

HIST 340: European Military History – Fall 2017

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203 East Hall -- 677-5569

Course Time and Place:

This course meets in Patterson 119 on Tuesdays and Thursdays from 9:30-10:45 am.

Office Hours:

Mondays & Wednesdays from 10-11 am, and Tuesdays from 2-3 pm in East Hall 203, although you can arrange to see me any time. Give me a call or send an email. If I'm in, chances are we can meet.

Required Readings:

- Christon I. Archer, John R. Ferris, Holger H. Herwig and Timothy Travers, *World History of Warfare*.
- George Goodwin, *Fatal Rivalry, Flodden 1513: Henry VIII, James IV and the Battle for Renaissance Britain*. (2013)
- Jonathan Abel, *Guibert: Father of Napoleon's Grande Armée*. (2016)
- Nicholas Murray, *The Rocky Road to the Great War: The Evolution of Trench Warfare to 1914*. (2013)

Catalog Description:

Survey of European military history from the ancient world to the end of the Great War, emphasizing the evolution of tactics, strategy, technology, professionalism, administration, and military policy.

Course Description:

This course is a survey of European military history from the ancient world to 1918. Because it is a survey course, we will not have the opportunity to give as much attention as you may desire to every important, interesting, and controversial topic. However, we will discuss a wide range of issues about which you will be expected to think and form your own opinions. Military history is about more than generals and battles (what some historians like to call "Guns and Drums History"). We will spend much of our time discussing things like technology, professionalism, administration, and military policy -- the less glamorous but equally important components of a balanced overview of military history. Rote memorization will do you little good in this class; be prepared to think for yourselves. You are strongly encouraged to make use of the instructor's office hours throughout the semester.

Course Requirements

The instructor expects each student to keep up with the schedule of readings that appears on this syllabus. You will have a much better idea of what's going on if you have done the reading. These assignments, along with information from the lectures and discussions, will provide the material for the exams. There are 410 possible points to be earned in this class. There will be three (3) essay/ID exams. Each exam will be worth 100 points. Bring a big bluebook and pen(s) to each exam. You will also write a short research paper worth 100 points, which is explained in more detail below. A preliminary bibliography for the paper will be worth 10 points. Your course grade is determined by your average and is based on a standard 10-point scale.

Term Paper

Everybody in the class has different interests which may or may not be covered in the lectures or the readings. The term paper gives you the chance to explore a topic that you find particularly interesting. I recognize that some of you may not have written this kind of paper before. If that is the case, make sure you talk to me early in the semester so I can get you on the right track. This paper is not an exercise in torture -- it should be **fun**. You will want to consult the European Military History Research Paper Guidelines (see end of syllabus) throughout the process.

TOPIC

You may choose any appropriate topic between the 5th century BCE and 1918 that is relevant to the class. All topics must be approved by the instructor no later than September 19th. Approval requires a one-on-one consultation during my office hours. I will be as flexible as possible on topics. If you're not sure about a topic, we'll sit down together and find one that interests you.

BIBLIOGRAPHY

You will turn in a bibliography at the beginning of class on October 12th. Ideally, the bibliography will contain both primary and secondary source materials, with separate sections for each. However, I recognize that primary materials will not be available for some topics. My rule of thumb will be the following: if primary sources are readily available, either online, at USD, or realistically through interlibrary loan, they must be used. Secondary sources must include a combination of monographs and journal articles. The bibliography should be as complete as possible by this time.

FORMAT

The text of the paper will be not less than 10 nor more than 12 pages in length. I will stop reading at the bottom of page 12. It must be double spaced, typed in a standard 12-point font with appropriate margins, and have page numbers in the upper right-hand corner of the page. Endnotes should start on a separate page after the text, and are not considered part of the 10-12 pages. Notes should be used for citing both direct quotations and ideas that appear in the body of the paper. Notes and format will follow the Chicago-Style Citation Quick Guide (http://www.chicagomanualofstyle.org/tools_citationguide.html). The finished paper must have a cover page listing the title of your paper, your name, the class, and the date. Staple everything together in the upper left-hand corner of the page. Your paper must be turned in through D2L no later than the beginning of class on November 16th.

THESIS

Each paper must be built around an organizing thesis that demonstrates your ability to interpret your sources. A thesis does not need to be particularly complex to be effective, but it **must** be there.

GRADING

The paper is worth 100 points, or approximately 1/4 of your final grade. You will automatically lose 5 points if you miss the deadline for choosing the topic (September 19th). Your bibliography (due on October 12th) is worth an additional 10 points. The paper is due at the beginning of class on November 16th via D2L. The paper will be graded for grammar and style as well as content.

Student History Conference

I will be nominating the best research papers from this class to be presented at the 53rd Annual Student History Conference, to be held at USD next spring. This all-day conference is hosted by the USD History Department, features outstanding research papers by history students from a dozen regional colleges and universities, and constitutes the regional conference of Phi Alpha Theta, the national honor society in history.

Makeups

Makeups must be taken within two weeks of a missed exam and will only be given if the student has a university-approved absence. **It is your responsibility to arrange the makeup.** Unless there are extenuating circumstances, makeups not completed within two weeks will have a score of zero entered on the grade sheet. Students with unexcused absences will not be allowed to take a makeup.

Writing Essay Exam Questions

When writing essays, it is important that you build your answer around some kind of thesis statement. Be blunt and put your thesis in the opening paragraph. The remaining paragraphs should strengthen your thesis while

answering the question. I often write essay questions that ask you to explain different aspects of a basic question. You may find it easiest to make each of these aspects the subject of its own paragraph. Be sure to support your essay throughout with details from lectures and your readings. Make it **crystal clear** to me that you understand the material. Finally, include a strong conclusion where you tell me what you just told me in the rest of the essay.

Semester Schedule

Topics and dates are subject to change

- 22 Aug: Introduction to the Course
- 24 Aug: Ancient Warfare -- Greeks and Romans
Readings: *World History of Warfare*, ch. 1-2.
- 29 Aug: Warfare in the Middle Ages
Readings: *World History of Warfare*, ch. 3-4.
- 31 Aug: Workshop: Research Tools
- 05 Sept: Early Modern Warfare -- 15th/16th Centuries
Readings: *World History of Warfare*, ch. 6.
- 07 Sept: Early Modern Warfare at Sea
- 12 Sept: The Military Revolution
Readings: *World History of Warfare*, ch. 7.
- 14 Sept: The Age of Cromwell
- 19 Sept: Louis XIV
Readings: *World History of Warfare*, ch. 8.
Note: Paper topics must be selected by this point.
- 21 Sept: Marlborough
- 26 Sept: FIRST EXAM
Readings covered: *World History of Warfare*, ch. 1-4, 6-8; Goodwin, *Fatal Rivalry, Flodden 1513*.
- 28 Sept: NO CLASS
- 03 Oct: Naval Warfare and Life at Sea 1652-1805
Readings: *World History of Warfare*, ch. 8.
- 05 Oct: 18th Century Warfare
- 10 Oct: Frederick the Great
- 12 Oct: Prelude to Napoleon
Readings: *World History of Warfare*, ch. 9.
Note: Preliminary bibliography due.
- 17 Oct: Napoleonic Warfare
- 19 Oct: The Rise and Fall of Napoleon
- 24 Oct: The Fall and Rise of Prussia, 1806-1870
Readings: *World History of Warfare*, ch. 10.
- 26 Oct: The Franco-Prussian War
- 31 Oct: SECOND EXAM
Readings covered: *World History of Warfare*, ch. 8-10; Abel, *Guibert*.
- 02 Nov: Sea Power in the Machine Age
- 07 Nov: Pre-WWI Naval Technology
- 09 Nov: Colonial Warfare in the Imperial Era
Readings: *World History of Warfare*, ch. 11.
- 14 Nov: Origins of WWI, Part I
- 16 Nov: Origins of WWI, Part II
Note: Research papers due
- 21 Nov: WWI – 1914
Readings: *World History of Warfare*, ch. 12.

23 Nov: NO CLASS: THANKSGIVING RECESS
 28 Nov: WWI on Land
 30 Nov: WWI - Air & Sea, Part I
 05 Dec: WWI - Air & Sea, Part II
 12 Dec FINAL EXAM – 7:30-9:30 a.m.

Readings covered: *World History of Warfare*, ch. 11-12; Murray, *The Rocky Road to the Great War*.

Diversity and Inclusive Excellence:

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD's diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation:

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Disability Services
 Service Center North, R119B
 (605) 677-6389
 Web Site: www.usd.edu/ds
 E-mail: disabilityservices@usd.edu

College of Arts & Sciences Academic Integrity Policy:

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.

- Dropped from the course.
- Failed in the course.

KEEP THIS SYLLABUS AND REFER TO IT OVER THE COURSE OF THE SEMESTER.
WHEN IN DOUBT, ASK QUESTIONS.

Updated 16 August 2017

HIST 340: European Military History
Guidelines for Research Papers
Fall 2017

Topic Selection

You have tremendous latitude when it comes to picking a topic for your paper. In general, you may choose any appropriate topic between the 5th century BCE and 1918. Be creative -- there are lots of perfectly acceptable topics out there that cover more than battles and campaigns. For example, recent classes have written about the social implications of chivalry, the Knights Templar and Knights Hospitaller, the development of stormtrooper doctrine during the First World War, and the impact of technology on the Opium Wars. That is not to say that good papers cannot be written about battles, leaders and campaigns -- there are hundreds of wonderful wartime topics to choose from -- but you should not unnecessarily limit yourself.

In general, you should begin your search by thinking about the kinds of things that interest you. You might be surprised to find some very interesting research subjects that deal with the same questions and issues that interest us today. Once you have a general interest identified (or if you are absolutely stumped) you should make an appointment to see me in my office. We will discuss your potential topic and I will help you refine or discard it in favor of something else.

Basic Requirements

Every successful research paper will do the following:

- The text of the paper will be not less than 10 nor more than 12 pages in length. I will stop reading at the bottom of page 12. The paper must be double spaced, typed in a standard 12-point font with appropriate margins, and have page numbers in the upper right hand corner of the page. Endnotes should start on a separate page after the text and are not considered part of the 10-12 pages.
- Your paper should be built around a clearly defined thesis. In other words, your paper should be making an argument of some kind. Often, the simpler the argument, the better. Sample thesis statements look like this:
 - For a paper about Napoleonic warfare: "The social upheaval of the revolutionary years made possible the citizens' armies used so successfully by Napoleon."
 - For a paper about Maurice of Nassau: "Maurice of Nassau's more effective organization and discipline, along with the introduction of new tactics better suited to the weaponry of the age, fundamentally changed the course of European warfare in the sixteenth century."
 - For a paper about the First World War: "Failure to grasp the impact of new technologies on both strategic and tactical operations were a key factor in the massive loss of life that characterized Great War battlefields."
- Be patient when it comes to formulating a thesis. Realistically, you will have a general idea about where your paper is going when you start your research but will not have immersed yourself enough in the sources to generate a succinct thesis. Don't worry, that will come with time. When you start writing, you should have a clearer idea but will probably not have a fully developed thesis until you are well into your paper. At that point, you will need to go back, revise what you've written and integrate the finished thesis into your paper.
- Your paper should include a concise conclusion where you reiterate the argument developed from your thesis and assess the validity of your interpretation.
- Ideally, your paper will contain both primary and secondary source materials. Primary sources are any materials generated at the time of the event/person/concept you are studying. You will probably use written sources the most, but be aware that photographs, music, art, and statistical tables might also be considered primary materials. Secondary sources are books and articles written by historians about the subject (or related subjects) that you are researching. I recognize that primary materials will not be available for some topics. My rule of thumb will be the following: if primary sources are readily available,

either at USD or realistically through interlibrary loan, they must be used. Secondary sources must include a combination of monographs and journal articles. If primary sources are available, your paper should include a minimum of five (5) different primary sources and a minimum of six (6) different secondary sources. If primary sources are not available, your paper should include a minimum of ten (10) secondary sources. Keep in mind that these are minimum suggestions. If your topic has more sources readily available, then use them.

- Style for your paper will follow the Basic Guide to Writing Research Papers posted on my web site at <http://www.kurthackemer.com/guides/basic.html>. Style for your endnotes will follow the Chicago Manual of Style, which can be found at http://www.chicagomanualofstyle.org/tools_citationguide.html or in a recent edition of Kate Turabian, *Student's Guide for Writing College Papers*.

Grading

Papers will be graded according to the following criteria:

- The "A" Paper – Excellent
Characterized by sound organization and rich content. This paper has a strong thesis, with equally strong supporting evidence in terms of both numbers and quality of sources. The points made are very specific, clearly proving the efficacy of the writer's argument. The paper is extremely well-written, showing evidence of several drafts and repeated polishing of style. This is a paper that would teach anyone but a European military historian something new about the topic, and would do it in a way that would make a reader want to reread the paper.
- The "B" Paper - Above Average
More than meets the basic requirements outlined above and contains minimal spelling and grammatical errors. The paper's thesis is cogent, clear and well-developed. The arguments supporting the thesis use compelling evidence and provide clear answers to the reader, leaving little to the imagination.
- The "C" Paper – Average
Meets the basic requirements outlined above and contains few spelling and grammatical errors. The paper is reasonably well organized, with a thesis that becomes obvious in the first few pages and then matures through the rest of the paper. The actual information presented, however, does not grab the reader's attention. A "C" paper often fails to take the reader beyond simple generalities, prompting frequent questions like "How many?" "When?" "In every case?" and "Why?" It also could often use better sources; while it meets the general criteria for numbers of sources, the quality is lacking.
- The "D" Paper – Minimal
Might be mistaken for a rough draft rather than a finished product. There are probably a few good ideas floating around in its pages, but they have not been organized or well-developed. The paper may also be marred by serious stylistic, grammatical and spelling errors. Sources are minimal in terms of both numbers and quality.
- The "F" Paper - A Complete Disaster
This is not a college-level paper. The subject matter is garbled, unorganized and contains few or no acceptable source materials. The paper is probably the result of one quick trip to the library or the web, and one night (and not a very long one at that) of non-stop writing.
NOTE: It is possible for a well-written, clearly organized and well-sourced paper to earn an "F". Any paper that shows evidence of plagiarism will automatically receive a failing grade. I will show no mercy, which means no second chances.

Other Helpful Hints

- Range broadly in your search for source materials. Often, students get so engrossed in their topic that they fail to establish a broad research base. Just because you have tracked down a substantial body of relevant primary material does not mean that your paper has a complete bibliography. What is often missing is the supporting secondary literature to show that you haven't written your paper in a vacuum and that you understand the basic historical issues connected to your topic. Be creative in building both

a primary and secondary bibliography. Many students limit themselves to materials on the immediate topic at hand. That should not be the case. For example, if you were writing a paper on women in the Crimean War, you could easily include monographs/journal articles about the role of women in the 19th century, reform movements, women and labor, class structure, religion, etc.

- Avoid using contractions.
- Avoid use of "feel" and "felt." To be particularly avoided is any construction with the phrase "he felt he"/"Smith felt he." Use instead, as appropriate, such verbs as believed, concluded, asserted, argued, described, contended, judged, and noted.
- Avoid using the first person.
- Use the active voice whenever possible, but remember that there are times when the passive voice is more appropriate.
- Use a consistent short title for a book, article, document collection, etc., after the first complete citation in the notes.
- Check publication information to be sure that you give original publication information as well as appropriate reprint information.
- Be careful when using abbreviations -- avoid using them too much. Explain or define abbreviations that are used.
- Quotations: it must be clear who is being quoted. Is it a modern author or an historical figure? In most cases it is best not to let a quotation "stand alone." Instead, be sure to preface or identify the source of the quotation.
- Do not use the phrase "a lot."
- Avoid overusing block quotations. Usually a long quote can be broken up and worked into the flow of the narrative.
- Never completely trust your spell-checker. Always read through the finished paper yourself, checking homonyms, unusual proper and place names, etc.
- Just because something is written in a book does not necessarily mean it is true. The same applies to online sources. Be discriminating in your use of evidence.