Course Title: Modern Warfare 1500-2000
Course Number: History 4770-001
Professor: E.J. Davies
Office: 345 CTIHB
Class Hours: TU 9:10-10:30 am
Classroom: CTIHB 101
Office Hours: TH 10:45-11:45 am, H 1:30-2:00 PM, By Appointment
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Course Objectives:
War has been an enduring part of the human race and continues to be a significant factor for the individual and for the state. Even in 2012-2013, wars and civil disturbances ring planet and involved significant numbers of people. Beginning in the early period, around 1500 CE warfare began to change in scope, rationale and participants. To grasp the persistence of warfare across the globe students must first understanding the evolution of war and its almost universal appeal to individuals and state for the last 500 years. War changes boundaries; it destroys property and human lives, it promotes technological change, it removes powers bent on conquest and it restore a moral order lost in the fury of
battles and campaigns. For instance, the Ottoman Empire developed the most
technologically and organizationally sophisticated military bureaucracy in Europe by the
sixteenth and seventeenth centuries. The Ottomans used their military force, both land
and naval, to expand their boundaries into Southeast Europe and throughout the
Mediterranean Sea. In another case, at the end of World War II the allies conducted trials
against the Germans responsible for the death of six million Jews and millions of other
individuals. Even before the Nuremberg Trials, the Russians conducted their own trials in
Kharkov in the Ukraine for atrocities committed by the German Army during its
occupation of Southern Russia. War brought horror and efforts to redress the suffering of
millions.

War also extends or diminishes the power of the state, whether it is Prussia and its
victorious late nineteenth century conflicts or the defeat of Ming Empire in China by
Manchu armies. Similarly, the building of empires depended on military force. In the
nineteenth century, Europeans used the tools and weapons of industrialization, the
knowledge of medicine and the growing sophistication of cartography to expand their
rule throughout Africa and Asia. Unrest in conquered territories from Southeast Asia to
West Africa accompanied these conquests and unwilling colonial subjects fiercely, if in a
losing effort, resisted European powers. In the post-World War era to European powers
revived in a series of liberation movements that upended the European empires. Last,
world wars dramatically reshape the political face of the globe. The world wars (1914-
1918 & 1937-1945) destroyed states, resulted in the deaths of tens of millions of people
and leveled countries from Soviet Russia to Nazi Germany. The course will also feature
the clash of different military approaches to war. The Ottomans provide one the most
significant of these events. Ottoman armies fought European armies and navies from the
1400s through World War I. The lecture and readings on these clashes demonstrates the
vast differences in the ways various states organize and conduct war. One of the major
objectives of the course, then, is to study these differences, especially as they contrasting
states and empires clash in battles and along military frontiers. To understand the last fi
centuries one must have some acquaintance with war and its participants.

Students will be expected to read six books, write two short reviews from these works
and to complete two take-home examinations, each ten pages. Student attendance is
required and lengthily absences will required an explanation on the part of the student.
The course also compels students to develop writing and analytical skills. These are
essential assets for any university graduate. Content clearly determines the grade in each
assignment; yet, the professor will evaluate writing style and recommend ways to
improve this skill.

Students are encouraged to ask questions and participate in class discussions. These
enable both the professor and the students to engage issues raised in the course such as
the clash of values, the impact of technology, the consequences of war for the society and
the individual, or the decision to declare war. While these are discussed in the context of
past events, we will also apply them to contemporary wars and the ways in which
unexpected outcomes transform societies.
Requirements
Students will complete tow book reviews, each 500 words, from the assigned readings, two take-home examinations, each 10 pages, and one comparative paper, 6-9 pages. The comparative paper will focus on the Storm of Steel and Fear or the Storm of Steel and The Stalin Front. Students will choose two of more themes covered in each book and then discuss how the authors portray these themes and the differences or similarities in the portrayals. We will discuss this assignment in class.

Required Texts:
Geoffrey Parker, The Military Revolution
David Glantz, When Titans Clashed: How the Red Army Stopped Hitler
Ernest Junger, Storm of Steel
Hew Strachan, The First World War
Wayne E. Lee, Waging War: Conflict, Culture, and Innovation in World History
Wendy Lower, Hitler’s Furies: German Women in the Nazi Killing Fields

The Pike Formation Withstands a Cavalry Attack
Course Outline:

THE EARLY MODERN PERIOD
Empires, States and Non-States at War 1500-1790

Week of Jan. 9
The Spanish Empire and the Creation of a New Army
The Devastation of Empire: The Thirty Years War: Religious Conviction to State Interests
The Narrative of the Thirty Years’ War: Civilian and Soldiers
The Rise of the Military Entrepreneurs
Gustavus Adolphus and the Swedish Army
Fighting in the Thirty Years’ War: The Battle of Lutzen 1634

Assignments: Boot, War Made New, chapters 1-3; Parker, The Military Revolution, chapters 1-3

Week of Jan. 16
Martin Luther King Day: No classes on Jan. 18th, Monday
France as a Military Power in Europe
The Rise of the French Army and Military Bureaucracy
The French Army and the Wars of Louis XIV
Fighting in the French Wars: The Battle of Blenheim 1704
Frederick the Great, the Prussian Army and the Seven Years’ War
Fighting in the Prussian Army: The Battle of Leuthen 1757
Sea Power, the State, and Empire
Assignments: Parker, The Military Revolution, chapters 3-4;
The Battle of Plevna 1877: The Ottoman and Russians at War

Weeks of Jan. 23 & 30
The Ottoman Empire and European Conquests
Organizing and Arming the Ottoman Army
Ottomans versus the Hapsburgs
Fighting for the Ottomans: The Battle of Mohacs 1526 and the Naval Battle of Lepanto 1571

Assignment: Lee, Waging War, pp. 215-253

Week of Feb 6
War in Sub-Saharan Africa
The Impact of Environment and Climate on the Organization of Armies
Empires, States and Non-States in Atlantic Africa
Weapons and Battles in West Africa

Assignments: Lee, Waging War, pp. 254-292
The Emperor Qianlong of the Qing Empire
**Week of Feb. 13**
Empires in East Asia
The Rise of the Manchus
Organization of Manchu Armies
The Conquest of the Ming Empire and the Rise of the Manchu Empire in China
The Chinese State reorganized under the Manchus
The Expansion of the Qing Empires into Tibet, Mongolia, Xinjiang

*Assignments:* Lee, *Waging War*, pp. 293-328

**THE AGE OF REVOLUTIONARY WAR 1790-1815**
European Armies and the Challenge of the French

**Week of Feb. 20**
The French Revolution: Creating a Politicized Army
The French Revolutionary Army and its Wars
Napoleon and Organizational Innovation in the Revolutionary Army
Napoleon and Total War
Fighting in the Napoleonic Wars: Austerlitz 1805

*Assignment:* Lee, *Waging War*, pp. 293-328

**Week of Feb. 27**
President’s Day: No classes on Feb. 18th, President’s Day
Napoleon in Egypt
Impact of the French in Egypt and the Levant

*The Prussian Bombardment of Paris 1871*
**Week of March 6**

Industrialization and Changes in the Battlefield and the Campaign Theaters
State Formation, War and the Creation of Germany: The Franco-Prussian War
Fighting in the Franco-Prussian War; The Battle of Sedan 1870
Imperial Wars: The Europeans in Africa: The British Defeat Ashanti
   Empire, The Ethiopian Empire Defeats the Italians with Considerable material aid from the French and British
Importing Industrial Weapons: The Ottomans and the European Challenge


**THE AGE OF GLOBAL WARS 1914-1945**

![Life in the Trench of WWI: Aussie Troops Resting During a Lull in the Fighting](image)

**Week of March 13**

Spring Break: No Classes

**Week of March 21**

World War I: Origins
The Battles of 1914: The Marne and Tannenberg
Stalemate on the Western Front 1915
The Eastern Front 1915-1917
Widening of the War: The Ottomans versus the Russians and the British
The Bloodletting of 1916-1917

**Week of March 27**
Fighting on the Western Front: Trench Warfare 1916
Russia Quits/The United States Joins 1917
The German Offensive 1918
The Allied Counter Offensive 1918
War Aims and Truce: Map redrawn
Successful and Failed Revolutions From Imperial Russia to Imperial Germany
Japanese Expansion and East Asia During World War I
Versailles and Punishment


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**Barbarossa: The Assault of Russia 1941**

**Week of April 3**
Nationalism and Fascism in Europe
The Outbreak of War in Europe: Poland 1939
The Wehrmacht and the Destruction of the Allies 1940
Hitler Moves East: Genocidal War in Russia

The Genocidal Machine at Work: Murdering Russians Jews

Week of April 110
The Major Battles 1941-1942: Encirclements, Defeat and then Victory Before Moscow
To the Ukraine: Kiev and Kharkov
The Turning Points: Stalingrad and Kursk 1943

Assignments: David Glantz, When Titans Clashed: How the Red Army Stopped Hitler;
Boot, War Made New, chapter 7; Lee, Waging War, pp. 404-439
Roza Shanina was a 19 year old Soviet sniper during the Second World War with 59 confirmed kills, including 12 soldiers during the Battle of Vilnius.

**Week of April 17**
Crushing the Wehrmacht: Operation Bagration 1944
Seizing Berlin 1945
Peace and the Cold War


**Week of April 24**
Conflict in the Nuclear Age: The Arms Race and Mutual Assured Destruction
Wars of Liberation and the Post Colonial Order

*Assignments:* Lee, *Waging War*, pp. 440-522

**Classes end on April 26**

**Americans with Disabilities Act (ADA) Statement**
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.
All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.
Wellness Statement
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

Veterans Center
If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit the Veterans’ website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center
If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language
If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program/); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.