POL 359: Weapons, Technology, and War

Preliminary Battle Plan, rev. 2024-08-30; Total Pages: 2096
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Classes	Office Hours
W 13:10-16:00	Tu 15:00-17:00 or by appointment
Aspen Multipurpose Room	ETC 203
https://moodle.reed.edu/course/view.php?id=5578	alexmontgomery.com/officehours

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

"I've been where you are now and I know just how you feel. It's entirely natural that there should beat in the breast of every one of you a hope and desire that some day you can use the skill you have acquired here. *Suppress it!* You don't know the horrible aspects of war. I've been through two wars and I know. I've seen cities and homes in ashes. I've seen thousands of men lying on the ground, their dead faces looking up at the skies. I tell you, war is Hell!" William Tecumseh Sherman (1879), speech to the graduating class at Michigan Military Academy

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 IR. 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 Wednesday morning before class; 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 (250–500 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. I will comment on, print out, and hand back your memos. Late memos will not be accepted. This should be turned into the appropriate forum on the course website by 8 AM

on Wednesday. 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 typically start with an interruptible mini-lecture on my part; only after we've covered the basics of the pieces 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 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.

Attendance

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. 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. 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, turn your cell phone off and put it in your bag during class. I expect laptops to be shut unless you are referencing 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, *War in the Modern World*
- John Keegan, *The Face of Battle*
- Stephen D. Biddle, *Military Power*

Recommended
- Bernard Brodie and Fawn McKay Brodie, *From Crossbow to H-Bomb*
- Martin Levi van Creveld, *Technology and War*

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 14, 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 16, 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

Academic Integrity

As a student at Reed, you have agreed to uphold the Honor Principle. When you submit an assignment with your name on it, you are signifying that all the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. *Never* use AI bots such as ChatGPT or "learning support" platforms (e.g., Chegg, CourseHero) unless a specific use is authorized. 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. Academic work rests on an exchange of ideas that requires acknowledgment of other scholars' intellectual work. When in doubt, always cite—if you do not, you are plagiarizing. If it is unclear what that means, see examples as well as Reed's policies. If you have questions about citation, please visit the Reed Library citation guide.

Extensions

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 us. 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 (only if academic, you don't need to tell us 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.

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 require special arrangements for test taking or other class activities due to physical impairment, a learning disability, or other special circumstances, please contact Disability and Accessibility Resources. You can reach Disability and Accessibility Resources at (503) 517-7921 or dar@reed.edu. As soon as you receive the Accommodation Notification Letter, schedule an appointment with us and we can discuss how best to accommodate you.

Theories of Outcomes, Conduct, and Technology

4-Sep

01.1.Introduction

01.2.Outcomes (81 Pages)

- Allan Reed Millett, Williamson Murray, and Kenneth H. Watman, "The Effectiveness of Military Organizations," in Allan Reed Millett and Williamson Murray, ed., *Military Effectiveness*, vol. I (Boston, MA: Allen and Unwin, 1988), pp. 1–30
- D. Scott Bennett and Allan C. Stam, "The Declining Advantages of Democracy: A Combined Model of War Outcomes and Duration," *Journal of Conflict Resolution*, Vol. 42, No. 3 (June 1998), pp. 344–366, https://doi-org.reed.idm.oclc.org/10.1177/0022002798042003007
- Kenneth N. Waltz, "Fair Fights or Pointless Wars?," *International Security*, Vol. 28, No. 3 (Winter 2003), pp. 181–181, https://doi-org.reed.idm.oclc.org/10.1162/016228803773100129
- Stephen D. Biddle, "Introduction," *Military Power*, pp. 1–13
- Stephen D. Biddle, "A Literature Built on Weak Foundations," *Military Power*, pp. 14–27

11-Sep

02.1.Conduct Part I (98 Pages)

- Barry Posen, "The Sources of Military Doctrine: France, Britain, and Germany between the World Wars," Cornell Studies in Security Affairs (Ithaca, NY: Cornell University Press, 1984), pp. 13–80.
- Beth Kier, "Culture and French Military Doctrine before World War II," in Peter J. Katzenstein, ed., *The Culture of National Security: Norms and Identity in World Politics* (New York, NY: Columbia University Press, 1996), pp. 186–215.

02.2. Conduct Part II (72 Pages)

- Theodore Ropp, "Introduction," *War in the Modern World*, pp. 11–18.
- Richard M. Price and Nina Tannenwald, "Norms and Deterrence: The Nuclear and Chemical Weapons Taboos," in Peter J. Katzenstein, ed., *The Culture of National Security: Norms and Identity in World Politics* (New York, NY: Columbia University Press, 1996), pp. 114–152.
- Dan Reiter and Curtis Meek, "Determinants of Military Strategy, 1903-1994: A Quantitative Empirical Test," *International Studies Quarterly*, Vol. 43, No. 2 (June 1999), pp. 363–387, https://doi-org.reed.idm.oclc.org/10.1111/0020-8833.00124
- Bret Devereaux, "Michael Taylor on John Keegan's The Face of Battle: A Retrospective," *A Collection of Unmitigated Pedantry* (blog) March 31, 2023, https://acoup.blog/2023/03/31/michael-taylor-on-john-keegans-the-face-of-battle-a-retrospective/

Further

- John Keegan, "Old, Unhappy, Far-off Things," *The Face of Battle*, pp. 15–78

18-Sep

03.1.Technology (103 Pages)

- Irving Brinton Holley, "The Development of Weapons: Procedures and Doctrine," *Ideas and Weapons* (Washington, DC: Yale University Press, 1953), pp. 4–22.
- Bernard Brodie and Fawn McKay Brodie, "Introduction," *From Crossbow to H-Bomb* , pp. 7–13.
- Martin Levi van Creveld, "Introduction," *Technology and War*, pp. 1–6.
- Martin Levi van Creveld, "Irrational Technology," *Technology and War*, pp. 67–78.
- Martin Levi van Creveld, "The Invention of Innovation," *Technology and War*, pp. 217–232.
- Andrew F. Krepinevich, "Cavalry to Computer: The Pattern of Military Revolutions," *The National Interest*, No. 37 (1994), pp. 30–42, https://reed.idm.oclc.org/login?url=https://www.jstor.org/stable/42896863
- Adam Grissom, "The Future of Military Innovation Studies," *Journal of Strategic Studies*, Vol. 29, No. 5 (October 2006), pp. 905–934, https://doi-org.reed.idm.oclc.org/10.1080/01402390600901067

Review
- Mark C. Suchman and Dana P. Eyre, "Military Procurement as Rational Myth: Notes on the Social Construction of Weapons Proliferation," *Sociological Forum*, Vol. 7, No. 1 (1992), pp. 137–161, https://doi-org.reed.idm.oclc.org/10.1007/BF01124759

Further
- Martin Levi van Creveld, "The Rise of Professionalism," *Technology and War*, pp. 137–152.
- Alexander H. Montgomery, "Double or Nothing? The Effects of the Diffusion of Dual-Use Enabling Technologies on Strategic Stability" (Center for International and Security Studies at Maryland, July 2020), https://cissm.umd.edu/research-impact/publications/double-or-nothing-effects-diffusion-dual-use-enabling-technologies

03.2. Antiquity (54 Pages) with Ellen Millender
- Ellen Millender, "The Topography of Violence in the Greco-Roman World," in Werner Riess and Garrett G. Fagan, ed., *The Greek Battlefield* (University of Michigan Press, 2016), pp. 162–194
- Christopher A. Matthew, "When Push Comes to Shove: What Was the 'Othismos' of Hoplite Combat?," *Historia: Zeitschrift Für Alte Geschichte*, Vol. 58, No. 4 (2009), pp. 395–415, https://reed.idm.oclc.org/login?url=https://www.jstor.org/stable/25598486

Further
- Robert D. Luginbill, "Othismos: The Importance of the Mass-Shove in Hoplite Warfare," *Phoenix. the Journal of the Classical Association of Canada*, Vol. 48, No. 1 (Spring 1994), pp. 51–61, https://doi-org.reed.idm.oclc.org/10.2307/1192506
- A.K. Goldsworthy, "The Othismos, Myths and Heresies: The Nature of Hoplite Battle," *War in History*, Vol. 4, No. 1 (1997), pp. 1–26, https://reed.idm.oclc.org/login?url=https://www.jstor.org/stable/26004342
- Bret Devereaux, "Collections: This. Isn't. Sparta. Part VI: Spartan Battle," *A Collection of Unmitigated Pedantry* (blog) September 20, 2019, https://acoup.blog/2019/09/20/collections-this-isnt-sparta-part-vi-spartan-battle/

War before 1900

25-Sep

04.1. Antiquity to Middle Ages (114 Pages)
- Lynn White, "Stirrup, Mounted Shock Combat, Feudalism, and Chivalry," *Medieval Technology and Social Change* (Oxford University Press, 1962), pp. 1–37
- Ronald Hilton, "Technical Determinism: The Stirrup and the Plough," *Past and Present*, Vol. 24 (1963), pp. 90–100, https://doi-org.reed.idm.oclc.org/10.1093/past/24.1.95
- Bernard Brodie and Fawn McKay Brodie, "Antiquity," *From Crossbow to H-Bomb* , pp. 14–27
- Bernard Brodie and Fawn McKay Brodie, "The Middle Ages," *From Crossbow to H-Bomb* , pp. 28–40
- Martin Levi van Creveld, "Field Warfare," *Technology and War*, pp. 9–23
- Martin Levi van Creveld, "Siege Warfare," *Technology and War*, pp. 25–35
- Martin Levi van Creveld, "The Infrastructure of War," *Technology and War*, pp. 37–49

Further
- Martin Levi van Creveld, "Naval Warfare," *Technology and War*, pp. 51–66

04.2. Agincourt 1415 and the Hundred Years War (76 Pages)
- John Keegan, "Agincourt, October 25th, 1415," *The Face of Battle*, pp. 79–116
- Clifford J. Rogers, "The Military Revolutions of the Hundred Years' War," *Journal of Military History*, Vol. 57, No. 2 (April 1993), pp. 241–278, https://doi-org.reed.idm.oclc.org/10.2307/2944058

Further
- M. M. Postan, "Some Social Consequences of the Hundred Years' War," *Economic History Review*, 1, Vol. 12, No. ½ (1942), pp. 1–12, https://doi-org.reed.idm.oclc.org/10.2307/2590387

05.1.War 1450-1830 (86 Pages)

- Theodore Ropp, "Land Warfare from the Renaissance to the Neoclassical Age (1415-1789)," *War in the Modern World*, pp. 19–59.
- Theodore Ropp, "The French Revolution and Napoleon," *War in the Modern World*, pp. 98–142.

Further

- Theodore Ropp, "Naval Warfare from the Renaissance to the Neoclassical Age (1417-1789)," *War in the Modern World*, pp. 60–75.
- Theodore Ropp, "The Anglo-American Military Tradition," *War in the Modern World*, pp. 76–97.
- Bernard Brodie and Fawn McKay Brodie, "The 18th Century and Napoleonic Wars," *From Crossbow to H-Bomb*, pp. 100–123.
- Bernard Brodie and Fawn McKay Brodie, "The Impact of Gunpowder," *From Crossbow to H-Bomb*, pp. 41–73.
- Bernard Brodie and Fawn McKay Brodie, "War and Science in the 17th Century," *From Crossbow to H-Bomb*, pp. 74–99.
- Philip A. Crowl, "Alfred Thayer Mahan: The Naval Historian," in Peter Paret, Gordon Alexander Craig, and Felix Gilbert, ed., *Makers of Modern Strategy: From Machiavelli to the Nuclear Age* (Princeton, NJ: Princeton University Press, 1986), pp. 444–480.
- Martin Levi van Creveld, "Command of the Sea," *Technology and War*, pp. 125–136.
- Martin Levi van Creveld, "Field Warfare," *Technology and War*, pp. 81–98.
- Martin Levi van Creveld, "Siege Warfare," *Technology and War*, pp. 99–110.
- Martin Levi van Creveld, "The Infrastructure of War," *Technology and War*, pp. 111–124.

05.2.Waterloo 1815 (87 Pages)

- John Keegan, "Waterloo, June 18th, 1815," *The Face of Battle*, pp. 117–203.

06.1.War 1815-1900 (83 Pages)

- Theodore Ropp, "The First Half of the Nineteenth Century (1815-1853)," *War in the Modern World*, pp. 143–160.
- Theodore Ropp, "The Wars of the Mid-Nineteenth Century (1854-1871)," *War in the Modern World*, pp. 161–194.
- Peter Paret, "Clausewitz," in Peter Paret, Gordon Alexander Craig, and Felix Gilbert, ed., *Makers of Modern Strategy: From Machiavelli to the Nuclear Age* (Princeton, NJ: Princeton University Press, 1986), pp. 186–216.

Further

- Bernard Brodie and Fawn McKay Brodie, "The 19th Century," *From Crossbow to H-Bomb*, pp. 124–171.
- Martin Levi van Creveld, "Command of the Air," *Technology and War*, pp. 183–198.
- Martin Levi van Creveld, "Land Warfare," *Technology and War*, pp. 167–182.
- Martin Levi van Creveld, "Mobilization Warfare," *Technology and War*, pp. 153–166.
- Martin Levi van Creveld, "Sea Warfare," *Technology and War*, pp. 199–216.

06.2.Gettysburg 1863 and the American Civil War (111 Pages)

- Timothy H. Donovan, "Gettysburg," *The American Civil War*, The West Point Military History Series (Wayne, NJ: Avery Pub. Group, 1987), pp. 145–167
- Craig L. Symonds, "Gettysburg, a Battlefield Atlas," *Gettysburg, a Battlefield Atlas* (Baltimore, MD: Nautical and Aviation Pub. Co. of America, 1992), p. 29
- Gideon Rose, Barbara Benton, and Glenn W. LaFantasie, "The Antagonists of Little Round Top; The Victor; The Other Man," *MHQ: The Quarterly Journal of Military History*, Vol. 5 (1993), pp. 60–75
- Williamson Murray, "What Took the North So Long?," in David Herbert Donald and Robert Cowley, ed., *With My Face to the Enemy: Perspectives on the Civil War: Essays* (New York, NY: G.P. Putnam's Sons, 2001), pp. 59–71
- Gary Brecher, "The War Nerd: Why Sherman Was Right to Burn Atlanta," *PandoDaily* (blog) November 20, 2014, https://reed.idm.oclc.org/login?url=https://web.archive.org/web/20141125030131/http://pando.com/2014/11/20/the-war-nerd-why-sherman-was-right-to-burn-atlanta/

- National Park Service, "Fortifications" August 31, 2014,
  http://www.nps.gov/vick/forteachers/upload/Fortifications.pdf
- National Park Service, "Give Em Blizzards" August 31, 2014,
  http://www.nps.gov/vick/forteachers/upload/Give%20Em%20Blizzards.pdf
- National Park Service, "Organization of the Civil War Armies" August 31, 2014,
  http://www.nps.gov/vick/forteachers/sitebulletins.htm

16-Oct

07.1. War at the turn of the 20th Century (116 Pages)

- Theodore Ropp, "The Years of Uneasy Peace (1871-1914)," *War in the Modern World*, pp. 195–238.
- Ernest Dunlop Swinton, *The Defence of Duffer's Drift* (Wayne, NJ: Avery Pub. Group, 1986).

07.2. Defense of the North Canyon (outside, wear attire you can move quickly in)

23-Oct

08.1. Fall Break

War between 1900 and 1945

30-Oct

09.1. World War I Part 1 (108 Pages)

- Theodore Ropp, "The First World War," *War in the Modern World*, pp. 239–274
- Paul M. Kennedy, "Military Effectiveness in the First World War," in Allan Reed Millett and Williamson Murray, ed., *Military Effectiveness*, vol. I (Boston, MA: Allen and Unwin, 1988), pp. 329–350
- Stephen D. Biddle, "The Modern System," *Military Power*, pp. 28–51
- Stephen D. Biddle, "The Modern System, Preponderance, and Changing Technology," *Military Power*, pp. 52–77

Further

- Bernard Brodie and Fawn McKay Brodie, "World War One, the Use and Non-Use of Science," *From Crossbow to H-Bomb* , pp. 172–199
- Michael Howard, "Men against Fire: Expectations of War in 1914," *International Security*, Vol. 9, No. 1 (Summer 1984), pp. 41–57, https://doi-org.reed.idm.oclc.org/10.2307/2538635
- Russell F. Weigley, "The Political and Strategic Dimensions of Military Effectiveness," in Allan Reed Millett and Williamson Murray, ed., *Military Effectiveness*, vol. III (Boston, MA: Allen and Unwin, 1988), pp. 341–364

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

- John Keegan, "The Somme, July 1st, 1916," *The Face of Battle*, pp. 204–284
- Stephen D. Biddle, "Operation Michael—the Second Battle of the Somme, March 21–April 9, 1918," *Military Power*, pp. 78–107

6-Nov

10.1. World War II Part 1 (78 Pages)

- Earl F. Ziemke, "Military Effectiveness in the Second World War," in Allan Reed Millett and Williamson Murray, ed., *Military Effectiveness*, vol. III (Boston, MA: Allen and Unwin, 1988), pp. 277–319
- Tarak Barkawi, "Battle," Soldiers of Empire: Indian and British Armies in World War Ii (Cambridge, 2017), pp. 192–226

Further

- Theodore Ropp, "The Long Armistice (1919-1939)," *War in the Modern World*, pp. 275–313
- Theodore Ropp, "The Second World War," *War in the Modern World*, pp. 314–392
- Bernard Brodie and Fawn McKay Brodie, "World War Two," *From Crossbow to H-Bomb* , pp. 200–232
- Phillip A. Karber et al., "Assessing the Correlation of Forces: France, 1940" (BDM Corporation, 1979)
- Jeffrey W. Legro, "Which Norms Matter? Revisiting the 'Failure' of Internationalism," *International Organization*, Vol. 51, No. 1 (Winter 1997), pp. 31–63, https://doi-org.reed.idm.oclc.org/10.1162/002081897550294

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

- Carlo D'Este, "Decision in Normandy," 1st ed. (New York, NY: Dutton, 1983), pp. 352–407
- Stephen D. Biddle, "Operation Goodwood—July 18–20, 1944," *Military Power*, pp. 108–131

War After World War II

13-Nov

11.1.Vietnam (49 Pages)

- James M Fallows, "Two Weapons," *National Defense* (New York, NY: Vintage Books, 1981), pp. 76–106
- Andrew F. Krepinevich, "Paths Untaken, Paths Forsaken," *The Army and Vietnam* (Baltimore, MD: Johns Hopkins University Press, 1986), pp. 258–275

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- Harry G. Summers, "On Strategy: A Critical Analysis of the Vietnam War" (Novato, CA: Presidio Press, 1982), pp. 122–150
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