

HIST 351: Global History of Warfare

Course Syllabus

Course Overview

As Wayne Lee notes in the introduction to our textbook, humans have “a long and unfortunate history... of seeking ever more effective ways to kill each other.” While this fact may be depressing, it is nonetheless essential in understanding the course of human history. In every region, culture, and period of history, organized violence has played a pivotal role in shaping events. Moreover, every society has, to some degree, found its social and political organization and even its values and culture forged by warfare. Even societies that do not consider themselves “warlike” must wrestle with how to allocate resources for defense against outside aggressors.

A full understanding of how society and government developed, how technology has shaped human history, how ideologies have formed, and why the contemporary world looks the way it does apart from an understanding of the history of warfare is impossible. This course explores that history, demonstrating that military history (today usually referred to more broadly as war and society) is not an isolated historical topic but an essential component of understanding how today’s world came into being.

Course Themes

In this course, you will interpret the global history of warfare through the following major themes:

Significance of warfare and violence in state formation, governmental structure, and societal development

- How do external threats, military history, and martial culture affect the way a society is organized, what form its government takes, and how a society perceives itself and its neighbors?

Relationship between the armed and the unarmed

- Who fights? How are soldiers trained and equipped, and what role do they play in society? What role do military commanders play in government? How does the chain-of-command function, and who sits at the top of it? What happens when the chain-of-command breaks down?

Norms of appropriate violence and how they evolve

- When is violence appropriate? What limits do societies place on violence, and how do they enforce these limits? Who establishes the norms? What happens when societies with differing norms of violence clash? (hint: it’s not pretty)

Adaptation and innovation in warfare

- How do military forces evolve—in terms of strategies, tactics, composition of forces, and norms—in the face of military threats? What factors shape and limit adaptation?

Asymmetric Warfare

- How do weaker forces oppose stronger enemies? What role has guerrilla war played in human history and what role does it portend to play in the future?

Course Goals

By the end of this course, you will be able to:

- analyze the significance of warfare in history
- describe how unique cultures produce different ideas about warfare and develop different strategies and tactics
- compare and contrast the differences between regular and irregular warfare
- explain how different societies attempt to manage organized violence
- evaluate primary source materials and explain their significance to military history

About Your Instructor

Eric Burke

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I'm a Ph.D. Candidate in Military History here at UNC Chapel Hill completing my dissertation on the evolution of operational culture in the Union Army during the American Civil War. My broader research focuses on how past experience influences how military organizations behave and perform both on and off the battlefield. Prior to coming to Carolina to earn my MA and Ph.D., I studied at Ohio University where I earned a BA in History. Before that, I spent several years as a Sergeant in the U.S. Army Infantry and fought in both the Iraq and Afghanistan campaigns.

Required Texts

Title	Author	ISBN
<i>Waging War: Conflict, Culture, and Innovation in World History.</i> Oxford University Press, 2016.	Wayne Lee	978-0199797455
<i>Pax Romana: War, Peace, and Conquest in the Roman World.</i> Yale University Press, 2016.	Adrian Goldsworthy	978-0300178821
<i>The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It.</i> Boston: Houghton-Mifflin Company, 2007.	David Bell	978-0618349654
<i>Learning to Eat Soup with a Knife: Counterinsurgency Lessons from Malaya and Vietnam.</i> Chicago: University of Chicago Press, 2005.	John Nagl	978-0226567709

You are responsible for purchasing the correct edition and materials for this course. If you purchase textbooks from [UNC Student Stores](#), make sure to use the 990 or 994 course section to ensure you obtain the correct materials. You can find information on how to purchase textbooks and required materials on the [Textbooks](#) page of the Friday Center website.

Distance Education Library Services

Students enrolled in Carolina Courses Online have access to the UNC Library System. Visit [Distance Education Library Services](#) to access a wide array of online services and resources including Course Reserves, online databases, online journals, online books, and live help with research and library access. Most online resources require you to **log in with your Onyen and password**. If you have any trouble finding the resource that you need or logging in to a resource, you can contact UNC Libraries. You can chat online about your problem, or send an email to request assistance.

Course Requirements

- **Discussion Forum** (30 percent)
- **Primary Source Analysis** (20 percent)
- **Midterm Exam** (20 percent)
- **Final Exam** (30 percent)

Discussion Forum

A significant part of this class will come from your own insights, as you engage with your instructor and classmates to clarify, expand upon, and grapple with course material. For each lesson, you will be required to contribute three posts to the discussion forum. For your first post, you should create a new thread based upon the prompt provided which offers your own original insights on the material. You will also respond to two of your classmates' posts from the previous lesson. Thus, for each and every lesson (three a week: Monday, Wednesday, and Friday), you will be responsible for writing three posts: your Reflection Post to that day's lesson, as well as two responses to others' reflections from the previous lesson. The best original posts will do more than simply summarize course material. They will respond to course readings with your own insights or raise questions and implications that you drew from the lesson. Your responses should likewise go beyond simply agreeing with the original post and add substantively to the discussion. Of course, you are welcome to respond to more than two posts, and those who do so on a regular basis will receive extra credit. Moreover, if everyone goes above and beyond the minimum requirements, it will lead to a lively, more engaged semester for all of us.

Most of the time, your original posts should be 300–400 words long, and your responses to classmates at least 250 words. Posts are normally due on the message board by 11:59 PM on the day of the lesson as listed in the syllabus. The only exception to this is the reflection for the first lesson, which is due on 11:59, Tuesday, June 25. At the end of the term, I will drop your lowest discussion forum grade before averaging them.

At the end of each lesson, I will offer a general overview of the discussion and some concluding remarks, as well as highlighting the strongest aspects of the forum and offering general feedback. I may also weigh in on some of the discussion threads if I see the conversation lagging or a particularly interesting point is not getting much traction. The purpose of the discussion threads, however, is not for me to throw information at you or privilege my own interpretation, but for you to get the chance to engage and even debate with each other.

Primary Source Analysis

Not all sources are the same. Historians divide sources into two broad categories: primary sources and secondary sources. A primary source is a document, artifact, piece of artwork, or record created at the time of the event, usually by a direct participant in the event. Diaries, letters, or official statements are all examples of primary sources, but so are paintings, photographs, television interviews, and even archaeological remains. A book is a primary source if it is written by a participant in the events it describes (for example, Ulysses S. Grant's *Memoirs* is a primary source, while Ronald White's *American Ulysses* is a secondary source).

For this course, your assignment will be to identify a primary source that relates to military history in some way, and write up a 3–4 page analysis of it. Who created the source? Why was it created? What does it tell us about the past? What questions does it leave unanswered? Finally, how does this source shed light on one or more of the course themes listed above?

The UNC library's website has excellent resources on finding primary sources. There are also numerous published collections of primary sources available through the UNC or any other university library. I am more than happy to provide tips on where to look as well.

Midterm Exam

The midterm exam will cover material from the first six lessons. It will consist of three essay questions. You will answer two of those questions in 2–3 page (double-spaced) essays, for a total of 4–6 pages.

Final Exam

The final exam will consist of two essays, one on the second half of the course, and one on the entire semester. The first essay should be 2–3 pages, and the second 4–6 pages, for a total of 6–9 pages.

Exam Essay Grading

The most important component of your midterm and final essays is that you fully answer the prompt. I will look for answers to every question listed. Your answers should also show that you've thought deeply about the material and provide your own insights, rather than merely regurgitating information from the textbook. In short, you should provide **analysis** rather than mere **summary**. That said, all assertions should be supported by evidence from course material, and you should cite wherever you draw on the readings. Footnotes, endnotes, or in-text citations are all perfectly acceptable forms of citation. Finally, make sure your essays are well-organized and express your ideas clearly. While not the most important factor, grammar and punctuation will certainly have an influence on your grade.

Grading

Letter grades will be assigned using the following grading scale:

- A 94 or greater
- A- 90–93
- B+ 87–89
- B 83–86
- B- 80–82

- C+ 77–79
- C 73–76
- C- 70–72
- D+ 67–69
- D 60–66
- F 0–59

Academic Policies

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of online resources. Please consult the [Acceptable Use Policy](#) on topics such as copyright, net-etiquette, and privacy protection. As part of this course, you may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. Please be respectful of the rights and protection of other participants under the UNC-Chapel Hill [Information Security Policies](#) when participating in online classes.

When using online resources offered by organizations not affiliated with UNC-Chapel Hill, such as Google or YouTube, please note that the terms and conditions of these companies and not the University's Terms and Conditions apply. These third parties may offer different degrees of privacy protection and access rights to online content. You should be well aware of this when posting content to sites not managed by UNC-Chapel Hill. When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.

Office of Accessibility/Special Accommodations

If you are a student with a documented disability, you can receive services through [Accessibility Resources & Service](#). You must self-identify through Accessibility Resources to receive services or accommodation from either of these offices. Accessibility Resources works closely with programs, offices, and departments throughout the University to help create an accessible environment.

The office is located in Suite 2126 of the Student Academic Services Building (SASB), 450 Ridge Road, Chapel Hill, NC, and is open from 8 am to 5 pm Monday through Friday. You can contact them by phone at 919-962-8300 or 711 (NC-RELAY), or by email at accessibility@unc.edu.

Honor Code

Remember that as a student of UNC-Chapel Hill, you are bound by the University's [Honor Code](#), which states that "It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University students or academic personnel acting in an official capacity."

All graded academic work must include a pledge comprised of the following: "No unauthorized assistance has been received or given in the completion of this work."

An especially serious Honor Code violation is plagiarism. If you are uncertain about what constitutes plagiarism, please contact me and/or familiarize yourself with this [plagiarism tutorial](#), courtesy of UNC

Libraries.

Course Schedule

2019 Summer Semester II

Week One (June 24 – June 28)

Monday, June 24 – Lesson 1: War & State Formation

Read: Lee, Introduction & Ch. 1; Goldsworthy, Introduction & Ch. 1-3

Due: Personal Introduction

Reflection Post on Lesson 1

Wednesday, June 26 – Lesson 2: War in the Ancient World

Read: Lee, Ch. 2 & 3; Goldsworthy, Ch. 1-4

Due: Reflection Post on Lesson 2

2x Responses to Peers' Lesson 1 Reflections

Friday, June 28 – Lesson 3: Warfare & Empire

Read: Lee, Ch. 4; Goldsworthy, Ch. 8-11

Due: Reflection Post on Lesson 3

2x Responses to Peers' Lesson 2 Reflections

Week Two (July 1 – July 5)

Monday, July 1 – Lesson 4: The Roman Peace

Read: Goldsworthy, Ch. 12-14 & Conclusion

Due: Reflection Post on Lesson 4

2x Responses to Peers' Lesson 3 Reflections

Wednesday, July 3 – Lesson 5: Mounted Warfare

Read: Lee, Ch. 5; Bell, Introduction & Ch. 1

Due: Reflection Post on Lesson 5

2x Responses to Peers' Lesson 4 Reflections

Friday, July 5 – Lesson 6: War at Sea to 1600

Read: Lee, Ch. 6; Bell, Ch. 2-3

Due: Reflection Post on Lesson 6

2x Responses to Peers' Lesson 5 Reflections

Monday, July 5 – Tuesday, July 9 – **Midterm Exam**

The Midterm Exam will be available in the Exams section at 8 am on July 6.

It is due by midnight on July 9.

Week Three (July 8 – July 12)

Wednesday, July 10 – Lesson 7: The Gunpowder Revolution

Read: Lee, Ch. 7 & 8; Bell, Ch. 4-5

*Due: Reflection Post on Lesson 7
2x Responses to Peers' Lesson 6 Reflections*

Friday, July 12 – Lesson 8: Institutionalization, Bureaucratization, & Professionalization

Read: Lee, Ch. 9; Bell, Ch. 6-7

*Due: Reflection Post on Lesson 8
2x Responses to Peers' Lesson 7 Reflections*

Monday, July 15 – Lesson 9: The French Revolution & Napoleon

Read: Bell, Ch. 8 & Epilogue

*Due: Reflection Post on Lesson 9
2x Responses to Peers' Lesson 8 Reflections*

Week Four (July 15 – July 19)

Wednesday, July 17 – Lesson 10: Industrialized Warfare

Read: Lee, Ch. 10 & 11; Nagl, Intro & Ch. 1-2

*Due: Reflection Post on Lesson 10
2x Responses to Peers' Lesson 9 Reflections*

Friday, July 19 – Lesson 11: Warfare in the Twentieth Century

Read: Lee, Ch. 12 & 13; Nagl, Ch. 3-5

*Due: Reflection Post on Lesson 11
2x Responses to Peers' Lesson 10 Reflections*

Monday, July 22 – Lesson 12: Insurgency and Counter-Insurgency

Read: Nagl, Ch. 6-9

*Due: Reflection Post on Lesson 12
2x Responses to Peers' Lesson 11 Reflections
Primary Source Analysis due by midnight on July 19

Week Five (July 22 – July 25)

Wednesday, July 24 - Lesson 13: The Future of War

Read: Lee, Ch. 14

*Due: Reflection Post on Lesson 13
2x Responses to Peers' Lesson 12 Reflections*

Thursday, July 25 – Due: 2x Responses to Peers' Lesson 13 Reflections

Final Exam

The Final Exam will be available in the Exams section at 8 am on Friday, July 26.
It is due by 5 pm on July 30.