

## Course Outline

War and Society in World Civilizations (31673)

Monday, Wednesday and Friday (1:00 – 1:50)

Three Rivers Community College

Norwich, CT 06360

Instructor: Peter Patsouris

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### Office Hours:

Monday, Wednesday, and Friday: 12:00 p.m. – 1:00 p.m.; 2:00 p.m. – 3:00 p.m.

Tuesdays and Thursdays: 3:00 p.m. – 5:00 p.m. (By Appointment Only)

Or by appointment

Fall 2010

### Course Description:

This course is a survey of war and the military institutions of World society from the beginning of civilizations to the advent of the nuclear age. Emphasis will be placed on the evolution of war and its apparatus in the context of political, social, economic, and technological change.

### Course Objectives:

The overall purpose of this course is to help students gain a solid foundation in understanding the evolution and impact of warfare on human societies, and inversely, how human society has impacted warfare. A secondary, yet equally important, goal is to help further critical thinking skills, especially reading and writing. Finally, I expect students to be active participants in the course and in class discussions. Interrupting me in order to ask questions and taking the initiative to delve deeper into topics is very much encouraged. I can learn as much from you as you can from me, and I look for students to be enthusiastically engaged with the subject matter.

### Learning Goals

At the end of the course, students will understand, synthesize and evaluate the impact of warfare on human societies.

### Learning Objectives

Actively engage in the learning process through demonstrated success on the final research paper.

- Propose, formulate and organize research materials
- Evaluate and assess evidence and arguments
- Synthesize material in new way

Actively engage in the learning process through demonstrated success on examinations.

- Identify figures and events
- Explain connections between figures and events
- Articulate central theme

Required Books:

O'Connell, Robert L. Of Arms and Men. Oxford University Press. 1989.

Hanson, Victor Davis. The Western Way of War. University of California Press. 1989

Mattingly, Garrett. The Armada. American Heritage Library, Houghton Mifflin. 1987

Keegan, John. The Face of Battle. Penguin Books. 1978

Tentative Schedule of Lecture Topics and readings in "Of Arms and Men":

1. Introduction to the Course (Chapters 1-3)
2. Ancient Warfare: The Greeks (Ch. 4)
3. Ancient Warfare: The Romans (Ch. 5)
4. The Byzantine Empire
5. Western Europe: The Feudal Military Tradition (Ch. 6)
6. The Collapse of the Medieval Art of War (Ch. 7)
7. "Modern" War Begins: the 16<sup>th</sup> and 17<sup>th</sup> Centuries (Ch. 8)
8. Warfare Moderated: the 18<sup>th</sup> Century (Ch. 9)
9. Western Sea power from the Beginnings to 1800
10. War in the New World in the Early Modern Period, 1500-1800
11. Mass Warfare Begins: the French Revolution & Napoleon (Ch. 10)
12. The 19<sup>th</sup> Century: Land Warfare (Ch. 11)
13. Britain and World Empire: the "Pax Britannica" (Ch. 12)
14. The Approach to Total War (Ch. 13)
15. Total War, 1914-1918 (Ch. 14)
16. Talk of Peace, Preparation for War: the Interwar Period, 1919-1939
17. World War II, 1939-1945 (Ch. 15)
18. Retrospectus: War and Society in World Civilization (Ch. 16)

The other books are to be read in the following order before each of the exams:

1. The Western Way of War – Exam 1
2. The Armada - Exam 2
3. The Face of Battle – Exam 3

Method of Evaluation:

Exams – At three points during the semester (every 5 weeks), an exam will be given that covers material learned up to that point only. The first exam will be given after topic 6; the second after topic 11, and the final one at the end of the semester. The exams will have three components: short identification, longer identification, and a take home essay based upon the book for that section of the course. Each exam will be worth 20% of your total grade.

Research Paper – Near the end of the semester (December 3<sup>rd</sup>), you will be required to complete a research paper (15 pages minimum) that covers an important topic related to the course. I will allow you to choose your topic, but you need to hand in a topic proposal on what you will be writing on by November 5<sup>th</sup>. I will go into more detail on the assignment as the semester progresses, but you should begin the thought process as soon as possible. The paper will be worth 40% of your total grade

Grading System:

A = 94-100	C = 74-77
A- = 90-93	C- = 70-73
B+ = 88-89	D+ = 68-70
B = 80-83	D = 64-67
B- = 80-83	D- = 60-62
C+ = 78-79	F = Below 60

### Paper Information

All written materials that are handed in must be typed, double spaced and follow the writing rubric that is at the end of this syllabus. If you have any trouble with writing, I strongly advise you visit the writing center and TASC in the library at both campuses. They are resources that you should use. Furthermore, the following web site will help answer many, if not all of your questions on writing:

[http://www.trcc.commnet.edu/Ed\\_Resources/writing\\_center/](http://www.trcc.commnet.edu/Ed_Resources/writing_center/)

### Attendance:

Please look at the student handbook regarding the college's attendance policies. It goes without saying that habitual absences or lateness will negatively affect your individual contribution grade.

Having said this, I would like to give you my philosophy on attendance: You are all adults and have paid to take this class. What you choose to do with that purchase is up to you. I will never penalize any grade directly because of attendance. Furthermore, you do not need to supply me an excuse for any classes missed. If you have a problem, personal or academic, which will require you to miss class for any length of time, please come talk to me so that we can come to an agreeable solution.

### Make Up Tests/Late Assignments

If you miss any exam, you have until the end of the week that exam was given to make it up, with a slight penalty. Any subsequent missed exam will be allowed to be made up with a significant penalty.

I will not accept any late final project unless arrangements have been made beforehand.

Disabilities Statement:

If you have a hidden or visible disability, which may require classroom or assignment modifications, you are obligated to come see me as soon as possible.

Academic Dishonesty:

Any form of cheating or plagiarism will be reported to the college immediately, and may result in the failure of an assignment or the course itself.

## Essay and Research Paper Grading Rubric

	Excellent	Good	Needs Improvement	Poor	F
Overall Impression	Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained nearly all of the knowledge presented in class. He/She is able to synthesize this knowledge in new ways and relate to material not covered in the course.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others.	Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.	P L A G I A R I S M
Argument	Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate.	An argument is present, but reader must reconstruct it from the text.	Author attempts, but fails, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context).	No attempt is made to articulate an argument.	
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.	

	Excellent	Good	Needs Improvement	Poor	F
Counter-Evidence	The author considers the evidence, or alternate interpretations of evidence, that could be used to refute or weaken his/her argument, and thoughtfully responds to it.	Author acknowledges that counter-evidence or alternative interpretations exists, and lists them fully, but does not effectively explain to reader why his/her argument still stands.	Author acknowledges some of the most obvious counter-evidence and alternative explanations, but is not comprehensive in this task. There is little or no attempt made to respond to them.	No acknowledgement of counter-evidence or alternative interpretations.	
Sources <b>Note:</b> You should always consult the assignment description to find out what kinds of sources are required.	Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class.	Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based.	Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research.	Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources.	
Citations	All evidence is properly cited in footnotes or endnotes.	All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations.	Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations.	No attempt is made to cite evidence.	



	Excellent	Good	Needs Improvement	Poor	F
Organization	<p>Essay contains an intro, main body, and conclusion.</p> <p>Introduction lays out main argument and gives an outline of what the reader can expect in the essay.</p> <p>The conclusion brings everything together, acknowledges potential shortcomings of the paper, and gives the reader a sense of what further work might be done to advance the subject matter described in the paper.</p>	<p>Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay.</p> <p>The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.</p>	<p>Essay contains an intro, main body, and conclusion.</p> <p>The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the main argument. It may begin with a set of rhetorical questions, or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction.</p> <p>Intro and/or conclusion may be too wordy or short.</p>	<p>Essay has no clear organizational pattern.</p>	
Clarity and Style	<p>All sentences are grammatically correct and clearly written.</p> <p>No words are misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread (ideally by you and somebody else), and contains no errors.</p>	<p>All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are usually, but not always, explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay.</p>	<p>A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors.</p>	<p>Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors.</p>	