

Term Information

Effective Term Summer 2022
Previous Value Autumn 2019

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online teaching approval

What is the rationale for the proposed change(s)?

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3551
Course Title	War in World History, 1651-1899
Transcript Abbreviation	War 1651-1899
Course Description	Study of the causes, conduct, and consequences of warfare around the world, 1650-1900.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will gain an understanding of warfare across the globe.
- Students will develop and refine an understanding of the nature of war and its capabilities and limitations as an instrument of policy.
- Students will develop an understanding of the role of cultural factors in the formulation of policy and conduct of war.

Content Topic List

- Spanish-American War
- Crimean War
- Napoleonic Wars
- Wars of the French Revolution
- Sino-Japanese War
- Franco-Prussian War
- American Civil War
- Wars of imperialism
- Seven Years War
- Opium Wars

Sought Concurrence

No

COURSE CHANGE REQUEST
3551 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/26/2022

Attachments

- History 3551 DL Cover Sheet.pdf: DL Cover sheet
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 3551 DL Proposal.docx: DL syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3551 Syllabus.pdf: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3551 syllabus REVISED.docx: REVISED DL Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded the Revised Syllabus in response to the Panel's requests. *(by Getson, Jennifer L. on 04/26/2022 11:22 AM)*
- Please see Panel feedback email sent 04/26/2022. *(by Hilty, Michael on 04/26/2022 10:42 AM)*
- Please upload the in-person syllabus. *(by Vankeerbergen, Bernadette Chantal on 09/17/2021 04:08 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	09/14/2021 11:30 AM	Submitted for Approval
Approved	Soland, Birgitte	09/14/2021 08:48 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/17/2021 04:08 PM	College Approval
Submitted	Getson, Jennifer L.	04/06/2022 04:58 PM	Submitted for Approval
Approved	Soland, Birgitte	04/06/2022 08:18 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/11/2022 11:57 AM	College Approval
Revision Requested	Hilty, Michael	04/26/2022 10:42 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	04/26/2022 11:22 AM	Submitted for Approval
Approved	Soland, Birgitte	04/26/2022 01:15 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/26/2022 01:28 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/26/2022 01:28 PM	ASCCAO Approval



SYLLABUS

HISTORY 3551

War in World History, 1651-1900

SEMESTER YEAR (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Mark Grimsley

Email address: Grimsley.1@osu.edu (preferred contact method)

Phone number: 614-292-1855 (I'm seldom in my office; email is the preferred method of contact)

Office hours: These are by appointment. Simply email me; we will find a mutually convenient time to meet via Zoom.

IMPORTANT: For course-related matters, *always* include History 3551 in the subject line, and always use a subject line that is specific to the topic of your email. This makes it *much* easier to manage a large class and respond to student emails in a timely fashion.

Teaching Associate Contact Information

NAME EMAIL ADDRESS

Office Hours: TIME in LOCATION; and by appointment. Appointments can be in-person or via Zoom.

Course description

This course is an introduction to the salient concepts and problems involved in the study of military history from the mid-17th century to the turn of the 20th century (with additional attention to critical background in the 16th century). The most significant development during this period was the rise of the West (Europe and its settler societies, such as the United States) to global dominance. Consequently it will be a prominent course theme. We will also give extended attention to the ways in which the Age of Democratic Revolution (circa 1760-1800) and the Napoleonic Wars (1803-1815) profoundly influenced military affairs in Europe and the United States.

Students will achieve an understanding of the main developments during this period, the ways in which these developments have reflected or shaped developments in general world history, and the main interpretations advanced by scholars who have studied this subject. They will also hone their skills at critical writing and analysis, and will gain greater insight into the way historians explore the human condition.

Course learning outcomes

By the end of this course, students should successfully be able to:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.

Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Course Specific Objectives/Learning Outcomes:

1. Acquire a perspective on attempts to understand the human experience and the factors that shape human activity, particularly in time of war.
2. Develop critical thinking through the study of diverse interpretations of historical events, and gain the ability to evaluate the worth of historical analogies when applied to contemporary affairs.
3. Apply critical thinking through historical analysis of secondary sources; that is to say, sources that interpret historical events based on study of primary (e.g., eyewitness) accounts and to illuminate larger patterns in the human past.
4. Sharpen communications skills in exams, papers, discussions.
5. Develop and demonstrate an understanding of the qualities of the warrior ethos (self-discipline, determination, responsibility, honor, loyalty to comrades, etc.) as they apply in civilian life.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100 percent online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Weekly low-stakes quizzes are given over each module to help ensure that you keep pace.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements:

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities for attendance: AT LEAST ONCE PER WEEK

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Live sessions:**

Periodically I will have informal Zoom sessions in which interested students may log in to ask questions about the course, or any other history-related subject, and interact live with other students. All such sessions are optional, although I encourage you to attend at least some of them as and when you are able.

- **Participating in discussion forums: 2+ TIMES PER WEEK**

As part of your participation, you will be divided into groups of 5-6 students. Each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. Some early discussions will focus on getting to know the other students in your group better. Please take full opportunity to do this. Establishing a good rapport with other students decreases the sometimes impersonal nature of online courses and leads to more robust, productive discussions as the course proceeds.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

Texts

Wayne Lee, *Waging War: Conflict, Culture, and Innovation in World History*
Oxford University Press, 2015. ISBN-13: 978-0199797455

Geoffrey Parker, *The Military Revolution* (2nd edition)
Cambridge University Press, 1996. ISBN-13: 978-0521479585

M. S. Anderson et al., *War and Society in Europe of the Old Regime, 1618-1789*.
McGill-Queens University Press, 1998. ISBN-13: 978-0773517592

Gunther Rothenberg, *The Art of War in the Age of Napoleon*.
Indiana University Press, 1981. ISBN-13: 978-0253202604

Geoffrey Wawro, *The Franco-Prussian War*.
Cambridge University Press, 2005. ISBN-13: 978-0521617437

Additional readings (essays, primary documents, etc.) will be assigned at intervals throughout the semester.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly quizzes – 10 points each. These typically consist of multiple choice, true/false, and ordering questions that can be auto-graded by Carmen, but may also include open-ended questions such as, “What was the most striking thing you learned from this week’s module?”	150
Surveys. These vary in point value but total 50 points. When you complete and submit the survey (by the deadline) you receive the full point value for that survey. Survey topics typically include requests for course feedback using the same questions as on the Student Evaluation of Instruction (SEI) and questions specific to the progress of the course.	50
Participation in Discussion. Your grade is based on your overall performance. Superior performance receives 100 points; performance that meets the standard receives 88 points; sub-par but acceptable performance receives 70 points; inadequate performance receives 50 points or below.	100
Personal Challenge Assignment. Information and instructions about this assignment are in the document of the same name. Three progress reports of about 500 words each are required.	100
Midterm Examination. This consists of an essay response worth 60 percent of the total exam grade and an “objective” exam worth 40 percent. EXAM DATE	250
Final Examination. This consists of an essay response worth 60 percent of the total exam grade and an “objective” exam worth 40 percent. EXAM DATE	350
Total	1000

See course schedule below for due dates.

Please pay careful attention to the following expectations concerning academic integrity.

- **Quizzes and exams:** You must complete the quizzes, midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

Late assignments

Except in extraordinary situations, late submissions will not be accepted. Failures to understand how to navigate Carmen or claims of last-minute glitches with Carmen do not constitute extraordinary situations. Please refer to Carmen for due dates/times, and *do not wait until the last minute to submit assignments*.

Grading scale

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	60-67
E	<60

Note: Grades are *not* curved. OSU does not have a grade of D- .

Instructor response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

Email: I will reply to emails within **24 hours on days when class is in session at the university**. Again: always include History 3551 in the subject line, and always use a subject line that is specific to the topic of your email. This makes it much easier to manage a large class and respond to student emails in a timely fashion.

Quizzes are generally auto-graded. The Personal Challenge Assignment papers will receive the full 33 points each if they meet the standard; 25 points if below standard. Comments will be made if the student requests them. The Midterm Examination will be returned, with comments, 7 days after submission. In the interests of submitting final grades to the OSU Registrar promptly, Final Examinations do not receive comments unless the student requests them.

If you have concerns about your grade, please see the Grade Grievance policy and procedure.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** I encourage vigorous discussion. That said, vigorous discussion has some potential for verging upon incivility particularly since discussion posts can be a somewhat tone-deaf medium. Humor based on sarcasm, for example, does not always come across online.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. Remember Murphy's Law: "If anything can go wrong it will."

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic

misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Course Module Schedule

Each module opens on the Monday of a given week. Discussion questions for that week become available, as do all recorded lectures, film clips, etc. On Friday at 5 p.m. a quiz is unlocked; you have until Sunday at 11:59 p.m. to complete and submit it.

Week 1. (DATES) Module 1. Introduction to the Course and The Western Way of War

Grimsley, "Why Military History Matters."
Hanson, preface and introduction

Week 2. (DATES) Module 2. The European Age of Discovery and the Aztec Conquest

Reading:

Waging War, 254-265
Carnage and Culture, 170-232.

Week 3. (DATES) Module 3. The Military Revolution - I

Waging War, 218-240
The Military Revolution, 1-18
War and Society in the Age of the Old Regime, preface, 11-32

Week 4. (DATES) Module 4. The Military Revolution and the Thirty Years War

Waging War, 254-288
The Military Revolution, 82-144 (skim); 146-176
War and Society in the Age of the Old Regime, 33-76

Week 5. (DATES) Module 5. The Westphalian System and the Wars of the Grand Siècle

Waging War, 243-247, 293-295, 301-304, 323
War and Society in the Age of the Old Regime, 77-156

Week 6. (DATES) Module 6. The Seven Years' War and Wars for Empire, 1689-1763

Waging War, 307-315
War and Society in the Age of the Old Regime, 77-206
Age of Napoleon, 9-30

Week 7. (DATES) Module 7. The French Revolution

Waging War, 320-322
Age of Napoleon, 31-59; 95-125

Week 8. (DATES) Module 8. The Napoleonic Wars - I

Age of Napoleon, 126-207

MIDTERM EXAMINATION over Modules 1-7 only, *not* Module 8Week 9. (DATES) Module 9. The Napoleonic Wars - II

Age of Napoleon, 208-245
 Clausewitz, *On War*, Book I, chs. 1, 3

Week 10. (DATES) Module 10. The Global Context – I

Waging War, 265-288, 293-301.

Week 11 (DATES) Module 11. The Global Context – II

Waging War, 315-320, 329-348, 352-361

Week 12. (DATES) Module 12. The American Civil War

Waging War, 365-369
Sherman reports and correspondence (excerpts)
Final Report of U.S. Grant

Week 13. (DATES) Module 13. The Franco-Prussian War

Waging War, 369-383; *The Franco-Prussian War*, all

Module 14. (DATES) Module 14. Wars for Empire

Waging War, 329-352
Carnage and Culture, 279-333

Week 15. (DATES) Module 15. Warfare on the Eve of the Twentieth Century

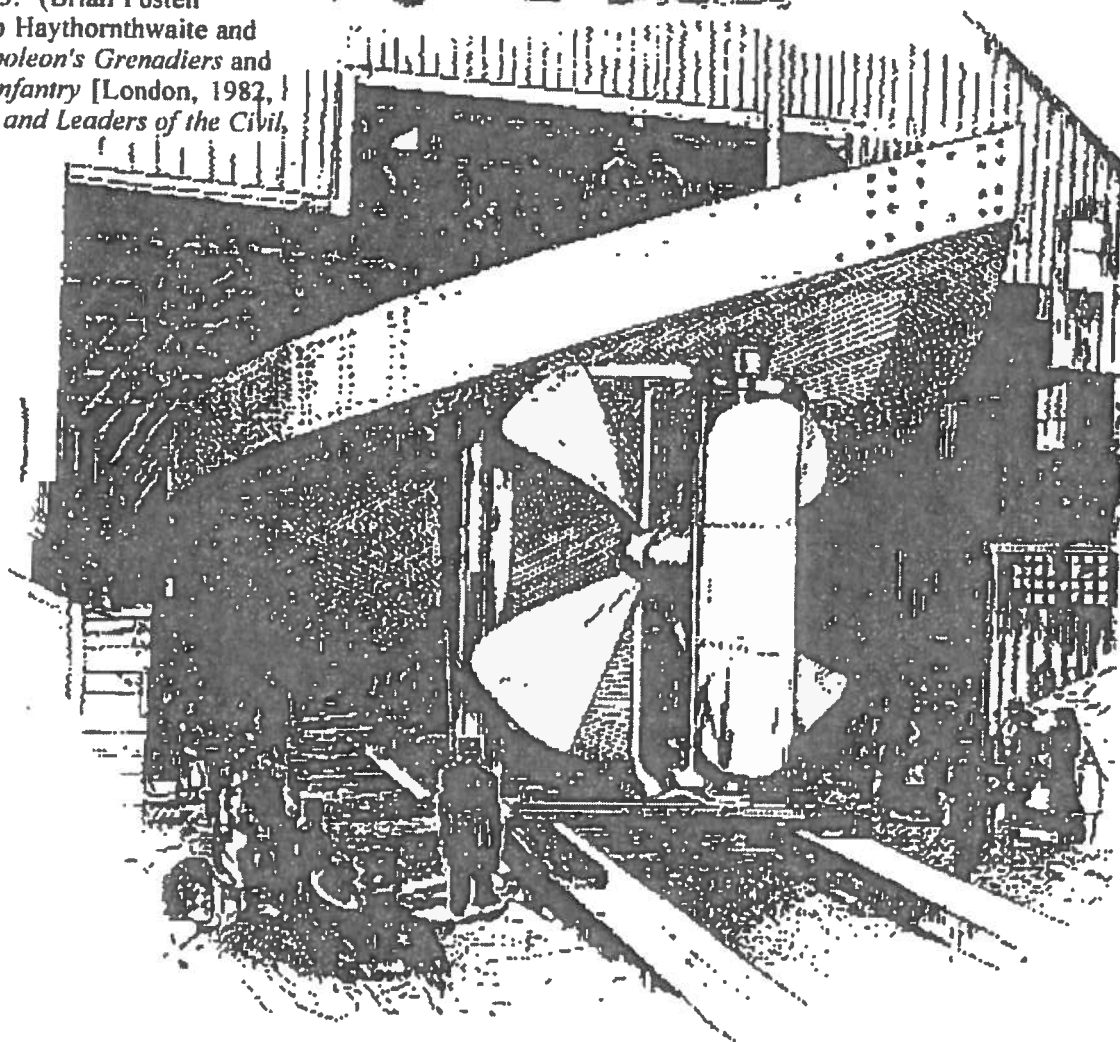
Waging War, 352-361
Carnage and Culture, 440-455

FINAL EXAMINATION. Note re the *Final Examination*: The essay portion of the exam will be distributed on DATE. It is due by DATE. The “objective” portion of the exam will be distributed on DATE. It is due by DATE.

**Syllabus
History 3551
War in World History
1650-1900**

**The Ohio State University
Spring Semester 2014
Professor Guilmartin**

Symbols of military might *par excellence* separated by a half century, an ocean and an industrial revolution: At right, Grenadiers of Napoleon's Grande Armée c. 1810, a *grenadier sapeur* (sapper or combat engineer) in full dress uniform and a *grenadier* of the 65^e Regiment of the Line. Below, the Union ironclad monitor *Dictator* ready for launching on the ways of the Delameter Iron Works, New York, 27 December 1863. (Brian Fosten drawings in Philip Haythornthwaite and Brian Fosten, *Napoleon's Grenadiers and Napoleon's Line Infantry* [London, 1982, 1983]. and *Battles and Leaders of the Civil War.*)



Course Description

Description and philosophy:

History 3551 explores the history of warfare in a global context from the aftermath of the Thirty Years War and the Revolt of the Netherlands in Europe and the consolidation of Manchu power in China to the aftermath of the 1864-72 Wars of German Unification in Europe and the outward expansion of Meiji Japan in the 1894-95 Sino-Japanese War. In between, the course addresses the Anglo-Dutch Wars (1652-74); the Ottoman Empire's wars with Venice and the Austrian Habsburgs; Vietnam's southward expansion, Civil War and repulse of Chinese invasion; the Luso-Dutch struggle for colonial possessions; the Wars of Louis the XIV; England's expansion abroad; the American Revolution; the Wars of the French Revolution and Napoleon (1792-1815); and America's Mexican War and Civil War (1861-78).

History 3551 proceeds on the assumption that war is not an end in itself, but serves as a means to political ends, defined to include the use of political power for social, economic and cultural purposes. The course addresses field warfare, siege or positional warfare, the war of economic attrition and guerrilla warfare as distinct branches of military theory and practice. It addresses warfare at sea as well as on land.

While not neglecting the political and operational dimensions of war, History 3551 is organized on the assumption that war is, at base, a social phenomenon. Examination of the reasons that peoples and nations go to war and how those reasons vary from culture to culture and change over time is an underlying course theme. The course features in-depth analysis of selected military engagements as a means of better understanding of the dynamics of war. Topics of particular interest are the psychology of war, with emphasis on the social dynamics of the primary combatant group; the development and application—or misapplication—of military technology; the tactical means by which armed force and forces were applied; the relationships among these psychological, tactical and technological factors, and the recognition and exploitation of these considerations by leaders in developing and implementing strategies.

Course objectives:

The principal objective is to familiarize the student with the ebb and flow of warfare across the globe in terms of the themes outlined above and to develop and refine an understanding of the nature of war and its capabilities and limitations as an instrument of policy. The student should also develop an understanding of the role of cultural factors, particularly cross-cultural perceptions and misperceptions, in the formulation of policy and conduct of war.

Historical Study Goal:

Students should recognize how past events are studied and how they influence today's society and the human condition.

Expected learning outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in historical context.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes: History courses develop students; knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history and historical methodologies. **Theories of history:** The course approaches the study of war with the working assumption that war is, at base, a social phenomenon. It approaches the study of peoples and nations as a series of historical questions in which the understanding of culture is central to understanding the historical process. **Historical methods:** The course combines a broad overview of the course and conduct of the wars under examination with selected case studies of particularly important and/or illustrative political events, military campaigns and battles that explore in depth the goals and motivations of the actors, the factors that combined to produce the results and the ensuing consequences.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course examines debates over war's causes and how they changed over time. **Contemporary debates:** Attention to the ongoing debate over the legitimacy and effectiveness of the use of military force as an instrument of foreign and domestic policy and how knowledge of the conflicts addressed in the course can inform that debate is an underlying theme for the entire course.

Diversity/Global Studies Goals:

Students should understand the pluralistic nature of institutions, society and culture in the United States and abroad in order to become educated, productive and principled citizens.

Expected Learning Outcomes:

1. Students should understand the political, economic, cultural, physical, social and philosophical aspects of the nations and cultures addressed in the course.
2. Students should recognize the role of national and international diversity in shaping their own attitudes and values.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

Goals of the course that fulfill the GE Learning Outcomes in Global Studies

1. Students should critically examine political, economic, cultural and philosophical developments among nations and peoples addressed in the course through assigned readings.
2. Students should engage with contemporary and historical debates on differences and similarities among cultures and peoples.
3. Critically examining ethnically, nationally or religiously framed movements in a wide socio-cultural and global context. These factors played large in the conflicts covered in the course and deserve appropriate attention.
4. Conduct in-depth analyses in the course presentations and research papers comparing political and military movements and how they shaped history.
5. Students will better understand the complexities of debates over international issues, including the impact of war on the historical process through the course readings, lectures and classroom discussions.

6. Students should better understand the roots and structures of contemporary globalization through analysis of the course material.

Syllabus:

This syllabus is the basic guide to History 3551. In addition to laying out course requirements, schedule and reading assignments, it embodies an expanded outline of the subject matter and an implicit guide to course methodology.

Course rules and requirements:

History 3551 has two midterms, a final exam and a comparative review of two books on related topics. You must complete both midterms the book review and the final exam to receive a grade. Classroom attendance is expected. You must pay your course fees to receive a grade.

Written exercises:

The comparative book review will be 8-10 pages long. The review will include a bibliography and must be documented according to a recognized scholarly method of source attribution. Footnotes, endnotes, or both may be used as appropriate.

Scheduling and administration:

Class meets 0900-1055 (9:00-10:55 am) on Tuesdays and Thursdays in Journalism, Room 0251. My office is 148 Dulles Hall. Office hours are Thursdays 1300-1430 (1:00-2:30 pm). Students unable to meet with at that time may make individual arrangements. Lectures and classroom discussions may be tape recorded with my permission. **Enrollment is your responsibility; you should be enrolled by the end of the second full week of the quarter, that is by close of business Friday 17 January. Subsequent enrollment will require a Late Add Petition.**

Attendance and research paper submission:

Illness is usually the only acceptable excuse for absence. Other absences (e.g. military service) must be explained to my satisfaction. Unexcused absences will result in a reduced grade. Research papers are due in class on Thursday 17 April. Late submission will result in a reduced grade.

Disability Statement:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

alleged academic misconduct. OSU's policy on academic misconduct is laid out at <http://oaa.osu.edu/coam/faq.htm/>. For additional information, see the Code of Student Conduct, http://studentlife.osu.edu/pdfs/cac_12-31-07.pdf.

Grades:

History 3551 is graded on the basis of 1,000 points, allocated as follows:

Exercise	Date	Possible points
1 st Midterm	Thursday 30 January	100 points
2 nd Midterm	Thursday 3 April	250 points
Book Review	due in class on Tuesday 17 April	250 points
Final		<u>400 points</u>
TOTAL		1,000 points

The grade percentage breakdown is as follows: A, 93-100%; A-, 90-92.9%; B+, 87.0-89.9%; B, 83.0-86.9%; B-, 80.0-82.9%; C+, 73.0-79.9%; C, 73.0-76.0%; C-, 70.2-72.9%; D+, 67.0-69.9%; D, 60.0-66.9%.

Texts (on sale at the Student Book Exchange):

Jeremy Black, *European Warfare, 1660-1815* [required].

Colin McEvedy, *The Penguin Atlas of Modern History to 1815* [required].

— *The Penguin Atlas of Recent History* [required]

— *The Penguin Atlas of North American History to 1870* [required]

Gunther E. Rothenberg, *The Art of Warfare in the Age of Napoleon* [optional]

Grading and Examinations:

The examinations are designed to test your ability to organize, analyze, and explain what you know more than to find out what you do *not* know. They contain a relatively small number of "objective" questions (short answer identifications and definitions, map questions and so on) and are based on one page essay questions.

The midterms and final will require you to answer from four out of six to six out of ten short answer questions and write three one-page essays. The one page essay questions must be answered on a single sheet of paper (the same size as this one) with allowances for those with large handwriting. You will typically have ten to twelve options from which to select the three essays. Some questions require you to display or interpret information on maps or diagrams. You will be required to answer one or two of these. One of the one page essays will be a notional scenario question requiring you to put yourself in the place of a historical actor and describe his or her circumstances and reaction to them. The subjects of notional scenario questions are ordinary civilians and combatants, male and female. The large number of options provides a positive incentive for increasing your depth of knowledge and understanding of selected portions of the course material, as opposed to superficially covering a greater breadth of material. In practical terms, this means that placing increased study effort in areas of particular interest to you should help rather than hurt you.

J. Guilmartin
Instructor

D. Ozturk
TA

SYLLABUS:

<u>Date</u>	<u>Lesson Number</u>	<u>Lecture Topics and Reading Assignments</u>
Tuesday 7 January	1	Course Objectives and Methods; Definitions and Theories of War; Approaches to the Study of War; a Taxonomy of Tactics.
Thursday 9 January	2	Analytical Framework, Underlying Hypotheses and Theoretical Constructs: Layers of Causation; Climate Change, Theories of Modernity; Micro- and Macroparasitism; Counter-Factual History versus Determinism and Psycho-Social Conditioning for Combat.
Tuesday 14 January	3	The Transformation of Europe and European Warfare from Wittenberg to Westphalia. The Military Revolution and Its Consequences. The World in 1648. <i>McEvedy, Atlas of Modern History, 2-6, 43-49.</i> <i>Black, European Warfare, 1660-1815, Preface and Ch. I.</i>
Thursday 16 January	4	The Rise of England, Sea Power and the First Anglo-Dutch War, 1652-54, Causes, Conduct and Consequences. <ul style="list-style-type: none">• Mini-lecture: The Development of the Ship-of-the-line and the evolution of Naval Tactics, 1639-1654.• Mini-lecture: The Luso-Dutch War for Brazil and possessions in the Far East.
Tuesday 21 January	5	The Ottoman Empire in the West, from the War of Crete (1645-69), through the Second Siege of Vienna (1683) to the Austrian-Ottoman Treaty Karlowitz (1701). <ul style="list-style-type: none">• Mini-lecture: The Rise and fall of the Körprülü grand viziers: a case study in conservative reform <i>McEvedy, Atlas of Modern History, 2-6, 50-52.</i>
Thursday 23 January	6	The Transition from Seventeenth to Eighteenth Century Patterns of War in Europe, from Arquebus, Musket and Pike to Flintlock and Socket Bayonet. <ul style="list-style-type: none">• Mini-lecture: The tactical anatomy of the bayonet charge• Mini-lecture: The internal ballistics in the Age of Reason; what black powder artillery could and could not do. <i>Black, European Warfare, 1660-1815: Ch. 2 (38-66); Ch. 3 (76-68).</i>

- Tuesday 28 January 7 The Wars of Louis XIV: The War of the Reunions, the War of the League of Augsburg, and Castigation of the Barbary Corsair States, 1667-1697.
- Mini-lecture: Louis XIV's consolidation of personal power and lifting the tax of violence.
 - Mini-lecture: Sébastien Le Prestre de Vauban and the flowering of the art and science of fortification and siegecraft.
 - Mini-lecture: England enters the fray—William of Orange and the Glorious Revolution of 1688.
- McEvedy, *Atlas of Modern History*, 53-55.
Black, *European Warfare, 1660-1815*: Ch. 3 (67-106).
- Thursday 30 January 8 1st Midterm
- Tuesday 4 February 9 The Wars of Louis XIV: The War of the Spanish Succession, 1701-1713.
- Mini-lecture: War as Science, the Siege of Lille, July-November 1708, as a Case Study.
 - Mini-lecture: The Duke of Marlborough, Dutch Logistics and the Battle of Blenheim, 13 August 1704.
- Black, *European Warfare, 1660-1815*: Ch. 3 (106-113).
- Thursday 6 February 10 Frederick the Great and the War of the Austrian Succession (1740-49).
- Mini-lecture: The World in 1715: Shifting Balances in Populations, Trade and Religion
 - Mini-lecture: The lineage of the Prussian garrison state and Prussian developments in tactics, training and discipline
- Black, *European Warfare, 1660-1815*: Ch. 3 (113-18); Ch 5 (119-132).
McEvedy, *Atlas of Modern History*, 60-61.
- Tuesday 11 February 11 War in the Far East, 1620-1789: Vietnam's "March to the South" at the expense of the Cham and Khymer, the Trinh-Nguyen Civil War, 1620-1673, The Tay Son Rebellion, 1771-1802; Qing China's Intervention and Expulsion in the 1789 Têt Offensive.
- Mini-lecture: The European presence in the Far East, traders and missionaries.

- Thursday 13 February 12 The Seven Years War, 1756-1763.
- Mini-lecture: The Seven Years War overseas: The Franco-British struggle for India and the French and Indian War
- McEvedy, *Atlas of Modern History*, 62-69.
McEvedy, *Atlas of North American History*, 54-57.
Black, *European Warfare, 1660-1815*: Ch 5 (132-147).
- Tuesday 18 February 13 The American Revolution: Origins, Conduct, Outcome and Consequences.
- Mini-lecture: The Trenton-Princeton campaign
 - Mini-lecture: Long-term consequences of the American Revolution
- McEvedy, *Atlas of North American History*, 58-67.
Black, *European Warfare, 1660-1815*: Ch. 3 (113-18); Ch 6 (148-167).
- Thursday 20 February 14 The French Revolution and the Wars it Spawned, from the Revolution's Origins through the Battle of Turcoing,
- Mini-lecture: The development of revolutionary France's armies. Revolution or evolution?
- McEvedy, *Atlas of Modern History*, 70-73.
Black, *European Warfare, 1660-1815*: Ch 7 (168-182)
- Tuesday 25 February 15 The Rise of Napoleon, from the Siege of Toulon through the Campaign of 1797: The Re-Emergence of Strategic Maneuver.
- Mini-lecture: Napoleon's system.
- McEvedy, *Atlas of Modern History*, 70-71.
- Thursday 27 February 16 Napoleon's Egyptian Campaign, His Seizure of Power as First Consul and the Marengo Campaign.
- McEvedy, *Atlas of Modern History*, 72-73.
Black, *European Warfare, 1660-1815*: Ch 7 (182-209)

- Tuesday 4 March
- 17 Napoleon at Apogee, 1803-1806: Marengo, Ulm, Austerlitz and Jena-Auerstadt
- Mini-lecture: Sea Power and the Napoleonic Wars.
 - Mini-Lecture: The 1806 Jena-Aeurstadt Campaign, the armies of revolutionary France at high tide
- McEvedy, *Atlas of North American History*, 68-69.
- Thursday 6 March
- 18 Flaws in the Napoleonic System, 1807-1814: Spain, Russia, Guerrilla Warfare and the Erosion of the Napoleonic Mystique.
- McEvedy, *Atlas of Modern History*, 74-79.
- Tuesday 18 March
- 19 The Campaign of the 100 Days and the Battle of Waterloo: a Case Study in Operational Brilliance, Strategic Failure and the Dynamics of Battle.
- Mini-lecture: The Battle of Waterloo
- Black, *Atlas of Modern History*, 74-79.
- Thursday 20 March
- 20 From the Congress of Vienna through the Revolutions of 1848, the rise of Napoleon III, Initial Attempts at Italian Unification, Russian Expansion in the East and the Crimean War in Europe. The War of Texas Independence and the Mexican War in North America.
- McEvedy, *Atlas of Modern History*, 80-89.
- McEvedy, *Atlas of Recent History*, 7-25.
- McEvedy, *Atlas of North American History*, 70-77.
- Black, *European Warfare, 1660-1815*: Ch 8 (210-233)
- Tuesday 25 March
- 21 The Scientific Revolution, Mass Production and the Industrialization of War: The American Civil War, Origins, Outbreak and Conduct to the Battle of Shiloh.
- Mini-lecture:
- McEvedy, *Atlas of North American History*, 78-91.
- Thursday 27 March
- 22 The American Civil War, from Second Manassas through the Siege of Petersburg
- Mini-lecture: The impact of the steam engine on the American Civil War
 - Discussion topic: When did the Civil War end?
- McEvedy, *Atlas of North American History*, 92-102.

- Tuesday 1 April 23 Bismarck, von Moltke, the Prussian General Staff, the Systematization of War and German Unification: The Danish War, the Austro-Prussian War
- Mini-lecture: Origins and impact of the German General Staff
- McEvedy, *Atlas of Recent History*, 26-29.
- Thursday 3 April 24 2nd MIDTERM
- Tuesday 8 April 25 The Franco-Prussian War, Causes, Outbreak, Conduct and Consequences.
- Mini-lecture: The Paris Commune as a harbinger
- McEvedy, *Atlas of Recent History*, 28-34.
- Thursday 11 April 26 The Meiji Restoration and the Japan's Emergence as a Great Power: the 1894-95 Sino-Japanese War
- Mini-lecture: The theory and practice of sea power at the turn of the twentieth century
- McEvedy, *Atlas of Recent History*, 28-38.
- Tuesday 15 April 27 Russian Expansion and the Disintegration of the Ottomans' Balkan Empire, from the Bosnian Uprising to the Russian Occupation of Constantinople, 1875-1878
- McEvedy, *Atlas of Recent History*, 39-47
- Thursday 17 April 28 Bismarck's Europe, 1885-1910: Setting the Stage for World War
- Discussion topic: To what extent does war affect the pace of social, political, economic and technological change?
 - Mini-lecture: The World in 1900, Shades of the Past and Harbingers of Things to Come
- Black, *European Warfare, 1660-1815*: Ch 9 (234-237)

FINALEXAM

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

Please consider using [ASC's distance learning course template](#). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

Enter additional details if you responded no

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments



Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments:

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating:

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments



Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Syllabus and cover sheet reviewed by Jeremie Smith on 9/8/2021.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.