**Course Description and Goals**

This course examines the historical evolution of the conduct and outcomes of war from a theoretical and normative perspective. What elements of war have changed over time, and what core precepts remain the same? To what degree have advances in technology altered the conduct, and outcomes of war? Why have some weapons been deemed cruel and inhumane at times and merciful at others? We will explore the interrelationships among military technology, society, politics, and war, asking how different forces have shaped warfare from the introduction of gunpowder to the present, focusing on how and why different weapons have been used (or prohibited) over time.

Students will learn to perform basic research and analysis through writing and thinking about conflict from multiple different perspectives. Readings are drawn from historic and contemporary scholars of weapons, technology, and war, cover a wide variety of issues, and are presented in historical order. Assignments are a mixture of analysis, research, and experiential learning.

**Requirements**

**Class Participation**

Students are required to actively participate in the class; they will have the opportunity to do so both during and outside of classroom hours. Beginning the second week of class, each student will be assigned to three days during the semester in which they will author a short reaction memo (300-400 words) expressing an opinion about that day’s readings. These are NOT summaries; rather, they should attempt to agree or disagree with or compare and contrast the readings. This should be posted in the forums on the course website by 8 PM the day before the readings are to be discussed. ALL students are required to read the memos and be prepared to respond to them the next day in class. Students are encouraged to respond to the postings online as part of their participation.

**Readings**

Readings for the course are drawn from books available at the bookstore as well as E-Readings, which can be downloaded off the course website. Readings marked “Further” are other relevant articles; they are not required for class. Students who have a particular interest in the topics in question are encouraged to read these articles and to incorporate them into their assignments. I encourage all students to use EndNote to download the class readings, take notes, and use for citing works in their papers. CUS has a page on Installing EndNote at Reed as well as a Basic Usage Guide online. However, laptops are not permitted in class unless you are taking notes and are willing to post those notes at the end of class to the Moodle site.

Five books are for sale at the bookstore and are also on reserve at the library. The library has 22 copies of Keegan; they can be checked out for the entire term if you are enrolled in the class. Since we will be reading Biddle ($18.00 used), Brodie and Brodie ($11.25 used), and Ropp ($16.50 used) throughout the semester, you should order all three; any edition of any book will suffice. All but Biddle are available used on Amazon for essentially the cost of shipping. For further reading, Van Creveld is an entertaining source, and is available used at the bookstore ($15.40) as well.
Required

Recommended

Course Website
Frequent reading of the course website will be helpful for success in the class. Discussion and collaboration with your peers is available to you through the website as well as in class; supplemental and core readings will be made available there; and assignments will be turned in electronically using the site.

Assignments and Quals
There are two formal assignments for this course. More details regarding the assignments will be available later. If you intend to qual in this course, you must let me know the first day. In general, I look for four things in an essay: a clear argument in the introductory paragraph, an explanation of the theories that you will be using, an illustration of your argument with direct examples, and a conclusion that discusses the implications of your findings. Note that word counts include your bibliography.

- The first assignment (due Fri, March 5, the end of week 6) will be a short (1500-2000 word) essay.
- The second assignment (due Fri, April 23, the end of week 13) will be a longer (2000-3000 word) essay.

Recommended Films
Due to restrictions on what can be demanded of students and liability problems, it is impossible for Reed College to send you to war (Your own government, on the other hand, is an entirely different matter). Consequently, the best we can do is to read about it and watch films. Below is a selection of films that you may find edifying. If time and enthusiasm permits, we may screen some of these during the semester.

<table>
<thead>
<tr>
<th>pre-20th Century Warfare</th>
<th>World War I</th>
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<tr>
<td>Henry V (Agincourt, 1415)</td>
<td>Paths of Glory</td>
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<tr>
<td>Glory (American Civil War, 1863)</td>
<td>All Quiet on the Western Front</td>
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<td>Gettysburg (American Civil War, 1863)</td>
<td>Gallipoli</td>
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<td>Zulu (Zulu War, 1879)</td>
<td>Joyeux Noel</td>
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<td>Breaker Morant (Boer War, late 1800s)</td>
<td>Lawrence of Arabia</td>
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<td>World War II</td>
<td>Korea/Vietnam</td>
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<td>Thin Red Line</td>
<td>Pork Chop Hill</td>
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<td>Saving Private Ryan</td>
<td>The Bridges at Toko-Ri</td>
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<td>Das Boot</td>
<td>Apocalypse Now</td>
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<td>Patton</td>
<td>Platoon</td>
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<td>Bridge on the River Kwai</td>
<td>Full Metal Jacket</td>
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<td>Cold War</td>
<td>Contemporary Warfare</td>
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<td>Dr. Strangelove</td>
<td>Black Hawk Down</td>
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<td>The Killing Fields</td>
<td>Three Kings</td>
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<td>Crimson Tide</td>
<td>Hotel Rwanda</td>
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<td>Battle of Algiers</td>
<td>No Mans Land</td>
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<td>Thirteen Days</td>
<td>The Hurt Locker</td>
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Citation and Plagiarism

A major goal of this course is to encourage good reading, research, and citation habits. Good research requires good documentation of sources and the ability to put one’s own analysis and thoughts into a paper rather than relying on others. When in doubt as to whether you should cite something, always do it. Citations are required for ideas as well as facts, and are imperative even if you are not directly quoting authors. Make sure that you provide as specific a citation as possible; if an author discusses an idea in one section or one page, cite the specific section or page instead of the full article or book. I usually recommend that students use in-text author-date citation with full Chicago Manual of Style citations; see their Citation Quick Guide: <http://www.chicagomanualofstyle.org/tools_citationguide.html>.

However, style is less important than the cites being present. If you use an idea or a fact without attribution, you are plagiarizing someone else’s work. Plagiarism and cheating are violations of academic integrity and thus violations of Reed’s Honor Principle. As specified by Reed’s academic conduct policy, such violations will result in disciplinary actions, including suspension or permanent dismissal from the College. Plagiarism is submitting a piece of work which in part or in whole is not entirely the student’s own work without attributing those same portions to their correct source. For examples of plagiarism and how to avoid it, see <http://www.csub.edu/ssric-trd/howto/plagiarism.htm> For more information on Reed’s policies see: <http://www.reed.edu/academic/gbook/comm_pol/acad_conduct.html>.

Accommodations

If you’d like to request academic accommodations due to a disability, please contact Learning Resources Director Libby Rapkoche, Psy.D., Dorothy Johansen House, 503-517-7921, rapkoche@reed.edu. If you have a letter from Student Services, please let me know so we can discuss those accommodations.

Theories of Outcomes, Conduct, and Technology

25-Jan: 01.1. Introduction

27-Jan: 01.2. Outcomes (105 Pages)

• Allan Reed Millett, Williamson Murray, and Kenneth H. Watman (1988) The Effectiveness of Military Organizations. In Millett and Murray Military effectiveness. chapter 1, 1–30 EReading

1-Feb: 02.1. No Class

3-Feb: 02.2. Conduct (137 Pages)


Further


8-Feb: 03.1. Technology (96 Pages)

- Andrew F. Krepinevich (1994) Cavalry to computer; the pattern of military revolutions. *National Interest*.(37)Fall, 30–42 EReading

Further


War before 1900

10-Feb: 03.2. War Before 1450 (86 Pages)

- Bernard Brodie and Fawn McKay Brodie (1973) Antiquity. In Brodie and Brodie *From Crossbow to H-Bomb*. chapter 1, 14–27

Further


15-Feb: 04.1. Agincourt 1415 and the Hundred Years War (88 Pages)

- M. M. Postan (1942) Some Social Consequences of the Hundred Years’ War. *Economic History Review*. 12(1/2), 1–12 <http://dx.doi.org/10.1080/2590387>, ISSN 00130117 EReading
17-Feb: 04.2. No Class

22-Feb: 05.1. War 1450-1830 (124 Pages)
- Bernard Brodie and Fawn McKay Brodie (1973) The 18th Century and Napoleonic Wars. In Brodie and Brodie From Crossbow to H-Bomb. chapter 5, 100–123

Further
- Theodore Ropp (1962) Naval Warfare from the Renaissance to the Neoclassical Age (1417-1789). In Ropp War in the Modern World. chapter 2, 60–75

24-Feb: 05.2. Waterloo 1815 and the Napoleonic Wars (132 Pages)

1-Mar: 06.1. War 1815-1914 (131 Pages)

Further

3-Mar: 06.2. Gettysburg 1863 and the American Civil War (98 Pages)
War between 1900 and 1945

8-Mar: 07.1. War at the turn of the Century (114 Pages)

10-Mar: 07.2. War after the turn of the Century (77 Pages)
- Edward L. Katzenbach, Jr. (1958) The Horse Cavalry in the Twentieth Century. Public Policy. 7, 120–149 EReading

Spring Break

- Bernard Brodie and Fawn McKay Brodie (1973) World War One, the Use and Non-Use of Science. In Brodie and Brodie From Crossbow to H-Bomb. chapter 7, 172–199

24-Mar: 09.2. World War I Part 2 - The Somme (111 Pages)

- Phillip A. Karber et al. (1979) Assessing the Correlation of Forces: France, 1940. BDM Corporation Technical report EReading

Further

31-Mar: 10.2. World War II Part 2 - Normandy (80 Pages)
War After World War II

5-Apr: 11.1. Conflict Post-WWII (103 Pages)

Further

7-Apr: 11.2. Vietnam (104 Pages)

12-Apr: 12.1. Gulf War (145 Pages)

Further

14-Apr: 12.2. Kosovo and Afghanistan (112 Pages)
- Stephen Biddle (2003) Afghanistan and the future of warfare. Foreign Affairs. 82, 31–45, ISSN 00157120 EReading

Further
19-Apr: 13.1. Lebanon and Gaza (157 Pages)


Further

Contemporary Issues

21-Apr: 13.2. No Class


Further

28-Apr: 14.2. Who Fights? (83 Pages)


Further
Further Reading

This Summer: 15.1. The Future of War (126 Pages)


Further


This Summer: 15.2. A Revolution in Military Affairs? (76 Pages)


• Martin Van Creveld (2005) Less Than Meets the Eye. Journal of Strategic Studies. 28(3), 449–452 <http://dx.doi.org/10.1080/01402390500137341>, ISSN 01402390 EReading

Further
