

HIST 266/ PWAD 266 Global History of Warfare
TR 1230-1:45 (plus various recitation sections, see last page)
Chapman 201

(This course fulfills FC-Past in the IDEAS curriculum)

Prof. Wayne Lee
wlee@unc.edu

400 Hamilton
Office Hours: 9:30-11:00 T and TH

1. PURPOSE: Historians are increasingly interested in the movement of ideas, goods, and even institutions from one society to another. "World" history has long been defined as the study of connections--connections often invisible when societies are examined only from within a national or even regional perspective. The point of doing world history is not merely to be comparative (examining, for example, feudalism in Japan compared to feudalism in Europe), but to explore the many ways that human societies are constantly responding to change around them, often change generated by activities of which they have no knowledge. Military phenomena are a crucial component of this story. Change or innovation by one society that proves more effective than its neighbors often produces a ripple effect in surrounding societies as they try to adapt to the changing threats. Change also can proceed along global lines of connection independent of a sense of threat. Exploring the process of global military interaction and response to innovation is complicated. Traditionally the field has been defined by the study of the movement of technology. But military historians are increasingly interested in the spread of ideas as well. This course will examine the broad sweep of human military experience on a global scale, focusing on innovations through the themes of *precedent, connections, and legacy*. We will *not* try to construct a single narrative of military experience, nor will we try to examine every society at every time. Although broadly inclusive of many times and places, we will follow several innovations in military practice as their implications careened around the globe.

2. THERE ARE NO PREREQUISITES FOR THIS CLASS. It is intended for sophomores and above, although freshmen may register. Students will do better if they have had at least some history courses, especially in world or European history.

3. BOOKS and READINGS: You will need the following books:

WW = Wayne E. Lee, *Waging War: Conflict, Culture, and Innovation in World History*. New York: (Oxford University Press, 2016). ISBN 978-0199797455

WCWH = Wayne E. Lee, ed., *Warfare and Culture in World History*, 2nd ed. (New York: New York University Press, 2020).

All other readings listed below not from these books will be available on Sakai

<https://sakai.unc.edu/portal/site/ghwsp23>

Please note that on day one, I will discuss *how* to read the different kinds of assignments for this class; please consult with me or your TA if you miss that discussion.

4. RESEARCH PAPERS: Two Research papers are required. Both papers should be 5-7 typed pages (1250-1800 words). For each paper you must research an "innovation" in military

experience and practice (a technique, a weapon, an organization, a doctrine, etc.) and explore how/why it emerged from its originating society, describe its military success (or failure), and what factors promoted and/or limited its success. Some innovations that we discuss in detail in class will be off limits. I will provide a list early in the semester, with some possible topics for the first paper and also indicating topics that are off limits.

Approximately the final 1/3 of your paper should specifically examine your chosen innovation through the three themes from *Waging War*: “Capacity, Calculation, and Culture.” Make an argument about which of the three themes is the *most* important in your case. Doing so will require that you address all three, but you should explain why your chosen theme dominates. I will provide a more detailed list of expectations separately on Sakai and discussed in class.

The first paper must deal with innovations prior to about 1700, the second paper with innovations from the period after 1700 (ask if you're not sure!). We will discuss the methods you should use for writing these papers as the class progresses. Note that I will only provide suggested topics for the first paper; topics for the second paper should be easier for you to determine on your own. The first paper is due **March 4 and the second on April 20**. They are due electronically to Sakai’s Assignments tab with a due time at the beginning of lecture.

5. LECTURE “THEME CHECKS”: Each week will include one or two “theme checks” in which you will answer a question relevant to the primary theme brought up in lecture. You will answer these in a few words or a sentence on a piece of paper handed to your TA at the end of class.

6. ANNOTATED BIBLIOGRAPHY OF READINGS: You should create a running bibliography of all the secondary source readings you do for *recitation* (not the primary sources! and not *Waging War*; hint: you should have 10 entries when you finish). If you don’t know the difference, ask me or your TA). An annotation should be grammatically correct sentences, usually 3-4, that describe coverage and content of a reading. This will include the TWO readings you are doing for the first recitation during the first week of the course. Your TA will collect this **twice**. The first time to make sure you’re doing it right, and the 2nd time at the end of the semester on April 30 (to the Assignments tab on Sakai).

7. EXAMS: There will be **four quizzes** and a final exam. Each quiz will be primarily factual, designed to test your comprehension of the reading and the lectures, and covering only material discussed since the previous quiz. Students will participate actively in writing and vetting quiz questions in recitation! *The quiz will be made available online (on Sakai) for a window of time, typically on a Sunday.* This allows for Friday recitations to prepare for each quiz. The final will include the equivalent of a fifth quiz to cover late semester material, but the majority of it will be essay questions designed to cover the whole course (I will provide sample final exam questions early in the semester to give you an idea of what you will be expected to do). It will be on **May 4, 12-3**.

8. GRADING: The final grade for the course will be determined from the following course work:

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|--------------------|-----|--------------------|-----|
| 1st research paper | 20% | 2nd research paper | 25% |
|--------------------|-----|--------------------|-----|

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|--------------------------|--|-------|-----|
| Each quiz | 5%*4=20% | final | 15% |
| Recitation participation | 20% | | |
| | “participation” divides into: | | |
| | 5% for annotated bibliography of readings | | |
| | 5% for theme checks | | |
| | 10% for traditional in-class participation | | |

(Note that the TAs control the grading system for ALL of participation; they may use a series of checks, thumbs up/down, or actual grades for theme checks and the annotated bibliography. It is their choice.)

8. POLICIES:

HONOR CODE: *The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate that honor code, please see me or consult <http://honor.unc.edu/students/index.html>. Plagiarism will not be tolerated. Note that plagiarism is here defined as the unacknowledged use of the words or ideas of others.*

Also, note that UNC's Copyright Policy clearly prohibits students from making commercial use of notes taken in class or labs; you may not sell or otherwise acquire financial or commercial gain from notes you take in this class. Students found to have violated this prohibition are in violation of the Honor Code and are subject to Honor Court proceedings.

GRADES: Final grades are arrived at mathematically, using the following conversion: B on a paper = 85, a B+ = 88, a B- = 82. (Note that an A = 95; A+ does exist and conveys 100 points); Additional optional grade marks like this --> B+- indicate a one point shift, in this case that equals an 87. Final results convert to letter grades as follows (using the 80 range as an example): 80-82=B-; 83-86=B; 87-89=B+. Fractions at and above 0.5 are rounded up.

LATE POLICY: In our continuing struggle with Covid, most requests for an extension made *in advance* will be granted (use this wisely, as assignments will back up on you quickly). In general papers turned in after the beginning of class on the same day will be assessed a penalty of one-third of a letter grade. After that, late papers will be assessed a penalty of one full letter grade per day for every day it is late. Students should note, however, that an "F" (50 points) is substantially better than the "Zero" given for work not turned in at all. A grade of "Incomplete" will not be assigned unless the instructor has been consulted and has agreed in advance.

CHANGES: Announcements regarding changes to the syllabus will be distributed via email. **DO REGULARLY CHECK YOUR UNC EMAIL ACCOUNT!**

FINDING ME: I will have office hours on Tues 9:30-11 and Thurs from 9:30-11. I'm also available by appointment, easiest arranged via email.

9. SCHEDULE

Date Lesson # Title

1/10 1 Introduction & the Organic Economy

1/12 2 Origins of War

- WW 1-30

1/13 [rec. #1](#) [Skills: Analytical Perspectives](#)

- John A. Lynn, "Discourse, Reality, and the Culture of Combat," *International History Review* 27.3 (2003): 475-80 (on Sakai)
- Wayne E. Lee, "Warfare and Culture," in WCWH 1-15.

1/17 3 The Origins of States/Chariot Pt. 1

- WW 31-55

1/19 4 The Chariot Pt.2 and Cavalry

- WW 55-99

1/20 [rec #2](#) [Skills: Reading Sources](#) ([quiz prep](#))

- Alan Gardiner, *The Kadesh Inscriptions of Ramesses II* (Oxford: Oxford University Press, 1960), 4-14 (ONLY those pages! on Sakai)
- Three different translations of Sun Tzu's chapter 5 (uploaded in a single document on Sakai under Sun Tzu)

1/21-1/22 Weekend Take Quiz #1 online

1/24 5 Greece and the Phalanx

- WW 99-113

1/26 6 The Macedonian Synthesis

- CATCH UP ON READING!

1/27 [rec #3](#) [Skills: Reading Sources](#)

(read in this order!)

- Thucydides, V.63-74 (on Sakai)
- Xenophon, *Anabasis*, from Chaliand, 82-102 (on Sakai)
- Xenophon, *Hellenica* IV.2 (on Sakai)

1/31 7 Rome: Republic, Empire, and Discipline

- WW 117-31

2/2 8 The Qin and Han Empires—Discipline and Barbarian Management

- WW 131-150

2/3 [rec #4](#) [Skills: Reading Historians](#)

- Lee L. Brice, "Disciplining Octavian: A Case Study of Roman Military Culture, 44-30 BC," in

WCWH, 44-71.

2/7 9 Galley Warfare

- WW 180-214

2/9 10 European Heavy Horsemen

- WW 151-163

2/10 rec #5 Skills: Writing Papers (quiz prep)

- two documents on writing (on Sakai, titled "Writing...")

2/11-12 Weekend Take Quiz #2 online

2/14 NO CLASS (Wellness Day)

2/16 11 The Steppe Warrior System

- WW 163-77

2/17 rec #6 Skills: Comparing Societies; Understanding Structures

- Barton C. Hacker, "Mounted Archery and Firearms: Late Medieval Muslim Military Technology Reconsidered," *Vulcan 3* (2015): 42-54 "

2/21 12 The Mongol Explosion

- Timothy May, "Herding the Enemy: Culture in Nomadic Warfare," in WCWH, 72-100.

2/23 13 Impact: China - Russia - Middle East – World (1st Paper Due at noon)

- CATCH UP ON YOUR READING!! esp. from lessons 11 & 12

2/24 NO RECITATION

2/28 14 Gunpowder Revolution? Europe (Asynchronous)

- WW 215-53

3/2 15 Gunpowder on the Oceans and in South Asia

- WW 254-65

3/3 rec #8 Skills: Reading Historians (quiz prep)

- James B. Wood, "How Spanish was the Spanish Conquest?: Reexamining Spanish Success in the New World, in WCWH, 101-122.

3 /4-3/5 weekend Take quiz #3 online

3/7 16 Impacts: Europe in the New World and Africa

- WW 265-76

3/9 17 Gunpowder in China and Japan

- WW 276-288

3/10 NO RECITATION

3/11-3/19 SPRING BREAK

3/21 18 Institutionalizing Armies and Navies

- WW 293-320

3/23 19 The French Revolution & Mass Conscript Armies

THIS DAY WILL BE CONDUCTED ASYNCHRONOUSLY

- WW 320-24
- Guibert, Carnot in Chaliand 623-26, 637-40 (on sakai as a single document as “French Revolution”)

3/24 rec #9 Skills: Reading Historians

- John A. Lynn II, "The Battle Culture of Forebearance, 1660-1789," in WCWH 154-81.

3/28 20 The Industrial Revolution

- WW 329-37

3/30 21 The Age of Steam at Sea

- WW 337-61

3/31 rec #10 Skills: Understanding Imperialism and Race and War **(quiz**

prep)

- Michelle Moyd, “Imagining African Warfare: War Games and Military Cultures in German East Africa, WCWH, 212-39.
- WW 383-92

Weekend 4/1-2 Take Quiz #4 online

4/4 22 The Managerial Revolution

- WW 365-83

4/6 Wellness Day

4/7 Wellness Day (No Recitation)

4/11 23 Impact: WWI and reaction

- WW 393-401 [and https://www.bl.uk/world-war-one/articles/the-debate-on-the-origins-of-world-war-one](https://www.bl.uk/world-war-one/articles/the-debate-on-the-origins-of-world-war-one)

4/13 24 WWII & Maneuver

- WW 404-37

4/14 rec #11 Skills: Understanding Imperialism, Race, and War

- Isabel V. Hull, "German Military Culture and the Colonial War in Southwest Africa, 1904-1907," in WCWH 240-265.

4/18 25 Airpower & Smart Weapons

- WW 440-454

4/20 26 The Atomic innovation

- WW 454-476

4/21 No Recitation! (2nd Paper due by NOON this day)

4/25 27 Guerrilla War and Wars of National Liberation

- WW 482-498

4/27 28 Terrorism vs. the RMA vs. Mass media

- WW 498-517

4/28 rec #12 Skills: Understanding America's Role in the World (quiz prep for Exam)(Final annotated bibliography due)

- Adrian R. Lewis, "The American Culture of War in the Age of Artificial Limited War," in WCWH, 289-334

READING DAY FINAL EXAM REVIEW!! Reading days this year are on Apr 29 and May 3. I'm happy to have the review on Saturday April 29, since May 3 is the day before the exam, but I will conduct a vote on what is preferred.

Final Exam: Scheduled for 12pm Thursday, May 4. The Teaching Assistants (TAs) for this course are Ahmet Tarik Caskurlu ahmetc@unc.edu; Mark Porlides marq@email.unc.edu; Cavender Sutton cs112289@live.unc.edu; Robert Williamson robwill@live.unc.edu.

The chart below shows which TA will be teaching each recitation. PLEASE NOTE: They have full control over switching students between sections, so please contact them directly (not me!).

| | | | |
|------------|-----|----------------------|-----------------|
| Sutton | 600 | Fr 9:05AM - 9:55AM | Hamilton 150 |
| Caskurlu | 601 | Fr 9:05AM - 9:55AM | Cobb 0021 |
| Caskurlu | 602 | Fr 10:10AM - 11:00AM | Cobb 0021 |
| Sutton | 603 | Fr 10:10AM - 11:00AM | Global Cen 3033 |
| Porlides | 604 | Fr 11:15AM - 12:05PM | New East 0201 |
| Williamson | 605 | Fr 11:15AM - 12:05PM | Murphey 0222 |
| Porlides | 606 | Fr 12:20PM - 1:10PM | Caldwell 0103 |

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|------------|-----|---------------------|-----------------|
| Williamson | 607 | Fr 12:20PM - 1:10PM | Peabody 2094 |
| Sutton | 608 | Fr 1:25PM - 2:15PM | Graham Mem 0035 |
| Williamson | 609 | Fr 1:25PM - 2:15PM | Mitchell 0009 |
| Porlides | 610 | Fr 2:30PM - 3:20PM | Phillip 0301 |
| Caskurlu | 611 | Fr 3:35PM - 4:25PM | Phillips 0301 |