11 September 2001.

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See the document, "Turabian Made Simple," in the class resources folder for a quick guide to the proper citation and bibliography formats.

Graded Instruments	Points
Personal Introduction	2.59
Analytical Essay Proposal	10
Analytical Essay	20
Forum 1	8.43
Forum 2	8.43
Forum 3	8.43
Forum 4	8.43
Forum 5	8.43
Forum 6	8.43
Forum 7	8.43
Forum 8	8.43
<b>Total</b>	<b>100</b>

## Weekly Course Outline

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

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WK	TOPIC	OBJECTIVES	READINGS*	ASSIGNMENTS
1	Wars of Empire, (1945-1960), including the Huk Rebellion and Malayan Emergency	LO-1: Review the causes, as well as consequences, of war and military conflict in the post-1945 world. LO-2: Assess the influence of decolonization on war and military conflict. LO-3: Examine post-1945 counterinsurgencies and wars of national liberation. LO-4: Investigate post-Cold War conflicts in South Asia, Africa, and Eastern Europe.	R-1: Black, Ch. 1-3  R-2: Marston, et al, Ch. 2 (specifically pp. 49-56, but read the entire chapter)  R-3: Moyar, Ch. 5-6  R-4: Carver, Ch. 2	A-1: Forum Discussion 1
2	The Korean War and French Indochina War	LO-1: Review the causes, as well as consequences, of war and military conflict in the post-1945 world. LO-2: Analyze the limited wars of the US and Soviet Union.	R-1: Black, Ch. 2-3  R-2: Carver, Ch. 7, 9  R-3: Marston, et al,	A-1: Forum Discussion 2

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		LO-3: Examine post-1945 counterinsurgencies and wars of national liberation.	Ch. 4	
3	The Algerian War and Great Britain's Small Wars: Aden, Cyprus, Kenya, and Borneo	LO-1: Review the causes, as well as consequences, of war and military conflict in the post-1945 world. LO-2: Assess the influence of decolonization on war and military conflict. LO-3: Examine post-1945 counterinsurgencies and wars of national liberation.	R-1: Black, Ch. 3 (specifically pp 40-43) R-2: Carver, Ch. 3-6, plus Ch. 8 R-3: Marston, et al, Ch. 4, 7. R-4: Galula, Part Three	A-1: Forum Discussion 3 A-2: Analytical Essay Proposal
4	The U.S. Vietnam War	LO-1: Review the causes, as well as consequences, of war and military conflict in the post-1945 world. LO-2: Assess the influence of decolonization on war and military conflict. LO-3: Analyze the limited wars of the US and Soviet Union. LO-4: Examine post-1945 counterinsurgencies and wars of national liberation.	R-1: Black, Ch. 4 (esp. pp 57-73) R-2: Carver, Ch. 10 R-2: Marston, et al, Ch. 6 R-3: Moyar, Ch. 7	A-1: Forum Discussion 4
5	Arab-Israeli Wars	LO-1: Review the causes, as well as consequences, of war and military conflict in the post-1945 world. LO-2: Assess the influence of decolonization on war and military conflict. LO-3: Analyze the limited wars of the US and Soviet Union. LO-4: Examine post-1945 counterinsurgencies and wars of national liberation. LO-5: Appraise the Arab-Israeli Conflict.	R-1: Bregman, Ch. 1-7 R-2: Carver, Ch. 1 & 12 R-3: Black, pp. 124-32 R-4: Marston, et al, Ch. 12	A-1: Forum Discussion 5
6	Wars in Africa and Northern Ireland	LO-1: Review the causes, as well as consequences, of war and military conflict in the post-1945 world. LO-2: Assess the influence of decolonization on war and military	R-1: Black, Ch. 6 (skip/skim subjects we've already covered, like the Arab-Israeli Wars) R-2: Clayton, Ch. 1-4	A-1: Forum Discussion 6

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		<p>conflict.  LO-3: Examine post-1945 counterinsurgencies and wars of national liberation.  LO-4: Investigate post-Cold War conflicts in South Asia, Africa, and Eastern Europe.  LO-5: Consider the role and scope of conflict in the post-9/11 world.</p>	<p>R-3: Marston, et al, Ch. 8 &amp; 10  R-4: R-1: Neumann, Ch. 3-6</p>	
7	Conflicts in Afghanistan: (1979 to present-day)	<p>LO-1: Review the causes, as well as consequences, of war and military conflict in the post-1945 world.  LO-2: Analyze the limited wars of the US and Soviet Union.  LO-3: Examine post-1945 counterinsurgencies and wars of national liberation.  LO-4: Consider the role and scope of conflict in the post-9/11 world.</p>	<p>R-1: Maley, Ch. 1-6  R-2: Black, Ch. 7  R-3: Lambeth, Ch. 5  R-4: Marston, et al, Ch. 13  R-5: Moyar, Ch. 9</p>	A-1: Forum Discussion 7
8	The Iraq War and The Second Lebanon War	<p>LO-1: Review the causes, as well as consequences, of war and military conflict in the post-1945 world.  LO-2: Analyze the limited wars of the US and Soviet Union.  LO-3: Examine post-1945 counterinsurgencies and wars of national liberation.  LO-4: Consider the role and scope of conflict in the post-9/11 world.  LO-5: Appraise the Arab-Israeli Conflict.</p>	<p>R-1: Matthews (ALL)  R-2: Marston, et al, Ch. 14  R-3: Moyar, Ch. 10</p>	<p>A-1: Forum Discussion 8  A-2: Analytical Essay</p>

\*Individual assignments may require additional reading: guidance for individual assignments is posted in the Sakai classroom

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## 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](#)

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[Extension Process and Policy](#)  
[Disability Accommodations](#)

### **Writing Expectations**

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

### **Citation and Reference Style**

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

[Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

*Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).<sup>1</sup>
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

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### 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.

### 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.

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### **Online Library**

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 resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

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- **Inter Library Loans:** 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.

**Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., MILH620) or class name.

If a guide you need is not available yet, let us know by emailing the APUS Library:

[librarian@apus.edu](mailto:librarian@apus.edu)

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