

Version date: 1/6/2020

HIST 266/ PWAD 266 Global History of Warfare
TR 11-12:15 (plus various recitation sections, see last page)
Online; synchronous and asynchronous mix

NOTE THAT ZOOM LINKS AND PW ARE EMBEDDED IN THE SAKAI CALENDAR (for lecture and office hours only). There will be a link even if the class is designated asynchronous!!

approved for Human Past in IDEAS curriculum, but you'll need to add the additional language from the Hist266 for IDEAS.docx

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1. PURPOSE: Historians are increasingly interested in the movement of ideas, goods, and even institutions from one society to another. "World" history has long been defined as the study of connections--connections often invisible when societies are examined only from within a national or even regional perspective. The point of doing world history is not merely to be comparative (examining, for example, feudalism in Japan compared to feudalism in Europe), but to explore the many ways that human societies are constantly responding to change around them, often change generated by activities of which they have no knowledge. Military phenomena are a crucial component of this story. Change or innovation by one society that proves more effective than its neighbors often produces a ripple effect in surrounding societies as they try to adapt to the changing threats. Change also can proceed along global lines of connection independent of a sense of threat. Exploring the process of global military interaction and response to innovation is complicated. Traditionally the field has been defined by the study of the movement of technology. But military historians are increasingly interested in the spread of ideas as well. This course will examine the broad sweep of human military experience on a global scale, focusing on innovations through the themes of *precedent, connections, and legacy*. We will *not* try to construct a single narrative of military experience, nor will we try to examine every society at every time. Although broadly inclusive of many times and places, we will follow several innovations in military practice as their implications careened around the globe.

2. THERE ARE NO PREREQUISITES FOR THIS CLASS. It is intended for sophomores and above, although freshmen may register. Students will do better if they have had at least some history courses, especially in world or European history.

3. BOOKS and READINGS: Purchase the following books:

WW = Wayne E. Lee, *Waging War: Conflict, Culture, and Innovation in World History*. New York: (Oxford University Press, 2016). ISBN 978-0199797455

WCWH = Wayne E. Lee, ed., *Warfare and Culture in World History*, 2nd ed. (New York: New York University Press, 2020).

All other readings listed below not from these books will be available on Sakai

https://sakai.unc.edu/portal/site/hist266_sp21

Please note that on day one, I will discuss *how* to read the different kinds of assignments for this class; please consult with me or your TA if you miss that discussion.

4. RESEARCH PAPERS: Two Research papers are required. Both papers should be 5-7 typed pages (1250-1800 words). For each paper you must research an "innovation" in military experience and practice (a technique, a weapon, an organization, a doctrine, etc.) and explore how/why it emerged from its originating society, describe its military success (or failure), and what factors promoted and/or limited its success. Some innovations that we discuss in detail in class will be off limits. I will provide a list early in the semester, with some possible topics for the first paper and also indicating topics that are off limits.

Your paper must build an argument about the origins and use of that innovation using *all* three themes from *Waging War*: "Capacity, Calculation, and Culture." (you may decide that one of the three themes is less important, but you must address it, even if only in a single paragraph to explain why it is less important. I will provide a more detailed list of expectations separately on Sakai and discussed in class.

The first paper must deal with innovations prior to 1700, the second paper with innovations from the period after 1700 (ask if you're not sure!). We will discuss the methods you should use for writing these papers as the class progresses. Note that I will only provide suggested topics for the first paper; topics for the second paper should be easier for you to determine on your own. The first paper is due **March 4 and the second on April 20**. They are due electronically to Sakai's Assignments tab with a due time at the beginning of lecture.

5. LECTURE "THEME CHECKS": Each week will include one or two "theme checks" in which you will answer a question relevant to the primary theme brought up in lecture. These will appear as "Assignments" in the Sakai Assignments tab, to be completed prior to 3:30 pm on Thursdays. Your answers can be very short, a couple of sentences at most. It is not an essay! And you should collect these as you go; as they will assist you in preparing for the final. (please turn in even if late! Lateness in this case will not carry a serious penalty).

6. ANNOTATED BIBLIOGRAPHY OF READINGS: You should create a running bibliography of all the secondary source readings you do for recitation (not primary sources! and not *Waging War*; hint: you should have 10 entries when you finish). If you don't know the difference, ask me or your TA). An annotation should be grammatically correct sentences, usually 3-4, that describe coverage and content of a reading. This will include the TWO readings you are doing for the first recitation during the first week of the course. Your TA will collect this **twice**. The first time to make sure you're doing it right, and the 2nd time at the end of the semester on April 30 (to the Assignments tab on Sakai).

7. EXAMS: There will be **four quizzes** and a final exam. Each quiz will be primarily factual, designed to test your comprehension of the reading and the lectures, and covering only material discussed since the previous quiz. Students will participate actively in writing and vetting quiz questions in recitation! *The quiz will be made available online (on Sakai) for a window of time, typically on a Sunday.* This allows for Friday recitations to prepare for each quiz. The final

will include the equivalent of a fifth quiz to cover late semester material, but the majority of it will be essay questions designed to cover the whole course (I will provide sample final exam questions early in the semester to give you an idea of what you will be expected to do). It will be on **April 27, 12-3**.

8. GRADING: The final grade for the course will be determined from the following course work:

1st research paper	20%	2nd research paper	25%
Each quiz	5%*4=20%	final	15%
Recitation participation	20%		

“participation” divides into:

5% for annotated bibliography of readings

5% for theme checks

10% for traditional participation

(Note that the TAs control the grading system for ALL of participation; they may use a series of checks, thumbs up/down, or actual grades for theme checks and the annotated bibliography. It is their choice.)

8. POLICIES:

HONOR CODE: *The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate that honor code, please see me or consult <http://honor.unc.edu/students/index.html>. Plagiarism will not be tolerated. Note that plagiarism is here defined as the unacknowledged use of the words or ideas of others.*

Also, note that UNC's Copyright Policy clearly prohibits students from making commercial use of notes taken in class or labs; you may not sell or otherwise acquire financial or commercial gain from notes you take in this class. Students found to have violated this prohibition are in violation of the Honor Code and are subject to Honor Court proceedings.

GRADES: Final grades are arrived at mathematically, using the following conversion: B on a paper = 85, a B+ = 88, a B- = 82. (Note that an A = 95; A+ does exist and conveys 100 points).

LATE POLICY: Although school in the time of COVID demands flexibility, and I intend to be flexible, in general papers turned in after the beginning of class on the same day will be assessed a penalty of one-third of a letter grade. After that, late papers will be assessed a penalty of one full letter grade per day for every day it is late. Students should note, however, that an "F" (50 points) is substantially better than the "Zero" given for work not turned in at all. A grade of Incomplete will not be assigned unless the instructor has been consulted and has agreed in advance.

CHANGES: THERE WILL LIKELY BE changes to the syllabus as we all respond to conditions

associated with COVID. I will announce them as far in advance as possible. Announcements will be distributed via email. DO REGULARLY CHECK YOUR UNC EMAIL ACCOUNT!

FINDING ME: I will have ZOOM office hours on Tues 9:30-10:30 and Thurs from 9:30-10:30. I'm also available by appointment, easiest arranged via email.

9. SCHEDULE (Assume the course will be conducted mostly synchronously; I will record synchronous lectures so you can retrieve them later. I will also occasionally announce pre-recorded asynchronous lectures; some are already indicated in the syllabus, but there may be others added!! Recitations will be synchronous).

- (also, I know that some of you have Thursday recitations, but you'll see below that I've dated them as if on a Friday; adjust accordingly)

Date	Lesson #	Title
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<u>1/19</u>	<u>1</u>	<u>Introduction & the Organic Economy</u>
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<u>1/21</u>	<u>2</u>	<u>Origins of War</u>
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- WW 1-30

<u>1/22</u>	<u>rec. #1</u>	<u>Skills: Analytical Perspectives</u>
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- John A. Lynn, "Discourse, Reality, and the Culture of Combat," *International History Review* 27.3 (2003): 475-80 (on sakai)
- Wayne E. Lee, "Warfare and Culture," in WCWH 1-15.

<u>1/26</u>	<u>3</u>	<u>The Origins of States/Chariot Pt. 1 (EXPECT</u>
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ASYNCHRONOUS: I HAVE JURY DUTY!)

- WW 31-55

<u>1/28</u>	<u>4</u>	<u>The Chariot Pt.2 and Cavalry</u>
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- WW 55-99

<u>1/29</u>	<u>rec #2</u>	<u>Skills: Reading Sources</u>
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- Alan Gardiner, *The Kadesh Inscriptions of Ramesses II* (Oxford: Oxford University Press, 1960), 4-14 (ONLY those pages! on Sakai)
- Three different translations of Sun Tzu's chapter 5 (uploaded in a single document on Sakai under Sun Tzu)

<u>2/2</u>	<u>5</u>	<u>Greece and the Phalanx</u>
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- WW 99-113

<u>2/4</u>	<u>6</u>	<u>The Macedonian Synthesis</u>
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- CATCH UP ON READING!

<u>2/5</u>	<u>rec #3</u>	<u>Skills: Reading Sources (quiz prep)</u>
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- Thucydides, V.63-74 (read in this order!) (on Sakai)

- Xenophon, *Anabasis*, from Chaliand, 82-102 (on Sakai)
- Xenophon, *Hellenica* IV.2 (on Sakai)

2/6-2/7 Weekend Take Quiz #1 online

2/9 7 Rome: Republic, Empire, and Discipline

- WW 117-31

2/11 8 The Qin and Han Empires—Discipline and Barbarian Management

- WW 131-150

2/12 rec #4 Skills: Reading Historians

- Lee L. Brice, "Disciplining Octavian: A Case Study of Roman Military Culture, 44-30 BC," in WCWH, 44-71.

2/16 NO CLASS (Wellness Day)

2/18 9 Galley Warfare

- WW 180-214

2/19 rec #5 Skills: Writing Papers

- two documents on writing (on Sakai, titled "Writing...")

2/23 10 European Heavy Horsemen

- WW 151-163

2/25 11 The Steppe Warrior System

- WW 163-77

2/26 rec #6 Skills: Sources and Underlying Structures (quiz prep)

- Athir, John of Plano Carpini, al-Juwayni in Chaliand 463-78 (on Sakai as a single document titled "Mongols Reading").

2/27-28 Weekend Take Quiz #2 online

3/2 12 The Mongol Explosion

- Timothy May, "Herding the Enemy: Culture in Nomadic Warfare," in WCWH, 72-100.

3/4 13 Impact: China - Russia - Middle East – World (1st Paper Due)

- CATCH UP ON YOUR READING!! esp. from lessons 11 & 12

3/5 NO RECITATION

3/9 14 Gunpowder Revolution? Europe (Asynchronous)

- WW 215-53

3/11 **NO CLASS: Wellness Day**

3/12 **NO RECITATION: Wellness Day**

3/16 **15** **Gunpowder on the Oceans and in South Asia**

- WW 254-65

3/18 **16** **Impacts: Europe in the New World and Africa**

- WW 265-76

3/19 **rec #8** **Skills: Reading Historians (quiz prep)**

- James B. Wood, "How Spanish was the Spanish Conquest?: Reexamining Spanish Success in the New World, in WCWH, 101-122.

3/20-21 weekend Take quiz #3 online

3/23 **17** **Gunpowder in China and Japan**

- WW 276-288

3/25 **18** **Institutionalizing Armies and Navies**

- WW 293-320

3/26 **rec #9** **Skills: Reading Historians**

- John A. Lynn II, "The Battle Culture of Forebearance, 1660-1789," in WCWH 154-81.

3/30 **19** **The French Revolution & Mass Conscript Armies**

- WW 320-24
- Guibert, Carnot in Chaliand 623-26, 637-40 (on sakai as a single document as "French Revolution")

4/1 **20** **The Industrial Revolution**

- WW 329-37

4/2 **NO RECITATION (GOOD FRIDAY)**

4/6 **21** **The Age of Steam at Sea**

- WW 337-61

4/8 **22** **The Managerial Revolution**

- WW 365-83

4/9 **rec #10** **Skills: Understanding Imperialism and Race and War (quiz prep)**

- Michelle Moyd, "Imagining African Warfare: War Games and Military Cultures in German

East Africa, WCWH, 212-39.

- WW 383-92

Weekend 4/10-11 Take Quiz #4 online

4/13 23 Impact: WWI and reaction

- WW 393-401 and <https://www.bl.uk/world-war-one/articles/the-debate-on-the-origins-of-world-war-one>

4/15 24 WWII & Maneuver

- WW 404-37

4/16 rec #11 Skills: Understanding Imperialism, Race, and War (quiz prep)

- Isabel V. Hull, "German Military Culture and the Colonial War in Southwest Africa, 1904-1907," in WCWH 240-265.

4/20 25 Airpower & Smart Weapons (2nd Paper) (asynchronous)

- WW 440-454

4/22 26 The Atomic innovation (asynchronous)

- WW 454-476

4/23 No Recitation!

4/27 27 Guerrilla War and Wars of National Liberation

- WW 482-498

4/29 28 Terrorism vs. the RMA vs. Mass media

- WW 498-517

4/30 rec #12 Skills: Understanding America's Role in the World (quiz prep for Exam)(Final annotated bibliography due)

- Adrian R. Lewis, "The American Culture of War in the Age of Artificial Limited War," in WCWH, 289-334

5/4 29 Wrap up and Final Exam Review

- Clausewitz, all of Book 1, available online here:
<https://clausewitz.com/readings/OnWar1873/TOC.htm>

Final Exam: Scheduled for 12pm Friday, May 7. (this will be conducted online in our time slot, with exceptions as necessary. Not as a zoom meeting, but as an "online" test. It is a few normal quiz questions and 3 long essay questions, so mostly you're just typing. For the long essay, I will recommend that you type up your answers offline and then paste them in, to avoid connectivity drops, etc.

The Teaching Assistants are Cavender Sutton cs112289@live.unc.edu; Ariel Wilks

awilks@live.unc.edu; Susannah Haury sjhaury@email.unc.edu; and Benjamin Comshaw bcomshaw@unc.edu

PLEASE NOTE: They have full control over switching students between sections, so please contact them directly (not me!). The in-person sections listed here MAY move to online.

Sutton	600	Fr 3:35PM - 4:25PM	Murray Hall - Rm G202
Sutton	601	Fr 12:20PM - 1:10PM	Dey Hall Toy Lounge (409)
Sutton	602	Fr 9:05AM - 9:55AM	Dey Hall Toy Lounge (409)
Comshaw	603	Fr 11:15AM - 12:05PM	Online Synchronous
Wilks	604	Fr 2:30PM - 3:20PM	Online Synchronous
Comshaw	605	Fr 3:35PM - 4:25PM	Online Synchronous
Haury	606	Fr 9:05AM - 9:55AM	Online Synchronous
Wilks	607	Fr 12:20PM - 1:10PM	Online Synchronous
Comshaw	608	Fr 9:05AM - 9:55AM	Online Synchronous
Haury	609	Th 5:00PM - 5:50PM	Online Synchronous
Wilks	610	Th 5:00PM - 5:50PM	Online Synchronous
Haury	611	Th 3:30PM - 4:20PM	Online Synchronous