



Department of History

HTST/STST 655
Classics of Strategy
Winter 2022

Course Outline Update
January 10-28, Online

As announced by the University of Calgary on Dec. 22, 2021, almost all classes will be offered online for the first three weeks of the Winter Term, 2022 (Jan 10-28), and possibly longer, depending upon the ongoing Covid-19 situation in the province.

For this period, several important modifications to the original course outline will be in effect.

Class Time

Synchronous instruction on-line will occur at the same time as the regular class. It can be accessed via Zoom on D2L.

Office Hours

Office hours will occur at the same time as in the regular class. It can be accessed via Zoom on D2L.

Online Instruction Specifics

There are no changes in responsibilities or expectations from regular class.

Assessments

There is no change in assessments from regular class.

Tech. Requirements

There is no change in the required technical requirements from regular class.

Campus Security (220-5333)



Department of History

HTST/STST 655
Classics of Strategy
Winter 2022

Instructor: Dr. John R. Ferris

Email: ferris@ucalgary.ca

Office Hours and Location/Method: Tuesday 2-3 pm, SS640, , or email me anytime.

Class Room Location, Days and Times: Tuesday 3 – 5:45 pm SS 623

Course Delivery: In person

Description

This course will introduce students to “strategy”, both as theories about how to understand and practice statecraft and war, and as concepts which guide the thinking and behaviour of states, statesmen and commanders in power politics and war. The aim is to illuminate praxis, or the interrelationship between theory and practice. This course also addresses the nature of war, and its relationship to societies and environments. Core readings for the class include the two most important classical texts of strategy, by Sun Tzu and Carl von Clausewitz, and contemporary works of strategy, by Colin Gray and Michael Handel. Case studies range from power politics and war in ancient China to studies in naval and air strategy, guerrilla warfare/counter-insurgency, nuclear “deterrence”, and restraints on power and war. These books and case studies enable students to consider how far strategy is a unitary matter, or one divided into national or cultural schools (“eastern” vs. ”western”, British or German “ways of war”) and how far classical theories like those of Clausewitz or Sun Tzu can be applied to warfare at sea or in space, or to different sorts of competitions than statecraft and war, such as economics, law, politics and sport.

Learning Outcomes

Participants in this course will have an opportunity to study and compare classical works in strategy, and to learn how statesmen and commanders have applied strategy over the past 2500 years. They will have a chance to understand the praxis which guides the effect of strategy on decisions, and the complex, and often seemingly contradictory, ways in which these theories are applied to action in different competitions, ranging from diplomacy and war, to politics and sport. Students should acquire a strong grasp of “strategy”, a matter which affects the lives of individuals, and the success of states.

Reading Material

Michael Handel, *Masters of War*, Third, Revised and Expanded Edition, 2001. Via Bookstore.

Colin Gray, *The Strategy Bridge: Theory for Practice*, OUP (2010). (John Baylis, Colin Gray and James Wirtz, (eds), Strategy in the Contemporary World, (OUP) , includes a succinct and good statement of Gray’s views, which he authorised).

(Lawrence Freedman, *Strategy, A History* (OUP, 2013), and Beatrice Heuser, *The Evolution of Straregy, Thinking War from Antiquity to the Present*, (CUP, 2012) both available ONLINE via U of C Library, also are excellent recent works.

Carl von Clausewitz, *On War*, J.J, Graham (Trs.) (1946), <http://www.gutenberg.org/ebooks/1946> ; but the translations by .J. Matthijis Jolles, (1943) especially, and Michael Howard and Peter Paret), (Princeton University Press, 1976) are superior: the latter also includes useful commentary.

Sun Tzu: any translation is acceptable, but the best is by Ralph Sawyer, *The Art of War*. (Westview Press. 1994).

NOTE: All students are expected to have a basic knowledge of military history, especially of the areas addressed in seminars: Christon Archer, John Ferris, Holger Herwig, and Tim Travers, *A World History of Warfare*, (University of Nebraska Press, 2001), is a useful introduction to these topics, as are many other works.

Assessment

| Method | Due Date | Weight |
|--------------------------------|----------------|--------|
| Class Participation | Ongoing | 25% |
| Oral Reports | Ongoing | 25% |
| Term Paper (last day of class) | April 12, 2022 | 50% |

Grading Policies

Letter grades will be assigned as per the “Departmental Grading System”, listed below. Students may question their grades with the instructor.

Details on Methods of Assessment

A grade will be assigned for class participation, both in the general lectures and in the tutorials/seminars, which naturally will be affected by attendance. All students will be assigned brief statements in some meetings, which count toward class participation. Students also will complete one long (25 minute) oral report, for which they will receive a separate grade. All students also will complete a long (5000 to 7000 word) paper on some aspect of the theory or history of strategy, which will make use of primary sources and the advanced secondary literature.

See section “**Course Structure (Schedule)**” listed below for weekly schedule, and further instructions.

Academic Integrity Statement

Students should read the University’s statement on plagiarism.

Learning Technologies Requirements

The D2L site for this course contains relevant class resources. In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; broadband internet connection.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Course Structure (Schedule)

Week One. Introduction to Strategy.

Students will prepare TWO five-minute presentations, one on any aspect of the texts by Freedman, Gray, Handel or Heuser, and another on any aspect of the texts by Carl von Clausewitz and Sun Tzu.

Week Two. War, What is it Good For?: Strategy, War, Power, States, Society and the Environment.

Geoffrey Parker, *Global Crisis, War, Climate Change and Catastrophe in the Seventeenth Century* (Yale UP, 2013). ONLINE via U of C Library.

Students will present a five minute presentation on any aspect or theme of this work.

Week Three. Ancient and Medieval Chinese Warfare.

Students will present one five minute presentation, on any aspect of Sun Tzu, or war and strategy in ancient and medieval China.

Readings: Sun Tzu, preferably translation by Ralph Sawyer, *The Art of War*. (Westview Press. 1994)

David A. Graff, *Medieval Chinese Warfare, 300-900*, Routledge (2002), ONLINE via U of C Library.

Week Four. The Peloponnesian War, and Ancient Western Warfare.

Readings: Thucydides, *The Peloponnesian War*. You can use any text, whether printed or on line, but Robert B. Strassler (ed), *The Landmark Thucydides*, (Simon and Schuster, New York, 1996), is the best, with useful commentaries.

Oral Report: Ian Worthington, *By the Spear: Philip II, Alexander the Great, and the Rise and Fall of the Macedonian Empire*, (OUP, 2012).

Students will present a five-minute presentation on any aspect of Thucydides, the Peloponnesian war, or ancient western warfare and strategy.

Week Five. Nomads, Power, War and Strategy.

David A. Graff, *The Eurasian Way of War: Military Practice in Seventh-Century China and Byzantium*, (Routledge, 2016). ONLINE via U of C Library.

Pekka Hamalainen, *The Comanche Empire*, (Yale UP, 2008), ONLINE via U of C Library.

Pavel Osinsky, “The Rise and Fall of the Nomad Dominated Empires of Eurasia”, *Sociological Inquiry*, 91/3, August 2021, <https://onlinelibrary.wiley.com/doi/abs/10.1111/soin.12360>

Oral Report: Pekka Hamalainen, *Lakota America, A New History of Indigenous Power*, (Yale UP, 2019), ONLINE via U of C Library.

Week Six. Strategy and Seapower.

Julian Corbett, *Some Principles of Maritime Strategy*,
<https://www.gutenberg.org/files/15076/15076-h/15076-h.htm>

A.T. Mahan, *The Influence of Seapower upon History, 1660-1783*,
<https://www.gutenberg.org/files/13529/13529-h/13529-h.htm>

Oral Report: Jan Glete, *Navies and Nations, warships, navies and state building in Europe and America, 1500—1860*(1993).

Week Seven. The Napoleonic Era.

Clausewitz, On War; and Baron de Jomini, The Art of War,
<https://www.gutenberg.org/files/13549/13549-h/13549-h.htm>

Clausewitz, The Russian Campaign of 1812,
https://books.google.ca/books?hl=en&lr=&id=O7o5AQAAMAAJ&oi=fnd&pg=PA1&dq=clausewitz,+campaign+of+1812&ots=0bgzUaG_bM&sig=KcVPwYtt-iU6CyZglxnRjGI0iJ8&redir_esc=y#v=onepage&q=clausewitz%2C%20campaign%20of%201812&f=false

Leo Tolstoy, War and Peace, Book 10, 1812, Chs, 19 to 39 (on the battle of Borodino).

On Waterloo, Clausewitz, Wellington, and the Campaign of 1815,
<https://www.clausewitz.com/readings/1815/TOC.htm>

Oral Report: D.G. Chandler, The Campaigns of Napoleon.

Week Eight. The Second World War.

Readings: John Ferris and Evan Mawdsley (eds), The Cambridge History of the Second World War, Volume One, Fighting the War, CUP, 2015. Online, via U of C Library.

Oral Report: Geoffrey Megargee, Inside Hitler's High Command (University Press of Kansas, 2000).

Week Nine. Strategy, Airpower and Strike Warfare.

Colin Gray, Airpower for Strategic Effect,
http://uploads.worldlibrary.net/uploads/pdf/20121024224747airpower_strategic_effect_pdf.pdf ;

Post government link:

https://permanent.access.gpo.gov/gpo56522/b_0122_gray_airpower_strategic_effect.pdf

Guilio Douhet, The Command of the Air, <https://archive.org/details/dominiodellariae00unse> ;

Post government link:

<https://media.defense.gov/2010/Sep/24/2001329765/-1/-1/0/AFD-100924-017.pdf>

Colonel Warden, "The Enemy as a System", AirPower Journal, (9) Spring 1995, pp. 44-55,
https://www.airuniversity.af.edu/Portals/10/ASPJ/journals/Volume-09_Issue-1-Se/1995_Vol9_No1.pdf.

Oral Report, Tami Davis Biddle, Rhetoric and Reality in Strategic Air Warfare.

Week Ten. Nuclear Strategy and Nuclear Deterrence.

Lawrence Freedman, *The Evolution of Nuclear Strategy*, 4th ed. , 2019. Reserve Reading.

Heuser, *Evolution of Strategy*, Part V

Bernard Brodie, *Strategy in the Nuclear Age*, RAND, 15 January 1959,
https://www.rand.org/pubs/commercial_books/CB137-1.html

Oral Report, Edward Kaplan, *To Kill Nations: American Strategy in the Air-Atomic Age and the Rise of Mutually Assured Destruction*, Cornell University Press, 2015.

Link to ebook:

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3138723>

Week Eleven. Irregular Warfare, Guerrilla Warfare, and Counter-Insurgency.

Mao Zhedung, *On Guerrilla Warfare* (1937), <https://www.marxists.org/reference/archive/mao/works/1937/guerrilla-warfare/index.htm>

(to be skimmed) Vo Nguyen Giap, *People's War, People's Army*,
<https://www.marxists.org/archive/giap/1961-pwpa.pdf>

C.E. Callwall, *Small Wars: Their Principles and Practice* (3rd. ed, 1906)
https://upload.wikimedia.org/wikipedia/commons/2/23/Small_Wars-Their_principles_and_practice_%28C._E._Callwell%29.pdf

(to be skimmed) US Army and US Marine Corps, *Manual FM-3-24*, 15.12.2006, Counterinsurgency, <https://fas.org/irp/doddir/army/fm3-24fd.pdf>

Oral Report: Alexander Statiev, *The Soviet Counterinsurgency in the Western Borderlands*, (CUP, 2010)

Week Twelve. Restraints on Power and War.

Mahatma Gandhi and Baratan Kumarappa, *Non-Violent Resistance (Satyagraha)*, New York, Schocken Books, 1961. Available through U of C Library, Hathi Trust.

Immanuel Kant, *Kant's Perpetual Peace, A Philosophical Proposal*, (London, 1927). Available through U of C Library.

Thomas Aquinas, *Just War*, <https://www.newadvent.org/summa/3040.htm>

Andrew Barros and Martin Thomas, *The Civilianization of War: the changing civil-military divide, 1914-2014*, (CUP, 2014). Available through U of C Library.

Oral Report: Mark A. Mattaini, *Strategic Nonviolent Power, The Science of Satyagraha*, (AU Press, 2013).

Week Thirteen.

Students will prepare one five-minute presentation on any issue addressed in the **course**, followed by a general discussion of them. Themes may be historical or theoretical, and address issues like uncertainty and intelligence; how far strategy is unified or divided; how far the concepts of classical strategy are universal, and apply to matters like nuclear deterrence, “guerilla” warfare, strike warfare, or space and cyber, or to politics and law within states; how far strategy actually can be applied in practice.

Students will prepare one five-minute presentation on any issue addressed in this material on United States strategy in Afghanistan between 2001-19: The Washington Post, “The Afghanistan Papers”, 9—14 December 2019,

<https://www.washingtonpost.com/graphics/2019/investigations/afghanistan-papers/afghanistan-war-confidential-documents/#nav>

Post UC link:

<https://link.gale.com/apps/doc/A608072009/AONE?u=ucalgary&sid=AONE&xid=9409ed61>

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Graduate Grading System

The following percentage-to-letter grade conversion scheme is used in all Graduate Courses.

| Grade | Grade Point Value | Graduate Description |
|-------|-------------------|---|
| A+ | 4.00 | Outstanding |
| A | 4.00 | Excellent - superior performance showing comprehensive understanding of the subject matter |
| A- | 3.70 | Very good performance |
| B+ | 3.30 | Good performance |
| B | 3.00 | Satisfactory performance |
| B- | 2.70 | Minimum pass for students in the Faculty of Graduate Studies |
| C+ | 2.30 | All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. |
| C | 2.00 | |
| C- | 1.70 | |

| | | |
|----|------|--|
| D+ | 1.30 | |
| D | 1.00 | |
| F | 0.00 | |

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should

communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)