

# HIST 340: European Military History – Fall 2022

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203 East Hall -- 677-5569/103 Slagle Hall – 658-3850

## Course Time and Place:

This course meets in Beacom 302 on Tuesdays and Thursdays from 12:30-1:45 pm.

## Office Hours:

Wednesdays from 3-4 pm in East Hall 203. Given the complexities of my schedule, this time won't always be available, and it will probably be easiest to schedule individual meeting times as needed. Please check with me directly or contact my assistant at [Lisa.Ketcham@usd.edu](mailto:Lisa.Ketcham@usd.edu) to get on my calendar.

## Required Readings:

- Christon I. Archer, John R. Ferris, Holger H. Herwig and Timothy Travers, *World History of Warfare*.
- Martyn Bennett, *Cromwell at War: The Lord General and his Military Revolution* (2017)
- Ilya Berkovich, *Motivation in War: The Experience of Common Soldiers in Old-Regime Europe* (2017)
- Spencer Jones, *From Boer War to World War: Tactical Reform of the British Army, 1902–1914* (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 450 possible points to be earned in this class. There will be three (3) essay exams. Each exam will be worth 100 points. Bring a big bluebook and pen(s) to each exam. You will also write three short chapter analysis papers worth 50 points each, which are explained in more detail below. Your course grade is determined by your average and is based on a standard 10-point scale.

## Chapter Analysis Assignments

One of the goals of this course is to not only expose you to lots of content about the evolution of European military history over time, but also to teach you how to think critically about the way that historians write history. We evaluate historical arguments by looking closely at the way that historians use primary and secondary sources in constructing their theses, and we get better at doing that by practicing, much as we use

practice to improve our writing.

This semester, you are reading three monographs that each focus on a very different moment in European military history. Each monograph has an overall thesis, but they also contain chapters developing sub-arguments that ultimately feed into that thesis. For this exercise, you will read a selected chapter from each monograph and write a critical essay evaluating just how effective each historian is in constructing and supporting their argument in that chapter.

Each essay will be analytical, and while you should discuss details from the chapters, this is NOT a book report. In your essay, you must specifically address each of the following questions:

- What is the author's main argument in this chapter? If there are multiple parts to their argument, what are they?
- What types of primary sources does the author use in the chapter? In what ways are these primary sources convincing (or not!) in proving the chapter's main argument?
- What types of secondary sources does the author use in the chapter? In what ways are these secondary sources convincing (or not!) in proving the chapter's main argument?
- Are there other types of sources, or sources from other historical actors, that could have made the author's thesis stronger?
- How does this chapter reflect, confirm, challenge, or contradict ideas expressed in Archer, et. al., *World History of Warfare* (your textbook)?
- After considering the five preceding questions, how successful (or not) is each author in proving the chapter's thesis?

Each critical essay (worth 50 points each) will be 5 pages long. 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. You will submit your essay via D2L. Your due dates are:

- Chapter Analysis 1:  
Martyn Bennett, *Cromwell at War: The Lord General and his Military Revolution*, Chapter 3 (Captain Cromwell: The Making of the Soldier), due September 15.
- Chapter Analysis 2:  
Ilya Berkovich, *Motivation in War: The Experience of Common Soldiers in Old-Regime Europe*, Chapter 4 (Why Did They Enlist?), due October 20.
- Chapter Analysis 3:  
Spencer Jones, *From Boer War to World War: Tactical Reform of the British Army, 1902–1914*, Chapter 2 (Doctrine and Ethos), due November 29.

In addition to these chapter analyses, you can also expect to write an essay on each your exams about each of these books in their entirety.

## 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

- 23 Aug: Introduction to the Course
- 25 Aug: Ancient Warfare -- Greeks and Romans  
Readings: *World History of Warfare*, ch. 1-2.
- 30 Aug: Warfare in the Middle Ages  
Readings: *World History of Warfare*, ch. 3-4.
- 01 Sept: Early Modern Warfare -- 15th/16th Centuries  
Readings: *World History of Warfare*, ch. 6.
- 06 Sept: Early Modern Warfare at Sea
- 08 Sept: The Military Revolution  
Readings: *World History of Warfare*, ch. 7.
- 13 Sept: The Age of Cromwell
- 15 Sept: Louis XIV  
Readings: *World History of Warfare*, ch. 8.  
**Note:** First chapter analysis paper (Bennett, *Cromwell at War*, ch. 3) due.
- 20 Sept: Marlborough
- 22 Sept: FIRST EXAM  
Readings covered: *World History of Warfare*, ch. 1-4, 6-8; Bennett, *Cromwell at War*.
- 27 Sept: Naval Warfare and Life at Sea 1652-1805  
Readings: *World History of Warfare*, ch. 8.
- 29 Sept: 18th Century Warfare
- 04 Oct: NO CLASS
- 06 Oct: NO CLASS
- 11 Oct: Frederick the Great
- 13 Oct: Prelude to Napoleon  
Readings: *World History of Warfare*, ch. 9.
- 18 Oct: Napoleonic Warfare
- 20 Oct: The Rise and Fall of Napoleon  
**Note:** Second chapter analysis paper (Berkovich, *Motivation in War*, ch. 4) due.
- 25 Oct: The Fall and Rise of Prussia, 1806-1870  
Readings: *World History of Warfare*, ch. 10.
- 27 Oct: The Franco-Prussian War
- 01 Nov: SECOND EXAM  
Readings covered: *World History of Warfare*, ch. 8-10; Berkovich, *Motivation in War*.
- 03 Nov: Sea Power in the Machine Age
- 08 Nov: Pre-WWI Naval Technology
- 10 Nov: Colonial Warfare in the Imperial Era  
Readings: *World History of Warfare*, ch. 11.
- 15 Nov: Origins of WWI, Part I
- 17 Nov: Origins of WWI, Part II
- 22 Nov: WWI – 1914  
Readings: *World History of Warfare*, ch. 12.
- 24 Nov: NO CLASS: THANKSGIVING RECESS
- 29 Nov: WWI - Air & Sea  
**Note:** Third chapter analysis paper (Jones, *From Boer War to World War*, ch. 2) due.
- 01 Dec: WWI on Land, Part I (**EVALUATIONS**)

06 Dec: WWI on Land, Part II

08 Dec: FINAL EXAM – 10-noon in our regular classroom.

Readings covered: *World History of Warfare*, ch. 11-12; Jones, *From Boer War to World War*.

### 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:

The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. 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, The Commons Room 116

(605) 658-3745

Web Site: <https://www.usd.edu/About/Departments-Offices-and-Resources/Disability-Services>

Email: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)

### Academic Integrity Policy:

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.

### Accessibility Statement

The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to address the issue.

### Concern/Complaint Resolution Process

To resolve any concerns, complaints, or questions regarding a course experience, the student should initially attempt addressing issues of concern directly to the instructor or the appropriate decision maker as defined by

the chart appended to the university's [academic appeal form](#). Together the student and the instructor should establish a timetable for resolving the issues of concern. If a student feels the conflict has not been resolved, the student should communicate this concern to the chair of the department offering the course. If questions or concerns remain, or if the instructor is the department chair, the student may contact the dean's office for the college or school in which the course is offered.

Contact information for questions or concerns:

Department Chair: (insert name and email of department chair)

Dean or Associate Dean: (insert name and email of appropriate dean/associate dean)

## Grade Appeal

Under Board of Regents ([Student Appeals for Academic Affairs Policy 2:9](#)) and University policy ([Student Academic Appeals](#)), students have the right to appeal such matters as course grades and dismissal from a program. Students wishing to appeal an academic decision must use the appropriate [appeal form](#). The form should be used only if informal discussion with the academic decision-maker does not produce a satisfactory resolution and the student wishes to pursue the matter further. Appeals must be initiated by the student through discussion with the individual responsible for the decision (i.e., the academic decision-maker/instructor) to question the decision and explain the basis for doing so. The student must have this discussion within 30 calendar days of being notified of the decision that is being appealed. If notification occurs within 15 calendar days before the end of a term, the discussion must occur at the latest within 15 calendar days of the start of the next term. If a student wishes to pursue the appeal following the discussion with the academic decision-maker, they should complete Step 2 of the [appeal form](#) and submit within 5 working days of the discussion a signed copy to the mediator designated on the form.

## Zoom Usage and Classroom Attendance

Classroom participation and in-person interaction are integral components of the education process for face-to-face and hybrid courses, and the university expects students enrolled in those courses to be physically present for scheduled in-person class sessions. The use of video delivery technology (Zoom) to supplement classroom instruction is at the discretion of the instructor, but students should not assume that it is universally available. Students should also not assume that participation via Zoom meets attendance requirements. For this course, Zoom access and attendance will be handled as follows:

- At the instructor's discretion, Zoom may be made available to students with extenuating circumstances. Students must notify the instructor in advance, and if approved, attendance via Zoom will meet course attendance requirements. Pre-approved students will be admitted via a waiting room.
- At the instructor's discretion, Zoom will be made available during inclement weather when travel is not advised, and attendance via Zoom will meet course attendance requirements.

Students with a disability who wish to request an accommodation related to the classroom attendance requirement(s) must contact Disability Services to engage in the accommodation process.

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

Updated 2 August 2022