

**Hist. 2803-001**  
**SOLDIERS, WARS, AND SOCIETIES:**  
**THE BRITISH ARMY**

47037, MWF, 10:00-10:50 A.M

Fall Semester 2021

**Zoom Invite Link for Class Sessions:**

**Professor:** Gregory J. W. Urwin, Ph.D.

**Office:** Gladfelter 931

**Office Hours:** Monday and Wednesday, 11:00 A.M. to 12:00 P.M.; Wednesday, 2:00 to 3:00 P.M.; or by appointment via Zoom invite link: <https://temple.zoom.us/j/91444210830>.

**Credit Hours:** 3

**E-Mail Address:** gurwin@temple.edu

**Website:** [Gregory J. W. Urwin | Temple University College of Liberal Arts](#)

**How This Course Will Be Taught: Synchronously Online:** Click this Zoom link at 1:00 P.M. every Monday, Wednesday, and Friday: <https://temple.zoom.us/j/99491650908>.

**Course Description:** This course will trace the history of the British Army from its founding in 1660-61 to the present. Emphasis will be placed on organization, recruitment, wars, battles, campaigns, prominent commanders, and how changes in the British Army mirrored changes in British society. Other important themes will be the army's role in conquering and defending the British Empire and major developments in British military policy and strategy. The class will examine how Britain's indirect, balance-of-power, "blue-water" strategy facilitated the acquisition of extensive imperial holdings by a relatively small army and with a relatively low cost in British lives. Britain's decision to abandon that strategy in the 20<sup>th</sup> century and assume the role of a major continental power with huge conscript armies would result in an enormous expenditure of British lives and capital in the two world wars – events that triggered the dissolution of the empire and Britain's transformation from a capitalistic oligarchy to a social welfare state. In the post-imperial and Cold War era, the British Army has carved a new niche for itself as the junior partner to the American military in coalition wars in the Middle East.

**Goals and Objectives:**

Knowledge Based Skills: 1) Strategy, Tactics, and Logistics; 2) Impact of Evolving Military Technology; 3) Impact of Politics on Military Affairs; 4) War's Impact on Society; 5) Social Pressures and the Military; 6) Recruitment, Training, and Motivation; 7) Military Professionalism.

Skill-Based Goals: 1) Spatial Awareness; 2) Writing Proficiency; 3) Appreciation for Historical Context; 4) Improved Reading Comprehension; 5) Sequential Logic; 6) Analytical Thinking; 7) Preparation for a Lifetime of Learning; 8) Research Skills; 9)

Computer Literacy.

**Main Text:** David Chandler and Ian Beckett, eds., *The Oxford History of the British Army* (revised ed., New York: Oxford University Press, 2003).

**Collateral Texts:** Matthew H. Spring, *With Zeal and with Bayonets Only: The British Army on Campaign in North America, 1775-1783* (Norman: University of Oklahoma, 2010).

Edward J. Coss, *All for the King's Shilling: The British Soldier under Wellington, 1808-1814*. University of Oklahoma Press, Paperback ed., 2020.

Spencer Jones, *From Boer War to World War: Tactical Reform of the British Army, 1902-1914*. (Norman: University of Oklahoma Press, 2013).

Tarak Barkawi, *Soldiers of Empire: Indian and British Armies in World War II*. Cambridge University Press, Paperback ed., 2017.

**Estimated Costs:** The total retail cost for the five books assigned to this course is \$117.39. You may be able to reduce your expenditures by purchasing used copies from the Temple University Bookstore. Amazon.com also sells some titles at a discount.

**Semester Grade:** The student's final grade will rest on the total number of points (600) scored on two exams (200 points, total), three quizzes on the collateral texts (150 points, total), one essay based on the second collateral text (100 points), one book report (100 points), an Internet exercise associated with the book report (50 points), and class attendance and participation in discussions sessions. More than six unexcused absences in the course of the semester will result in a failing grade. Chronic tardiness may be counted as absences with the accompanying penalty. Students are responsible for contacting the instructor to schedule make-up sessions within one week of missing any exams or quizzes or can expect to suffer a late penalty.

### **Breakdown of Grading Percentages**

A: 92-100%  
A-: 90-91%  
B+: 88-89%  
B: 82-87%  
B-: 80-81%  
C+: 78-79%  
C: 72-77%  
C-: 70-71%  
D+: 68-69%  
D: 62-67%  
D-: 60-61%  
F: 0-59%

**Book Review:** In addition to the main text and four collateral readings, each student is expected to read a sixth book dealing with a different aspect of the British Army's development or operations and submit a written report on the same. The book to be reviewed should be chosen from a reading list of scholarly titles provided by the instructor on Canvas). None of the books that are assigned to the entire class as the main or collateral texts are eligible for this assignment. **YOU MUST CHOOSE A SIXTH BOOK.**

The report should be typed (in 10- or 12-point font), double-spaced, and five to seven pages long. Students will follow the style guide provided by the instructor on Canvas. In addition to summarizing the contents of the book, the student will offer an analytical critique of the work, cite pertinent published reviews, and provide background information on the book's author. This written assignment must be carefully proofread, as spelling, grammar, and punctuation will have an important effect on the student's grade.

*The book review should be accompanied by the URL of some article from an Internet web site that pertains in some way to the book that you have reviewed (entries from Wikipedia or Amazon.com will not fulfill this assignment).*

For detailed tips on what is expected in your reviews, see the separate guide that Dr. Urwin has posted on Canvas.

**Finding a Book for Your Book Review:** The Charles Library here at Temple has a strong military history collection. You should be able to find many of the books listed on the reading list there. If there is a particular title that you want to read, check it out early. If the Charles Library does not have it, you should be able to order a copy via interlibrary loan – provided you do not wait until the last minute. If you find a promising British Army title that is not in the Charles Library and really want to read it, you may consult the instructor for his approval. (Only scholarly histories will be considered – no memoirs, novels, or picture books.) If you have any trouble picking a suitable title, feel free to consult with Dr. Urwin.

**Review Essay:** The other major written assignment concerns a book to be read by everyone in class – *All for the King's Shilling: The British Soldier under Wellington, 1808-1814* by Edward J. Coss. Your assignment is to summarize the book's contents while focusing on the following questions.

Field Marshal Sir Arthur Wellesley, Duke of Wellington, famously called the British soldiers who served under him in Portugal and Spain as “the scum of the Earth,” who “have all enlisted for drink.” This image of Wellington's Redcoats as drunken criminals persisted for nearly two centuries until challenged by this book.

According to Coss, what sort of men joined the British Army during the Napoleonic Wars, and what motivated them to take the “King's shilling”? If these Redcoats were not criminals with violent inclinations, what induced them to freely plunder among the civilian populations of Great Britain's Iberian allies – Portugal and

Spain?

Questions of plundering aside, what mechanism did Redcoats devise to improve their chances for survival in the face of hardship, inadequate rations, and the dangers of the battlefield? What behavioral norms did this mechanism impose on these men, and what happened to those British soldiers who transgressed them?

Although you are encouraged to be creative, you must observe the same high standards in spelling, grammar, and proper sentence and paragraph structure as expected for the book report. This essay should be typed, double-spaced in 10 to 12-point font and five to seven pages in length.

**Course Minimum Grade:** Although D- is a passing grade, a minimum grade of C- is required in many programs, and courses required by the major. For more information, please see [Temple University's Academic Policies on Grades and Grading](#).

**Incomplete:** A student will be eligible for a grade of “Incomplete” only if he/she: 1) has completed at least 51% of the work at a passing level, 2) is unable to complete the work for a serious reason beyond his or her control, and 3) files a signed agreement with the instructor outlining the work to be completed and the time-frame in which that work will be completed. The student is responsible for initiating this process and all incomplete forms must be sent to the Senior Vice Dean for Academic Affairs prior to the start of study days in that semester.

**Withdrawal from the Course:** If a student wishes to withdraw from a course, it is the student’s responsibility to meet the deadline for the last day to withdraw from the current semester.

See [Temple University's Academic Calendar](#) for withdrawing deadlines and consult the [University policy on withdrawals](#) (Policy # 02.10.14).

**Attendance Policy:** Attendance will be taken by Qwickly Pro. Students must check in via Canvas on each class day. The professor will activate check in about ten minutes before class and it will run twenty-five minutes – or, until 1:15 P.M.

**Course Technologies:** This course requires the use of Canvas, including access to materials and assignment submission. Some videos posted via Canvas will require the use of speakers. The instructor may utilize web-conferencing tools to deliver synchronous material. In order to participate in synchronous sessions (should they exist), you should have a computer, a webcam, headphones, and microphone.

This course requires the use of Microsoft Office (i.e., Word, Excel, PowerPoint). Students can gain access to these materials by visiting the [Computer Services Download Site](#).

Students should check their Temple email daily for course updates.

All students are required to comply with [Temple University’s Computer and Network Security](#)

## [Policy.](#)

### **Accessibility of course technologies**

- [Adobe Acrobat accessibility information](#)
  - [Big Blue Button accessibility information](#)
  - [Canvas accessibility information](#)
  - [Microsoft Office accessibility information](#)
  - [VoiceThread accessibility information](#)
  - [Zoom accessibility information](#)
- Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a Student Technology Assistance Application located in TUPortal and linked from the Dean of Students Support and Resources webpage. The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access. Internet Essentials from Comcast provides the option to purchase a computer for \$150 and high-speed Internet service for \$9.95 a month, plus tax. The Emergency Broadband Benefit (EBB) is available to purchase Xfinity, Verizon, T-Mobile, and other internet services. Qualified households can receive a temporary monthly credit of up to \$50/month toward their Internet service and leased Internet equipment until the program's funding runs out.
  - On-campus computer labs have resumed normal operations and are available for student use

**Assignment Submission:** All assignments will be open-book and due on the dates specified in the syllabus. You will be asked to submit all assignments online via Canvas -- either as uploaded files (exams, quizzes, and review essay) or in textboxes (thematic recaps).

**Your exams, quizzes, and review essay must be submitted in Microsoft Word or pdf format (doc, docx, or pdf).** Files in any other format are unacceptable.

**Statement on the Recording and Distribution of Recordings of Class Sessions:** Lectures in this course will be recorded and made available on Canvas. As extra insurance, students with an “approved accommodation from the Office of Disability Resources (DRS)” have permission to record all class sessions for their personal use.

**Academic Honesty Statement:** According to the University Student Code of Conduct, students must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor’s authorization. Students are expected to do their own work on all exams, quizzes, and other exercises. Anyone caught plagiarizing material in their various papers will fail the course and face other sanctions as enumerated in the [University Code of Conduct](#). *The American Heritage Dictionary* defines plagiarism as: “1. To steal and use the ideas and writings of another as one’s own. 2. To appropriate passages or ideas from another and use them as one’s own.” You can repeat major ideas from other works and even quote them, but it is only honest to inform the reader where you found that material.

**Americans with Disabilities Act Statement:** Please bear in mind that COVID-19 may result in a need for new or additional accommodations. Temple University adheres to the provisions of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, you must immediately contact Disability Resources and Services at 215-204-1280 or [drs@temple.edu](mailto:drs@temple.edu) and register. After you are duly registered, you must make an appointment with the instructor to discuss the academic accommodation that your disability requires. I will work with you and DRS to coordinate reasonable accommodations for all students with documented disabilities and all dealings on this score will be confidential. Accommodations are not retroactive.

**Statement on Student and Faculty Academic Rights and Responsibilities:** Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02), which can be accessed through at the following URL:  
<http://policies.temple.edu/PDF/99.pdf>.

**Expectations for Class Conduct:** In order to maintain a safe and focused learning environment, we must all comply with the four public health pillars: wearing face coverings, maintaining physical distancing, washing our hands and monitoring our health. It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as “shouting” online. Remember to be careful with your own and others’ privacy. In general, have your behavior mirror how you would like to be treated by others.

**Netiquette:** Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences, some of which are outlined in the [University's nondiscrimination statement](#), will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course atmosphere.

## TEMPLE AND COVID-19

Temple University's motto is Perseverance Conquers, and we will meet the challenges of the COVID pandemic with flexibility and resilience. The university has made plans for multiple eventualities. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we are in this together so we can be together.

**How This Course Will Be Taught:** Synchronously all semester via ZOOM. You can access each class session at the appropriate day and time by clicking this ZOOM link: <https://temple.zoom.us/j/99491650908>.

**Attendance Protocol and Your Health:** If you feel unwell, you should not come to campus, and you will not be penalized for your absence. Instructors are required to ensure that attendance is recorded for each in-person or synchronous class session. The primary reason for documentation of attendance is to facilitate contact tracing, so that if a student or instructor with whom you have had close contact tests positive for COVID-19, the university can contact you. Recording of attendance will also provide an opportunity for outreach from student services and/or academic support units to support students should they become ill. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

## CLASS SCHEDULE

Week 1: 23-27 August

**The Birth of the Standing British Army, 1660-97**

Chandler and Beckett, Chs. 1, 2, 3

Week 2: 30 August-3 September

**Marlborough and the War of Spanish Succession, 1702-12**

Chandler and Beckett, Ch. 4

Week 3: 6-10 September (Labor Day, September 6, No Class)

**From the War of Austrian Succession through the Seven Years War, 1714-63**

Chandler and Beckett, Ch. 5

Quiz: Spring, *With Zeal and with Bayonets Only*, 10 September

Week 4: 13-17 September

**Imperial Defeat and Imperial Victory: The American War of Independence, 1775-83, and British Conquests in India, 1763-1818**

Chandler and Beckett, Ch. 6

Week 5: 20-24 September

**Early Campaigns against France and Wellington's Peninsular War, 1793-1814**

Chandler and Beckett, Ch. 7

Week 6: 27 September-1 October

**Waterloo, Peacetime Retrenchment, and Conquests in South Asia, 1815-54**

Chandler and Beckett, Ch.8, pp. 161-78

Review Essay Due: Coss, *All for the King's Shilling*, 1 October

Week 7: 4-8 October

**The Crimean War and the Indian Mutiny, 1854-58**

Chandler and Beckett, Ch. 8, pp. 178-86

Week 8: 11-15 October

**Colonial Wars and Army Reform, 1856-99**

Chandler and Beckett, Ch. 9

Mid-Term Exam, 15 October

Week 9: 18-22 October

**The Boer War and Subsequent Reforms, 1899-1914**

Week 10: 25-29 October

**The Great War in Europe, 1914-15**

Chandler and Beckett, Ch. 10

Week 11: 1-5 November

**The Great War in Europe, 1916-18**

Chandler and Beckett, Ch. 11

Quiz: Jones, *From Boer War to World War*, 5 November

Week 12: 8-12 November

**The Great War in the Middle East, 1914-18, and the Interwar Years, 1918-39**

Chandler and Beckett, Ch. 12

Week 13: 15-19 November

**World War II: The Years of Retreat, 1939-42**

Chandler and Beckett, Ch. 13

Quiz: Barkawi, *Soldiers of Empire*, 19 November

Week 14: 22-26 November



Fall Break (No Class), 22-24 November  
Thanksgiving (No Class), 25-26 November

Week 15: 29 November-3 December

**World War II: The Years of Victory, 1939-45**

Chandler and Beckett, Chs. 15, 17

Week 16: 6-10 December (Study Days, 7-8 December: Final Exam, 9-10 December)

**Imperial Retreat, Army Contraction, and Coalition Warfare, 1945-2003**

Chandler and Beckett, Chs. 16, 18, 19

Book Review and Internet Exercise Due, 6 December

Final Exam: Friday, December 10, 8:00-10:00 A.M.

Week 17: 13-17 December

Final Exams Continue: 13-15 December

