



HIST*2040DE War and Society Course Outline

Winter 2016
Department of History
College of Arts

Instructor Contact

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Course Information

Course Title: War and Society
Pre-Requisites: None
Co-Requisites: None
Restriction(s): None
Credits: 0.50
Course Website (If applicable): [CourseLink](#)
Method of Delivery: Distance Education, Fully Online

Calendar Description

Concentrating on developments following the introduction of gunpowder, the course will consider the evolution of military strategy and tactics, the impact of technology on warfare, and the relationship between war and civilian populations.

Course Description

War and the preparation for war has been a major preoccupation of western states and societies since the foundation of the modern nation state itself. This course seeks to investigate how and why western societies have fought from dynastic conflict to national mobilization to total war to the unthinkable employment of nuclear weapons. War has also been an agent of social, political, economic and cultural change that still affects our perceptions today.

Course Learning Outcomes

The objectives for this course are divided into two categories.

First, are those objectives in relation to the information under investigation.

1. Students will be expected to develop an understanding of the evolution of culture and politics in regard to war-fighting and military establishments from the 18th century to the present.
2. Students should have a grasp of how economics and finance have affected war and military establishments.
3. Gain a mastery of the importance of technology and the increased reach and destructiveness of modern weaponry.
4. Understand how conflict has acted as an agent of social, cultural and political change.
5. Understand the evolution of how people have thought about war from the 17th century to the present.

Second, are general transferable skills related to research and the capacity to developed reasoned conclusions from gathered evidence.

1. Gather and organize research material
2. Provide reasoned arguments based on evidence
3. Interact with others and demonstrate the capacity to discuss material reflectively and intelligently

About Your Instructor

Susannah Ferreira is an Associate Professor in the History Department and holds a Ph. D. in History from Johns Hopkins (2003). She has been teaching at the University of Guelph since 2004 and her research focuses on Portugal and Spain in the fifteenth and sixteenth centuries. She is interested in the political response to the so-called military revolution that occurred in this period—and particularly how these developments impacted Spain and Portugal's emerging empires. In 2015, she published *The Court, the Crown and the Casa da Índia: Political Centralization in Portugal 1479-1521*. Professor Ferreira lives in Guelph with her husband and three school-aged children.

Course Structure

The course is divided into 12 units and you should be able to finish a unit each week.

Each unit will have readings assigned from the course texts as well as documents in the course manual.

- **Unit 01:** Introduction
- **Unit 02:** Fiscal Military States
- **Unit 03:** Naval Warfare and Europe Overseas
- **Unit 04:** War in the Age of Reason
- **Unit 05:** Revolutionary War, 1789-1815
- **Unit 06:** The Industrialization of War, 1815-1871
- **Unit 07:** The Great European Arms Race, 1871-1914
- **Unit 08:** The Great War, 1914-1918
- **Unit 09:** The Interwar Period, 1919-1939
- **Unit 10:** World War II, 1939-1945
- **Unit 11:** The Cold War, 1945-1991
- **Unit 12:** The Future of War and Review

Learning Resources

Required Textbook(s)

Title: *The Cambridge History of Warfare*

Author(s): Geoffrey Parker

Edition / Year: 2009

Publisher: Cambridge University Press

ISBN:

Title: Makers of Modern Strategy
Author(s): Peter Paret, ed.
Edition / Year: 1986
Publisher: Princeton University Press; Princeton
ISBN:

Title: We Were Soldiers Once and Young
Author(s): Hal Moore and Joseph Galloway
Edition / Year: 2004
Publisher: Presidio Press
ISBN: 978-0345472649

Title: A Rumor of War
Author(s): Philip Caputo
Edition / Year: 1996
Publisher: Holt Paperbacks
ISBN: 978-0805046953

You may purchase the textbook(s) at the [University of Guelph Bookstore](#) or the [Guelph Campus Co-op Bookstore](#).

eReserve

For this course you will be required to access electronic resources through the University of Guelph McLaughlin Library. To access these items visit the eReserve link in the top navigation bar. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning and Reserve Services Staff at:

Tel: [519-824-4120](tel:519-824-4120) ext. 53621

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

Schedule: Week 1

Unit 01: Introduction

Required Reading

Textbook:

Parker: pp. 1-11

Paret – Introduction

Paret - Citino, Robert. "Military History Old and New: A Reintroduction," *American Historical Review* 2007 112(4): 1070-1090.

eReserve:

Readings

Schedule: Week 2

Unit 02: Fiscal Military States

Required Reading

Textbook:

Parker – pp 84-116, pp 148-166

Paret - G. Rothenberg, "Maurice of Nassau, Gustavus Adolphus, Raimondo Montecuccoli and the 'Military Revolution' of the Seventeenth Century," pp.32-63

eReserve:

Michael C. Paul, " The Military Revolution in Russia, 1550-1682." The Journal of Military History, Vol. 68, No. 1 (Jan., 2004), pp. 9-45

Documents:

Niccolo Machiavelli, The Prince, 1515

Thomas Hobbes, The Leviathan 1651

Activities

Discussion Questions

Schedule: Week 3

Unit 03: Naval Warfare and Europe Overseas

Required Reading

Textbook:

Parker – pp 117-147

eReserve:

Denver Brunsmann, "Men of War: British Sailors and the Impressment Paradox," *Journal of Early Modern History* 14 (2010) 9-44;

Tonio Andrade, "Beyond Guns, Germs, and Steel: European Expansion and Maritime Asia, 1400-1750." *Journal of Early Modern History* 14 (2010): 165-186;

J.F. Boshier, "Financing the French Navy in the Seven Years' War: Beaujon, Goossens et Compagnie in 1759." *Business History* vol. 26 no. 3 (July 1986): 115-133;

Documents:

The Treaty of Tordesillas Between the King of Portugal and the King and Queen of Castile, Aragon

Garangula, Speech to New France Governor Joseph Antoine Lefebvre de La Barre, 1684

Edmund Dummer, Surveyor of the Navy, 1694 An Account of the General Progress and Advancement of his Majesty's New Dock and Yard at Plymouth

Regulations and Instructions Relating to His Majesty's Service at Sea, 1731

Activities

Discussion Questions

Schedule: Week 4

Unit 04: War in the Age of Reason

Required Reading

Textbook:

Parker – pp 167-188

Paret - Henry Guerlac, "Vauban: The Impact of Science on War," pp.64-90

Paret - RR Palmer, "Frederick the Great, Guibert, Bulow: From Dynastic War to National War," pp. 91-122

Documents:

Comte de Saxe, Reveries

Frederick the Great, Anti-Machiavel, 1740

Colonel Marquis de Cronelle to Lieutenant Lantier, 1764

Conversation between Prince Leopold of Dessau and Frederick II of Prussia, 1740

Activities

Discussion Questions

Assignments

Assignment 1: Option B – Article Review 1

Schedule: Week 5

Unit 05: Revolutionary War, 1789-1815

Required Reading

Textbook:

Parker – pp 189-218

Paret - Peter Paret, "Napoleon and the Revolution in War," 123-142.

Paret - John Shy, "Jomini," pp. 143-185

Paret - Peter Paret, "Clausewitz," pp. 186-216.

Documents:

Declaration of the Rights of Man and the Citizen, 1789

Edmund Burke, *Reflections on the Revolution in France*, 1790

Lazare Carnot, Minister of War, Decree Establishing the Levy *en masse*, 23 August 1793

Napoleon Bonaparte, France in 1804

Metternich's Interview with Napoleon, Dresden, June 1813

Activities

Discussion Questions

Schedule: Week 6

Unit 06: The Industrialization of War, 1815-1871

Required Reading

Textbook:

Parker – pp. 219-248

Paret - Edward Meade Earle, "Adam Smith, Alexander Hamilton, Friedrich List:

Paret -The Economic Foundations of Military Power," pp. 217-261;

Paret - Sigmund Neumann and Mark von Hagen, "Engels, Marx on Revolution,

Paret -War and the Army in Society," pp. 262-280

Documents:

Carl von Clausewitz, *On War*, 1832

Karl Marx and Friedrich Engels, *The Communist Manifesto*, 1847

Prussian Manifesto of War, King William I, 18 June 1866

The Ems Telegram (Bismarck version), July 1870

William Lloyd Garrison, "The American Union," *The Liberator*, 10 January 1845

Act of Secession, Commonwealth of Virginia

Convention of the People of Kentucky, 1861

Activities

Discussion Questions

Assignments

Schedule: Week 7

Unit 07: The Great European Arms Race, 1871-1914

Required Reading

Textbook:

Parker – pp. 249-277

Paret - Hajo Holborn, "The Prusso-German School: Moltke and the Rise of the

Paret - General Staff," pp. 281-295;

Paret - Gordon Craig, "Delbrück: The Military Historian," pp. 326-353;

Paret - Philip Crowl, "Alfred Thayer Mahan: The Naval Historian," pp. 444-481

Documents:

General Friedrich von Bernhardi, *Germany and the Next War* (London:

Edward Arnold, 1914), pp. 18-20, 34-37

Alfred Thayer Mahan, "Commerce Destroying and Blockade," 1890

Erskine Childers, *The Riddle of the Sands*, 1903

Cecil Rhodes, *Confession of Faith*, 1877

Activities

Discussion Questions

Schedule: Week 8

Unit 08: The Great War, 1914-1918

Required Reading

Textbook:

Parker – pp. 278-313

Paret -Gordon Craig, “The Political Leader as Strategist,” pp. 481-509;

Paret - Michael Howard, “Men Against Fire: The Doctrine of the Offensive in 1914,” pp. 510-526;

Paret - Michael Geyer, “German Strategy in the Machine Age, 1914-1945,” pp. 527-554

Documents:

Manifesto of Futurism,” *Le Figaro*, 1909

Lieutenant Colonel J.R. Wilkinson, “The Flight of Time,” 1899

Midshipman Frank Layard, 1914

Captain John Campbell Matheson, 10th Battalion, 1st Canadian Division,
Canadian Expeditionary Force, 10 May 1915

Activities

Discussion Questions

Assignments

Assignment: Option B – Article Review 2

Schedule: Week 9

Unit 09: The Interwar Period, 1919-1939

Required Reading

Textbook:

Parker – pp. 314-337

Paret - Brian Bond and Martin Alexander, "Liddell Hart and De Gaulle: The

Paret - Doctrines of Limited Liability and Mobile Defence," 598-623;

Paret - David Maclsaac, "Voices from the Central Blue: The Air Power Theorists," pp. 624-647;

Paret - Condoleezza Rice, "The Making of Soviet Strategy," pp. 648-676

Documents:

Adolf Hitler, *Mein Kampf*

George Orwell, Review of *Mein Kampf*, 1940

Activities

Discussion Questions

Schedule: Week 10

Unit 10: World War II, 1939-1945

Required Reading

Textbook:

Parker – pp. 338-361

Paret - Michael Geyer, "German Strategy in the Machine Age, 1914-1945," pp. 554-597;

Paret - Maurice Matloff, "Allied Strategy in Europe, 1939-1945," pp. 677-702;

Paret - D. Clayton James, "American and Japanese Strategists in the Pacific War," pp. 703-734

Documents:

Hans Habe, "France's Internal Weakness"

Where's the Beer? Helen Lambart to her brother Edward in the RCA

Muriel Kitagawa to her brother Wes

Execution of Jews by the SS in the Ukraine, 5 February 1942

Activities

Discussion Questions

Schedule: Week 11

Unit 11: The Cold War, 1945-1991

Required Reading

Textbook:

Parker – pp. 362-389

Paret - Lawrence Freedman, "The First Two Generations of Nuclear Strategists," pp. 735-778;

Paret - Michael Carver, "Conventional Warfare in the Nuclear Age," pp. 779-814;

Paret - John Shy and Thomas Collier, "Revolutionary War," pp. 815-862

Documents:

John Hersey "From Hiroshima: A Noiseless Flash," 1946

George Kennan, "The Long Telegram," 1946.

Mao Zedong, *The Little Red Book*

Activities

Discussion Questions

Assignments

Assignment 2: Comparative Book Review

Schedule: Week 12

Unit 12: The Future of War and Review

Required Reading

Textbook:

Parker – pp. 389-422, pp. 423-442

Paret - James Dingley and Marcello Mollica, "The Human Body as a Terrorist Weapon: Hunger Strikes and Suicide Bombers" *Studies in Conflict & Terrorism*, 30: 6 (2007): 459-492;

Paret - Rhonda L. Callaway and Julie Harrelson-Stephens, "Toward a Theory of Terrorism: Human Security as a Determinant of Terrorism" *Studies in Conflict & Terrorism*, 29: 8, (2006): 773-796;

Paret -Joseph T. Jockel and Joel J. Sokolsky, Joel J, "Canada and the War in Afghanistan: NATO's Odd Man Out Steps Forward", *Journal of Transatlantic Studies*, 6: 1 (2008):100-115;

Paret - Michael Artelli and Richard F. Deckro, Richard F., "Fourth Generation Operations: Principles for the 'Long War'" *Small Wars & Insurgencies*, 19: 2, (2008): 221-237;

Paret - Mikkel Thorup, "The Anarchist and the Partisan—Two Types of Terror in the History of Irregular Warfare" *Terrorism and Political Violence* 20: 3, (2008): 333-355.

Documents:

Speech by President George W. Bush to Congress, 20 January 2001

Speech by Senator Robert Byrd, 12 February 2003

An Iraq Veteran Tells his Story

Activities

Discussion Questions

Course Evaluation

The grade determination for this course is indicated in the following table.

Table 1: Course Evaluation

Assignments	Value
Assignment 1: Option A Article Review 1 (15%) Article Review 2 (15%)	30%
Assignment 1: Option B Online Discussions	30%
Assignment 2: Comparative Book Review	30%
Final Examination	40%
Total	100%

Course Policies

Submitting Assignments

Assignments for this course must be submitted electronically using the Submit link on the menu bar at the top of the page. So your assignment can be read in any word processing software you must save it in .rtf format prior to submission.

Grades

When your work has been evaluated you may view your grades on the course home page by clicking on the “Grades” link in the course menu bar.

Late Assignments

Late assignments will be assessed a two percent per day penalty, excluding weekends. Extensions will be granted for compassionate reasons at the discretion of the instructor. Requests for extensions must be received by the instructor in writing **before** the due date. Assignments submitted more than 7 days after the due date will be graded but no comments will be provided by the teaching team.

Technical Requirements

Students are responsible for ensuring that their computer system meets the necessary [specific technical requirements](#) of their program.

Technical Support

If you need any assistance with the software tools or the website, contact the Open Learning and Educational Support (OpenEd) Help Desk.

Open Learning and Educational Support
University of Guelph
Day Hall, Room 211

Email: help@OpenEd.uoguelph.ca
Tel: 519-824-4120 ext. 56939
Toll-Free (CAN/USA): 1-866-275-1478

Hours of Operation (Eastern Time):

Monday - Friday: 8:30am – 8:30pm
Saturday: 10:00am – 4:00pm
Sunday: 12:00pm – 6:00pm

Policies and Procedures

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered University of Guelph Degree Student, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an Open Learning Program Student, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

Email Communication

University of Guelph Degree Students

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor in writing, with your name, ID number and email contact.

University of Guelph Degree Students

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

Drop Date

University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule section of this course website. [See the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

Open Learning Program Students

Please refer to the [Open Learning Program Calendar.](#)

Copies of Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [SAS](#) or [visit the SAS website](#).

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need

to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

Copyright Notice

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, see [Fair Dealing Guidance for Students](#).

Grades

The assignment of grades at the University of Guelph is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students.

Grading System

In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

Letter Grade	Percentage
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	64-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	0-49

Statement of Students' Academic Responsibilities

Your success as a student depends above all on your own response to the opportunities and responsibilities that the university environment provides. The University of Guelph is committed to supporting you in your intellectual development and responding to your individual needs. To this end, a broad network of advising, counselling, and support services is provided to assist you in meeting your personal and academic goals.

For more information on your responsibilities as a student, see [Statement of Students' Academic Responsibilities](#).

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made.