

School of Arts and Sciences  
Department of History and Political Thought

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**HST 430 War and Society**

Semester Credit Hours: 3  
Instructor: Dr. Caleb Karges  
Office Location: Alpha 108B

Spring 2022  
MWF 14:10-15:00  
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**The MISSION of Concordia University Irvine**

Concordia University, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.

**Undergraduate Learning Outcomes (ULOs)**

**Written Communication (WC):** Students will compose focused and coherent written content; organize and logically develop their ideas; find, analyze and integrate appropriate sources; and demonstrate facility in discipline- or genre-specific conventions of writing.

**Oral Communication (OC):** Students will make verbal presentations in which they articulate a central message, organize main ideas, integrate appropriate supporting information, employ language appropriate for

the topic and audience, and utilize delivery techniques that enhance the presentation.

**Systematic Inquiry (SI)—Critical Thinking & Information Literacy:** Students will explain a problem, articulate a (hypo)thesis, investigate using appropriate sources, analyze the information, and craft logical conclusions and creative solutions to the problem.

**Quantitative Reasoning (QR):** Students will demonstrate understanding of quantitative facts and concepts, perform calculations successfully, and apply problem solving strategies to analyze quantitative data and to draw appropriate conclusions.

**Christian Literacy and Faith (CLF):** Students will describe the contents and contexts of the Bible, Christianity's major teachings, how the Christian faith connects to their academic discipline(s) and vocations in life, and have many opportunities to receive instruction in the Christian faith.

**Service to Society and Church (SSC):** Students will serve society in ethical and merciful ways, examining benefits gained and challenges encountered, and Christian students have many opportunities to serve the church.

**Informed and Responsive Citizenship (IRC):** Students will explain how political and economic systems have influenced citizenship in the United States and the world; interact effectively and ethically with people of various cultural/global contexts; engage with and analyze the arts; articulate how the culture of scientific knowledge relates to other disciplines; and describe healthy lifestyles.

**Specialized Knowledge (SK):** Students will apply knowledge in a specific field that draws on current research, scholarship and/or techniques in the field.

**PURPOSE of the History and Political Thought Major**

The History and Political Thought Department endeavors to equip students to "see life steadily and see it whole." The interdisciplinary nature of the courses required for this major attempts to look at the human experience both communally and individually as well as in both the past and present. The courses are approached from the liberal arts tradition of learning for the sake of learning and within the tradition of the humanities using great texts and looking at the "best of what has been thought and said". The courses cover a broad range of topics, generally include the primary works particular to the course subject, and have rigorous reading and writing expectations. The graduate of Concordia University with this major will not only have a mind well-filled, but well-trained.

**Program Learning Outcomes (PLOs)**

Christian Literacy and Life  
Systematic Inquiry  
Clear Communication  
Sociocultural Responsiveness

***I. Course Description***

This course seeks to gain a greater understanding of human societies by exploring their relationship with warfare. Moreover, it seeks to understand how war-making and all of its composite factors (technology, culture, logistical needs, etc.) influence and change human society. Finally, it inquires into how various social and external factors help determine success or failure in warfare beyond the simple narration of tactics and command decisions.

***II. Course Learning Outcomes (CLOs)***

Students understand and can articulate the following:

1. That there are many factors that can help determine success or failure in war.
2. Technology's complex relationship with war, the state, culture, and society.
3. How army reforms and changes in the social composition of armies can lead to dramatic changes in the nature of government and society.
4. The nature of armies and to what extent they reflect the wider society from which they are drawn.
5. How governments mobilize economic and societal resources for war.

***III. Course Management***

- A. Course Assignments:
- |                              |       |
|------------------------------|-------|
| Book Reviews – 700-800 words | (50%) |
| Comprehensive Final Exam     | (25%) |

Research Paper  
(Research Proposal and Tutorial makes up 10% of paper grade)  
Details and requirements are on Blackboard

(25%)

B. Required Textbooks

- Bell, David A. *The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It*. Boston: Houghton Mifflin Co, 2007.
- Black, Jeremy. *A Short History of War*. New Haven: Yale University Press, 2021.
- Carmack, Roberto J. *Kazakhstan in World War II: Mobilization and Ethnicity in the Soviet Empire*. Modern War Studies. Lawrence, KS: University Press of Kansas, 2019.
- Drea, Edward J. *Japan's Imperial Army: Its Rise and Fall, 1853-1945*. Lawrence, KS: University Press of Kansas, 2009.
- Hanson, Victor Davis. *A War Like No Other: How the Athenians and Spartans Fought the Peloponnesian War*. 1st ed. New York: Random House, 2005.
- Hassig, Ross. *War and Society in Ancient Mesoamerica*. Berkeley: University of California Press, 1992.

Additional readings are provided on Blackboard

C. Evaluation

Grading Scale:

A = 100-94	B- = 82-80	D+ = 69-67
A- = 93-90	C+ = 79-77	D = 66-63
B+ = 89-87	C = 76-73	D- = 62-60
B = 86-83	C- = 72-70	F = 59 and below

D. Policy on Honesty and Plagiarism:

This course seeks to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student should derive personal satisfaction and a sense of accomplishment. Plagiarism and cheating subvert these goals and will be treated according to the policy stated in the Student Handbook.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to SafeAssign via Blackboard. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents.

E. "Reasonable Accommodation" Statement:

Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact the Disability and Learning Resource Center (DLRC). The DLRC is located in Suite 114 on the 1st floor of the Administration Building. You can reach the DLRC by dialing extension 3039.

F. Classroom-specific Policies:

No electronics are allowed in the classroom. This includes (but is not limited to) cell phones, tablets, e-readers, and laptops. Think of all the annoying things people do in a movie theater: **Don't do those things**. Please be considerate to your fellow classmates.

## Class Schedule Spring 2022

Week 1	1/10	Welcome
	1/12	<b>Black, Chs 1-5</b>
	1/14	No Class
Week 2	1/17	<i>MLK Day, No Class</i>
	1/19	<b>Hanson, Prologue and Ch 1</b>
	1/21	<b>Hanson, Chs 2, 3</b>
Week 3	1/24	<b>Hanson, Chs 4-6</b>
	1/26	<b>Hanson, Chs 7, 8</b>
	1/28	<b>Hanson, Chs 9, 10</b>
		<i>Hanson Book Review Due 1/30</i>
Week 4	1/31	<b>Black, Chs 6-13</b>
	2/2	<b>Black, Chs 14-20</b>
	2/4	<b>Hassig, Chs 1-2</b>
Week 5	2/7	<b>Hassig, Chs 2-4</b>
	2/9	<b>Hassig, Chs 5-6</b>
	2/11	<b>Hassig, Chs 7-8</b>
Week 6	2/14	<b>Hassig, Chs 9-10</b>
	2/16	<b>Black, Chs 21-27</b>
	2/18	(Online Day, No Class)
		<i>Hassig Book Review Due 2/20</i>
Week 7	2/21	<b>Bell, Introduction, Ch 1</b>
	2/23	<b>Bell, Ch 2</b>
	2/25	<b>Bell, Ch 3</b>
Week 8		<b><u>Mid-Semester Break</u></b>
		<i>2/28-3/4 No Classes</i>
		<i>Research Proposal Due 3/5</i>
Week 9	3/7	<b>Bell, Ch 4</b>
	3/9	<b>Bell, Ch 5</b>
	3/11	<b>Bell, Ch 6</b>
Week 10	3/14	<b>Bell, Ch 7</b>
	3/16	<b>Bell, Ch 8, Epilogue</b>
	3/18	<b>Black, Chs 28-34</b>
		<i>Bell Book Review Due 3/18</i>
Week 11	3/21	Tutorials
	3/23	Tutorials
	3/25	Tutorials

- Week 12     3/28   **Drea, Chs 1-3**  
              3/30   **Drea, Chs, 4-5**  
              4/1     **Drea, Chs 6-7**
- Week 13     4/4     **Drea, Chs 8-9**  
              4/6     **Drea, Chs 10-12**  
              4/8     Special Guest Onno Rahlfs  
                  *Drea Book Review Due 4/10*
- Week 14     4/11    Dedicated Office Hour (Alpha 108B) – A perfect time to talk about your  
                  paper  
              4/13    *No Class* – Dr. Karges will be at the Austrian Studies Association  
                  Conference – Work on final paper  
              4/15    *Easter Break No Class*
- Week 15     4/18    *Easter Break No Class*  
              4/20    **Carmack, Introduction-Ch 1**  
              4/22    **Carmack, Chs 2-3**
- Week 16     4/25    **Carmack, Ch 4-Conclusion**  
              4/27    **Black, Ch 35-Conclusions**  
              4/29    Extra Day in case we need it  
                  *Carmack Book Review Due 5/1*
- Week 17     **Finals Week**  
                  Comprehensive Final Exam  
                  Research Paper Due 5/4