



University of Glasgow | Scottish Centre
for War Studies

MSc in Global Security

Comparative Approaches to Warfare and Violent Conflict



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Week 1	Clausewitz and European Armies 1871-1914	Professor Strachan
Week 2	'Celtic' Warfare? Militarism in Gaelic Scotland and Gaelic Ireland in the later middle ages	Dr Martin MacGregor
Week 3	Guest Lecture	Professor Jeremy Black
Week 4	Vegetius and 'Vegetian Strategy' in Medieval Warfare	Professor Strickland
Week 5	The Nobility and Warfare, c.1200-1800	Professor Scott
Week 6	Europe's 'Small Wars', 1800-Present	Dr Alex Marshall
Week 7	Jomini, Aggressive Warfare and the Confederate States of America at War	Dr Phillips O'Brien
Week 8	Trenching the Trenches: An Introduction to the Archaeology of the Western Front of WWI	Dr Tony Pollard
Week 9	The Strategic Air War in World War II	Professor Neitzel
Week 10	Deep Battle: Soviet Concepts of Offensive Warfare	Professor Mawdsley
Week 11	Visit to Edinburgh National War Museum	Dr Marshall

Dates and Deadlines

Semester 1 Monday 19 September to Friday December		Classes start week beginning 19 September 2011.
Every Tues and Thursday – 1 st class on Tuesday 20 September	15-17	Core course
Wednesday 14 September	17.30	Graduate School of Arts’ induction session for new taught postgraduates, in the Arts-side study space, first floor Gilbert Scott Building
Wednesday 28 September	17	Postgraduate party - Lecture Room (1st floor), 10 University Gardens
Friday 14 th October	1000	Formative essay list issued
Monday 21 st November	1000	Summative essay list issued
TBC	9am	Visit to Edinburgh’s National Museum of Scotland (weapons collection) - Meet Dr Marshall at 9am at Queen Street station
Friday 2 December	16	
Christmas holidays		



Part 1: Regulations

1. About the module 'Comparative Approaches to Warfare and Violent Conflict.'

This handbook is for all taught postgraduate students in Global Security at the University of Glasgow. It provides information on course structure, marking schemes, deadlines, writing guidelines etc. and makes clear to both staff and students what the expectations, and requirements are. If you have any comments or feedback on the information provided, please contact the course convenor, Dr Alex Marshall.

2. About the Scottish Centre for War Studies

The Scottish Centre for War Studies was established in 1996 to promote research in, and understanding of, war in all its aspects. It is based in the University of Glasgow, but it seeks to develop links with other Universities, both in Scotland and further afield, with other institutions and individuals with research interests related, and with the armed services.

Its approach to the subject is both interdisciplinary and multidisciplinary. With a wide-ranging group of scholars contributing, the Centre presents a unique opportunity to study war in all its aspects, from past to present, from causes to consequences, and gives scholars in one field the chance to develop insights and understandings derived from scholars in another. Since its founding the centre has run more than ten major conferences, sponsored almost 100 seminar talks and has been responsible for the publication of a number of important works.

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3. General Information

An introduction meeting will take place on Tuesday 20 September at 2pm in Dr Marshall's office (Room 301, 2nd floor, 2 University Gardens), where students:

- will be given the finalized course handbook;
- will be able to make any enquiries they wish about the course as a whole.



4. Module structure

This is a ten week full time module running from September to December. It will meet for two hours once a week in the first semester (September – December) and each week will focus on one specific subject. During the first meeting of the week the leading instructor will give a presentation on a specified subject, and four expanded seminars at selected intervals will allow students to review topics covered in the course to date with a view to assessment/exam preparation.

Classes will be taught on Tuesdays and Thursdays from 15:00-17:00. Sessions will take place in Room 209, 2 University Gardens, or in the seminar leader's office. The full core course documentation, including the timetable, is in part 2 of this handout.

Each student will be evaluated through their performance two take home exams to be completed in 78 hours:

- **One formative assessment distributed on Friday 14th October**
- **One summative assessment distributed Monday 21st November**

All coursework must be submitted on Moodle (the University Virtual Learning Service). You can access it at:

<http://arts.moodle.gla.ac.uk/course/view.php?id=1513>

See section 7 of this handbook for further details.

5. Assessment

Assessment is focused on written performance, but oral presentation skills are also evaluated. Students are expected to develop critical faculties in synthesising and interpreting the literature and to display an awareness of scholarly conventions.

a. Markscale

The postgraduate marking scheme is based upon a 22-point scale. The expected level of attainment for the M.Litt degree is a minimum aggregate mark of 15. Achieving the minimum aggregate level of 15 on the taught elements will enable students to proceed to the M.Litt Dissertation. Outstanding performance (18 - 22) is recognised by the award of the M.Litt degree with Distinction. Performance at a satisfactory level (12-14) will result in the award of a Diploma after 9 months of study, which does not involve a Dissertation.

<i>Mark</i>	<i>Level of Achievement</i>	<i>Verbal Descriptor</i>
A1 22 A2 21	Distinction (high)	Exceptional work which gets to the heart of the matter. Critical appraisal of the sources in a well-formulated argument, with full integration of evidence and interpretation. Evidence throughout of wide reading, initiative, and full confidence in the material and methods. Makes a significant contribution to the published scholarship on the subject. Strong command of English.
A3 20 A4 19 A5 18	Distinction	Excellent work, incorporating strong critical analysis, clear argument and a good balance between evidence and interpretation. Good control of detail. Clear signs of independent thinking and originality in approach or conclusions. Strong command of English.



B1	17	Merit	Good choice of relevant evidence within an appropriate interpretive framework. Analysis characterised by clear, accurate and well structured argument. Good understanding of a reasonably wide body of material. Evidence of wide and thoughtful reading. Good English.
B2	16		
B3	15		
C1	14	Pass	Identifies the main issues and demonstrates a fair understanding of a reasonable range of reading. Presents a relevant discussion that incorporates appropriate evidence. Makes a careful attempt to structure the argument. Presented in correct English.
C2	13		
C3	12		
D1	11	Diploma	Restricted reading and limited familiarity with the topic. Superficial understanding and analysis; not always fully relevant or accurate. Weak in one or more of the following respects: structure, organisation, relevance, English, presentation.
D2	10		
D3	9		
E1	8	Diploma (low pass)	Little background knowledge apparent; little or no interpretation. Very weak in one or more of the following respects: structure, organisation, relevance, English, presentation.
E2	7		
E3	6		
F1	5	Fail	Very little information and little or no relevance and lacking any attempt to interpret it. Extremely weak in several of the following respects: structure, organisation, relevance, English, presentation.
F2	4		
F3	3		
G1	2		
G2	1		
H	0		

b. Submission of written work and penalties for late submission

Students must submit all their written work on Moodle: essays and seminar presentations are uploaded on Moodle and passed on to the relevant tutor for marking (students cannot see each other's work once uploaded, only tutors can) – for further details on Moodle please see section 10 of this handbook.

Please do not put your name on any assignment: identify yourself only by your matriculation number.

The course convener should return your work to you in two weeks, with feedback on your performance. Please note that your mark will remain **provisional** until your assignment has been read by the second marker and the mark confirmed by the External Examiner. This means that it may go **up or down** after you have discussed it with the course convener.

Work submitted after the deadlines - without due cause - will be penalised by a deduction of two points per day (or part thereof), up to five days. After 5 working days, the work will be given an H. These penalties will apply to all coursework, including dissertations.

c. Progression and Reassessment

i. Award of credits

To be eligible for credit for a course, a student must have submitted **at least** 75% of the assigned work and met any attendance requirement notified to the class by the course leader. Assignments must not have been previously submitted for assessment in any other course.

ii. Progression to dissertation

Students will not be permitted to progress to preparation of the dissertation unless their coursework



achieves a weighted average aggregation score of 12 (equivalent to C3) or above, with at least 75% of the credits at Grade D3 or better, and all credits at Grade F or above. Students failing to achieve this standard will be notified in June that they may not prepare a dissertation. Exceptionally, a candidate may be permitted to progress to the dissertation where the department judges that the candidate's performance offers a reasonable prospect of that candidate reaching the standard required for the award of the Masters degree following reassessment.

iii. Award of Masters degree, merit and distinction

The following minimum requirements will apply to all Masters programmes in the 'School of Humanities' and 'School of Social and Political Sciences':

Pass:	A <i>weighted average</i> aggregation score of 12 (equivalent to C3) or better in taught courses (with grades of D3 (9) or better in at least 75% of your taught courses, and none below F (3)), and D3 (9) or better in the dissertation.
Merit:	A <i>weighted average</i> aggregation score of 15 (equivalent to B3) or better at the first attempt for taught courses, and Grade B3 or above for the dissertation. Where the average aggregation score for the taught courses falls within the range 14.1 and 14.9, the Board of Examiners shall have discretion to make the award with Merit. No discretion can be applied in relation to the grade required for the dissertation.
Distinction:	A <i>weighted average</i> aggregation score of 18 (equivalent to A5) or better at the first attempt for taught courses and Grade A5 or above for the dissertation. Where the average aggregation score for the taught courses falls within the range 17.1 and 17.9, the Board of Examiners shall have discretion to make the award with Distinction. No discretion can be applied in relation to the grade required for the dissertation.

The full University Regulations which are summarised here can be found at: http://www.gla.ac.uk/media/media_126398_en.pdf (section VIII, paragraph 9)

d. Mark Calculations

Each piece of work is marked by the first marker (the lecturer who taught the session or course), a second internal marker and an external marker. At the external examiners board, which usually takes place at the end of October, the final mark is established for each piece of work. The overall course mark is arrived at through a series of calculations, with each mark having a different weight. The table below illustrates how a final mark is calculated. Each basic course element, core course, optional courses and the dissertation, contributes 33.3% of the total final mark. The final core course mark consists of the essay (50%) and the two seminar papers (each 25%) . Each optional course contributes 33.3% to the final optional courses mark. Within each optional course the essay constitutes 80% of the optional course mark and the seminar paper 20%. The dissertation contributes 33.3% to the overall mark.



STUDENT NUMBER:								
	Credits	Weighting	1st Marker	2nd marker	External examiner	Agreed mark	Weighted mark	Weighted mark per course
Core Course		33.3% of the whole course						
Seminar 1		25%	18	18	18	18	4.5	
Seminar 2		25%	18	18	18	18	4.5	
Essay 1		50%	18	18	18	18	9.0	
Overall course mark:							18.0	6.0
3 Optional courses		each worth 33.3% of a third of overall course						
First course (33.3% of 33.3%)		American way of War						
Seminar		20%	18	18	18	18	3.6	
Essay		80%	18	18	18	18	14.4	
Overall first course mark:							18.0	6.0
Second course (33.3% of 33.3%)		British Military Policy						
Seminar		20%	18	18	18	18	3.6	
Essay		80%	18	18	18	18	14.4	
Overall second course mark:							18.0	6.0
Third course (33.3% of 33.3%)		Grand Strategy						
Seminar		20%	18	18	18	18	3.6	
Essay		80%	18	18	18	18	14.4	
Overall third course mark:							18.0	6.0
Overall optional courses mark:								6.0
Dissertation		33.30%	18	18	18	18	6.0	6.0
OVERALL MARK								18.0

6. Plagiarism

Declaration of originality

Every piece of written work that you submit must be accompanied by a Declaration of Originality Form. When submitting your coursework on Moodle, you are asked to confirm that you have read, understood and have complied with the Declaration of Originality before you can upload your work. For further details on Moodle, please see section 10 of this handbook.

Plagiarism (unacknowledged copying of material or ideas from anyone or anywhere) is a serious academic offence. Some simple guidelines will help you to avoid its pitfalls.

- Copying word for word from anywhere (including the web, or even someone else's essay) is acceptable **only** if you use quotation marks to mark the cited passage, AND state **explicitly** from where, by indicating your source. Otherwise, you could be found guilty of plagiarism even if you were not intending to deceive.
- When you take notes from printed material or from the web always take care, *even in material that is only for your own use*, that you mark as such any passage you have copied, or any specific idea/concept that you have adopted and which is not otherwise in common use. That way, if you return to the material later, you will not be in any doubt.
- Equally, always make a note of *where a quotation comes from* (full reference, or the web address if applicable), so that you can include that information as a footnote in your essay. Such a reference makes it clear that you acknowledge what you have used. More general material that you are not citing directly, but have used as part of the preparation, should always be cited in your bibliography.
- For a common-sense approach to footnoting and what to cite, look at the guidelines 'Writing with Style' available on Moodle. Ask your course tutor to explain.
- Submission of any piece of work for assessment will be deemed to constitute an acknowledgement that you have read, understood and implemented these guidelines. If your work is plagiarised you will have no defence in a plea of ignorance.



Plagiarism is defined in the **University Calendar** (general section Gen.53, paragr.XXXII) in the following terms:

1. *The University's degrees and other academic awards are given in recognition of a student's personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort.*
2. *Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student's work or from inappropriate collaboration.*
3. *The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism. Work may be considered to be plagiarised if it consists of:*
 - *A direct quotation;*
 - *A close paraphrase;*
 - *An unacknowledged summary of a source;*
 - *Direct copying or transcription.*

With regard to essays, reports and dissertations, the rule is: if information or ideas are obtained from any source, that source must be acknowledged according to the appropriate convention in that discipline; and any direct quotation must be placed in quotation marks and the source cited immediately. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. Under examination conditions, material learnt by rote or close paraphrase will be expected to follow the usual rules of reference citation, otherwise it will be considered as plagiarism.

4. *Plagiarism is considered to be an act of fraudulence and an offence against University discipline. Alleged plagiarism, at whatever stage of a student's studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.*

7. Moodle

The MLitt in War Studies uses Moodle (the University Virtual Learning Service) which you should access as soon as possible:

<http://moodle2.gla.ac.uk/arts/moodle/course/view.php?id=964>

To access Moodle Courses always use your standard (GUID) login and password.

All War Studies coursework must be submitted on Moodle, via Section 1 'Handing in coursework':

1. click on the appropriate heading
2. read the Declaration of Originality and tick the box to confirm that you have read, understood and have complied with the statement
3. click on 'Browse' to locate your file
4. click on 'Upload this file'
5. you will get the following message 'File uploaded successfully' and you will be prompted to click on 'continue'.



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1 Submission of coursework for the Core Course (semester 1)

 [Core course: Seminar paper 1](#)

 [Core course: Seminar paper 2](#)

 [Core course: Essay](#)

Should you encounter any difficulties with Moodle, please contact Christelle (ext. 3538 on Tuesdays and Wednesdays) or email (christel@arts.gla.ac.uk)



Part 2: 'Comparative Approaches to Warfare and Violent Conflict'

This is a 60-credit core course that will be taken by all students enrolled in the M.Litt in War Studies. It will be the student's primary responsibility for the first semester of the academic year. The core course will meet twice a week throughout the semester. The first meeting will be based around an instructor presentation and the second will be a seminar-type class, based on student presentations. During the second class, all students will be expected to show evidence of considerable preparatory reading.

1. Class time

The core course will meet on Tuesdays from 3:00pm onwards. Sessions will take place in room 209, 2 University Gardens, or in the seminar leader's office. Seminars will occur from 3pm onwards on a Thursday in the seminar leader's office and should be treated as an opportunity to discuss/revise the previous few week's work.

In the eleventh week there will be an escorted visit to the Scottish National War Museum in Edinburgh.

2. Aims and Outcomes

Aims:

To provide an advanced core course based on the existing staff research strengths.

Outcomes:

By the end of the core course the student should:

1. Be knowledgeable of some of the most important theoretical developments in western warfare, and how these different theories fared when they were put into practice.
2. Be able to understand and evaluate historical ideas on western warfare from a number of different periods, nations and historical perspectives.
3. Be able to integrate into his or her own work primary source material, secondary source material and information gathered from instructor presentations, to create informed, interesting and persuasive presentations and essays.
4. Be able to write essays consistent with work at the post-graduate level.
5. Be able to progress through the subsequent elements of the MSc in Global Security.
6. Be able to prepare for further graduate work of an advanced kind.

3. Assessment

Summative and Formative Assessment:

Each student will complete one piece of formative and one piece of summative assessment.

Formative assessment: one 3,000 word take-home exam. This will comprise an essay-style question to be completed over the course of 78 hours. The choice of exam questions will be posted at 1000am on Friday 14th October on Moodle in week 3 and must be submitted by 4pm the following Monday.

Summative assessment: one 3,000 word take-home exam. This will comprise an essay-style question to be completed over the course of 78 hours. The choice of exam questions will be posted on Monday 21st November on Moodle in week 10 and must be submitted by 4pm on Wednesday 23rd November.

All work must be submitted via Moodle (see section 7 of Part I of this handbook).



4. Timetable

Sessions will take place in Room 208, 2 University Gardens or, in the case of the special seminars, in the seminar leader's office.

Week 1	Tuesday 20 Sept	Clausewitz and European Armies 1871-1914	Professor Strachan
Week 2	Tuesday 27 Sept	'Celtic' Warfare? Militarism in Gaelic Scotland and Gaelic Ireland in the later middle ages	Dr Martin MacGregor
Week 3	Tuesday 4 Oct	War, Technology and the Rise of the West, 1450-2012 Reconsidered	Professor Jeremy Black
	Thursday 6 th Oct	FIRST REVIEW SEMINAR: The Western Way of War and the 'Revolution in Military Affairs'	Dr Alex Marshall (<i>Room 301 2nd floor</i>)
Week 4	Tuesday 11 Oct	1500 Vegetius and 'Vegetian Strategy' in Medieval Warfare	Professor Strickland
	Thursday 13 Oct	SECOND REVIEW SEMINAR: Western Culture and War, 1400-1900	Dr Phillips O'Brien (<i>Room 302, 2nd floor</i>)
	Friday 14 th Oct	Formative Assessment released on Moodle	78 hours for delivery
Week 5	Tuesday 18 Oct	The Nobility and Warfare, c.1200-1800	Professor Scott
Week 6	Tuesday 25 Oct	Europe's 'Small Wars', 1800-Present	Dr Alex Marshall
Week 7	Tuesday 1 Nov	Jomini, Aggressive Warfare and the Confederate States of America at War	Dr Phillips O'Brien
	Thursday 3 Nov	THIRD REVIEW SEMINAR: Strategy and Warfare 1800-Present	Dr Sonke Neitzel (<i>Room 401 3rd floor</i>)
Week 8	Tuesday 8 Nov	Trenching the Trenches: An Introduction to the Archaeology of the Western Front of WWI	Dr Tony Pollard <i>2 University Gardens</i>
Week 9	Tuesday 15 Nov	The Strategic Air War in World War II	Profesor Neitzel
Week 10	Monday 21 Nov	Summative Exam issued	78 hours for delivery
	Tuesday 22 Nov	Deep Battle: Soviet Concepts of Offensive Warfare	Professor Mawdsley
Week 11	tbc	Visit to National War Museum Edinburgh	Dr Alex Marshall



Week 1 - Clausewitz and European Armies 1871-1914

Professor Hew Strachan

Clausewitz's On War is today regarded as the most important single text written on its subject. But it was unfinished when its author died of cholera in 1831. He had begun a revision, designed to rework the entire text in the light of his central proposition – that war is an instrument of politics – but he had finished only a small part of the work. Inevitably, therefore, there are ambiguities, although Clausewitz scholars dispute how serious and extensive they are. The problems of interpretation are compounded by the fact that Clausewitz's approach is dialectical – he would advance a proposition and then counter it. The whole text is a discourse where he contrasts the ideal with the reality.

The book was little read until after the wars of German unification (1864-71). The architect of the German victories, Helmuth von Moltke, said On War was one of three books that had really influenced him, and he thus sparked a craze for Clausewitz. But it is not clear what Moltke derived from his reading. Moreover, recent commentators have tended to conclude that soldiers in the period 1871–1914 'misread' Clausewitz. At its most extreme this holds Clausewitz responsible for the losses of the First World War.

Reading

Clausewitz, Carl von, *On War*, translated by Michael Howard and Peter Paret (Princeton, 1976).

This edition is available in many forms, most cheaply and easily as an Everyman edition. It probably replaces all other English-language versions (and please avoid the Penguin version). Michael Howard's introductory essay is a short introduction to the seminar topic. The translation by JJ Graham (recently reprinted by Barnes and Noble) is the next best. If you can read German, the edition to look at is that by Werner Hahlweg.

On Clausewitz:

Gat A., *The Origins of Military Thought* (Oxford: Clarendon Press, 1989) – the last chapter

Heuser B., *Reading Clausewitz* (London: Pimlico, 2002)

Herberg-Rothe A., *The Clausewitz Puzzle* (Oxford University Press, 2007) - puts Clausewitz's historical writings in context and considers his contemporary relevance

Howard M., *Clausewitz* (Oxford / New York: Oxford University Press, 1983) – very brief introduction to the man and his work

Paret P., *Clausewitz and the State* (Princeton: Clarendon Press, 1976) - a scholarly intellectual Biography

Strachan H., *Clausewitz's On War: a Biography* (Atlantic Books, 2007) - a brief survey of the text, which takes issue with the Howard/Paret interpretation

Strachan H., and Herberg-Rothe, A., (eds), *Clausewitz in the 21st Century* (Oxford University Press, 2007) - see especially the opening chapter



On the response of European armies 1871 –1914:

Bassford C., *Clausewitz in English* (Oxford: Oxford University Press, 1994)

Caemmerer R., von, *The Development of Strategical Science During the 19th Century* (London: Hugh Rees, 1905)

Echevarria A., 'Borrowing from the Master: Uses of Clausewitz in German Military Literature Before the Great War', *War in History*, III (1996), pp. 274-92

Echevarria A., *After Clausewitz: German Military Thinkers Before the Great War* (Lawrence: University Press of Kansas, 2000)

Gat A., *The Development of Military Thought: the 19th Century* (Oxford: Clarendon Press, 1992)

Handel M., ed., *Clausewitz and Modern Strategy* (London: Cass, 1986)

Hughes D., *Moltke on the Art of War* (Novato, CA: Presidio Press, 1993)

Liddell Hart B., *The Ghost of Napoleon* (London: Faber & Faber, 1933)

Hew Strachan, 'Clausewitz and the First World War', *Journal of Military History*, 75: 2 (April 2011), pp.367-91



Week 2 - 'Celtic' Warfare? Militarism in Gaelic Scotland and Gaelic Ireland in the later middle ages Dr Martin MacGregor

Our core theme is warfare and society in Gaelic Scotland and Gaelic Ireland from c. 1300-c.1600. For Gaelic Ireland we have a series of fine studies by Katharine Simms. Although contemporaries agreed that militarism was vital to late medieval Gaelic Scotland, this has yielded little scholarship to date beyond that pertaining to the mercenaries who crossed to Ireland in such numbers until the completion of English conquest; first in the form of permanent settlement by military castes called *gallòglaich* or galloglass, and later in the form of seasonal movement by 'redshanks'.

The lecture session will begin with discussion of how warfare operated in late medieval Gaelic Scotland. This will allow for comparison with Gaelic Ireland and beyond – to what extent were these Gaelic societies out of step with contemporary European 'norms'? It will also provide a basis for a critique of the argument advanced by James Hill that Gaelic Scots and Irish practised a common warfare which the Scots carried with them into the British army and imperial service in the later 18th century. This is a subset of the thesis which claims that a continuous typology of 'Celtic warfare' can be traced from classical antiquity to the American Civil War.

The seminar session will allow for collective debate on these issues. It will also explore sources. A rich seam of indigenous material exists in the form of contemporary poetry and monumental sculpture, and prose traditions recorded well after the later middle ages, but purporting to relate to them. What can we take from these source types? How far do the poetry and sculpture depict an idealised and theoretical vision of what warfare should be – a Gaelic chivalric code – as opposed to revealing the reality?

Reading

Primary Sources

To assist seminar discussion, a number of primary texts will be selected from the following and made available in photocopy.

Duanaire na Sracaire: Songbook of the Pillagers – Anthology of Medieval Gaelic Poetry, eds. McLeod, W and Bateman, M (Edinburgh 2007)

Harbison, P, 'Native Arms and Armour in Medieval Gaelic Literature, 1170-1600', *The Irish Sword* 12 (1975-76), 173-99, 270-84

Meek, DEM, ' "Norsemen and Noble Stewards": The MacSween Poem in the Book of the Dean of Lismore' *Cambrian Medieval Celtic Studies* 34 (1997), 1-49

Newton, M, *Bho Chluaidh Gu Calasraid : From the Clyde to Callander: Gaelic Songs, Poetry, Tales, and Traditions of the Lennox and Menteith in Gaelic with English Translations* (Stornoway 1999)

Scottish Verse from the Book of the Dean of Lismore, ed. Watson, WJ (Scottish Gaelic Texts Society: Edinburgh 1937)

Steer, KA, and Bannerman, JWM, *Late Medieval Monumental Sculpture in the West Highlands* (Edinburgh 1977)

Secondary Sources

Hayes-McCoy, GA, *Scots Mercenary Forces in Ireland* (Dublin 1937)

Hill, M, *Celtic Warfare 1595-1763* (Edinburgh 1986)

Hill, M, 'The distinctiveness of Gaelic warfare, 1400-1750', *European History Quarterly* 22 (1992), 323-46

Lydon, J, 'The Scottish Soldier in Medieval Ireland: The Bruce Invasion and the Galloglass', in *The Scottish Soldier Abroad 1247-1967*, ed. Simpson, GG (Edinburgh 1992), 1-15

MacGregor, M, 'The genealogical histories of Gaelic Scotland', in *The Spoken Word: Oral Culture in the British Isles, 1500-1850*, eds. Fox, A and Woolf, D (Manchester 2002), 196-239

MacGregor, M, 'Warfare in Gaelic Scotland in the Later Middle Ages', in *A Military History of Scotland*, eds.



- Crang, JA, Spiers, EM and Strickland, M (forthcoming: Edinburgh 2010) – photocopy to be made available
- McKerral, A, 'West Highland Mercenaries in Ireland', *Scottish Historical Review* 30 (1951), 1-14
- McWhiney, G, 'Continuity in Celtic Warfare', *Continuity* 2 (1981), 1-18
- McWhiney, G, and Jamieson, PD, *Attack and Die: Civil War Military Tactics and the Southern Heritage* (Alabama 1982)
- Scotland and War: AD 79-1918*, ed. MacDougall, N (Edinburgh 1991)
- Simms, K, 'Warfare in the medieval Gaelic lordships', *The Irish Sword* 12 (1975-6), 98-108
- Simms, K, *From Kings to Warlords: The Changing Political Structure of Gaelic Ireland in the Later Middle Ages* (Bury St. Edmonds 1987; paperback edition 2000), ch. 8
- Simms, K, 'Images of Warfare in Bardic Poetry', *Celtica* 21 (1990), 608-19
- Simms, K, 'Gaelic Warfare in the Middle Ages', in *A Military History of Ireland*, eds. T Bartlett, T and Jeffery, K (Cambridge 1996), 99-115
- The World of the galloglass: war and society in the North Irish Sea region, 1150-1600*, ed. Duffy, S (Dublin 2007), esp. chapter by Caldwell



Week 3 – Professor Jeremy Black, Guest Lecture.

Materialist accounts of war bulk large in the literature, and notably so for the rise of the West, both in the early-modern period and subsequently. Yet, there has also been criticism of these accounts, on both conceptual and empirical accounts. Moreover, the 'cultural turn' in military history has re-opened the question of late. This question provides an opportunity to consider history both in terms of what happened and how we provide accounts of the past. In particular, the emphasis on materialist accounts accorded with the American stress on technology and modernisation, culminating in the RMA. In turn, the 'cultural turn' was encouraged by 'wars among the people'. Whether confrontation with China will lead to change again is unclear.

Reading

I have tried to provide a distinctive coherent and mutually-supporting analysis in a series of works. They also review earlier and different accounts by other scholars.

War and the World. Military Power and the Fate of Continents 1450-2000 (Yale University Press, 1998)

Rethinking Military History (Routledge, 2004)

War Since 1945 (Reaktion, 2004)

Introduction to Global Military History, 1775 to the present day (Routledge, 2005)

The Age of Total War 1860-1945 (Preager, 2006)

European Warfare in a Global Context, 1660-1815 (Routledge, 2007)

Naval Power (Palgrave 2008)

Beyond the Military Revolution. War in the Seventeenth Century World (Palgrave 2011)

War in the World, 1450-1600 (Palgrave 2011)

Among other scholars, William McNeill, Peter Lorge and Geoffrey Parker have offered particularly fruitful accounts.



Week 4 - Vegetius and 'Vegetian Strategy' in Medieval Warfare

Professor Matthew Strickland

The *De Re Militari* (On Military Affairs) of the late Roman author Flavius Vegetius Renatus was the single most important theoretical work on warfare available to medieval military commanders. It survives in numerous copies, and by the fifteenth century it had been translated into French, English and many other European languages. But to what extent did medieval generals consciously look to the writings of Vegetius for strategic or tactical guidance? After all, significant elements of the work deal with late Roman military organization, which was scarcely applicable to the very different military structures available to medieval rulers. Some historians, like Bernard Bachrach, would argue that the text did indeed exercise a direct and profound influence in the earlier Middle Ages, acting a blueprint for those, like the Carolingians or the counts of Anjou, wishing to replicate later Roman military institutions. More certainly, some translations or re-workings of Vegetius, such as Christine de Pisan's *Livre des Fais d'Armes*, written for the French court c. 1410, attempted to 'update' aspects of Vegetius' writing by the inclusion of new material on current tactics or on the use of cannon.

Many leading princes or nobles are known to have owned copies of Vegetius. But possession of a text does not necessarily imply that its teachings were followed in practice. Equally, much of Vegetius' own teaching reflected common sense military advice that many commanders would have gained through experience or orally transmitted wisdom. Nevertheless, current military historians have begun to use the term 'Vegetian strategy' to describe warfare in which a commander (whether or not he had actually read Vegetius) generally sought to avoid battle except under particularly favourable (or desperate) circumstances. Instead, he might seek to defeat an invader by use of key fortifications, by harassment and by depriving him of adequate supplies. Such a strategy has long been held to exemplify much medieval warfare, for instance that practiced by the Franks in the crusader kingdoms, or by generals such as William I or Richard I. Battle might, of course, occur, but essentially it was a last resort, whose potential gains were often felt not to match the enormous risks involved. Recently, however, Clifford Rogers has argued that Edward III (1327-1377) pursued a vigorous battle seeking strategy against his Scots and French opponents, aiming to achieve his political goals by the destruction of enemy armies. Far from being 'brought to bay' by pursuing French armies, Edward skilfully used strategy to create a situation in which the enemy were forced to give battle on unfavourable terms. By arguing out from this case study, moreover, he has questioned the 'orthodoxy' of seeing much medieval warfare as 'Vegetian', and provoked a lively debate.



Reading

Texts and Translations of Vegetius:

- Caxton, W., *The Book of the Fayttes of Armes and of Chyvalrye*, ed. A. T. P. Byles (Early English Texts Society, 1937) - Caxton's rendering of Christine's *Livre des Fais d'Armes* into Middle English
- Milner, N. P., *Vegetius: Epitome of Military Science* (Translated Texts for Historians, 16, 2nd edn., Liverpool: Liverpool University Press, 1996)
- Pisan, C., de *The Book of Deeds of Arms and of Chivalry*, tr. S. Willard and C. C. Willard (University Park, Pa: Pennsylvania State University, 1999) - modern English text of Caxton's 1489 translation from the French

The 'Vegetian Strategy' Debate:

- Gillingham, J., "'Up with Orthodoxy!' In Defence of Vegetian Warfare', *Journal of Medieval Military History*, II (2004), pp. 149-58
- Morillo, S., 'Battle Seeking: The Context and Limits of Vegetian Strategy', *Journal of Medieval Military History*, 1 (2003)
- Rogers, C. J., 'The Vegetian "Science of Warfare" in the Middle Ages', *Journal of Medieval Military History*, 1 (2003), pp. 1-19

For a battle-seeking strategy:

- Rogers, C. J., *War, Cruel and Sharp: English Strategy under Edward III, 1327-1360* (Woodbridge: Boydell Press, 2000).
- Rogers, C. J., 'Edward III and the Dialectics of Strategy', *Transactions of the Royal Historical Society*, 6th ser., 4 (1994).

For case studies of 'Vegetian' warfare:

- Bennett, C. M., 'The Crusaders' Fighting March Revisited', *War in History*, 8 (2001), pp. 1-18.
- Gillingham, J., 'Richard I and the Science of War in the Middle Ages', in *War and Government in the Middle Ages*, ed. J. Gillingham and J.C. Holt (Cambridge: Boydell Press, 1984), pp. 78-91, and reprinted in *Anglo-Norman Warfare*, ed. M. Strickland (Woodbridge: Boydell Press, 1992), pp. 194-207.
- Gillingham, J., 'William the Bastard at War', in *Studies in History Presented to R. Allen Brown*, ed. by C. Harper-Bill, C. Holdsworth and J. Nelson (Woodbridge: Boydell Press, 1989), and reprinted in M. Strickland, ed. *Anglo-Norman Warfare*, pp. 143-60.
- Gillingham, J., 'War and Chivalry in the History of William the Marshal', *Thirteenth Century England*, 2 (1987-8), pp. 1-3, and reprinted in idem., *Richard Coeur de Lion* (London, 1994), 227-41, and in M. Strickland, ed. *Anglo-Norman Warfare*, pp. 51-63.

For broader discussion, see:

- France, J., *Western Warfare in the Age of the Crusades, 1000-1300* (London: UCL Press, 1999).
- France, J., *Victory in the East. A Military History of the First Crusade* (Cambridge: Cambridge University Press, 1994).
- Marshall, C., *Warfare in the Latin East, 1192-1291* (Cambridge: Cambridge University Press, 1992), ch. 4.
- Morillo, S., *Warfare Under the Anglo-Norman Kings, 1066-1135* (Woodbridge: Boydell Press, 1994)
- Oman, C., *The Art of War in the Middle Ages*, 2 vols (London: Cornell University Press, 1924, reprinted 1991).
- Smail, R. C., *Crusading Warfare* (Cambridge: Cambridge University Press, 2nd edn, 1995), especially chapter 6, 'The Latin Field Army in Action'.
- Verbruggen, F. J., *The Art of Warfare in Western Europe During the Middle Ages* (1954; revised translation, Suffolk: The Boydell Press, 1997), especially chapters 4 and 5.



For the Hundred Years War, see also:

- Hewitt, J., *The Black Prince's Expedition of 1355-6* (Manchester: Manchester University Press, 1958).
Sumption, J., *The Hundred Years War: Trial by Battle* (London: Faber & Faber, 1990).
Sumption, J., *The Hundred Years War: Trial By Fire* (London: Faber & Faber, 1999).

On Vegetius and other Military Treatises:

- Allmand, C., 'The Fifteenth Century English Versions of Vegetius' *De Re Militari*', in *Armies Warfare and Chivalry in Medieval Britain and France*, ed. M. Strickland (Stamford: Watkins, 1998), pp. 30-45.
- Allmand, C., 'Did the De Re Militari of Vegetius Influence the Military Ordinances of Charles the Bold?', in *The Burgundian Hero*, ed. by A. Brown, J-M. Cauchies, and G. Small (Neuchatel: Centre européen d'études bourguignonnes XIVE-XVIE s., 2001), pp. 135-44.
- Bachrach, B., 'The Practical Use of Vegetius' *De Re Militari* During the Middle Ages', *The Historian*, 47 (1985), pp. 239-55.
- Bornstein, D., 'Military Strategy in Malory and Vegetius' *De Re Militari*', *Comparative Literature Studies* (University of Illinois), 9 (1972), pp. 123-9.
- Bornstein, B., 'Military Manuals in Fifteenth-Century England', *Mediaeval Studies*, 37 (1975), pp. 469-77.
- Contamine, P., 'The War Literature of the Late Middle Ages: the Treatises of Robert de Balsac and Béraud Stuart, Lord of Aubigny', in *War, Literature and Politics in the Late Middle Ages*, ed. by C. T. Allmand (Liverpool: Liverpool University Press, 1976), pp. 102-21.
- Coupland, C. W., 'Le Jouvencel (Revisited)', *Symposium*, 5 (1951), pp. 143-81.
- Goffart, W., 'The Date and Purpose of Vegetius' *De Re Militari*', *Traditio*, 33 (1977), pp. 65-100.
- Hall, B. S., "'So Notable Ordynauce": Christine de Pisan, Firearms and Siegecraft in a Time of Transition', in *Cultuurhistorisches Caleidoscoop aangeboden aan Prof. Dr. Willy L. Braekman*, ed. by C. De Baeker (Gent: Stichting Mens en Cultuur, 1992), pp. 219-233. (Not in G.U., but MJS has xerox).
- Willard, C.C., 'Christine de Pizan's Treatise on the Art of Medieval Warfare', in *Essays in Honor of Louis Francis Solano*, ed. by R. J. Cormier and U. T. Holmes (Chapel Hill, North Carolina University of North Carolina Press, 1970), pp. 179-191.



Week 5 - The Nobility and Warfare, c.1200-1800

Professor Hamish Scott

Between the Central Middle Ages and the French Revolution, Europe's social elite was transformed from mounted noble knights serving intermittently on campaign into regular army officers stationed with their regiments for much the year. This was a fundamental transformation both for the nobility itself and for the nature of warfare. The origins of elite status lay primarily in military service: the nobility were the 'men on horseback', the 'Second Estate' in the medieval theoretical division of society into three estates. During the Central Middle Ages these ideas coalesced with the practice of warfare into the aristocratic notion of Chivalry, which long continued to exert a powerful influence upon the actual conduct of warfare. The increased frequency of wars from the Later Middle Ages onwards, together with a noted expansion in the size of European armies, the accompanying conscription of commoners into the ranks, the diminishing role of cavalry, and the changing technology of warfare, slowly undermined the nobility's historic role, to the extent that some scholars have even spoken of its 'demilitarization'. Simultaneously the extent and importance of private noble military power was sharply reduced. Instead, the European social elite was gradually transformed into officers in the State-controlled armies which began to emerge from the later-sixteenth century onwards, a role which it would retain at least until the First World War. The Tuesday class will take the form of a presentation of the main themes and general trends; the Thursday session will be a seminar on the reading listed under 'Some General Introductions' below.

Reading:

Some General Introductions:

Contamine, Philippe, War in the Middle Ages (Engl. trans., 1984).

Maurice Keen, Chivalry (1984).

Malcolm Vale, War and Chivalry: Warfare and Aristocratic culture in England, France and Burgundy at the end of the Middle Ages (1981).

Showalter, Dennis E., 'Caste, Skill and Training: The evolution of cohesion in European armies from the Middle Ages to the Sixteenth Century', Journal of Military History 57 (1993).

J.R. Hale, 'The Military Education of the officer class in early modern Europe', in C.H. Clough, ed., Cultural Aspects of the Italian Renaissance (1976); also printed in Hale, Renaissance War Studies (1983).

Storrs, Christopher, and Scott, H.M., 'The Military Revolution and the European Nobility, c. 1600-1800', War in History 3 (1996).

J. Chagniot, 'The ethics and practice of war amongst French officers during the seventeenth century', War and Society 10 (1992).

David D. Bien, 'The Army in the French Enlightenment: Reform, Reaction and Revolution', Past and Present no. 85 (1979).

More Detailed Discussions:

Kaeuper, Richard W., Chivalry and Violence in Medieval Europe (1999).

Barber, Richard, The Knight and Chivalry (1970; revised edition, 1995).

Gunn, Steven, Grummitt, David, and Cools, Hans, War, State, and Society in England and the Netherlands 1477-1559 (2007).

Henneman, John Bell, 'The Military Class and the French Monarchy in the Late Middle Ages', American Historical Review 83 (1978).

Potter, David, Renaissance France at War: Armies, culture and society, c.1480-1560 (2008).

Ribot García, Luis, 'Types of Armies: Early modern Spain', in Philippe Contamine, ed., War and Competition between States (2000).

González de León, Fernando, "'Doctors of the Military Discipline": Technical Expertise and the Paradigm of the Spanish Soldier in the early modern period', Sixteenth Century Journal 27 (1996).



- Thompson, I.A.A., War and Government in Habsburg Spain, 1560-1620 (1976).
- J.R. Hale, 'Military Academies on the Venetian Terraferma in the early seventeenth century', in Hale, Renaissance War Studies (1983).
- Hanlon, Gregory, The Twilight of a Military Tradition: Italian Aristocrats and European Conflicts, 1560-1800 (1998).
- Rowlands, Guy, 'The Ethos of Blood and Changing Values?: Robe, épée and the French armies, 1661-1715', Seventeenth-Century French Studies 19 (1997).
- 'Louis XIV, Aristocratic Power and the Elite Units of the French Army', French History 13 (1999).
- Kroener, Bernhard R., 'The Modern State and Military Society in the Eighteenth Century', in Contamine, ed., War and Competition between States.
- Blaufarb, Rafe, 'Noble Privilege and absolutist state building: French military administration after the Seven Years' War', French Historical Studies 24 (2001).
- Barker, Thomas M., Army, Aristocracy, Monarchy: Essays on war, society, and government in Austria, 1618-1780 (1982).
- Hochedlinger, Michael, 'Mars Ennobled: The Ascent of the Military and the Creation of a Military Nobility in Mid-Eighteenth Century Austria', German History 17 (1999).



Week 6 - Europe's 'Small Wars', 1800-present

Dr Alex Marshall

Between 1815 and 1914 Europe ceased to be shaken by military convulsions on a par with the Napoleonic Wars, depriving military leaders at the time of the opportunity to fully reconcile evolving doctrine with rapid technological change. War occurred most frequently either on the perimeter of Europe (notably in the Crimea and Balkans), or in Europe's many colonial appendages (India, Manchuria, Africa). Yet opinion remained divided over the value of such experience in relation to practical training for European warfare; by the time that European war again broke out in 1914, questions still remained over whether experience acquired in such conflicts represented a virtue or a liability. The subsequent history of the twentieth century saw 'small wars' dominate but left doctrinal conundrums for regular militaries still hanging.

Core reading

Strachan, H. *European Armies and the Conduct of War* (London: George Allen & Unwin, 1983) Chapter Six.

Reading

- Airapetov, O. 'The Russian Army's Fatal Flaws.' In: Steinberg, J.W., Menning, B. W., Schimmelpenninck van der Oye, Wolff, D. & S. Yokote, (eds.), *The Russo-Japanese War in Global Perspective: World War Zero*. (Leiden: Brill, 2005)
- Badsey, S. 'The Boer War (1899-1902) and British Cavalry Doctrine: A Re-Evaluation.' *Journal of Military History* Volume 71, 1(2007), pp.75-97.
- Beckett, I. *The Victorians at War: New Perspectives*. (London: The Society for Army Historical Research, 2007).
- Bitis, A. *Russia and the Eastern Question: army, government and society, 1815-1833* (Oxford: OUP, 2006)
- Callwell, C. E. *Small Wars: A Tactical textbook for Imperial Soldiers* London: Greenhill Books, 1990)
- Dimarco, Louis 'Losing the Moral Compass: Torture and *Guerre Revolutionnaire* in the Algerian War.' *Parameters* Summer 2006 pp.63-76.
- Gilbert, M. (ed.), *Why the North won the Vietnam War*. (New York: Basingstoke, 2002)
- Gooch, John *The Plans of War. The General Staff and British Military Strategy, c.1900-1916*. (London: Routledge & Kegan Paul, 1974)
- Hamilton, Sir Ian. *A staff officer's scrap-book during the Russo-Japanese war*. (London: Edward Arnold, 1905-07).
- Hoisington, W. A. *Lyautey and the French Conquest of Morocco* (Basingstoke: Macmillan, 1995)
- Kagan, F. *The Military Reforms of Nicholas I: the origins of the modern Russian army*. (Basingstoke: Macmillan, 1999)
- _____. *The military history of Tsarist Russia* (New York: Palgrave, 2002)
- Lambrick, H. T. *John Jacob of Jacobabad* (London: Cassell, 1960)
- Langley, Lester D. *The Banana Wars: United States intervention in the Caribbean, 1898-1934*. Chicago: Dorsey, 1988
- Marshall, A. *The Russian General Staff and Asia, 1800-1917* (London: Routledge, 2006), chapter 4.
- Menning, B. *Bayonets before Bullets: The Imperial Russian Army, 1861-1914* (Bloomington: Indiana University Press 1992)
- _____. 'G. A. Potemkin & A. I. Chernyshev : Two dimensions of Reform and Russia's Military Frontier.' in : Schimmelpenninck Van der Oye, D. & Menning, B. W. (eds.) *Reforming the Tsar's Army. Military Innovation in Imperial Russia from Peter the Great to the Revolution* (Cambridge: CUP 2004) pp.273-91.
- _____. 'Neither Mahan nor Moltke: Strategy in the War.' In: Steinberg, J.W., Menning, B. W., Schimmelpenninck van der Oye, D. Wolff, D. & S. Yokote, (eds.), *The Russo-Japanese War in Global Perspective: World War Zero*. (Leiden: Brill, 2005)
- Miller, S. *Lord Methuen and the British army : failure and redemption in South Africa* (London ; Portland, Or. : Frank Cass, 1999)



- Moreman, T A *The Army in India and the Development of Frontier Warfare, 1849-1947* (Basingstoke: Macmillan, 1998)
- Oleinikov, D. I. 'The Caucasus Factor in Russian Military Reform' in: Schimmelpenninck Van der Oye, D. & Menning, B. W. (eds.) *Reforming the Tsar's Army. Military Innovation in Imperial Russia from Peter the Great to the Revolution* (Cambridge: CUP 2004) pp.205-14.
- Palmer, Gregory *The McNamara Strategy and the Vietnam War: program budgeting in the Pentagon, 196-1968*. London: Greenwood Press, 1978
- Pettigrew, H R *Frontier Scouts* (Sussex, 1965)
- Porch, D. *The Conquest of Morocco* (London: Cape, 1986)
- _____. *The Conquest of the Sahara*. (London: Cape 1985)
- _____. 'Bugeaud, Gallieni, Lyautey: The Development of French Colonial Warfare.' In: Paret, P. (ed.) *Makers of Modern Strategy. From Machiavelli to the Nuclear Age*. (Oxford: Clarendon, 1984) pp.376-407.
- _____. *The March to the Marne: the French Army, 1871-1914*. (Cambridge: CUP, 1981)
- Rice, E. E. *Wars of the Third Kind: conflict in underdeveloped countries*. Berkeley: 1988
- Snyder, J. *The ideology of the offensive: military decision making and the disasters of 1914*. (Ithaca/London: Cornell University Press 1984)
- Spiers, E. *The Victorian Soldier in Africa* (Manchester: Manchester University Press 2004)
- _____. *The Late Victorian Army, 1868-1902*. (Manchester: Manchester University Press, 1992)
- _____. 'Intelligence and the Art of Command in Britain's Small Colonial Wars of the 1890s.' *Intelligence & National Security* Volume 2, Issue 5 (2007) pp.661-681
- Strachan, H. (ed.), *Big Wars and Small Wars: the British Army and the lessons of war in the twentieth century*. (London: Frank Cass, 2006), chapter one.
- Sullivan, A. T. *Thomas-Robert Bugeaud, France and Algeria, 1784-1849 : politics, power, and the good society*. Hamdon, Conn: Archon Books, 1983.
- Tripodi, C. 'Peace Making through Bribes or Cultural Empathy? The Political Officer and Britain's Strategy on the North West Frontier, 1901-45,' *Journal of Strategic Studies*, (Issue 1, 2008) pp.123-151.
- Utley, R. M. *Frontiersmen in blue: the United States Army and the Indian, 1848-1865* (London: University of Nebraska Press, 1981)
- _____. *Frontier Regulars: the United States Army and the Indian, 1866-1891*. New York: Macmillan, 1973
- Younghusband, G J *Indian frontier warfare* (London: K Paul, 1898)



Week 7 - Jomini, Aggressive Warfare and the Confederate States of America at War Dr Phillips O'Brien

The debate over the war-fighting strategy of the South in the American Civil War has raged continuously over the last few decades. One of the most popular arguments is that the south not only could have won the Civil War, but also should have done so. To those who hold this opinion, the South was ultimately defeated because it chose to prosecute an offensive war, which led the South to suffer casualties in unsustainable amounts.

While southern commanders were influenced by a number of different factors, domestic politics, the need for foreign recognition, the desire to destroy the North's willingness to continue fighting, most if not all leading southern general's had been schooled in the writings of Baron Antoine-Henri Jomini. Jomini, one of the most important chroniclers of Napoleonic military strategy, was one of the few tactical theorists taught at the United States Military Academy at West Point.

While not wanting to imply that southern generals were slavishly following Jomini's dictates on offensive warfare, his notions on the proper time and place for offensive warfare provide perhaps the best theoretical template through which to examine the military strategy of such leading southern commanders as Robert E. Lee, Stonewall Jackson and Joseph E. Johnston.

Reading

- Carmichael, P. S., *Audacity Personified: The Generalship of Robert E. Lee* (Baton Rouge: Louisiana State University Press, 2004)
- Gallagher, G., *The Confederate War, How Popular Will, Nationalism, and Military Strategy Could Not Stave Off Defeat* (London: Harvard University Press, 1997)
- Gallagher G., ed., *Lee the Soldier* (Lincoln / London: University of Nebraska Press, 1996)
- Hagerman, E., *The American Civil War and the Origins of Modern Warfare: Ideas, Organization, and Field Command* (Bloomington: Indiana University Press, 1992)
- Harsh, J. L., *Taken at the Flood: Robert E. Lee and Confederate Strategy in the Maryland Campaign of 1862* (Kent, Ohio / London: Kent State University Press, 1999)
- Hattaway H., and J. Vanderlinde, *How the North Won: A Military History of the Civil War* (Urbana: University of Illinois Press, 1991)
- Jomini, A. H., de, *The Art of War* (London / Greenhill Books, Pennsylvania: Stackpole Books, 1996)
- McWhiney, G., *Attack and Die: Civil War Military Tactics and Southern Heritage* (Alabama: University of Alabama Press, 1982)
- Nolan, A., *Lee Considered: General Robert E Lee and Civil War History* (Chapel Hill / London: University of North Carolina Press, c1991)



Week 8 - Trenching the Trenches: An Introduction to the Archaeology of the Western Front of WWI

Archaeology has, over recent years, joined with the more traditional tools available to the historian to provide new insights into the realities of warfare. This innovation has been no where more apparent than in the field of WWI studies. Recently, the last few years the last veterans of combat during the 1914-18 war, which is fast approaching its centenary, have passed away, leaving no direct human link to these monumental events, a disconnection which can only enhance the contribution made by archaeologists. Recent projects have included the discovery and recovery of 250 Australian and British soldiers buried in mass graves by the Germans after the 1916 Battle of Fromelles, and the discovery of parts of a British secret weapon from trenches on the Somme (both projects involving the Centre for Battlefield Archaeology at Glasgow University). This presentation will provide an introduction to this burgeoning field of study and provide students with an opportunity to explore the relationship between the historical record and the physical evidence, while also discussing the various interpretations which can be gleaned from the examination of archaeological evidence.

Suggested Reading

There are numerous books and articles on the generalities and specifics of WWI, this list is concerned with archaeological approaches.

Barton, P., P. Doyle & J. Vandewalle. 2006. *Beneath Flanders Fields: The Tunnellers War 1914-1918*. Stroud: Spellmount.

Buchli, V. & G. Lucas. 2001. 'The absent present: archaeologies of the contemporary past'. In: V. Buchli & G. Lucas (eds.), *Archaeologies of the Contemporary Past*, 3-18. London: Routledge.

Demuth, V. 2009. 'Those Who Survived the Battlefields: Archaeological Investigations in a Prisoner of War Camp near Quedlinburg (Harz/Germany) from the First World War.' *Journal of Conflict Archaeology*, Volume 5, 163-183.

Fraser, A.H. and Martin, B. 2007. 'Mud, Blood and Missing Men: Excavation at Serre, Somme, France.' *Journal of Conflict Archaeology*. Volume 3, 149-175.

González-Ruibal, A. 2008. 'Time to Destroy: an Archaeology of supermodernity.' *Current Anthropology*, 49(2): 247-79.

Novotny, J.L. 2009. 'Digging Deeper: Recent publications on First World War Archaeology'. *Journal of Conflict Archaeology*, Volume 5, 273-282.

Nolan, T.J. 2009. 'Geographic information Science as a method of integrating history and Archaeology for Battlefield Interpretation.' *Journal of Conflict Archaeology*. Olume 5, 81-105.

Osgood, R. 2005. *The Unknown Warrior: The Archaeology of the Common Soldier*. Sutton, Stroud.

Pollard, T. 2008. 'A View from the Trenches: An Introduction to the Archaeology of the Western Front'. In: *A Part of History: Aspects of the British experience of the First World War*. Continuum, London. 198-209.

Robertshaw, A. and Kenyon, D. 2008. *Digging the Trenches: The Archaeology of the Western Front*. Pen and Sword, Barnsley.

Saunders, N.J. 2003. *Trench Art: Materialities and Memories of War*. Oxford: Berg Publishers.

Saunders, N.J. 2004. Material culture and conflict: the Great War, 1914-2003. In N. J. Saunders, (ed.), *Matters of Conflict: Material Culture, Memory and the First World War*, 5-25. London: Routledge.

Saunders, N.J. and Cornish, P. 2009. *Contested Objects: Material Memories of the Great War*. Routledge, London.

Saunders, N.J. 2005. 'Culture, Conflict and Materiality: The Social Lives of Great War Objects'. In: *Materializing the Military*. Finn, B. and Hacker, B.C. (eds.). Science Museum, London. 77-95.

Saunders, N.J. 2007. *Killing Time: Archaeology and the First World War*. Stroud: Sutton Publishing.

Vanin, S, Turchetto, M., Galassi, A and Cattaneo, C. 2009. 'Forensic Entomology and the Archeology of War.' *Journal of Conflict Archaeology*, Volume 5, 127-141.



Whitford, T. and Pollard, T. 2009. 'For Duty Done: A WWI Military Medallion Recovered from the Mass Grave Site at Fromelles, Northern France.' *Journal of Conflict Archaeology*, Volume 5, 201-231.

Wilson, R.J. 2007. 'Archaeology on the Western Front: the Archaeology of Popular Myths.' *Public Archaeology* 6: 227-241.

Web Resources:

A Google search on 'Handmaiden of History' will produce some interesting discussions on the relationship between history and archaeology.

Wartime 44 – Australian War Memorial magazine devoted to Fromelles:

<http://www.awm.gov.au/wartime/44/>

Association for World War Archaeology Website

<http://www.a-w-a.be/>

Digging Dad's Army Blog

<http://diggingdadsarmy.blogspot.com/>

The Durand Group Website:

<http://www.durandgroup.org.uk/>

Great Arab Revolt Project Blog

<http://garp-2009.blogspot.com/>

Great Arab Revolt Project Website

<http://www.jordan1914-18archaeology.org/index.htm>

Great War Archaeology Group Blog

<http://gwagbulletins.blogspot.com/>

Great War Archaeology Group Website

<http://www.gwag.org/>

No Man's Land Website

<http://www.no-mans-land.info/>

The Sergeant Alvin C. York Project Website

<http://www.sergeantyorkproject.com/>

Plugstreet Blog

<http://plugstreet.blogspot.com/>



Week 9 - The Strategic Air War in WW II

Professor Soenke Neitzel

WW II was the most destructive war in history – even more destructive than the Great War. It was much more a total war than WW I, not only because of the higher numbers of victims, the war crimes or the dimension of mass mobilization, but also because of the new dimension of a strategic Air War which destroyed hundreds of cities in Europe and Asia. In consequence the civilian population was affected by combat operations to a so far unknown extent. 43,000 British civilians were killed by German bombs during Second World War, and about 400,000 German and 300,000 Japanese civilians died in Allied Air attacks. The Strategic Air War appropriated the overall character of the war to a considerable extent.

The topic has an exceptional relevance, because in the last decade there had been numerous publications in Germany and Great Britain which caused a considerable excitement, due to their rather moral argumentation. Therefore it is important to have a decided analytic view on the Strategic Air War to describe this (new) phenomenon of war and its outcome from different perspectives.

Reading:

Paul Addison, Jeremy A. Crang (Ed.), *Firestorm. The Bombing of Dresden, 1945*, London 2006

Paul Addison and Jeremy A. Crang (Ed.), *The burning blue: a new history of the Battle of Britain* London 2000

Tami Davis Biddle, *Rhetoric and reality in air warfare : the evolution of British and American ideas about strategic bombing, 1914-1945*; Oxford : Princeton 2002

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Week 10 - Deep Battle: Soviet Concepts of Offensive Warfare

Professor Evan Mawdsley

The First World War is conventionally seen as a static war of attrition. The Second World War is seen as a war of manoeuvre, and the same is true of most conventional wars of the second half of the twentieth century, including the two Gulf Wars. German generals are often credited with bringing movement back to the battlefield in the 'Blitzkrieg' campaigns. However, in the late 1920s and early 1930s, Red Army leaders, notably M. N. Tukhachevsky (1893-1937) and V. K. Triandafillov (1894-1931), developed similar ideas to those of the Germans, to some extent with a common source, the writings of the British General J. F. C. Fuller (1878-1966). The Soviets transformed their broad ideas into hardware and doctrine earlier than the Germans, and they eventually used them more successfully – in 1943-5.

The inter-connected concepts of 'deep battle' and 'operational art' were summed up in 1964 by one of the few surviving Soviet innovators of the 1930s, G. S. Isserson (1898-1976): 'In the field of operational art, our military theory structured the conduct of an operation on the deep strike against the enemy, achieved by means of joint use of combat arms and types of weapons ... The reliable strike against the entire operational depth expressed the main idea of our theory of operational art.'

These concepts had a very long influence, both in post-1945 Soviet doctrine, and in the doctrine of the United States Army from the 1980s onwards.

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