

War in the Modern World I
History 240 – Fall 2019 - CRN 12828
Monday, Wednesday, 10:00 - 11:20
Lawrence 177

Professor Dracobly
Office: McKenzie 329
Office Phone: None: please email
e-mail: dracobly@uoregon.edu

Office hours (fall term): Wednesday and Thursday, 11:45-1:30.

I am generally available immediately after class. Just give me a second to pack up and we can meet in the lobby or cafeteria but tell me that you want to talk.

Or by appointment (I am on campus most days and typically have a fairly open schedule outside of classes. We can arrange a time by email, phone or in class. Or stop by if you're in the neighborhood of McKenzie Hall: knock if the door is closed. I'll tell you if I'm too busy to talk).

>>>> To get to my office: enter the 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 Employees (GEs): I will be grading a share of the submitted work this term but in a class this size, I need grading help. The graduate students attached to this class will be doing much of grading work. They are also here to help you and you are encouraged to take advantage of their presence (they can give you advice and help with assignments, essays, etc.). **You can find their contact information in the “Announcements” section of the course Canvas site.**

We will have two and possibly three GEs this term:

Jue Hou
Rebecca Hastings

Course description

This course is a survey of military history from the mid-to-late eighteenth century to 1945. The scope is global, at least in theory, but we will concentrate 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. But you should also make an effort to find answers to at least simple questions.

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 also a good way to start for specific people or events.

However, try not to get bogged down by all the “facts”: specific dates (though it helps to keep some years in mind), who commanded what battle, or the details surrounding the circumstances of a given war. Focus instead on the big themes and big developments. Start with the arguments and then think in terms the “evidence” or examples that you can use to illustrate the big issues. Above all, 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 have the flu or any other communicable disease, please stay home. I and the GTFs will be happy to help you catch up.

Grades are based on a 100-point scale:

- A+ My discretion but a minimum of 97 is typically required to be considered.
- 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.

Please note that a 70 is required for a C-, which is what the university defines as a “Passing” grade for anyone taking the course P/N.

Regular graded assignments

The two papers and exams will be graded on a 100-point scale. The in-class quizzes and discussion board posts will be assigned grades. Canvas will automatically transform those grades into point values following the scale above.

The value of each assignment as a percentage of the final grade is as follows:

First (short) paper	10%
Second paper	20%
Midterm (on-line)	15%
Group WWII battles discussion board	20% (5% each)
Final exam	20%
In-class quizzes (three)	15% (5% each)
	= 100%

The “in-class quizzes” will be unannounced (though probably hinted at in the previous class) day.

There may also be an occasional in-class extra-credit opportunities. These are set up on the Canvas grade as additional percentages (so that the Canvas gradebook shows that it is possible to earn more than 100%). The course will nevertheless be graded as though the totals are 100% (in other words, an “A” will not be 93% of the total, but 93% of 100).

Grading rubric:

This course follows the grading rubric developed by the Department of History:

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 in the sense of a curved distribution: if everyone does well, all the better.

LATE POLICY

With the exception of the last assignments, late submissions are accepted for one week following the due date and time with a penalty of 20% of the value of the assignment.

Test and assignment due dates and times

October 6: Extra-credit Quiz on first-day handout – no late penalty but must be turned in by Oct. 7

October 14: First paper due, 11:00 p.m.

October 27: Napoleonic warfare paper, 11:00 p.m. (submit on Canvas)

November 15: Midterm (on Canvas, available on Nov. 8), 11:00 p.m.

November 20: First post on group discussion board due

November 27: Second and third posts on group discussion board due

December 4: Fourth post on group discussion board due

December 9: Monday, 10:15 a.m., in Lawrence 177

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 while you've been on it, 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 or one of the Graduate Teaching Fellows 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.

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 dealt with accordingly.

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," some of which will appear as downloadable PDF files, others of which will be links to ebooks accessible via the Knight Library website.

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. Most of you will be using the latter.

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

October. 2: Introduction to the class and topic

Reading: War in World History, preface [1-4]

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 on war in "modern history"

Due: Extra credit on-line quiz on Förster excerpt (this quiz will only be available until Oct. 7 at 11 pm)

October 7: Constraints on war in early-modern Europe

Reading: Frank Tallett on "Constraints on War: The Limits of the Possible," from War and Society in Early-Modern Europe (Routledge, 1992), 50-68.

Oct. 9: Strategy and tactics in eighteenth-century European warfare

Reading: War in World History, 404-422 [6-24] (pay attention to the battle of Leuthen on page 414)

Oct. 14: The impact of the French Revolution on war: why did the French Revolution matter?

>>>>> **Due, Oct. 14, 11 pm: First paper on Frederick, “The Army on Campaign”**

Reading: War in World History, 423-433 [25-35]; take another look at the Ritter reading from the first day (available on Canvas); and two documents from the French Revolution (Brunswick Manifesto and Levy *en masse*).

Oct. 16: Napoleon and Napoleonic warfare

Reading: Martin van Creveld, Supplying War (Cambridge, 1977), ch. 2, “‘An Army Marches on Its Stomach’,” 40-74.

Oct. 21: Military operations in the Napoleonic era

Reading: Brian Bond, "Napoleon and the Decisive Battle" (on Canvas); Rory Muir, “Subordinate Commanders, Staff Officers and ADCs” (ch. 8 of Tactics and the Experience of Battle in the Age of Napoleon); look at the organizational charts of Napoleon’s Grand Army; and the collection of documents for the paper.

Oct. 23: Napoleon's 1805 campaign (Ulm and Austerlitz)

Reading: You need to get a general sense of the campaign. You can get a visual sense of the campaign by playing with the on-line semi-animated map of the campaign (see the day’s module for a link). For a narrative description, I have posted David Chandler, "From the Rhine to the Danube," from The Campaigns of Napoleon, 381-439; for a shorter description, the two articles on Wikipedia, “The Ulm Campaign” (https://en.wikipedia.org/wiki/Ulm_Campaign) and the “Battle of Austerlitz” (https://en.wikipedia.org/wiki/Battle_of_Austerlitz).

If you want to get a sense of what the march might have been like for an ordinary soldier (albeit, an ordinary soldier in an elite regiment), see the file entitled, “barres memoires ulm austerlitz.”

Oct. 28: Napoleon's grand strategy

Reading: War in World History, 433-441 [35-43]; and David Kaiser, Politics and War: European Conflict from Philip II to Hitler (Harvard University Press, 1990), 237-263.

>>>>>> Second paper due Sunday, Oct. 27, 11:00 pm

Part II: The Industrial Revolution and War

Oct. 30: The impact of the industrial revolution on war

Reading: War in World History, 442-461 [44-63]; compare to the link on "Breech-Loaded Rifles in the Civil War"; Colmar von der Goltz on the nation-in-arms.

Nov. 4: Wars of German Unification and trends in European warfare

Reading: Geoffrey Wawro, Warfare and Society in Europe 1792-1914 (Routledge, 2000) ch. 4, pages 73-5 and 78-91; and ch. 5, pages 100-117 (or the end of the chapter if you want to know how the war ended)

>>> this book is available via the library website as an ebook: follow the link on the Canvas module for this class day

Nov. 6: Industrialized warfare in a global context

Reading: War in World History, 462-481 [64-83]; a British soldier's account of fighting the Mahdists and Churchill's description of Omdurman.

Nov. 11: The transformation of naval warfare

Reading: War in World History, 482-500 [84-102]; Mahan on naval strategy.

>>>>>> Due Friday, Nov. 15, 11 pm: On-line midterm

Part III: The Two World Wars

Nov. 13: The Great War (World War I)

Reading: War in World History, 506-523 [104-121].

Nov. 18: Interwar developments

Reading: War in World History, 524-534 [122-32]; Douhet, Mitchell, and Trenchard on air power.

Nov. 20: The last European War: WWII in Europe to 1941

Reading: War in World History, 535-544 [133-142].

>>>>> **First discussion board posts due**

Nov. 25: World War II in Asia

Reading: War in World History, 544-548 [142-146].

Nov. 27: World War II in air and sea

Reading: War in World History, 548-559 [146-157].

>>>>> **Second and Third discussion board posts due**

Dec. 2: 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. 4: Wrap up: Legacy of World War II

Reading: War in World History, 559-564 [157-62].

>>>>> **Fourth discussion board post due**

FINAL EXAM: 10:15 a.m., Monday December 9: in class, bring blue or green book (purchased at UO Bookstore)