

HIS/SOC 378 “War and the Military” Spring 2005

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Tues and Thurs 2:20-3:40 **Staller 0113**

Office Hours: Tues 3:50-5:00, Thurs 1:00-2:00, and by appointment

Read this syllabus! I will assume that you have read and understood the materials herein referring to course requirements, grading, late papers, plagiarism, etc.

Warning

War involves death, suffering and mutilation. It is possible that I will be showing images that depict these.

Disability

If you have a physical, psychiatric/emotional, medical or learning disability that may affect your ability to carry out the assigned course work, I urge that you contact the staff in the Disabled Student Services office (DSS), Room 133 Humanities, 632-6748/TDD. DSS will review your concerns and determine with you what accommodations may be necessary and appropriate. All information and documentation of disability is confidential.

Aim of Course

This course provides a broad introduction to the study of warfare. The principal questions are: (1) What are the **causes** of war? Do societies go to war because of inherent security concerns, economic conflicts, ideological or religious differences, or simply as a result of miscalculation? What is the meaning of war for the participants? (2) What explains the **conduct** of war? How are armies recruited, organized, motivated, and sustained? What fighting methods do they adopt? Why are some armies more effective than others? What strategies are employed? What role do economic and diplomatic factors play in war? What is the impact of war on civilians, and how does the “home front” affect the conduct of war? (3) What are the **consequences** of war? What are the costs and benefits of war? What kind of peace ensues? What are the long-term effects of war?

These questions will be answered by placing war in its social context: are different kinds of society more prone to war than others? Do different kinds of society wage war differently? What motivates people, both combatants and non-combatants, in war? Does victory inevitably go to societies with larger, better organized economies?

Course goals

1. You should understand what battle is like from the perspective of (a) a soldier and (b) a commander.
2. You should understand that the interconnections between war and society are manifold, complex and important. War is not just about battles and campaigns.
3. You should understand that there is a variation in types of war and in the experience of war, both across societies and historical periods, and between participants in any given war.
4. You should understand that war is a political, social and cultural activity as well as a technical activity; the understanding of the societies and cultures engaged in war is as important as an understanding of the weapons and tactics employed.
5. You should understand that different societies make war in different ways.

Plagiarism

Plagiarism is an offense. *There's nothing wrong with using the words or thoughts of others or getting their help - indeed it is good to do so long as you explicitly acknowledge your debt. It is plagiarism when you pass on the word of others as though it were your own.*

- *Copying without quotation marks or paraphrasing without acknowledgement from someone else's writing.*
- *Using someone else's facts or ideas without acknowledgement.*
- *Handing in work for one course that you handed in for credit for another course without the permission of both instructors.*

When you use published words, data, or thoughts, you should footnote your use. (See any handbook or dictionary for footnote forms.) When you use the words or ideas of friends or classmates, you should thank them in an endnote (e.g., "I am grateful to my friend so and so for the argument in the third paragraph." If friends just give you reactions, but not suggestions, you need not acknowledge that help in print (though it is gracious to do so).

You can strengthen your paper by using material by others - so long as you acknowledge your use, and so long as you use that material as a building block for your own thinking rather than as a substitute for it.

The academic and scientific world depends on people using the work of others for their own work. Dishonesty destroys the possibility of working together as colleagues. Faculty and researchers don't advance knowledge by passing off others' work as their own. Students don't learn by copying what they should think out on their own.

Therefore, the university insists that instructors report every case of plagiarism to the Academic Judiciary Committee (which keeps record of all cases). The recommended penalty for plagiarism is failure for the course.

Unintentional plagiarism is still plagiarism. Now that you have read this, you cannot plead ignorance. Therefore, if you have any questions about the proper acknowledgement of help, be sure to ask me.

Books to purchase:

There are 3 books and a course package. The package of xeroxed readings is available from the History Department office. Some required materials are posted on the course Blackboard in the form of weblinks and pdf files. The URL for Blackboard is <http://blackboard.sunysb.edu>. Note that you do not type in “www”.

J. McPherson, For Cause and Comrades

H. Strachan, The Oxford Illustrated History of the First World War

Robert Graves, Good-bye To All That

Evaluation

There are **THREE** main parts to the course, each with a take-home paper. Each paper counts for one-third of the final grade.

Take-home papers must be your own work. Plagiarism – the use of someone else’s work without proper attribution – will not be tolerated.

If you fail to turn in all three papers, and if you have not made explicit arrangements with me for an incomplete, I will consider this as a failure for the course. To put it another way, if you only get two grades, even if the average of these amounts to a passing grade, you will still fail the course. You must write all three papers.

Late delivery of papers will result in points being deducted, unless you have a very good excuse. (Computer failures, car breakdowns, etc. are not acceptable reasons.) I shall deduct 5 points (the equivalent of one grade point) for every class period (or part thereof) after the due date. (For example, if the paper was due on a Tuesday, and you delivered it on Wednesday or by class on Thursday, I will deduct 5 points; if you deliver it after class on Thursday, but by class the next Tuesday, I will deduct 10 points, and so on.) The rules for the final paper are slightly different. It is due at the time set for the final exam. I will deduct 10 points from the grade for that paper for each 24 hours that it is late.

Attendance. I want you to come to class. Your attendance is mandatory. If you miss more than three classes during the semester, I will reduce your final grade. This is how it works: if you miss 4 classes, I will drop your final grade by one grade point, from B+ to B, for example. Thereafter, I will drop your final grade by another grade point for each additional 3 classes you miss. If you miss 4, 5, or 6 classes, you drop one grade point; if you miss 7, 8, or 9 classes, you drop two grade points, 10, 11, or 12 classes cost

you three grade points, and so on. Not showing up on a regular basis can really cost you. Obviously, if you have a legitimate excuse – and let me know – then this will not count against you.

Papers are due on the following dates:

First paper due Tuesday March 8:

answer EITHER question A OR question B.

A “Compare the experience of an ordinary soldier at the battles of Agincourt and Gettysburg. What motivates soldiers?”

B “Compare the command problems of EITHER Lee OR Meade at Gettysburg with those of the French leadership at Agincourt. Why did the Union and the English win?”

Second paper due Tuesday April 12:

“What are the issues and problems in designing a strategic intelligence system that works?”

Third paper due at the time set for the final exam.

“Why was the First World War protracted and indecisive? Why did the Allies eventually win?”

I will use a numerical grading scheme (shown below) and your final grade will be the arithmetic average of the numerical grade for each of the four papers.

This course meets the writing requirement for both the History and Sociology departments.

Grading scheme

A 85-100
A- 80- 84
B+ 75- 79
B 70- 74
B- 65- 69
C+ 60- 64
C 55- 59
C- 50- 54
D+ 45- 49
D 40- 44
F 0- 39

Outline

“The first, the supreme, the most far-reaching act of judgement that the statesman and commander have to make is to establish... the kind of war on which they are embarking.”
Carl von Clausewitz.

“No one starts a war – or rather, no one in his senses ought to do so – without first being clear in his mind what he intends to achieve by that war and how he intends to conduct it.” Carl von Clausewitz

“Know the enemy, know yourself; your victory will never be endangered.” Sun Tzu

First Section – Face of Battle

Tues Jan 25: introduction

Thurs Jan 27: Gettysburg: the campaign and battle

James McPherson, Battle Cry of Freedom, (xerox reader) [This is a brief summary of the battle.]

Glenn LaFantasie, “Joshua Chamberlain and the American Dream” (XEROXED READER)

Carol Reardon, “I think the Union Army had something to do with it: the Pickett’s Charge Nobody Knows” (XEROXED READER)

William Piston, “Longstreet, Lee, and Confederate Attack Plans for July 3 at Gettysburg” (XEROXED READER)

Tues: Feb 1: Gettysburg: tactics

Thurs Feb 3: Gettysburg: motivation

McPherson, For Cause and Comrades, chapters 1-6

Joseph Glatthaar, “The Common Soldier’s Gettysburg Campaign” (XEROXED READER)

Tues Feb 8: Gettysburg: Command

Reports of Commanders at Gettysburg (Some of this material is in the Xeroxed reader and some of it is posted on the Blackboard site.)

Thurs Feb 10: What was the war about?

McPherson, For Cause and Comrades, chapters 7-12

Tues Feb 15: Agincourt

John Keegan, “Agincourt, 25 October 1415” in his Face of Battle, 1976
(XEROXED READER)

Clifford Rogers, “The Age of the Hundred Years War,” in Maurice Keen (ed),
Medieval Warfare, 1999 (Xeroxed reader)

Thurs Feb 17: Agincourt

Clifford Rogers, “As if a New Sun Had Arisen: England’s fourteenth-century
RMA” in MacGregor Knox and Williamson Murray (eds) The Dynamics of
Military Revolution, 1300-2050 (Xeroxed reader)

Tues Feb 22: Revolutions in Military Affairs (RMA)

Williamson Murray and MacGregor Knox, “Thinking about revolutions in
warfare,” in MacGregor Knox and Williamson Murray (eds) The Dynamics of
Military Revolution, 1300-2050 (Xeroxed reader)

Thurs Feb 24: Combat Motivation

Second Section – Surprise Attack and Intelligence

Tues March 1: Pearl Harbor: What happened?

David Kahn, “The Intelligence Failure of Pearl Harbor” Foreign Affairs, 1992
(Xeroxed reader)

Ronald Spector, Eagle Against the Sun, pp. 79-89 and 93-109 (Xeroxed reader)

Thurs March 3: War Plans and Preparations

Tues March 8: Pearl Harbor: the nature of intelligence failure

Roberta Wohlstetter, Pearl Harbor: Warning and Decision, chapter 7, “Surprise”
(Xeroxed reader)

FIRST PAPER DUE

Thurs March 10: Debate: Pearl Harbor: Who was to blame/What was the problem?

Tues March 15: The Attacks of September 11, 2001

The 9/11 Commission Report chapters 6, 8, 10, 11 and 12, and Staff Statements 8, 10 and 11

You can purchase these items at any bookstore, or you can download them from the web at the following URLs. I have put the links on the Blackboard site.

<http://www.9-11commission.gov/>

Thursday March 17: 9/11 Debate: Who was to blame/What was the problem?

Tues March 22 Spring Break

Thurs March 24 Spring Break

Tues March 29: Iraq 2003

President G.W. Bush, State of the Union address, January 28, 2003. I have put the passages dealing with foreign policy on the Blackboard site. If you want to read the entire speech, it is available at:

<http://www.whitehouse.gov/news/releases/2003/01/20030128-19.html>

Report of the Select Committee on Intelligence on The U.S. Intelligence Community's Prewar Intelligence Assessments on Iraq, chapter III "Intelligence Community Analysis of Iraq's Nuclear Program," XII "Iraq's Links to Terrorism," and "Additional Views of John D. Rockefeller IV, Senator Carl Levin and Senator Richard Durbin."

<http://www.gpoaccess.gov/serialset/creports/iraq.html>

Comprehensive Report of the Special Advisor to the DCI on Iraq's WMD (Duelfer Report), "Key Findings"

http://www.cia.gov/cia/reports/iraq_wmd_2004/index.html

Thurs March 31: Iraq 2003 Debate: Why Did the U.S. Invade Iraq?

Tues April 5: Review: Intelligence and Surprise

Third Section – First World War

Thurs April 7: Origins and War Plans

Hew Strachan (ed), The Oxford Illustrated History of the First World War, chapters 1-4

Robert Graves, Good-bye To All That, pages 1-90

Tues April 12: Movie All Quiet on the Western Front

SECOND PAPER DUE

Thurs April 14: Trench Warfare

Robert Graves, Good-bye To All That, 91-225

Tues April 19: Motivation

Hew Strachan (ed), The Oxford Illustrated History of the First World War, chapters 14, 16

Robert Graves, Good-bye To All That, pages 1-225

Thurs April 21: Economics

Hew Strachan (ed), The Oxford Illustrated History of the First World War, chapters 9, 10

Tues April 26: Politics and the Home Front

Hew Strachan (ed), The Oxford Illustrated History of the First World War, chapters 11, 12, 15, 17

Robert Graves, Good-bye To All That, pages 226-264

Thurs April 28: Military Innovation

Hew Strachan (ed), The Oxford Illustrated History of the First World War, chapters 13, 19

Tues May 3: Victory and Aftermaths

Hew Strachan (ed), The Oxford Illustrated History of the First World War, chapters 18, 21-23

Robert Graves, Good-bye To All That, pages 265-343

Thurs May 5: Review session