

War in the Modern World I
History 240 – Fall 2016 - CRN 12809
Tuesday, Thursday, 12:00 - 1:20
McKenzie 129

Professor Dracobly
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Office hours (fall term): Wednesday 9:45-11:30, Thursday: 1:30-2:45, or by appointment (I am on campus most days and typically have a fairly open schedule: we can arrange a time by email, phone or in class).

>>>> To get to my office: enter south (front) entrance of McKenzie, take staircase on immediate left one floor up, exit to the left, take a right and follow the hall until it opens up a second time. My office is on the left. If the door is closed, please knock: if I am there, I am usually available. I'll tell you if I really cannot talk at that moment.

Graduate Student Assistants (GTFs): Emily Cole and Lacey Guest (see Canvas announcements for their contact info and office hours)

Course description

This course is a survey of military history from the late eighteenth century to 1945. The scope is global, at least in theory, but we will center our attention on warfare in the western world (Europe and those states that developed military systems based on European ways of war). The focus is on major developments in the nature and conduct of warfare within the broader context of social, political, and technological change. At the same time, the course also serves as an introduction to some of the key concepts and issues, questions shaping the field of military history today.

No prior knowledge of history, military or otherwise, is assumed. We will be covering a tremendous range of time and territory – try not to worry if you feel a bit lost at times (though an atlas often comes in handy when studying military history: if you do not know where something is, **look it up**: an internet search is a good way to start - try Google maps if you want to know what a region looks like). Try to focus on the big themes and big developments and remember that with history, as with everything else, it is necessary to start somewhere.

Learning objectives: what I expect you to get out of this class

1. An understanding of the main trends in the conduct and nature of modern war from the late-18th to the mid-20th centuries *and* the different ways that we can account for those changes. What were the driving forces behind the main trends in modern war? The aim is not just to describe how war has changed but to try to explain or account for why it has changed the way it has.

2. A sense of some of the major concepts, problems and themes common to military history as it is practiced today. This course will introduce you to some of the conceptual language specific to military history (tactics, logistics, operations, strategy, etc.); it is also intended as an introduction to several of the exemplary issues that military historians commonly address (causes of war, conduct of war, accounting for victory and defeat, the role of technology in shaping modern warfare).

3. Practice and familiarity with several of the basic methodological moves that historians commonly employ: the distinction between primary and secondary sources; things to look for when analyzing primary sources; things to look for when analyzing secondary sources; testing historical arguments against primary source evidence; and using primary source material to build historical arguments. Each of the handouts, assignments, the midterm, and final are designed to give you hands-on experience practicing these methods.

Grades and assignments

Class attendance and completion of the assigned reading are expected. Although much of the work for this course will be turned in on-line, this **is not** an on-line course. Those who fail to attend class or do the readings do so at their own risk.

On the other hand, if you think you have the flu or any other communicable disease, please stay home – I'll be happy to help you catch up.

Grades are based on a 100-point scale:

- A+ My discretion but a minimum of 97 required.
- A 93 and above
- A- 90 - 92.9
- B+ 87 - 89.9
- B 83 - 86.9
- B- 80 - 82.9
- C+ 77-79.9

And so on down to anything below 60 is an F.

"Ordinary" graded assignments: 100 points

There will be 100 "ordinary" points for the term distributed as follows.

First paper	5 points
In-class quiz	5 points
Three in-class exercises (unannounced)	3 points each
First midterm (in class)	15 points
Second midterm (on-line)	16 points
Second paper	20 points
Final exam	20 points

Grading rubric:

We will be grading on a point system. Each assignment, test, or worksheet is worth x number of points and you can calculate the equivalent letter grade by calculating the percentage of the total you received and consulting the grade scale produced above. This is what the letter grades signify:

A+: Work of unusual distinction.

A: Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and reasonably free of errors.

B: Work that satisfies main criteria of the assignment, and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria.

D: Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assigned question.

This class is not graded on a curve.

Test and assignment (not including extra credit) due dates and times

October 4: First paper due, 9:30 a.m. (submit on Canvas course website)

October 13: In-class quiz

November 1: In-class midterm

November 20: On-line midterm, 11:00 p.m. (submit on Canvas)

December 4: Second paper due, 11:00 p.m. (submit on Canvas)

December 9: Final exam, 8:00 am (in MCK 129)

A note about Canvas and plagiarism

Much of the work in this class will be submitted on the course Canvas site. Canvas is generally reliable (and far more powerful than you might imagine. Do not try to tell me you did something you did not do: Canvas can tell me quite a bit about what you've done on the site, when you've been on it, what you've done, etc.). However, occasional glitches due to browsers sometimes occur; you might hit a wrong button; or - more typically - Canvas will time you out without you knowing it.

Because of these risks, I strongly recommend that you write longer written work *outside* of Canvas, save it, and *then* cut and paste into Canvas. If you run into difficulties (as in, "Canvas ate my paper two minutes before it was due!"), you should contact me via email immediately. But ultimately you are responsible for submitting your work in a timely fashion.

Submitted work does not usually immediately appear - Canvas needs some time to process submissions. So please wait a few minutes before concluding that your work has been lost.

As I said above: "Although much of the work for this course will be turned in on-line, this **is not** an on-line course. Those who fail to attend class or do the readings do so at their own risk."

Something of the same can be said of submitting your own work. I encourage everyone in the class to collaborate - to talk with classmates about tests, midterms, assignments, and the final. You will benefit from sharing ideas and talking with others about what we're doing in class. You will find that this is especially true of the second and third assignments, as well as the final exam essay.

However, all submitted written work must be your own: you may share ideas but in the end you must write it up yourself. Doing otherwise - whether "borrowing" a colleague's written work and or submitting something written by a third party - constitutes plagiarism and will be reported to the Office of Student Conduct.

Schedule of topics, assignments, and readings

The readings listed under each date should be read prior to that class day. You will find it easier to follow the class discussion if you have done the readings **before** class.

There is one assigned book for the class:

Stephen Morillo, Jeremy Black, and Paul Lococo, War in World History: Society, Technology, and War from Ancient Times to the Present, vol. 2, Since 1500 (McGraw-

Hill, 2009). (The bookstore has a truncated version printed for this class. Naturally you can also use the full-length version but we'll only be reading about half of it).

The rest of the readings will be found on the course Canvas site under "Course Readings."

I have listed two sets of page numbers for the textbook: the first pair refers to the original pagination, the pair in brackets to the truncated version printed for this class.

Part I: War in eighteenth-century Europe and the impact of the French Revolution and Napoleon

Sept 27: Introduction to class and topic

Reading: War in World History, preface.

Class topics: Introduction to class and discussion: What is modern about modern war? And what is military history?

(Class handout for discussion, excerpt from Stig Förster, "The Prussian Triangle of Leadership," pages 118-119).

Sept 29: War and society in eighteenth-century Europe

Reading: War in World History, 404-415 [10-15]; petition by American Revolutionary War veteran, John McCasland (which you should bring to class or have accessible in class).

Class topics: What should we think about when reading a primary source? What war looked like in eighteenth-century Europe.

Oct. 4: Strategy and war in the eighteenth century (with a look at the American Revolution)

Reading: War in World History, 415-422 [21-28]

Class topics: Picking up from previous day: a look at European warfare with an emphasis on global strategies.

We'll also discuss the document we used for the short paper: what does it suggest about the nature of war in the later eighteenth century?

>>>> **Short paper due before class, 9:30 am (on Canvas course website)**

Oct. 6: The impact of the French Revolution on war: why did the French Revolution matter?

Reading: War in World History, 423-433; take another look at the Stig Forster handout from the first day (available on BB if you've lost it); and two documents from French Revolution (Brunswick Manifesto and Levy *en masse*).

Class topics: To borrow a line from my kids: "That's silly. Why would a political revolution have any impact on war?"

Oct. 11: Napoleon and Napoleonic warfare

Reading: Brian Bond, "Napoleon and the Decisive Battle" (on BB); and take a look at the organizational charts of Napoleon's Grand Army

Class topics: What made Napoleon "great"?

Oct. 13: Napoleon's 1805 campaign

Reading: David Chandler, "From the Rhine to the Danube," from The Campaigns of Napoleon, 381-439 (on BB); and the Napoleon 1805 campaign map (this is an on-line semi-animated map. The link is in "Course Readings and Handouts").

N.B.: longest reading of the term. Give yourself enough time.

>>>> **In-class quiz**

Oct. 18: The Napoleonic Wars and grand strategy

Reading: War in World History, 433-441.

Class topics: Napoleon's larger strategic aims and his fall from power. How should we account for his failures?

Part II: The Industrial Revolution and War

Oct. 20: The industrial revolution and war

Reading: War in World History, 442-461; compare to the link on "Breech-Loaded Rifles in the Civil War"; Colmar von der Goltz on the nation in arms.

Class topics: The role of technology: where did the industrial revolution have its greatest impact on warfare? Technology and the U.S. Civil War.

Oct. 25: Industrialized warfare in a global context

Reading: War in World History, 462-481; a British soldier's account of fighting the Mahdists and Churchill's description of Omdurman.

Class topics: the industrialization of the instruments of war mattered and the project of power. Or, how Europe conquered the world.

Oct. 27: The transformation of naval warfare

Reading: War in World History, 482-504; Mahan on naval strategy

Class topic: The impact of industrial technologies on naval warfare.

Nov. 1: In-class midterm: bring blue or green book (available for purchase at UO Bookstore)

Part III: The Two World Wars

Nov. 3: The causes and origins of World War I

Reading: Samuel R. Williamson, "The Origins of the War" (on Canvas)

Class topic: the origins and causes of war. The example of WWI.

Nov. 8: The Great War

Reading: War in World History, 506-523

Class topic: World War I: a technological surprise? And: the consequences of a long war.

Nov. 10: Interwar developments

Reading: War in World History, 524-534; Douhet, Mitchell, and Trenchard on air power

Class topic: Thinking about the next war

Nov. 15: The last European War: WWII in Europe to 1941

Reading: War in World History, 535-544 (141-150)

Nov. 17: World War II in Asia

Reading: War in World History, 544-548 (150-154)

>>>>>> On-line midterm due Nov. 20, 11:00 p.m.

Nov. 22: World War II in air and at sea

Reading: War in World History, 548-559 (154-165)

Nov. 24: No class

Nov. 29: The defeat of Germany in the east

Reading: Williamson Murray and Allan R. Millett, "The Killing Time, 1943-1944," ch. 14 of A War to Be Won: Fighting the Second World War, 374-410 (on Canvas)

Dec. 1: Wrap up: Legacy of World War II

Reading: War in World History, 559-564 (165-170)

Sunday, December 4, 11:00 p.m.: Second paper due (submit on course Canvas site)

FINAL EXAM: 8:00 a.m. Friday December 9: in class, bring blue or green book
(purchased at UO Bookstore)