

War in the Modern World I

History 240 – Fall 2018 - CRN 12882

Tuesday, Thursday, 2:00 - 3:20
Global Scholars Hall 123

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Office hours (fall term): Thursday and Friday 9:00-11:00.

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 time by email, phone or in class. Or stop by if you're in the neighborhood: knock if the door is closed).

>>>> 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 Student Fellows (GTFs):

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 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. 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. But try not to get bogged down by all the "facts": specific dates, 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 in which 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 (technical 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'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.

Regular graded assignments: 100 points

There will be 100 points for the term distributed as follows:

| | |
|-------------------------------------|------------|
| First (short) paper | 10 points |
| Second paper | 20 points |
| Midterm (on-line) | 20 points |
| Group WWII battles discussion board | 20 points |
| Final exam | 20 points |
| In-class writing (best 3 of 4) | 10 points |
| | 100 points |

The “in-class writing” will be on quizzes on unannounced class days.

There will also be occasional in-class extra-credit opportunity.

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 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.

Due to grade submission deadlines, the third on-line exercise and the second paper may not be turned in later than December 6.

Test and assignment due dates and times

September 26: Extra-credit worksheet - late penalty but must be turned in by Oct. 11
October 1: On-line worksheet on primary source document, 11:00 p.m.
October 22: Napoleonic warfare paper, 11:00 p.m. (submit on Canvas)
November 1: Midterm (on-line), 11:00 p.m.
November 14: First post on group discussion board due
November 21: Second and third posts on group discussion board due
November 28: Fourth and fifth posts on group discussion board due
December 5: 12:00 p.m. Wednesday December 5

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 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 Warfare from Ancient Times to the Present, vol. 2, Since 1500 (McGraw-Hill, 2009). (The book here 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 25: 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 Gerhard Ritter, Frederick the Great, 129-133.

Due: Extra credit on-line exercise on Ritter

Sept 27: War and society in eighteenth-century Europe

Reading: War in World History, 404-415 [10-15] (connected by the battle of Leuthen on page 414); and excerpts from Frederick the Great on the Art of War, ed. Jay Luvaas, pages 71-5, 102-4, 173-8, and 307-13.

Due, Oct. 1, 11 pm: First (short) paper

Oct. 2: Strategy and war in the eighteenth century (with a look at the American Revolution)

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

Class topic, picking up from previous day: a look at European warfare with an emphasis on global impact.

Oct. 4: 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 Ritter reading from the first day (available on Canvas); and two documents from the French Revolution (Brunswick Manifesto and Levy *en masse*).

Oct. 9: Napoleon and Napoleonic warfare

Reading: Brian Bond, "Napoleon and the Decisive Battle" (on Canvas).

Oct. 11: The “operational art” of war in the time of Napoleon

Reading: 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. 16: Napoleon's 1805 campaign

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, David Chandler, "From the Rhine to the Danube," from The Campaigns of Napoleon, 381-439; for a shorter description, the two articles on Wikipedia, "Ulm Campaign" (https://en.wikipedia.org/wiki/Ulm_Campaign) and the "Battle of Austerlitz" (https://en.wikipedia.org/wiki/Battle_of_Austerlitz).

Oct. 18: The Napoleonic Wars and grand strategy

Reading: War in World History, 435-441.

>>>>> First paper due Monday, Oct. 22, 11:00 pm

Part II: The Industrial Revolution and War

Oct. 23: 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.

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.

Oct. 30: The transformation of naval warfare

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

Part III: The Two World Wars

Nov. 1: The outbreak of World War I

Reading: Samuel R. Williamson, "The Origins of the War (on 11/11 was)"

>>>>>> **Due Nov. 2, 11 pm: On-line midterm**

Nov. 6: The Great War

Reading: War in World History, 506-525

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

Nov. 8: Interwar development

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

Class topic: Thinking about the next war

Nov. 13: The last European War: WWII in Europe to 1941

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

Nov. 15: World War II in Asia

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

Nov. 20: World War II in air and at sea

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

Nov. 22: No class

Nov. 27: The defeat of Germany in the east

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

Nov. 29: Wrap up: Legacy of World War II

Reading: War in World History, 55-56-165-170)

FINAL EXAM: 12:30 p.m. Wednesday December 5: in class, bring blue or green book (purchased at UO Bookstore)