

HIST 3213
War, Violence, and Modernity

Spring Semester 2017-18

Tu, Th 10:30-11:50, Bentley 021

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1. General Outline:

This course is an upper-level elective – open to graduate students - that will explore the correlation of war, violence organized and controlled by the state or unbounded and uncontrolled, and modernity. Specifically, it will consider the relationship of state and society with regard to war and domestic order from the end of the Middle Ages (roughly the mid-fifteenth century) to the present. We will focus primarily on the West, i.e., Europe and North America, although comparisons to other regions and cultures will be introduced where appropriate. We will assess the assumption that “war made the state and the state made war” and consider to what extent our understanding of modernity (political, social, technological, and even cultural) has been shaped by war and by advances in the military realm. We will investigate whether Europe and the United States developed along similar lines toward a modern state. Finally, we will consider the rise of the state’s monopoly of significant violence from the sixteenth century, its solidification in the eighteenth, nineteenth, and early twentieth centuries, and its erosion in recent times.

Goals and Objectives: This is a survey and discussion course at the advanced level. I don’t expect much prior knowledge or specific interest in history, but I do expect consistent participation and a degree of enthusiasm. This class offers historical perspective on the contemporary world and on wars in our time. It should also enhance your understanding of historical process and critical analysis. I will help you wherever I can if you find yourself struggling with the material (either in its analytical aspects or because of the sheer mass of data), but you need to approach me to tell me that you are having difficulties. Learning rarely occurs exclusively in the classroom!

2. Requirements:

Assigned readings:

Take a deep breath and don’t panic: Morris’s book is a fast-paced narrative and the articles and book chapters look like a lot of text but usually add up to 80 pages or less per week.

Books:

Mary Kaldor, *New and Old Wars: Organized Violence in a Global Era*. 3rd edition. Stanford University Press, 2012. (You could also use the 2nd edition, 2007, but not the 1999 original.)

Ian Morris, *War! What is it Good for? Conflict and the Progress of Civilization from Primates to Robots*. New York: Farrar, Straus, and Giroux, 2014.

All additional journal articles, essays, and book chapters are posted on Blackboard

Grade components:

Blackboard posts:	20%
In-class discussion:	15%
First reading response paper:	20%
Second reading response paper:	20%
Final paper:	25%

Explanation:

This course requires you to read several substantial primary sources, book chapters, or articles per week. In order to reward your efforts in engaging the material before class meetings, you will earn 20% of your course grade by posting on the Blackboard site before class meetings. **Two posts per week are required as indicated on the schedule below. You will not get credit for posting after class and only partial credit for posting after the deadline.** Together with 15% that you earn for your **in-class discussion** participation (Did you participate with thoughtful questions and comments?), more than a third of your course grade is thus entirely in your hands. **Your first post is due on Tuesday mornings.** In it, you will pose a question derived from the readings. Aim for something big and don't aim at specific events or facts. **In your second post, due on Thursday mornings,** you will address another student's question (your choice, pick any one). Your answer, which need not exceed 300 words (about one page, double-spaced, in a Word document) should clearly engage with both the question and the assigned texts. Each week, I will give you 2 points if both your question and answers clearly showed that you read and grappled with the assigned texts. You'll get progressively less for apparent lack of reading and engagement. Pro forma posts (just for the sake of checking a box) won't earn more than 1 point/week. If both posts come in after the deadlines, the result will be 0 points.

Discussion will be interspersed within lectures. I hope that we can have substantive discussions in many of our meetings and that we can spend most of our time exploring these subjects collectively rather than me always talking at you. The key issue here is to read ahead of time and come to class prepared for discussion (i.e., have some sense of subject, argument, and conclusions of the text(s) and have a set of questions in mind). Questions are good; they do not denote ignorance! Absences, on the other hand, will be noticeable and they will negatively affect your course grade.

Your **three take-home reading response essays** count for 65%, weighted as noted above. Each **reading response essay** should be 5 pages double-spaced in length (Times New Roman 12, standard margins) and should develop critical themes addressed in the readings and audiovisual material and in class. You will be asked to state a clear thesis, develop your argument, and engage the evidence. Papers that do not actively discuss and analyze several of the texts do not warrant a high grade. More specific guidelines will be posted on Blackboard. You will submit your reading response paper on Blackboard (Turnitin).

I will announce extra credit opportunities in class. These will be public lectures, documentary screenings, roundtable discussions, etc. that fit with the themes of this course. You can earn 1 point for up to three events, by sending me a short paper within 1 week of the event.

3. Rules and Recommendations:

This is an elective that may require some basic knowledge of European and American history in order to situate select events and time periods in a wider context and trajectory of history. It is not a survey of modern military history or western civilization and there is no conventional textbook. Instead, the lectures and discussions will provide the narrative for the course. If you are struggling with the material and with making connections between weekly readings, lectures, and discussions, you may consider using any standard textbook (e.g., *The Cambridge History of Warfare*) and, of course, you should attend my office hours or meet with my teaching assistant.

Participation counts for 15% of the course grade and absences will lead to a decline in your grade unless you've presented a valid excuse or a medical or otherwise critical condition has arisen. Everyone in class should benefit from discussion and therefore unexcused absence in more than four meetings will lead automatically to a participation grade of "F." It really isn't that hard to figure out who is there and who is not in a class of 25-30 students.

You will receive prompts for your reading response papers. I encourage study groups and teamwork throughout the course, but obviously your essays have to be yours and yours only. At any point in the process of thinking about an essay you're free to meet with me and discuss an argument you're developing or any problem you may be facing.

The university has rules and policies in place for **academic misconduct (including plagiarism)** that you should all be familiar with

(<http://www.ohio.edu/communitystandards/academic/students.cfm>).

If you're uncertain about what constitutes plagiarism, come see me and we can look at your specific questions. It is commonly defined as "to steal and use the ideas and writings of another as one's own and/or to appropriate passages or ideas from another and use them as one's own." (*American Heritage Dictionary*)

The university gives me three options to address plagiarism and other instances of academic misconduct: an F for the assignment, an F for the course, or referral of the case to judiciaries. I reserve the right to select what seems most appropriate on a case-by-case basis.

Make sure to save your research notes, photocopies, and files as well as any feedback you've received from me so that you can protest innocence with vigor and evidence if you should be suspected wrongly of cheating. In general, you should maintain a course portfolio in which you collect all graded assignments.

Please consider forming study groups to help others engage the argument and material of the course more successfully. Make sure to attend my office hours or schedule an appointment to share your concerns and talk about your progress in this class or any problems that may interfere with your performance.

If you need accommodations for any sort of disability, please speak to me after class, make an appointment to see me, or see me during my office hours.

Responsible Employee Reporting Obligation: All Ohio faculty and staff share in the responsibility to create a safe learning environment for all students and for the campus as a whole. As members of the campus community, all faculty and staff (other than those designated as confidential reporters) are designated as *responsible employees* and therefore have the duty to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If a student would prefer to share information about sexual harassment, sexual violence or discrimination with a confidential employee who does not have this reporting responsibility, a list of those individuals can be found at <https://www.ohio.edu/equity-civil-rights/Resources.cfm>

4. Course Schedule and Assignments:

Week 1: Introduction

Readings: **Morris**, Introduction and Chapter 1

Tu, 01/16 Introduction: Names and Faces, Themes and Definitions

Th, 01/18 Ancient Rome vs. “the Wasteland?”

Week 2: War in Western and World civilizations

Readings: **Morris**, chapters 2 and 3

William H. McNeill, “The Era of Chinese Predominance, 1000-1500” (Ch. 2 of *The Pursuit of Power*).

Tu, 01/23 Western Civilization and Productive War? [Morris, 2]

Th, 01/25 World History and Counterproductive War? [Morris, 3; McNeill]

First Blackboard posts due Tu and Th, 9 am

Week 3: The Military Revolution – Europe Transformed?

Readings: Geoffrey **Parker**, “In Defense of the Military Revolution,” in: *The Military Revolution Debate*, ed. Clifford Rogers (1995).

William H. **McNeill**, “The Business of War” (Chapter 3 of *The Pursuit of Power*)

Steven **Gunn**, David Grummitt, and Hans Cools, “War and the State in Early Modern Europe: Widening the Debate,” *War in History*, Vol. 15, No. 4 (2008), pp. 371-388.

Tu, 01/30 A Military Revolution? [Parker; McNeill]

Th, 02/01 War and the State? [McNeill; Gunn et al.]

Second Blackboard post due Tu and Th, 9 am

Week 4: War and Revolutions

Readings: **Morris**, chapter 4

John **Grenier**, *The First Way of War: American War Making at the Frontier, 1607-1814*, pp. 1-15.

Stephen Peter **Rosen**, “Blood Brothers: The Dual Origins of American Bellicosity,” *The American Interest* (July-August 2009).

Tu, 02/06 War and Violence in North America [Grenier; Rosen]

Th, 02/08 The Seven Years' War and Four Revolutions [Morris, 4]
Third Blackboard post due Tu and Th, 9 am

Week 5: Toward Total War (I)?
Readings: Philip G. **Dwyer**, "Review Article: Total War or Traditional War," *The International History Review*, Vol. 31, No.1 (March 2009), pp. 72-84.
Michael **Broers**, "The Concept of 'Total War' in the Revolutionary Napoleonic Period," *War in History*, Vol. 15, No. 3 (2008), pp. 247-268.
Max **Boot**, "The First Industrial Revolution," in: *War Made New: Technology, Warfare, and the Course of History, 1500 to Today* (2006).
Tu, 02/13 First Total War? French Revolution and Napoleon [Dwyer, Broers]
Th, 02/15 Industrial Revolution [Boot]
Sat, 02/17 **1st reading response paper: War and State Formation (5 pages) – noon (Tunitin on Blackboard)**

Week 6: Toward Total War (II)?
Readings: Mark **Neely**, "Was the Civil War a Total War?" and James **McPherson**, "From Limited War to Total War in America," in: *On the Road to Total War* (1997).
Robert M. **Utley**, "Total War on the American Indian Frontier" and Glenn Anthony **May**, "Was the Philippine-American War a 'Total War?'" in: *Anticipating Total War: The German and American Experiences, 1871-1914* (1999).
Tu, 02/20 The American Civil War [Neely; McPherson]
Th, 02/22 Total War on Colonial Frontiers? [Utley; May]
Fourth Blackboard posts due Tu and Th, 9 am

Week 7: The Age of the World Wars (I)
Readings: **Morris**, chapter 5 (begin: 235-255)
William **James**, "The Moral Equivalent of War."
Tu, 02/27 World War I: Origins and Preparedness [James]
Th, 03/01 World War I: Nature and Course [Morris, 5]
Fifth Blackboard posts due Tu and Th, 9 am

Week 8: The Age of the World Wars (II)
Readings: **Morris**, chapter 5 (continue: 255-271)
Stig **Förster**, "Introduction," in: *Great War, Total War*.
Christopher **Capozzola**, "The Only Badge Needed is Your Patriotic Fervor: Vigilance, Coercion, and the Law in World War I America," *Journal of American History*, Vol. 88, No. 4 (March 2002), pp. 1354-1382.
Tu, 03/06 Effects of World War I [Forster, Capozzola]
Th, 03/08 Toward World War II [Morris, 5]
Sixth Blackboard posts due Tu and Th, 9 am

Week 9: Spring Break

Week 10: The Age of the World Wars (III)
Readings: Gerhard **Weinberg**, “Total War: The Global Dimensions of Conflict” and
Hew **Strachan**, “Total War: The Conduct of War, 1939-1945,” in: *A
World at Total War: Global Conflict and the Politics of Destruction,
1937-1945* (2005).

Tu, 03/20 World War II: Global War [Weinberg]

Th, 03/22 World War II: Total War [Strachan]

Seventh Blackboard posts due Tu and Th, 9 am

Week 11: The Age of the World Wars (IV)
Readings: **Morris**, chapter 5 (complete)
Richard **Frank**, “Ending the Pacific War: Harry Truman and the Decision
to Drop the Bomb,” in: *Footnotes*, April 2009.

Robert **Jackson**’s opening statement at the Nuremberg War Crimes Trial

Tu, 03/27 World War II: Defeating Germany and Japan [Frank; Morris]

Th, 03/29 Total War, Genocide, and War Crimes [Jackson]

Sat 03/31 **2nd reading response paper: Total War (5 pages)—due noon (Turnitin
on Blackboard)**

Week 12: The Monopoly of Violence (I)

Readings: **Morris**, chapter 6

Kaldor (begin reading)

Churchill speech on the “Iron Curtain” (full length)

Dwight D. **Eisenhower**, “Farewell Address” (1961).

Frantz **Fanon**, “On Violence,” in: *The Wretched of the Earth*.

Tu, 04/03 The Cold War: East v. West [Churchill and Eisenhower speeches; Morris]

Th, 04/05 The Cold War: Decolonization [Fanon]

Eighth Blackboard posts due Tu and Th, 9 am

Week 13: The Monopoly of Violence (II)

Readings: **Kaldor** (continue reading)

David **Petraeus**, “Lessons of History and Lessons of Vietnam”
Parameters 1986.

Francis **Fukuyama**, “The End of History?” *The National Interest*,
Summer 1989.

Tu, 04/10 The Vietnam War and Its Lessons [Petraeus]

Th, 04/12 The End of History? [Fukuyama]

Ninth Blackboard posts due Tu and Th, 9 am

Week 14: The Monopoly of Violence (III)

Readings: **Kaldor** (complete)

Tu, 04/17 What are New Wars? [Kaldor]

Th, 04/19 What is a War on Terror? [Kaldor]

Tenth Blackboard posts due, Tu and Th, 9 am

Week 15: Past, Present, and Future

Readings: **Morris**, chapter 7

Richard H. **Kohn**, "The Danger of Militarization in an Endless 'War' on Terrorism," *The Journal of Military History* 2009.

Tu, 04/24 Empire and the Warfare State in the 21st Century [Kohn]

Th, 04/26 Retrospective and Review [Morris]

3rd reading response paper due Tu, 05/01, noon (Turnitin on Blackboard)