

**Modern Military History
(Strategic Thought)
Professor Allan R. Millett
Spring, 2009**

General Guidance

Learning Objectives: The purpose of History 4003-4003G is to understand the relationship of the conduct of warfare to the development of strategic thought, i.e. the impact of the “lessons of warfare” upon thinking about the conduct of future warfare. The student will learn the history of the conduct of war through the development of strategic thought. Strategic thought is the accumulated concepts about the use of violence for political purposes, normally the defense or destruction of a particular regime or form of government and, sometimes, the society it represents. “Government” can mean any form of communal decision making that could range from a tribal council to a modern parliamentary democracy of a nation-state.

The History of Modern Strategic Thought

Part I The Rise of the Nation-State and Strategic Thought

January 15: Introduction: "The Lessons of Warfare"

January 22: The Role of Strategic Theory

Reading:

Paret, Makers of Modern Military Strategy, Chapters 1 and 2

Murray, Making Strategy, Introduction, Chapters 1-5

Millett and Murray, "Lessons of War," National Interest (1988/89)

Lanir, "The 'Principles of War' and Military Thinking," The Journal of Strategic Studies (March, 1993)

Morris, "The Utility of Theory," Periodical (Spring, 1993)

Evans, "From Kadesh to Kandahar," Naval War College Review (Summer, 2003)

Discussion: Machiavelli, The Prince

January 29: Political & Strategic Power

Discussion: Clausewitz, On War, Books One-Three, plus introductory essays

Reading:

Paret, Makers of Modern Strategy, Chapters 3-7

Murray, Making Strategy, Chapters 6-8

February 5: The Great Debate I:

"Is Clausewitz the Creator of Modern Strategic Thought?"

Graduate Student Reading:

Paret, Understanding War

Gat, The Origins of Military Thought

Watts, Clausewitzian Friction and the Future of War

Handel, Clausewitz and Modern Strategy

Alger, The Quest for Victory

All Students:

Lynn, "War of Annihilation, and the War of Legitimacy: A Neo-Clausewitzian Approach to Twentieth-Century Conflicts," Marine Corps Gazette (October, 1996)

Perlmutter, "Carl von Clausewitz, Enlightenment Philosopher," Journal of Strategic Studies

Beyerchen, "Clausewitz, Nonlinearity, and the Unpredictability of War,"
International Security 17 (Winter 1992/93)

February 12: First Exam

Part II The Military-Technological Revolution and the Industrial Nation-State

February 19: Warfare and 19th Century Europe

Reading:

Paret, Makers of Modern Strategy, Chapters 8-16

Murray, Making Strategy, Chapters 9-11

Bellamy, "Civilian Experts and Russian Defense Thinking," JRUSI,
(1992)

Gat, "Ardant du Picq's Scientism, Teaching and Influence" War and
Society 8 (October 1990)

February 26: World War I

Readings:

Paret, Makers of Modern Strategy, Chapters 17-18

Bailey, "The Birth of the Modern Style of Warfare," and "The Century of
Firepower," Field Artillery (1998)

March 5: The Rise of the Warfare State

Discussion: Adolf Hitler, Mein Kampf

Readings:

Paret, Makers of Modern Strategy, Chapters 19-20

Murray, Making Strategy, Chapter 12

Douhet, Command of the Air

Paret, Makers of Modern Strategy, Chapter 21

Donnini, "Douhet, Caproni, and Early Air Power," Air Power History
(Summer 1990)

Gat, "Futurism, Proto-Fascist Culture and Sources of Douhetism," War
and Society 15 (May 1997)

March 12: The Great Debate II:

"Was the Emergence of Modern Warfare the Result of Technological or
Political Change?"

Graduate Students:

Gat, Modern Military Thought: The Nineteenth Century

Mahan, The Influence of Seapower Upon History, 1660-1783

Corbett, Some Principles of Maritime Strategy

Carver, Apostles of Mobility

March 19: NO CLASS

March 26: Second Exam

Part III The Post-Modern Way of War

April 2: World War II and Its Consequences

Readings:

Paret, Makers of Modern Strategy, Chapters 22-25

Murray, Making Strategy, Chapters 12-16, 18

April 9: NO CLASS (Spring Break)

April 16: War in the Nuclear Age

Readings:

Paret, Makers of Modern Strategy, Chapter 26

Murray, Making Strategy, Chapter 17

Frank Uhlig, Jr., "How Navies Fight, and Why," Naval War College Review 47 (Winter, 1995)

April 23: Wars of Decolonization

Readings:

Paret, Makers of Modern Strategy, Chapter 27

Discussion: Chaliand, Guerilla Strategies, Parts I and II

April 30: What is Strategy?

Readings:

Paret, Makers of Modern Strategy, Chapter 28

Hew Strachan, "Strategy and the Limitation of War," Survival 50 (February-March 2008)

Mackubin Thomas Owens, "Reflections on Future War," Naval War College Review 61 (Summer 2008)

May 4-8: Finals Week

Class policies and Administration

1. Readings. All reading is required and testable. The reading is available in three ways:

a. Books to Purchase or Borrow

Peter Paret, ed., Makers of Modern Strategy from Machiavelli to the Nuclear Age, 2nd ed., Princeton University Press, 1986.

Williamson Murray, MacGregor Knox, and Alvin Bernstein, eds., The Making of Strategy: Rulers, States, and War. (Cambridge University Press, 1994).

Machiavelli, N., The Prince (several versions available)

Carl von Clausewitz, On War, edited by Paret and Craig (Princeton University Press, 1976).

Adolf Hitler, Mein Kampf (several versions available)

Chaliand, Gerard, ed., Guerilla Strategies (University of California Press, 1982)

All of these books are in paperback. Copies may be purchased at the UNO bookstore, local commercial bookstores, and on Amazon.com, even in used form.

b. I will provide Xerox copies of all articles listed in the syllabus.

c. I will provide copies of books assigned to graduate students for the “Great Debates” if they cannot be found in local libraries or through interlibrary loan.

Students may feel insufficiently knowledgeable in the history of warfare. I recommend two general histories, in print in paperback: G. Parker, ed., The History of Warfare (Cambridge University Press, 2005) and William Preston, Alex Roland, and Sydney Wise, Men in Arms, 5th ed., (Holt, Rinehart, and Winston, 1991).

2. Grading. A final grade will be determined by the student’s performance on the graded exercises. It will be determined in the following weight distribution:

First Exam	20%
Second Exam	20%
Class Participation	20%
Final Exam	40%

The evaluation process will be conducted as follows:

- a. The two classroom examinations will be one-question essays exams that may be written or electronically produced/printed at class time. The question will be distributed at class time.
 - b. “Great Debate” participation will be based on the mastery of the reading, quality of the questions and responses, and the ability to communicate with brevity and precision. In addition, graduate students will prepare a two-page (maximum) précis of their additional reading and distribute copies to all classmates. I will evaluate these handouts.
 - c. The final examination will be a comprehensive essay question covering all the course content. It will be a “take home” examination, and I will distribute the question on April 21. The paper should not exceed thirty double-spaced pages. Stylistic and grammatical accuracy counts. The exam will be due on May 5.
3. Academic Integrity. Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The Code is available on-line at:
- http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm
4. Attendance Policy. This class will be taught in a participatory manner. Your attendance at each class session is important. Your final grade will be affected by your attendance since I am influenced by those who come to work.
 5. Classroom Conduct. Please be in class on time. Parking is often a hassle; allow enough time for it. Cell phones should be turned off before class begins. Feel free to ask questions of the instructor during class. But please do not ask other students, as talking disturbs the concentration of other class members. Civility in the classroom and respect for others is essential in an academic environment. You may not agree with everything that is disclosed in the classroom, but I expect courteous behavior.

Contact information:

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