Why Study Military History?

“I must study politics and war, that my sons have liberty to study mathematics and philosophy, in order to give their children a right to study painting, poetry, and music.”
— John Adams

“Read and reread the campaigns of Alexander, Hannibal, Caesar, Gustavus, Turenne, Eugene, and Frederick. Model yourself upon them. This is the only way to become a great captain and to discover the secrets of the art of war.”
— Napoleon Bonaparte

“The first, the grandest, the most decisive act of judgment which the Statesman and General exercises is to rightly understand the war in which he engages.”
— Carl von Clausewitz

“It is well that war is terrible—lest we grow to fond of it.”
— Robert E. Lee

“Some of you young men think that war is all glamor and glory, but let me tell you, boys, it is all hell!”
— William T. Sherman

“The great question of the time are no decided by speech and majority decisions … but by blood and iron.”
— Otto von Bismarck

“Bombs Educate Vigorously.”
— Henry Adams

“War is too serious a matter to entrust to military men.”
— Georges Clemenceau

Nature and Purpose of the Course

History 2020 is a survey of western military history from the Ancients to the present. Through this course, we hope to help you understand central place that military affairs have played in the
development of western society and culture. For those of you who are ROTC cadets and hope to earn a commission in one of the armed forces of the United States, we further aspire to motivate you to become a serious student of military history. The study of military history is the keystone of an officer’s intellectual development. Regardless of your career aspirations, in or out of the military and public service, you must remember that THROUGHOUT HISTORY, WAR HAS BEEN THE MOST SIGNIFICANT CATALYST FOR CHANGE ACROSS ALL SOCIETIES AND CULTURES.

Overarching Course Approaches and Framework

Military history should be studied in width, depth, and context. To study military history in width means to look at it over a long enough period so that continuity, change, and contingent events become apparent. To study it in depth means to examine war in sufficient detail so that we can begin to understand how it affects history. To study it in context is to examine military history within each of its PIECES (pronounced “pieces”), or its political, intellectual, economic, cultural, and social frameworks.

We therefore will employ three main approaches in History 2220. We will use the “Traditional Approach,” sometimes derided as the “Drums & Trumpets Approach,” to look at the development of grand strategy, the movements of armies, and the exploits of the “Great Captains.” The Traditional Approach will give us width. Between the late 1960s and the mid 1990s, historians began focusing on what came to be called the “New Military History,” in which they added more PIECES to the puzzle of military history. The New Military History will give us depth. In the mid 1990s, scholars from outside the sub-discipline of military history looked to build upon the groundbreaking work of the New Military Historians, which led to the emergence of the “War & Society Approach.” The War & Society Approach has greatly expanded our understanding of military history by giving us specialized studies of how war, for example, affects gender norms, art and intra-societal communication, and material culture. The War & Society Approach will give us context. The three approaches will allow us to gain a layered and nuanced view of military history.

Readings

This course does not require you to purchase a textbook from the CU bookstore. We will use the First Division Museum’s American Military History: A Resource for Teachers and Students (henceforth referred to as AMH) as our main text, and we will supplement it with the US Army Center for Military History’s two-volume American Military History. We will refer to the Center for Military History’s volumes by their “official” Army titles, CMH Pub (Center for Military History Publication) 30-21 and 30-22. You can find .pdf of AMH, CMH Pub 30-21, and CMH Pub 30-22, as well as supplemental videos and .pptx, on the History 2220 Desire2Learn (D2L) page. I recommend that you read each week’s assigned chapters and sections prior to, if possible, the start of the week; watch the videos before coming to class.
Assignments

Students will be excused from the regularly scheduled examination or paper deadline only for such legitimate reasons as illness or family emergency. To be excused, students must contact the instructor prior to the due date and explain why they must miss the examination or cannot complete the assignment on time. There are no exceptions to this rule. If for some reason you cannot contact the instructor in person or reach him by phone, the University’s email systems will allow you to leave a message. Note that if a student does not have legitimate reason for missing a paper deadline, a 50 percent penalty of points possible will be assessed for each day a paper is late. Make-up exams will not be offered to students without a legitimate reason (again, illness or family emergency) for missing the regularly scheduled exam.

Essays. You will pick a war, campaign, or battle and read a book-length study of it from the perspectives of the Traditional Approach, the New Military History, and the War & Society Approach. Contact Freddy Carey, the Norlin Library history librarian, at Frederick.Carey@Colorado.edu if you need help finding a book. You will notify me by e-mail of the war, campaign, or battle you intend to read about no later than (NLT) noon, Friday, September 1, 2017. This e-mail counts for 2.5% of your course grade. The research librarians at Norlin Library will assist you in finding a book (the bigger the better) on your topic, and once you have it, you will send me another e-mail (with the book’s title in the subject line) NLT noon, Friday, September 8, 2017. This e-mail counts for 2.5% of your course grade. You will read the book over the first three weeks of September, after which you will write three essays about your topic. I have posted hints and checklists for writing essays on D2L.

Drums & Trumpets Essay. In your first essay, you will explain how, after reading your book, you now understand the role that either a “Great Captain,” strategy/operations/tactics, or weapons & technology played in history of the war, campaign, or battle in question. There is no “right” or “wrong” answer in this essay. Our aim is for you to focus on your topic by looking at military history as a practitioner of the Traditional Approach would consider it. In the final paragraph of the paper, I want you to list any unanswered or unresolved questions that came to you as you read your book. I want you to make an assessment of whether you think the Drums & Trumpets Approach will be adequate for you as “a serious student of military history.” Remember, there is no right or wrong answer; this essay is an opportunity for you to think about an intellectual discipline—military history—that is new to you, and to consider how you might (or might not) want to change the ways you think about and search out information on it. Your essay will be no more than 500 words, Times New Roman 12 font, double-spaced, with 1” margins all around. Submit it in the D2L drop box NLT 8:00 a.m. on October 6, 2017. This essays counts for 10% of your course grade.

New Military History Essay. You will use your second essay to explain how the author of your book paid attention to the interaction and interplay between the war, campaign, or battle about which you read and one of the PIECS. Pick only one of the PIECS; do not attempt to write about more than one of them. Make an assessment whether the author adequately answered the questions that came to you as you read about how PIECS affected the war, campaign, or battle, and how in turn the war, campaign, or battle affected the development of one of the PIECS. In the penultimate paragraph of the essay, you need to explain whether you believe there would be
value in another book-length study of the war, campaign, battle that uses the New Military History. Keep in mind that a criticism of the New Military History has been that it is “overly academic” and therefore “unapproachable for lay readers,” or individuals who are neither professional historians nor military professionals, and who instead read military history “for pleasure.” In the final paragraph of the essay, I want you to tell me whether and why/why not you will continue to search out works of the New Military History if you continue to seriously study military history after this course. Again, there is no right or wrong answer; this is an exercise in giving you insight into ways you might “own your education” both at CU and beyond. Your essay will be no more than 500 words, Times New Roman 12 font, double-spaced, with 1” margins all around. Submit it in the D2L drop box NLT 8:00 a.m. on October 27, 2017. This essays counts for 10% of your course grade.

War & Society Essay. Your third essay will address whether the book you read is useful for the War & Society Approach, and, in turn, your view of the War & Society Approach. I want you to assess whether the author adequately covered issues such as gender, historical memory, race, violence away from the battlefield, and class. Each of those is an area of great importance in “cultural history,” but only within the last generation have they been merged with military history through the War & Society Approach. You then need to explain to me whether you think the author’s “turn to cultural history,” if he/she in fact took one, helped you understand better the military history of the topic. If the author did not turn to cultural history, I want you to list the cultural history, aka War & Society, topics that you would have wanted to read about in the context of your war, campaign, or battle. Remember, a major criticism of the War & Society Approach is that it is not military history—it’s cultural history—or worse, it Balkanizes military history, and by trying to provide context on everything under the sun, it clouds larger significance and meaning. Thus, I want you to use your final paragraph to explain to me whether the War & Society Approach helped (or would have helped) you understand better the war, campaign, or battle about which you read. Use your final sentences to tell me what type of military history—by practitioners of the Traditional Approach, the New Military History, or the War & Society Approach—that you prefer to read, and which type you think will serve you best, if at all, in your life and career. Your essay will be no more than 500 words, Times New Roman 12 font, double-spaced, with 1” margins all around. Submit it in the D2L drop box NLT 8:00 a.m. on November 17, 2017. This essays counts for 10% of your course grade.

Midterm Exam: The midterm exam will consist of two essay questions. The midterm counts for 25% of your course grade. The midterm exam is scheduled for our normal class meeting time on Friday, October 13. Bring at least one CU-approved bluebook.

Final Exam: The final exam will consist of three essay questions. Two questions will address the material we have covered since the midterm. Because it is a cumulative exam, the third question covers material across the entire span of the course. The final exam counts for 40% of your final course grade. The final exam is scheduled for December 17, between 7:30-10:00 p.m., room TBD. Bring at least one CU-approved bluebook.

Grading Scale: Because the CU standard is the plus/minus system, we will file grades on it. We will not use a “straight A-B-C-D-F scale.” The scale is: 93+ A / 90-92 A- / 87-89 B+ / 83-86 B / 80-82 B- / 77-79 C+ / 73-76 C / 70-72 C- / 67-69 D+ / 63-66 D / 60-62 D- / 0-59 F.
Class Schedule

Week 1: Read AMH, chapters 1 through 3

Aug. 28: Introduction
Aug. 30: Ancient Near East and Ancient Greece
Sep. 1: Roman Republic and the Roman Empire

Week 2

Sep. 4 Labor Day Holiday
Sep. 6 Middle Ages
Sep. 8 Renaissance

Week 3: Read AMH, chapter 4, and skim CMH Pub 30-21, chapter 2

Sep. 11 Wars of Religion
Sep. 13 Ottoman Wars
Sep. 15 War in Colonial North America

Week 4:

Sep. 18 Linear and Limited Warfare
Sep. 20 North American Wars for Empire
Sep. 22 Seven Years’ War

Week 5: Read AMH, chapters 5 and 6, and skim CMH Pub 30-21, chapters 3 through 5

Sep. 25 American War for Independence, 1775-1777
Sep. 27 American War for Independence, 1778-1783
The American Military Tradition at the Birth of the Republic

Week 6:

Oct. 2  Wars of the French Revolution
Oct. 4  Napoleonic Wars, 1799-1815
Oct. 6  Seapower in the Age of Sail

Week 7 Read AMH chapter 7, and skim CMH Pub 30-21, chapters 6 and 7

Oct. 9  War of 1812
Oct. 11  Jomini and Clausewitz
Oct. 13  Midterm Exam

Week 8: Read AMH chapter 8 through 10, and skim CMH Pub 30-31, chapters 8 through 12

Oct. 16  Mexican-American War
Oct. 18  American Civil War, 1861-1863
Oct. 20  American Civil War, 1864-1865

Week 9: Read AMH chapters 11 and 12, and skim CMH Pub 30-21, chapters 13 through 15

Oct. 23  Wars of German Unification
Oct. 25  American Frontier Wars
Oct. 27  Imperial Wars/Spanish-American War

Week 10: Read AMH chapters 13 and 14, and skim CMH Pub 30-21, chapter 16, and CMH Pub 30-22, chapter 1

Oct. 30  Seapower in the Industrial Age
Nov. 1  World War I, 1914-1915
Nov. 3  World War I, 1916-1918

Week 11: Read *AMH*, chapters 15 and 16, and skim CMH Pub 30-22, chapters 2 through 4
Nov. 6  Interwar Period
Nov. 8  World War II, Blitzkrieg and the Nazi-Soviet War to 1943
Nov. 10 World War II, PTO and CBI to 1943

Week 12: Read *AMH*, chapters 17 through 19, and skim CMH Pub 30-22, chapters 5 and 6
Nov. 13 World War II, ETO and CBO to 1943
Nov. 15 World War II, Decision in the Pacific
Nov. 17 World War II, Decision in Europe

Week 13
Nov. 20  No Class, Fall Break
Nov. 22  No Class, Fall Break
Nov. 24  No Class, Fall Break

Week 14: Read *AMH*, chapter 20, and skim CMH Pub 30-22, chapters 7 through 9
Nov. 27  Cold War
Nov. 29  Korean Conflict
Dec. 1  Guerilla Theory/Wars of National Liberation

Week 15: Read *AMH*, chapters 21-22, and skim CMH Pub 30-22, chapters 10 through 11
Dec. 4  Viet Nam, 1954-1968
Dec. 6  Viet Nam, 1968-1975
Dec. 8  Limited War in the Nuclear Age

Week 16: Read AMH, chapters 23 through 25, and skim CMH Pub 30-22, chapters 12 through 14

Dec. 11  GWOT/The Long War/???

Dec. 13  Conclusions

Final Exams Week

Dec. 17  Final Exam, 7:30-10:00 p.m., room TBD

**The Boulder Provost's Disability Task Force Statement**

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

**Absences Because of Religious Observances**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please notify me in writing one week in advance of conflict so that your needs can be addressed. See http://www.colorado.edu/policies/fac_relig.html for the full details of the campus policy regarding religious observances.

**Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and
topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Non-Discrimination and Harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh.

Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/.

The Final Word

If you have a question about anything, ask!