

POL 359: Weapons, Technology, and War

Preliminary Battle Plan, rev. 2023-08-25; Total Pages: 2226

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Class

Tu 12:00-2:50

Lib 41

<https://moodle.reed.edu/course/view.php?id=5192>

Office

TuTh 3:00-4:00 or by appointment

ETC 203

<http://alexmontgomery.com>

Epigraph

“It was a warship, after all. It was built, designed to glory in destruction, when it was considered appropriate. It found, as it was rightly and properly supposed to, an awful beauty in both the weaponry of war and the violence and devastation which that weaponry was capable of inflicting, and yet it knew that attractiveness stemmed from a kind of insecurity, a sort of childishness. It could see that—by some criteria—a warship, just by the perfectly articulated purity of its purpose, was the most beautiful single artifact the Culture was capable of producing, and at the same time understand the paucity of moral vision such a judgment implied. To fully appreciate the beauty of the weapon was to admit to a kind of shortsightedness close to blindness, to confess to a sort of stupidity. The weapon was not itself; nothing was solely itself. The weapon, like anything else, could only finally be judged by the effect it had on others, by the consequences it produced in some outside context, by its place in the rest of the universe. By this measure the love, or just the appreciation, of weapons was a kind of tragedy.” Iain M. Banks (1998) *Excession*, p.329

Course Description and Goals

Full course for one semester. This course examines the historical evolution of war from a theoretical and normative perspective. What elements of war have changed over time, and what core precepts remain the same? What advances the technology of war, and how do these advances alter the conduct and outcomes of war? Why have some weapons been deemed cruel and inhumane at times and merciful at others? Who fights, and who suffers? We will explore the interrelationships among military technology, society, politics, and war, asking how different forces have shaped warfare from antiquity to the present. 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. Prerequisite: POL 240 or consent of the instructor. Conference.

Learning Outcomes and Distribution Requirements

After successfully completing this class, a student will:

- learn the theoretical underpinnings of the study of weapons, technology, and war;
- understand how different theories of technology, conduct, and outcomes relate to each other and to the world; and
- know how to apply these theories to historical and contemporary events.

This course can be used towards your Group II, “History and Social Sciences,” requirement. It accomplishes the following learning goals for the group:

- Analyze institutions, formations, languages, structures, or processes, whether social, political, religious, economic, cultural, intellectual or other.
- Think in sophisticated ways about causation, social and/or historical change, human cognition, or the relationship between individuals and society, or engage with social, political, religious or economic theory in other areas.

Along with any introductory POL course, this course also fulfills half of the History and Social Sciences divisional requirement for non-Political Science HSS students. For Political Science students, it counts as one of the four “additional” courses required and towards subfield depth in International Relations. It is also an ICPS course.

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 class hours. Good participation involves—among other things—listening carefully to others, referring or responding to the previous speaker’s comments while citing them by name, and asking questions in addition to or instead of making statements. There is such a thing as bad participation. This includes—but is not limited to—overriding others, dominating conversations, and conducting ad hominem attacks. Conflicts do arise in the classroom, and I expect you to engage with and resolve them as a learning opportunity in or after class; I am a resource for this. Participating includes reading carefully, posting memos before section, engaging in discussions during section, and continuing conversations after class.

Reading: Skim the piece before reading it – title, abstract, introduction, and conclusion. Try to get the basic argument. It is much better to get the basic argument of every piece than it is to read every word of one or two pieces. When you read a text, you should annotate it. Highlight or circle signposts, including causal questions, summaries, conclusions, assumptions, counterarguments, lists, and emphasis (See [Amelia Hoover Green’s article “How to Read Political Science”](#)). When you are done, write up a short outline/summary of the piece for your own reference (See my handout on [“How to write summaries after taking notes”](#)).

Before Section Questions: Starting the first week, every student should have one or two discussion or clarification questions about at least one or more of the authors assigned for a given day. One is sufficient! Two is great. Five on different subjects is probably too many. Do not upload your reading notes or answers to discussion/reading questions. Students are required to turn in their questions (and any accompanying observations) to Moodle by 8 AM Tuesday morning before their sections; this is a very good way of demonstrating participation in the event that you tend to listen more than speak in class. You are encouraged to read, and respond to, others who have already posted their questions. I may call on you at any time during section to start a conversation using your contribution. You may want to print it out or write it down if you frequently can’t remember the brilliant observation you had. These questions also help me get a sense of where you are stuck or what you are interested in so that I can incorporate that into class.

Before Class Memos: Starting the fourth week, every student will sign up for four sessions (there are generally two sessions in a class) in which they will author a short (500 words) reaction memo. The memos are intended to help you organize your ideas, connect the readings back to theories, and to help situate the readings vis-a-vis each other for that day as well as the course thus far. They will not be given extensive comments and I will use an internal check, check plus/check minus grading scheme. Late memos will not be accepted. This should be turned in to the appropriate forum on the course website by 8 AM on Tuesday. On memo days, you will be expected to articulate in class your memos’ arguments regarding the use of technology, conduct, or outcome of a given battle OR the evolution of such over a period of time.

During Section Discussion: Class will sometimes start with an interruptible mini-lecture on my part; only after we’ve covered the basics of the articles and how they relate to each other will we move to discussion. This is also a good time to ask questions! As the class progresses and as we move from theory to practice, we will dedicate more time to the discussion portion of class. Sometimes we will not get to all of the readings or very far in the discussion. This is deliberate; you will still benefit from the context provided by those pieces even if we don’t discuss them. If we miss something in class, you are most welcome to post (or re-post) your thoughts to Slack after the class. If you typically don’t say much in class, posing thoughts or responding to others’ contributions is a good way to demonstrate engagement.

After Class Conversations: There used to be a post-class Moodle general forum for the entire semester, but no one used it, so I’ve moved it to Slack instead. Please post any remaining questions and observations there for the class to answer/discuss. I will also participate. I also invite you to go there and continue the conversation that we started in class—or even to start a conversation there before class.

Makeups: If you miss a day of class for any reason whatsoever, you may make it up by posting a summary of each of the readings for that day to the relevant Moodle forum. In order to make up missed days from the first half of the semester, these must be posted before the first day of classes after the break; from the second half, by the end of reading period. If you are sick, do NOT come to class and spread it to the rest of us, even if you test negative for COVID. Instead, stay home, write your summaries up (which all of you should be doing every day in any case), and get better.

Readings: Readings for the course are drawn from books and E-Readings, the latter of which can be downloaded directly from the links on Moodle. These are best used in conjunction with [Zotero](#), which is supported by the library. Students are expected to bring a copy of the readings to class every day for reference. [Students who use laptops and tablets for notetaking learn less and do less well on assessments](#), and [the mere presence of your smartphone reduces your available cognitive capacity](#); consequently, laptops and cell phones are not permitted in class, although tablet devices and convertible laptops may be used without a keyboard for the sole purpose of bringing the readings. Readings marked “Further” on the syllabus are other relevant articles or books; they are not required for class. Students who have a particular interest in the topics in question are encouraged to read these pieces and to incorporate them into their assignments. Readings marked “Review” on the syllabus are from POL 240; you should look over your notes or skim/reread those texts.

Books: Three books are for sale at the bookstore and are also on reserve at the library. The library has a number of copies of Keegan and Ropp in addition to the reserve copies. Since we will be reading all three throughout the semester, I strongly recommend buying copies of 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 Brodie can provide additional background.

Required

- Theodore Ropp (1962) *War in the Modern World*. New rev. edition. New York, NY: Collier Books, ISBN 0801864453
- John Keegan (1976) *The Face of Battle*. New York, NY <<http://www.worldcat.org/oclc/2137107>>, ISBN 0670304328
- Stephen D. Biddle (2004) *Military Power: Explaining Victory and Defeat in Modern Battle*. Princeton, NJ: Princeton University Press <<http://www.worldcat.org/oclc/69022215>>, ISBN 0691128022

Recommended

- Bernard Brodie and Fawn McKay Brodie (1973) *From Crossbow to H-Bomb*. Bloomington: Indiana University Press <<http://www.worldcat.org/oclc/638395>>, ISBN 0253324904
- Martin Levi van Creveld (1989) *Technology and War: From 2000 B.C. to the Present*. New York, NY: Free Press, ISBN 002933151X

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: There are two formal assignments for this course. More details regarding the assignments will be available later. 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 Monday, Oct 11, at noon) will be a short (1500–2000 word) essay analyzing the conduct and/or outcome of one or more battles.
- The second assignment (due Monday, Dec 13, at noon) will be a longer (2250–3000 word) essay. The topic is open, and you are required to submit a brief proposal no later than the end of Week 12.

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.

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

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://tinyurl.com/jdlrbd3>>. If nothing else, you should avoid “[sinister buttocks](#)” syndrome. For more information on Reed’s policies see:<http://www.reed.edu/academic/gbook/comm_pol/acad_conduct.html>.

Plagiarism often comes as the result of a student being up against a deadline without being able to meet it. If you are having trouble meeting a deadline for whatever reason, please contact me. Because every assignment is a paper that will be handed out well in advance, I have no problem giving extensions. It is always better to ask for more time than to plagiarize. When you ask for an extension, you should a)explain what events are causing you to miss the deadline (if academic, you don’t need to tell me if personal) and b)request an amount of time proportional to the interfering events. You may ask for an extension up to, but not exceeding, the

amount of time remaining for the assignment, except for cases of emergencies or unanticipatable circumstances.

Online “Learning Support” Platforms: All work submitted as your own, oral or written, must truly be your own, that is, the product of your own thinking, reading, interpretations, analyses, insight, creative efforts, speaking and writing, and not the work or product of another person or mechanism. Online “learning support” platforms, including AI Large Language Models such as ChatGPT, as well as online assignment help tools such as Chegg, cannot be used for course assignments except as explicitly authorized by the instructor. Using these platforms to write your papers, exams, lab or computer reports, or to generate presentations or discussion comments in this class is thus equivalent to plagiarism and will be treated as such. *None of this precludes discussing your work with other students, tutors, or professors, swapping outlines and paper drafts for editing, and so forth; in fact, you are encouraged to do so—and to thank them in your paper, just as we do in our articles.*

The following actions are prohibited in this course absent explicit permission from the instructor:

- Submitting all or any part of an assignment prompt (e.g. a paper topic or exam question) to an online learning support platform;
- Incorporating any part of an AI generated response in an assignment;
- Using AI to brainstorm, formulate arguments, or template ideas for assignments;
- Using AI to summarize or contextualize source materials, review literatures or represent, review or synthesize others’ work or contributions;
- Using AI to describe cases, fact situations, states of the world or to collect or generate data or evidence to contextualize or conduct analyses;
- Using AI to develop analytical approaches or models or to organize and interpret evidence or results of analyses;
- Using AI to outline or write papers, memos, presentations or parts of those;
- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using AI tools or an online “learning support” platform appropriately in this course, I encourage you to discuss your situation with me.

Support and Accommodations: As always, [academic support workshops](#) are available throughout the semester, including for Zotero; [writing drop-in](#) is available 7-10 PM Su–Th, and [individual tutors](#) can help with specific courses. If you’d like to request academic accommodations due to a disability, please contact Disability and Accessibility Services. As soon as they have sent out the Accommodation Notification Letter, schedule an appointment with me to discuss how those accommodations could apply to this course.

Theories of Outcomes, Conduct, and Technology

29-Aug

01.1. Introduction

01.2. Outcomes (81 Pages)

- Stephen D. Biddle (2004) Introduction. In Biddle Military Power. chapter 1, 1–13
 - Stephen D. Biddle (2004) A Literature Built on Weak Foundations. In Biddle Military Power. chapter 2, 14–27
 - 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
 - D. Scott Bennett and Allan C. Stam (1998) The Declining Advantages of Democracy: A Combined Model of War Outcomes and Duration. Journal of Conflict Resolution. 42(3)June, 344–366
<<http://dx.doi.org/10.1177/0022002798042003007>>
 - Kenneth N. Waltz (2003) Fair Fights or Pointless Wars? International Security. 28(3)Winter, 181–181
<<http://dx.doi.org/10.1162/016228803773100129>>
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5-Sep

02.1. Conduct Part I (98 Pages)

- Barry Posen (1984) Chap. 1-2 in The Sources of Military Doctrine: France, Britain, and Germany between the World Wars. Ithaca, NY: Cornell University Press, Cornell studies in security affairs, 13–80, ISBN 0801416337
- Beth Kier (1996) Culture and French Military Doctrine before World War II. In Katzenstein The Culture of National Security. chapter 6, 186–215

02.2. Conduct Part II (72 Pages)

- Theodore Ropp (1962) Introduction. In Ropp War in the Modern World, 11–18
- Richard M. Price and Nina Tannenwald (1996) Norms and Deterrence: The Nuclear and Chemical Weapons Taboos. In Katzenstein The Culture of National Security. chapter 4, 114–152
- Dan Reiter and Curtis Meek (1999) Determinants of Military Strategy, 1903-1994: A Quantitative Empirical Test. International Studies Quarterly. 43(2)June, 363–387 <<http://dx.doi.org/10.1111/0020-8833.00124>>, ISSN 00208833

Further

- John Keegan (1976) Old, Unhappy, Far-off Things. In Keegan The Face of Battle. chapter 1, 15–78
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12-Sep

03.1. Technology (178 Pages)

- Bernard Brodie and Fawn McKay Brodie (1973) Introduction. In Brodie and Brodie From Crossbow to H-Bomb, 7–13
- Martin Levi van Creveld (1989) Introduction. In van Creveld Technology and War, 1–6
- Martin Levi van Creveld (1989) Irrational Technology. In van Creveld Technology and War. chapter 5, 67–78
- Martin Levi van Creveld (1989) The Rise of Professionalism. In van Creveld Technology and War. chapter 10, 137–152
- Martin Levi van Creveld (1989) The Invention of Innovation. In van Creveld Technology and War. chapter 15, 217–232
- Irving Brinton Holley (1953) The Development of Weapons: Procedures and Doctrine. In Ideas and Weapons. Washington, DC: Yale University Press, ISBN 0912799110. chapter 1, 4–22
- Mark C. Suchman and Dana P. Eyre (1992) Military Procurement as Rational Myth: Notes on the Social Construction of Weapons Proliferation. Sociological Forum. 7(1), 137–161 <<http://dx.doi.org/10.1007/BF01124759>>
- Andrew F. Krepinevich (1994) Cavalry to computer; the pattern of military revolutions. National Interest.(37)Fall, 30–42
- Adam Grissom (2006) The Future of Military Innovation Studies. Journal of Strategic Studies. 29(5)October, 905–934 <<http://dx.doi.org/10.1080/01402390600901067>>, ISSN 0140–2390, 1743–937X
- Alexander H. Montgomery (2020) Double or Nothing? The Effects of the Diffusion of Dual-Use Enabling Technologies on Strategic Stability. July <<https://cissm.umd.edu/research-impact/publications/double-or-nothing-effects-diffusion-dual-use-enabling-technologies>> – visited on 2020-07-27

War before 1900

19-Sep

04.1. Antiquity to Middle Ages (114 Pages)

- Bernard Brodie and Fawn McKay Brodie (1973) Antiquity. In Brodie and Brodie From Crossbow to H-Bomb. chapter 1, 14–27
- Bernard Brodie and Fawn McKay Brodie (1973) The Middle Ages. In Brodie and Brodie From Crossbow to H-Bomb. chapter 2, 28–40
- Martin Levi van Creveld (1989) Field Warfare. In van Creveld Technology and War. chapter 1, 9–23
- Martin Levi van Creveld (1989) Siege Warfare. In van Creveld Technology and War. chapter 2, 25–35
- Martin Levi van Creveld (1989) The Infrastructure of War. In van Creveld Technology and War. chapter 3, 37–49
- Lynn White (1962) Stirrup, Mounted Shock Combat, Feudalism, and Chivalry. In Medieval Technology and Social Change. Oxford University Press. chapter 1, 1–37
- Ronald Hilton (1963) Technical Determinism: The Stirrup and the Plough. Past and Present. 24, 90–100
<<http://dx.doi.org/10.1093/past/24.1.95>>

Further

- Martin Levi van Creveld (1989) Naval Warfare. In van Creveld Technology and War. chapter 4, 51–66
- Robert D. Luginbill (1994) Othismos: The Importance of the Mass-Shove in Hoplite Warfare. Phoenix. 48(1)Spring, 51–61 <<http://dx.doi.org/10.2307/1192506>>, ISSN 00318299
- A.K. Goldsworthy (1997) The Othismos, Myths and Heresies: The Nature of Hoplite Battle. War in History. 4(1), 1–26, ISSN 09683445
- Ellen Millender (2016) The Topography of Violence in the Greco-Roman World. In Werner Riess and Garrett G. Fagan, editors The Greek Battlefield. University of Michigan Press, 162–194

04.2. Agincourt 1415 and the Hundred Years War (88 Pages)

- John Keegan (1976) Agincourt, October 25th, 1415. In Keegan The Face of Battle. chapter 2, 79–116
- M. M. Postan (1942) Some Social Consequences of the Hundred Years' War. Economic History Review. 12(1/2), 1–12 <<http://dx.doi.org/10.2307/2590387>>, ISSN 00130117
- Clifford J. Rogers (1993) The Military Revolutions of the Hundred Years' War. Journal of Military History. 57(2)April, 241–278 <<http://dx.doi.org/10.2307/2944058>>, ISSN 08993718

26-Sep

05.1. War 1450-1830 (86 Pages)

- Theodore Ropp (1962) Land Warfare from the Renaissance to the Neoclassical Age (1415-1789). In Ropp War in the Modern World. chapter 1, 19–59
- Theodore Ropp (1962) The French Revolution and Napoleon. In Ropp War in the Modern World. chapter 4, 98–142

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
- Theodore Ropp (1962) The Anglo-American Military Tradition. In Ropp War in the Modern World. chapter 3, 76–97
- Bernard Brodie and Fawn McKay Brodie (1973) The Impact of Gunpowder. In Brodie and Brodie From Crossbow to H-Bomb. chapter 3, 41–73
- Bernard Brodie and Fawn McKay Brodie (1973) War and Science in the 17th Century. In Brodie and Brodie From Crossbow to H-Bomb. chapter 4, 74–99
- 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
- Philip A. Crowl (1986) Alfred Thayer Mahan: The Naval Historian. In Paret, Craig and Gilbert Makers of Modern Strategy. chapter 16, 444–480
- Martin Levi van Creveld (1989) Field Warfare. In van Creveld Technology and War. chapter 6, 81–98

- Martin Levi van Creveld (1989) Siege Warfare. In van Creveld Technology and War. chapter 7, 99–110
- Martin Levi van Creveld (1989) The Infrastructure of War. In van Creveld Technology and War. chapter 8, 111–124
- Martin Levi van Creveld (1989) Command of the Sea. In van Creveld Technology and War. chapter 9, 125–136

05.2. Waterloo 1815 (87 Pages)

- John Keegan (1976) Waterloo, June 18th, 1815. In Keegan The Face of Battle. chapter 3, 117–203

3-Oct

06.1. War 1815-1900 (83 Pages)

- Theodore Ropp (1962) The First Half of the Nineteenth Century (1815-1853). In Ropp War in the Modern World. chapter 5, 143–160
- Theodore Ropp (1962) The Wars of the Mid-Nineteenth Century (1854-1871). In Ropp War in the Modern World. chapter 6, 161–194
- Peter Paret (1986) Clausewitz. In Paret, Craig and Gilbert Makers of Modern Strategy. chapter 7, 186–216

Further

- Bernard Brodie and Fawn McKay Brodie (1973) The 19th Century. In Brodie and Brodie From Crossbow to H-Bomb. chapter 6, 124–171
- Martin Levi van Creveld (1989) Mobilization Warfare. In van Creveld Technology and War. chapter 11, 153–166
- Martin Levi van Creveld (1989) Land Warfare. In van Creveld Technology and War. chapter 12, 167–182
- Martin Levi van Creveld (1989) Command of the Air. In van Creveld Technology and War. chapter 13, 183–198
- Martin Levi van Creveld (1989) Sea Warfare. In van Creveld Technology and War. chapter 14, 199–216

06.2. Gettysburg 1863 and the American Civil War (98 Pages)

- Timothy H. Donovan (1982) Gettysburg. In The American Civil War. Wayne, NJ: Avery Pub. Group, The West Point military history series, ISBN 0895293188. chapter 8, 225–260
- Craig L. Symonds (1992) Gettysburg, a battlefield atlas. Baltimore, MD: Nautical and Aviation Pub. Co. of America, 29. Pages 0-1, 14-15, 22-23, 30-31, 48-51, 56-57, 68-73, 84-90, 96-97, ISBN 187785316X
- Williamson Murray (2001) What Took the North So Long? In Donald and Cowley With My Face to the Enemy: Perspectives on the Civil War: Essays, 59–71
- Gideon Rose and Glenn W. LaFantasie (2001) The Antagonists of Little Round Top. In Donald and Cowley With My Face to the Enemy: Perspectives on the Civil War: Essays, 218–237
- National Park Service (2014) Give Em Blizzards. August 31 Department of the Interior. Access date <<http://www.nps.gov/vick/forteachers/upload/Give%20Em%20Blizzards.pdf>> – visited on 2013-09-23
- National Park Service (2014) Organization of the Civil War Armies. August 31 Department of the Interior. Access date <<http://www.nps.gov/vick/forteachers/sitebulletins.htm>> – visited on 2013-09-23

10-Oct

07.1. War at the turn of the 20th Century (114 Pages)

- Theodore Ropp (1962) The Years of Uneasy Peace (1871-1914). In Ropp War in the Modern World. chapter 7, 195–238
- Ernest Dunlop Swinton (1986) The defence of Duffer’s Drift. Wayne, NJ: Avery Pub. Group, 3–72, ISBN 0895293234

07.2. Defense of the North Canyon

17-Oct

08.1. Spring Break

War between 1900 and 1945

24-Oct

09.1. World War I Part 1 (108 Pages)

- Theodore Ropp (1962) The First World War. In Ropp War in the Modern World. chapter 8, 239–274
- Stephen D. Biddle (2004) The Modern System. In Biddle Military Power. chapter 3, 28–51
- Stephen D. Biddle (2004) The Modern System, Preponderance, and Changing Technology. In Biddle Military Power. chapter 4, 52–77
- Paul M. Kennedy (1988) Military Effectiveness in the First World War. In Millett and Murray Military effectiveness. chapter 9, 329–350

Further

- 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
- Michael Howard (1984) Men against Fire: Expectations of War in 1914. International Security. 9(1)Summer, 41–57 <<http://dx.doi.org/10.2307/2538635>>, ISSN 01622889
- Russell F. Weigley (1988) The Political and Strategic Dimensions of Military Effectiveness. In Millett and Murray Military effectiveness. chapter 10, 341–364

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

- John Keegan (1976) The Somme, July 1st, 1916. In Keegan The Face of Battle. chapter 4, 204–284
- Stephen D. Biddle (2004) Operation Michael—the Second Battle of the Somme, March 21–April 9, 1918. In Biddle Military Power. chapter 5, 78–107

31-Oct

10.1. World War II Part 1 (132 Pages)

- Phillip A. Karber et al. (1979) Assessing the Correlation of Forces: France, 1940. BDM Corporation Technical report, 54 pages
- Earl F. Ziemke (1988) Military Effectiveness in the Second World War. In Millett and Murray Military effectiveness. chapter 8, 277–319
- Tarak Barkawi (2017) Battle. In Soldiers of Empire: Indian and British Armies in World War Ii. Cambridge, ISBN 9781316620656. chapter 6, 192–226

Further

- Theodore Ropp (1962) The Long Armistice (1919-1939). In Ropp War in the Modern World. chapter 9, 275–313
- Theodore Ropp (1962) The Second World War. In Ropp War in the Modern World. chapter 10, 314–392
- Bernard Brodie and Fawn McKay Brodie (1973) World War Two. In Brodie and Brodie From Crossbow to H-Bomb. chapter 8, 200–232
- Jeffrey W. Legro (1997) Which Norms Matter? Revisiting the “Failure” of Internationalism. International Organization. 51(1)Winter, 31–63 <<http://dx.doi.org/10.1162/002081897550294>>

10.2. World War II Part 2 - Normandy (80 Pages)

- Stephen D. Biddle (2004) Operation Goodwood—July 18–20, 1944. In Biddle Military Power. chapter 6, 108–131
- Carlo D’Este (1983) Chap. 20-23 in Decision in Normandy. 1st edition. New York, NY: Dutton, 352–407, ISBN 052524218X

War After World War II

7-Nov

11.1. Vietnam (90 Pages)

- James M Fallows (1981) Two Weapons. In National defense. New York, NY: Vintage Books, ISBN 0394753062. chapter 4, 76–106
- Andrew F. Krepinevich (1986) Paths Untaken, Paths Forsaken. In The Army and Vietnam. Baltimore, MD: Johns Hopkins University Press, ISBN 0801828635. chapter 10, 258–275
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