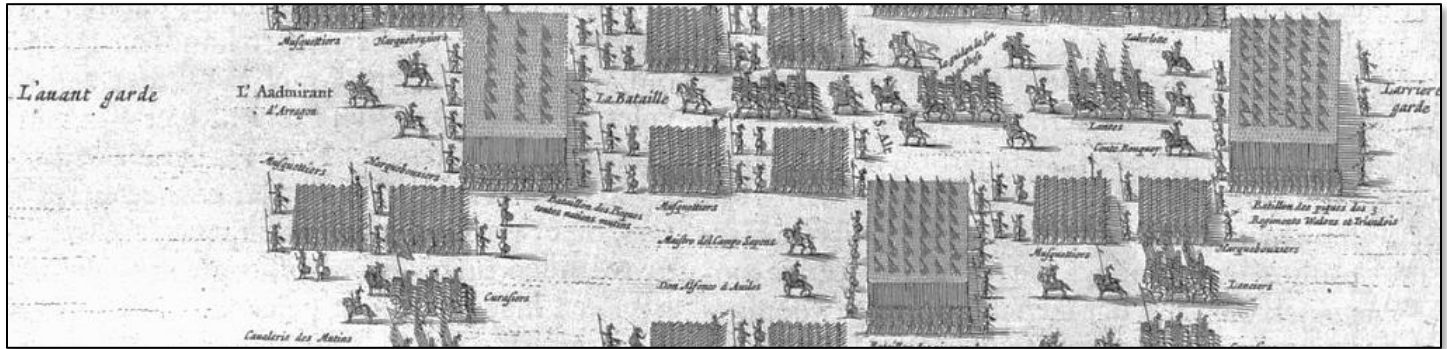


HIST 133 | GLOBAL MILITARY HISTORY (5000 BCE – PRESENT)

PROF: MICHAEL MARTOCCIO (HE/HIM/HIS) | EMAIL: MARTOCCIO@WISC.EDU

TA: JOHN P TOBIN (HE/HIM/HIS) | EMAIL: JPTOBIN@WISC.EDU

TA: CHRISTOPHER HERDE (HE/HIM/HIS) | EMAIL: CHERDE@WISC.EDU



OVERVIEW

Introductory examination of the role of war and peace in human history from the earliest forms of organized violence to the 21st century “War on Terror.” Rather than center on tactics, key battles, or even particular critical conflicts, instead focuses on how different military cultures and technologies emerged over time across the globe. Explores how organized violence shaped not just the lives of soldiers, but all members of society by examining key pieces of popular culture including poetry, propaganda, music, movies, and social media. Takes a deliberately global approach by examining the connections and commonalities of war across different world regions. Through its structure, readings, and assignments, students will develop critical reading, writing, and research skills, including independent research projects that ready them for more advanced history courses.

The Fine Print: Course Designations, Mode of Instruction & Requisites

Level – Elementary

Breadth – Humanities

L&S Credit - Counts as Liberal Arts and Science Credit

Mode of Instruction – In Person

Requisites - None

Learning Objectives :

- **Explain the Impact of Military Technologies:** identify major military-technological changes and their impact on societies more generally.
- **Recognize Military Cultures:** acknowledge the many ways in which war shaped culture outside of the battlefield in the arts, music, and literature.
- **Demonstrate Critical Writing Skills:** communicate complex ideas through written evaluations. Specifically, emphasis is placed on improving analytical/argumentative writing skills through a number of written assignments.
- **Show Critical Reading and Communication:** demonstrate critical thinking and reading through the analysis of historical primary and secondary sources, discussion, and independent research.



CLASS DESIGN | READ, DISCUSS, RESEARCH, WRITE

Students in this class will be evaluated by their ability to read, watch, or listen to critical primary and secondary texts; discuss what they have found in lecture and discussion sections; conduct short research projects; and write a number of short to medium length essays.

COURSE MATERIALS

Secondary Sources: Students should purchase the textbook from the UW Bookstore or any other authorized seller. Please know I strongly encourage students to buy hard copies of the book. There are a handful of additional secondary sources that are provided in Canvas.

Textbook: Wayne E. Lee, *Waging War: Conflict, Culture, and Innovation in World History*, 2015 – ISBN # 0199797455

Primary Sources & Archival Collections: Students will find additional course materials available on Canvas. These include downloadable primary sources and hyperlinks. Students may print these materials if they wish or bring in a digital copy on their laptops to discussion.

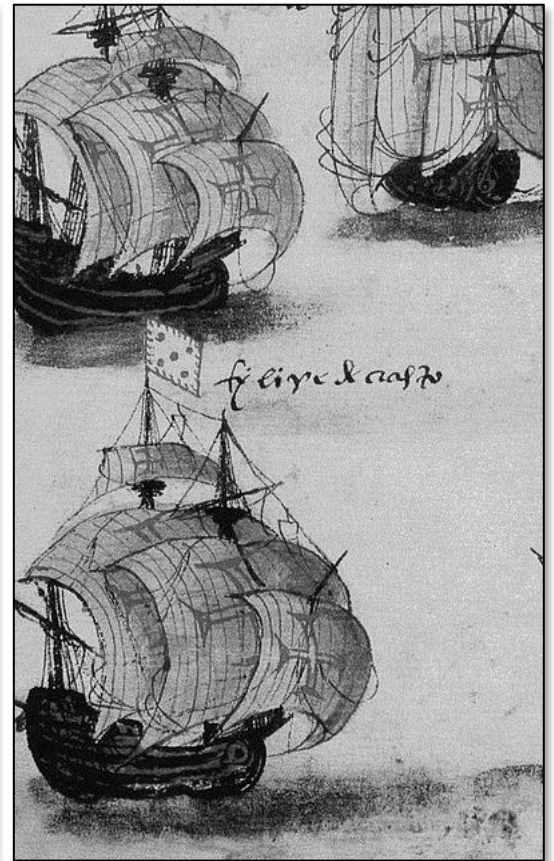
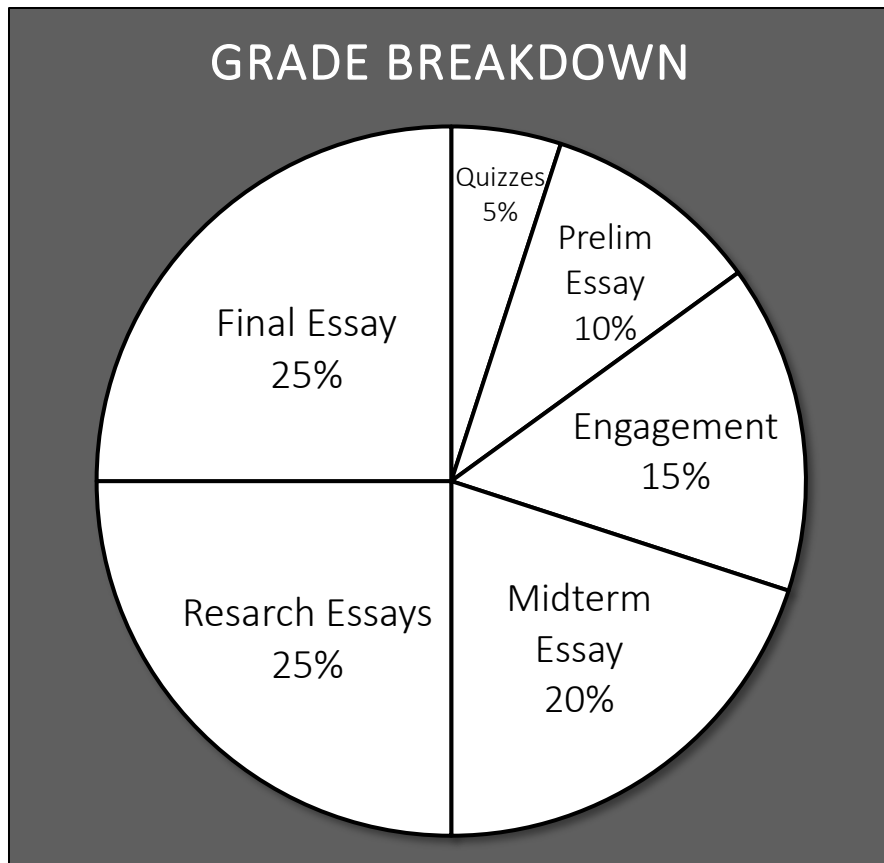
Lecture & Discussion: Finally, students are expected to attend lectures and discussion sections. Lecture slides are uploaded *after* each class, so please be prepared to take notes.

Analog Lectures. Digital Discussions

I ask that all students do not use laptops for lecture notes. Please note that this does not extend to students with disabilities. If you need to use a digital device for notetaking, please do consult with me. I am happy to be flexible. Students are encouraged however to bring their devices to discussion for both note taking and research.

My Philosophy of Teaching

I firmly believe that each student learns differently. For this reason, you, the TAs, and I will keep a digital record of your work throughout the semester. After each assignment, we will provide you with individualized improvements for your next assignment. These may relate to your use of sources, argumentation, or writing style (see the attached rubric). In this way, you will be evaluated on your progress.



COURSE EVALUATIONS

Primary Source Quizzes (5%): Take weekly in-class quizzes (2-3 minutes in length) based on primary source readings. These simple questions are designed to reinforce key concepts and spark pre-lecture ideas.

Preliminary Essay (10%): Write a short 500–750-word essay designed to test your initial level of writing and reading skills before class. *In this course, your grade is based partially on your work relative to your peers, but also your own intellectual development. This paper provides a baseline from which you can hope to improve.*

In-Class Engagement (15%): Engage daily in lecture and discussion section. *Please know I also consider my office hours to be a form of engagement. Come to hours!*

Research Essays (5 x 5% = 25%): History is fundamentally about research! Each week I

have provided a research question related to your conversations in Discussion. Essays should be 250-500 words in length and submitted at the end of each week, Friday 5:00 PM. You are welcome to submit more than 5! *Only the 5 highest essays grades will count for your final course grade.* Drop as many as you like!

Mid-Term Essay (20%): Respond to a pre-circulated question in a take-home essay format of ~1,000 words drawn from the first half of the class. Emphasis is placed on the strength of each your thesis, claims, and evidence from the course materials. The prompt will be circulated 1 week before.

Final Exam (25%): Complete the course with a final take-home essay of 1,500-1,750 words summarizing key concepts from the term. Similar to the Mid-Term these questions will be circulated one week ahead of time.

YOUR RIGHTS & RESPONSIBILITIES

You have the Right to ...

Diversity and Inclusion - Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Disability Accommodation - The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course accommodations.

Privacy - Students have the right to inspect and review most education records maintained about them by the University of Wisconsin–Madison and, in many cases, decide if a third person can obtain information from them. Students may challenge information in their records which they believe to be inaccurate, misleading, or inappropriate.

File a Grievance - Any student at UW–Madison who feels that they have been treated unfairly has the right to voice a complaint and receive a prompt hearing of the grievance. The basis for a grievance can range from something as subtle as miscommunication to the extreme of harassment. Each school or college has a procedure to hear grievances. For assistance in determining options, students can contact the drop-in staff member within the Dean of Students Office at 608-263-5700, within Bascom Hall, Room 70, Monday–Friday, 8:30 a.m.–4 p.m.

Observe your Faith - The University of Wisconsin-Madison supports accommodation of religious observances that might conflict with the course schedule. Students must notify the instructor within the first two weeks of class of the specific days or dates on which they request relief.

Serve your Country - Military students who have the potential to participate in military activities should consult with instructors within the first two weeks of class.

You have the Responsibility to...

Maintain Academic Integrity - By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Keep the Classroom Safe - Every member of the University of Wisconsin–Madison community has the right to expect to conduct their academic and social life in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities.

Preserve Data Integrity - Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording.

Maintain Classroom Etiquette - Tablets, cell phones, and all non-class electronic equipment unrelated to disability accommodation must be put away during class.

Complete Assignments on Time - Late papers will be accepted without penalty in the case of a medical emergency, or some other contingency approved in advance. Otherwise, late papers will be graded down 5% each day. If you know you cannot complete a paper on time, please consider emailing me ahead of time. I keep the penalty for late papers deliberately low to allow students flexibility.

Format Assignments Properly - All essays must be double-spaced Times New Roman 12-font, Chicago Style footnotes, and should be sent to me via Canvas.

Evaluate the Course - Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

If you are feeling overwhelmed...

Visit office hours in person or online

I have office hours weekly specifically to meet and help students.

Email us!

We answer email about every 24 hours, except on weekends and holidays.

Revise Previous Work

All students may revise their essays for a 5% increase in the grade for ONE WEEK after the due date. Just take our comments into consideration and send it back!

Visit the History Lab or Writing Center

The History Lab is a resource center where PhD students will assist you with your history papers.

Go to the History Academic Advisor

Head down to the third floor of Humanities and visit one of our department advisors.

Go to the Dean of Students Office

The Dean of Students Office is a primary resource for connecting students who are navigating personal, academic, or health issues, to supportive campus and community resources.

Seek University Mental Health Services

Your wellbeing is paramount, and the university has trained professionals to help. Counseling Services is located at 333 East Campus Mall and by phone 608-265-5600.

Grading Scale

≥92.50	A	69.50-77.49	C
87.50-92.49	AB	60-69.49	D
82.50-87.49	B	<60	F
77.50-82.49	BC		

Updates

Please consult the HIST 133 Canvas website frequently. All announcements will be posted there as will important handouts and links to other sites. All readings on this syllabus can be found on the Canvas website.

Credit Hours

The credit standard for this 4-credit course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled class meeting times (two 75 minute lectures and one 50 minute discussion section per week) reading, writing, field trips, and other student work as described in the syllabus.

How do I engage with the course material?

- **Lectures** let you learn key themes in the course. They are Monday & Wednesday 4:00 – 5:15 (HUM 2650). The best way to excel in the course is to attend lecture regularly!
- **Discussion** section allows you a deeper dive into core course concepts. They all take place in at the following times/locations:
 - Dis 301: T 12:05 – 12:55 | HUM 2631
 - Dis 302: T 3:30 – 4:20 | HUM 2231
 - Dis 303: T 4:35 – 5:25 | HUM 2125
 - Dis 304: T 5:40 – 6:30 | HUM 2261
 - Dis 305: W 8:50 – 9:40 | HUM 2131
 - Dis 306: W 9:55 – 10:45 | HUM 2125
 - Dis 307: W 11:00 – 11:50 | HUM 2241
 - Dis 308: W 2:25 – 3:15 | HUM 2121
- **Office hours** let you work one-on-one with the professor and TAs. We are here to help! The Professor meets Mondays 1:00 – 3:50 PM in his office (HUM 4115) and on Zoom by request. Christopher's hours are TBD and John's are Thursday 1:30 to 3:30 @ HUM 4269

GLOBAL MILITARY HISTORY | GRADING RUBRIC

Student's Name: _____

	Exemplary	Praiseworthy	Satisfactory	Marginal	Failing
Thesis (40%) [T] Paper makes clearly worded claim, which meets the criteria for a strong thesis as discussed in class.					
Claims and Evidence (30%) [C/E] Paper advances the thesis with mini-arguments (topic sentences). Paper supports these claims with strong evidence from the text. All evidence is explained.					
Structure and Organization (10%) [S/O] Paper is well organized and flows logically. Paper makes effective use of paragraphs.					
Introduction and Conclusion (10%) [I/C] Paper introduces object of study and provides all information necessary for understanding the paper. Conclusion appropriately wraps up paper.					
Readability & Form (10%) [R/F] Paper reads well and is free from errors. Paper adheres to the conventions outlined on the assignment (Chicago, MLA, etc.).					

Final Grade:

Revisions* [all papers may be revised for a 5% increase in the grade until the day of the term paper submission].

For specific additional criteria, please see the full rubric provided with the assignment.

SCHEDULE | FALL 2023

6 September – Lecture 1. War and Society in World History

Secondary Sources: Introduction, "Capacity, Calculation and Culture" [p. 1-11]

Primary Sources: N/A

Week 2 | The Chariot and the Spear

11 September – Lecture 2. The Chariot and the Rise of Ancient Empires (3500 - 700 BCE)

Secondary Sources: Chapter 2, "Carts, Chariots, Catastrophe, and Cavalry" [p. 52-84]

Primary Sources: N/A

12/13 September – Discussion 1. How to Read a Primary Source

Secondary Sources: Primary Source Rubric (On Canvas)

Primary Sources: "The Kadesh Inscription" (13th c. BCE) "Account of Revolt of the City of Suru of Bit-Halupe" (9th C. BCE); Cyrus, "Cylinder Recording Conquest of Babylon" (6th c.)

In-Class Exercise: Discuss and analyze the three primary sources for today's class using the provided rubric on how to analyze a primary source.

13 September – Lecture 3. Men in Lines with Spears: Persia, Greece, Rome, and China

Secondary Sources: Chapter 3, "Men in Lines with Spears," & Chapter 4, "Discipline and Frontiers in the Agricultural Empires" [p. 85-128; 131-141]

Primary Sources: Sun Tzu, "The Spirit of the Troops & The Movement of Troops" (6th c. BCE) & Josephus, "The Roman Army"

Research Essay Question 1 (Due 15 September @ 5:00): Compare and contrast the secondary source (Lee) with the one of the primary sources. Does the primary source confirm Lee's argument, nuance, or weaken it?

Week 3 | The Wall

18 September – Lecture 4. Building Walls: The Lure of Sedentary Empire (300 BCE – 400 CE)

Secondary Sources: Chapter 4, "Discipline and Frontiers in the Agricultural Empires" [pp. 129-131; 141-146]

Primary Sources: N/A

19/20 September – Discussion 2. Life in an Army Camp: The Vindolanda Tablets

Secondary Sources: N/A

Primary Sources: BBC Vindolanda: <https://www.youtube.com/watch?v=nOYRxgYiru0>

In-Class Exercise: Discuss day-to-day life in the Roman Camp
<https://romaninscriptionsofbritain.org/tabvindol>

20 September – Lecture 5. Barbarians from the Forest: The Germanic Warband and the Fall of Rome (400 – 1000)

Secondary Sources: Chapter 5, “The Horsemen of Europe and the Steppe” [pp. 151-156]

Primary Sources: “Laws of the Salian Franks”; “Three Sources on the Ravages of the Northmen in Frankland”

Research Essay Question 2 (Due 22 September @ 5:00): How hard of a border were the Roman *limes*? Defend your argument with the Vindolanda Tablets.

Week 4 | The Horse and the Camel (Part 1)

25 September – No Lecture

26/27 September – Discussion 3. Reading the Viking Age: Runic text Database

Secondary Sources: N/A

Primary Source: Egil’s Saga (excerpt)

In-Class Exercise: Discuss the nature of Norse society and warfare through the Nordic Rune Database - <https://rundata.info/>

27 September – Lecture 6. Barbarians from the Desert: The Rise of Islam and the Arab Invasions (600 – 800)

Secondary Sources: Michael Bonner, “What is Jihad” (On Canvas)

Primary Sources: Al-Akhtal, “The Tribe had Departed & Bid Hurayra Farewell”

Research Essay Question 3 (Due 29 September @ 5:00): I have provided you three different types of sources: runes, poems, and a military manual. Reflect on the three types of source materials. What are the advantages/limitations of each?

Preliminary Essay Due 2 October @ 4:00 (Question Circulated 1 Week Before)

Week 5 | The Horse and the Camel (Part 2)

2 October – Lecture 7. Civilizing the Knight: The Medieval Army in East and West (1000 – 1300)

Secondary Sources: Chapter 5, “The Horsemen of Europe and the Steppe” [pp. 151-156]

Primary Sources: Usama ibn Muniqidh, *Book of Contemplation* (selections); Guitierre Diaz de Gamez, *The Unconquered Knight*

3/4 October – Discussion 4. Living the Hundred Years’ War: The Agincourt Campaign

Secondary Sources: Bell, Curry, King, and Simpkin, ‘The Soldier in Later Medieval England’ (Skim) (On Canvas)

Primary Sources: “A Plea Roll of Edward I’s Army in Scotland (1296)”

In-Class Exercise: Search for big patterns in the largest online database of a late medieval army - <https://www.medievalsoldier.org/>

4 October – Lecture 8. Barbarians from the Steppe: The Mongols in Myth and Reality (1200 – 1350)

Secondary Sources: Chapter 5, “The Horsemen of Europe and the Steppe” [pp. 156-163]

Primary Sources: “The Secret History of the Mongols” (13th c.); Ibn al-Athir, *On the Tartars* (1220-1221)

Research Essay Question 4 (Due 6 October @ 5:00): What were the laws of late medieval war? Were they shared across different Eurasian societies (Islamic, Christian, Mongol)?

Week 6 | The Contract

9 October – Lecture 9. Mercenaries and Mamluks in the Early Modern Mediterranean (1400 – 1650)

Secondary Sources: Chapter 9, “Institutionalization, Bureaucratization, and Professionalization” [pp. 301-307]

Primary Sources: Machiavelli, “The Prince”; “Sources on Italian Mercenaries”; “Sources on Mamluks”

10/11 October – Discussion 5. Mercenaries and Civilians in the Thirty Years’ War (1618 – 1648)

Secondary Sources: N/A

Primary Sources: “The Diary of Peter Hagensdorf”

In-Class Exercise: Examine the accounts of Hagensdorf.

11 October - Extra Credit Lecture # 1: "The Musters and the Critics: Military Numeracy, Statistical Knowledge, and the Late Medieval City" – 12:00 – 1:15 | Location: TBD

Attend this extra credit lecture and receive 25% back on RQ # 5.

11 October – Lecture 10. The Business of War in Early Modern Europe (1650 – 1789)

Secondary Sources: N/A

Primary Sources: 1707 December (Add Ms. 61526 158r and 154r

Research Essay Question 5 (Due 13 October @ 5:00): Describe the role of civilians and non-combatants in the *Diary of Peter Hagensdorf*. What was the experience of 15th-century war for non-combatants?

Week 7 | The Cannon

16 October – Lecture 11. Out of China: The Long Journey of Gunpowder from East to West (1200 – 1500)

Secondary Sources: Chapter 7, "Gunpowder in Europe and in the Ottoman Empire" [pp. 215-222]

Primary Sources: "Huolongjing" (14th c.); "Early Gunpowder Recipes" (14th c.)

17/18 October – Discussion 6. Debate! The Siege of Constantinople (1453)

Secondary Sources: N/A

Primary Sources: "The Fall of Constantinople (1454), Three Views"

In-Class Exercise: Pick one of the three views on the siege and argue for your side!

18 October – Lecture 12. The Military Revolution Thesis and the Rise of the West (1500 – 1750)

Secondary Sources: Chapter 7, "Gunpowder in Europe and in the Ottoman Empire" [pp. 222 – 234]

Primary Sources: "Description of the Dardanelles Gun" (1454); "Vauban, The New Method of Fortification" (1703)

Research Essay Question 6 (Due 20 October @ 5:00): You argued for a particular side in the debate in class. Write an essay defending your views! What caused Constantinople to fall in 1453?

Week 8 | The Gun (Part 1)

23 October – Lecture 13. Men in Lines (with Guns!): Drill and Discipline in Europe (1500 – 1750)

Secondary Sources: Chapter 7, “Gunpowder in Europe and in the Ottoman Empire” [pp. 234 – 247]

Primary Sources: William Barriff, “Military Discipline: or, the Young Artillery Man” (2 Selections)

24/25 October – Discussion 7. Debate! The Morality of Firearms in Early Modern Europe

Secondary Sources: N/A

Primary Sources: “Sources on the Morality of Guns”

In-Class Exercise: Debate early modern views on the morality of firearms!

25 October – Lecture 14. Men in Lines (with Guns!): Drill and Discipline in East Asia (1500 – 1750) – Guest Lecture: John P. Tobin

Secondary Sources: Chapter 8, “Adapting to Gunpowder (or Not)” [pp. 276 – 285] and Chapter 9, “Institutionalization, Bureaucratization, and Professionalization” [pp. 315-320]

Primary Sources: *Jixiao Xinshu* or *New Treatise on Military Efficiency*

Research Essay Question 7 (Due 27 October @ 5:00): Picking either E. Asia, Europe, or the Ottoman Empire, describe the Military Revolution. What were its core tenants and how did it change government structures, society, and economics?

Week 9 | The Gun (Part 2)

30 October – Lecture 15. Colonialism and the Gun: The View from Europe (1500 – 1800)

Secondary Sources: N/A

Primary Sources: Hernan Cortes, “Third Letter to the Emperor Charles V” (16th c.)

31/1 October/November – No Discussion! Work on your Midterm!

1 November – Lecture 16. Colonialism and the Gun: The View from Africa, India and the Americas (1500 – 1800)

Secondary Sources: Chapter 8, “Adapting to Gunpowder (or Not)” [p. 265-276]

Primary Sources: N/A

Research Essay Question 8: No Research Question This Week! Work on your Midterm!

MIDTERM Due 3 November @ 5:00 (Question Circulated 1 Week Before)

Week 10 | The Ship

6 November – Lecture 17. War on the High Seas: The Rise of Maritime Empires (1450 – 1850)

Secondary Source: Chapter 6, “War Under Oar,” Chapter 8, “Adapting to Gunpowder (or Not)” & Chapter 10, “The Age of Steam and Industrial Empires” [pp. 180-210; 254-265; & 337-348]

Primary Source: Zheng He Documents (15th century); An Accurate Description of the Battle of the Nile (18th c.)

7/8 November – Discussion 9: The Golden Age Piracy in the Atlantic

Secondary Sources: N/A

Primary Source: *A General History of the Pyrates* (Read “Introduction,” “A Proclamation for suppressing of Pyrates,” and either the biography of “Captain Kidd” or “Anne Bonney”):

<https://www.gutenberg.org/files/40580/40580-h/40580-h.htm>

In-Class Exercise: Discuss/compare the accounts of Captain Kidd and Anne Bonney

8 November - Extra Credit Lecture # 2: Brian Sandberg (Northern Illinois University) – 12:00 – 1:15 | Location: TBD

Attend this extra credit lecture and receive 25% back on RQ # 5.

8 November – Lecture 18. On the *Corso*: The Golden Age of Piracy in the Mediterranean

Secondary Source: Molly Green, “An Age of Piracy” (On Canvas)

Primary Sources: Elizabeth Marsh, “Narrative of Elizabeth Marsh's Captivity in Barbary” & “Letter from a Female Captive in Malta”

Research Essay Question 9 (Due 10 November @ 5:00): Compare one of the accounts in the *General History of Pyrates* with those of Marsh and the Captive from Malta. Was piracy a global phenomenon or a local one in the Early Modern period?

Week 11 | The Machinegun

13 November – Lecture 19. Into and Out of the Trenches: The Industrialization of Death (1815 – 1917)

Secondary Sources: Chapter 11, “Men Against Fire” [p. 376-401]

Primary Sources: Donald Fraser, “My Daily Journal” (1915-1916)

14/15 November – Discussion 10. Hearing the Machinegun in the Poetry of the First World War

Secondary Sources: N/A

Primary Sources: Pick a poem of the First World War -

<https://www.poetryfoundation.org/articles/70139/the-poetry-of-world-war-i>

In-Class Exercise: Discuss/compare your poems.

15 November – Lecture 20. Weapons of Choice: Small Arms and the Culture of Military Innovation (1863-1989)

Secondary Sources: N/A

Primary Sources: “Electrically-Fired Gatling Gun” (1890); “The Gatling High Power Heavy Gun (1898); “How I Invented the Maxim Gun” (1914)

Research Essay Question 10 (Due 17 November @ 5:00): What were the *sounds* of the First World War? Use one of the primary sources.

20 – 22 November | No Class! Thanksgiving Break

Week 13 | The Tank

27 November – Lecture 21. The Future(ism) of War: The Cult of Speed in the Interwar Years (1910 – 1939)

Secondary Sources: Chapter 12, “Wars of Maneuver” [p. 404-411]

Primary Sources: Filippo Tommaso Marinetti, “Manifesto of Futurism” (1909); Imperial War Museum “Tanks on the Somme” (<https://www.iwm.org.uk/history/voices-of-the-first-world-war-tanks-on-the-somme>) (please note that the beginning of the audio file has sounds of gunfire)

28/29 November – Discussion 11. Living the Cult of Speed: The Fry Collection at UW Memorial Library

Secondary Sources: N/A

Primary Sources: Explore the Fry Collection (<https://exhibits.library.wisc.edu/special-collections/italian-life-under-fascism-selections-from-the-fry-collection/>)

In-Class Exercise: Meet in Memorial Library, 9th Floor at the assigned time of your discussion section to examine primary sources from Fascist Italy.

29 November – Lecture 22. Flanking the Machinegun: Movement as Ideology in World War II (1939 – 1945)

Secondary Sources: Chapter 11, “Men Against Fire” [p. 369-376]; Chapter 12, “Wars of Maneuver” [p. 411-439]

Primary Sources: J.F.C. Fuller, “Warfare and the Future (1953);” “Thunder Run” (2003)

Research Essay Question 11 (Due 1 December @ 5:00): Simple question – What was the ‘cult of speed’ in the mid-twentieth century?

Week 14 | The Airplane

4 December – Lecture 23. Beneficial Bombing: The Ideology of Airpower (1918-1939)

Secondary Sources: Chapter 13, “The Lure of Strategic Airpower, The Nuclear Paradox, and the Revolution in Military Affairs?” [p. 440-454]; & Chapter 14, “Bringing Down the State” [p. 513-517]

Primary Sources: Giulio Douhet “Command of the Air” (1921)

5/6 December – Discussion 12: Declassifying the Nuclear Era

Secondary Sources: Chapter 13, “The Lure of Strategic Airpower, The Nuclear Paradox, and the Revolution in Military Affairs?” [p. 454-476]

Primary Sources: N/A

In-Class Exercise: Explore the sources in the Nuclear Vault:
<https://nsarchive2.gwu.edu/nukevault/special/index.htm>

6 December – Lecture 24. It’s a M.A.D., M.A.D., M.A.D., M.A.D. World: The Culture of Mutually-Assured Destruction (1945-1989)

Secondary Sources: N/A

Primary Sources: Duck and Cover (<https://www.youtube.com/watch?v=IKgXu-5jw60>); Albert Wohlstetter, “The Delicate Balance of Terror”

Research Essay Question 12 (Due 8 December @ 5:00): Explore in depth a source from the Nuclear Vault. How does it reflect both the core notion of M.A.D.?

Week 15 | The People

11 December – Lecture 25. The Revolutionary Army: The People take up the Fight (1750 – 1850)

Secondary Sources: Chapter 9, "Institutionalization, Bureaucratization, and Professionalization" [p. 320-322]

Primary Sources: "The Levée en Masse"; J.F.A. Le Miere de Corvey, "On Partisans and Irregular Forces;" Simón de Bolívar, "Message to the Congress of Angostura"; F. Hassaurek, "How to Conduct a Latin-American Revolution"

12/13 December – Discussion 13: The Futurity of War and Peace in Popular Fiction and Public Policy

Secondary Sources: N/A

Primary Sources: "The Adventures of Simplicius Simplicissimus;" "The Battle of Dorking;" "The Future of Afghanistan Hinges on American Dollars;" "The US is Leaving Afghanistan"

In-Class Exercise: Compare/contrast these accounts of the future of war.

13 December – Lecture 26. Guerillas in the Midst: C.O.I.N., People's War, and Jihad in the 21st Century (1899-Present)

Secondary Source: Chapter 14, "Bringing Down the State" [p. 482-513]

Primary Sources: Mao Ze-dong, "Strategy in China's Revolutionary War"; Che Guevara, "The Guerilla Fighter: Social Reformer"

Research Essay Question 13 (Due 15 December @ 5:00): Why in the 21st century have civilian populations been so key to warfare? Use one of the sources to reinforce your ideas.

Final Exam Due 18 December @ 11:59 AM/NOON!
