

## Washtenaw Community College Comprehensive Report

### HST 251 War in the Modern World, 1500 - Present Effective Term: Winter 2019

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** Social Science

**Discipline:** History

**Course Number:** 251

**Org Number:** 11740

**Full Course Title:** War in the Modern World, 1500 - Present

**Transcript Title:** War in the Modern World, 1500

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Course Change

**Change Information:**

**Course description**

**Outcomes/Assessment**

**Objectives/Evaluation**

**Other:**

**Rationale:** Update Master Syllabus

**Proposed Start Semester:** Winter 2019

**Course Description:** In this course, students explore the evolution of the conduct of war in the western world from the sixteenth century to the present. Points of emphasis include the relationship between politics and war and between societies and their military institutions; the influence of political, social, economic, and technological change upon western methods of warfare; and the impact of the popularization and nationalization of war upon western nations' approach to modern conflicts. The conduct of specific wars, campaigns, and battles are addressed, but they are employed to illustrate these themes and are not, in and of themselves, the focus of the course.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor: 45 Student: 45**

**Lab: Instructor: 0 Student: 0**

**Clinical: Instructor: 0 Student: 0**

**Total Contact Hours: Instructor: 45 Student: 45**

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

#### Requisites

#### General Education

MACRAO

MACRAO Social Science

**General Education Area 5 - Social and Behavioral Science**

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

**Michigan Transfer Agreement - MTA**

MTA Social Science

**Request Course Transfer**

**Proposed For:**

Central Michigan University  
Eastern Michigan University  
Grand Valley State University  
Michigan State University  
Oakland University  
University of Michigan  
Western Michigan University

**Student Learning Outcomes**

1. Explain the origins of the Military Revolution of the 15th-17th centuries and identify its technological, political, organizational, and economic components.

**Assessment 1**

Assessment Tool: Exam  
Assessment Date: Winter 2019  
Assessment Cycle: Every Three Years  
Course section(s)/other population: All  
Number students to be assessed: All  
How the assessment will be scored: Departmentally-developed rubric  
Standard of success to be used for this assessment: 80% of assessed students score 70% or above  
Who will score and analyze the data: Course instructor

2. Explain the origins of the Age of Limited War and identify its technological, political, organizational, and economic components.

**Assessment 1**

Assessment Tool: Exam  
Assessment Date: Winter 2019  
Assessment Cycle: Every Three Years  
Course section(s)/other population: All  
Number students to be assessed: All  
How the assessment will be scored: Departmentally-developed rubric  
Standard of success to be used for this assessment: 80% of assessed students score 70% or above  
Who will score and analyze the data: Course instructor

3. Explain the origins of Napoleonic Warfare; identify its technological, political, organizational, and economic components; and trace its impact on the conduct of war through the end of the 19th century.

**Assessment 1**

Assessment Tool: Exam  
Assessment Date: Winter 2019  
Assessment Cycle: Every Three Years  
Course section(s)/other population: All  
Number students to be assessed: All  
How the assessment will be scored: Departmentally-developed rubric  
Standard of success to be used for this assessment: 80% of assessed students score 70% or

above

Who will score and analyze the data: Course instructor

4. Identify the major technological, tactical, and strategic efforts to break the deadlock of the Great War, explain the strengths and weaknesses of each, and explain their impact on developments in the interwar period.

**Assessment 1**

Assessment Tool: Exam

Assessment Date: Winter 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of assessed students score 70% or above

Who will score and analyze the data: Course instructor

5. Identify the major technological, tactical, and strategic developments that were employed in the Second World War, and explain their impact on the war's outcome.

**Assessment 1**

Assessment Tool: Exam

Assessment Date: Winter 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of assessed students score 70% or above

Who will score and analyze the data: Course instructor

6. Identify the lessons the world's militaries learned from the Second World War and trace the application of these lessons through the end of the Cold War.

**Assessment 1**

Assessment Tool: Exam

Assessment Date: Winter 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of assessed students score 70% or above

Who will score and analyze the data: Course instructor

**Course Objectives**

1. Explain how the French Army at the Battle of Agincourt (1415) was representative of medieval military practices while the English army was representative of a more modern system.
2. Summarize, compare, contrast and analyze the arguments of Michael Roberts and Geoffrey Parker regarding the nature and the impact of the Military Revolution that took place between 1500 and 1700.
3. Explain how the Swedish Army at the Battle of Breitenfeld (1631) was representative of the military revolution of the seventeenth century.
4. Explain the social, economic, military and political forces that created limitations on the conduct of war in the 17th and 18th centuries.
5. Explain how the British Army at the Battle of Culloden was representative of eighteenth century military organization and practices while the Scottish army remained medieval in structure and practice.
6. Assess the impact of the French Revolution on the organization, tactics, strategy and motivation of the

French military.

7. Explain how the French Army's conduct of the Ulm-Austerlitz Campaign (1805) is representative of "Napoleonic" warfare. Explain how the Austro-Russian Army's conduct of that campaign is representative of the Age of Limited Warfare.
8. Summarize, compare, contrast and analyze the arguments put forth in the nineteenth century by Antoine Jomini and by Carl von Clausewitz in an effort to explain and understand Napoleon. Assess the impact of the ideas of each on the conduct of war after Napoleon.
9. Identify and assess the political, economic, social, geographic and military forces that shaped the American military's organization, tactics and strategy between 1783 and 1860.
10. Assess the long-term impact of Grant's "way of war" on U.S. military thought and the conduct of war.
11. Analyze the reasons for the Union victory and Confederacy's defeat in the Civil War.
12. Analyze the impact of late nineteenth century technological developments on the conduct of war.
13. Describe and analyze the reasons for the outcome of the 1870-71 Franco-Prussian War.
14. Identify the contributions of Alfred Thayer Mahan to the conduct of war.
15. Explain how the Boer War and the Russo-Japanese War were exemplary of modern warfare and how those conflicts shaped and failed to shape military thought.
16. Describe the "Short War Syndrome" and analyze its military and political consequences.
17. Explain the political, diplomatic, economic and military factors that shaped various nations' strategies during The Great War and critique those strategies.
18. Explain the reason for the tactical deadlock that developed during the conflict, how they attempted to break it, and the reasons why most of those efforts failed.
19. Describe and analyze the impact of air power, the submarine and naval operations (esp. the Battle of Jutland, 1916) on the conduct and outcome of the Great War.
20. Describe and critique the "lessons" the world's major powers (Germany, Japan, France, Britain, the United States and the Soviet Union) learned from their experiences in The Great War and how those lessons were applied by those nations during the interwar period.
21. Explain and critique the airpower theories of Giulio Douhet, and assesses their importance.
22. Describe the major technical and tactical developments of the interwar period.
23. Explain how the German invasion of France in 1940 and the Japanese offensive of late 1941 and early 1942 were examples of interwar tactical and technological developments.
24. Explain the shortcomings of the German "Way of War" using Operation BARBAROSSA (1941) as an example.
25. Analyze the Battles of Midway (June 1942), Guadalcanal (August 1942-February 1943), El Alemein (October 1942) and Stalingrad (August 1942-February 1943) and explain why each can be considered to be a turning point in the conflict.
26. Describe the political, diplomatic, economic and military factors that shaped Allied and Axis strategy during World War Two and critique those strategies.
27. Describe the parameters and the outcome of the postwar debate regarding the nature and structure of the American military.
28. Identify the elements of Eisenhower's "New Look" military, and explain his reasons for its adoption.
29. Describe how the advent of nuclear and thermonuclear weapons changed military policy and strategy.
30. Describe the major events of the Korean War, analyze the American conduct of the war, explain the reasons for the war's outcome and identify its impact on American military policy.
31. Explain the origins of President Kennedy's "Flexible Response" doctrine and describe the relationship of this doctrine to the Vietnam War.
32. Citing specific evidence, critique the following statement: "Had the United States committed more military power to Vietnam, and especially more air power, it could have won the war."
33. Identify the "lessons" learned from the manner in which the Vietnam War ended and from the Arab-Israeli conflicts of 1956, 1967 and 1973 and evaluate the validity of those "lessons."
34. Identify the limitations of a military "solution" in a "war on terror."

## **New Resources for Course**

### **Course Textbooks/Resources**

Textbooks

Keegan, John. *The Price of Admiralty: The Evolution of Naval Warfare*, ed. NY: Praeger, 1988, ISBN:

0-14-009650-7.

Strachan, Hew. *European Armies and the Conduct of War*, ed. New York: Routledge, 2004, ISBN: 0-415-07863-6.

Weigley, Russell F.. *The American Way of War: A History of United States Military Strategy and Policy*, ed. Bloomington: Indiana University Press, 1977, ISBN: 0-253-28029-X.

Manuals

Periodicals

Software

**Equipment/Facilities**

Level III classroom

TV/VCR

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>David Fitzpatrick</i>	<i>Faculty Preparer</i>	<i>Aug 03, 2018</i>
<b>Department Chair/Area Director:</b> <i>Gregg Heidebrink</i>	<i>Recommend Approval</i>	<i>Aug 14, 2018</i>
<b>Dean:</b> <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Aug 15, 2018</i>
<b>Curriculum Committee Chair:</b> <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Sep 13, 2018</i>
<b>Assessment Committee Chair:</b> <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Sep 14, 2018</i>
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Sep 14, 2018</i>