



### **The First Global Wars**

Class day: Monday

Meeting time: 4:30pm-7:10pm

Location: Aquia 346

Professor: Dr. Christy Pichichero

Email: [cpichich@gmu.edu](mailto:cpichich@gmu.edu)

Office: Aquia 319

Office hours: M 2:00pm-3:00pm & by appt.

### **COURSE DESCRIPTION:**

The notion of global war seems distinctly modern and is most often associated with the two World Wars of the twentieth century. However, the first global wars occurred long before 1914. The War of Austrian Succession (1740-1748) and the Seven Years' War (1756-1763) were fought on fronts around the globe, from Europe and the Americas to the coasts of Africa and the Indian subcontinent. In this course, we will explore these first global wars from multiple perspectives: political and economic motivations, the role of technological and scientific discovery, and especially the cultural clashing, alliance, and intermixing between peoples of disparate parts of the world. We will relate this history to modern global war, including nuclear war, cyber warfare, terrorism, and developments in humanitarian law. Taught in English.

### **LEARNING OBJECTIVES:**

#### **1. Content Goals**

- a. Gain fluency in the **historiography on global wars** of eighteenth century and practice the methods of "New Military History"
- b. Develop "**decolonized**" **perspectives** on early modern (and modern) war in geographies around the world by examining specific fronts, allegiances, martial cultures, and military events (battles, sieges, marches, drill, etc.)
- c. Relate early **structures of global war** to later manifestations in order to identify an evolving definition of global war

#### **2. Skill sets**

- a. Advanced historiographical reading, analysis, and discussion
- b. Advanced research and writing skills
- c. Original and critical thinking

#### **3. Pursue individualized learning objectives with support of the professor**

### **COURSE FORMAT**

This course will be run as a seminar. I will provide background information or explanations when appropriate, but the bulk of the class sessions will be devoted to critical discussions of assigned readings. Your engagement with ideas presented in classes and readings, and your ability to apply them, will be assessed based on your participation in class discussion, think papers and responses on the Blackboard discussion forum, and a final research project (oral presentation and research paper). Students must complete all graded assignments and other requirements listed on the syllabus. Even if your overall average without one of these elements is sufficient for a passing grade, you cannot pass the class without completing all of them.

### **REQUIRED TEXTS**

- Daniel Baugh, *The Global Seven Years War, 1754-1763* (New York: Routledge, 2011).
- Jeremy Black, *War and the World: Military Power and the Fate of Continents, 1450-2000* (New Haven: Yale University, 1998)
- *Empires and Indigenes: Intercultural Alliance, Imperial Expansion, and Warfare in the Early Modern World*, ed. Wayne E. Lee (New York: New York University Press, 2011).
- *Empire and Modern Political Thought*, ed. Sankar Muthu (Cambridge: Cambridge University Press, 2014).

Additional material will be distributed to students electronically or in hardcopy.

## **Adding/dropping classes for Fall 2017**

Last day to add: September 5<sup>th</sup>; Last day to drop: September 5<sup>th</sup> (no penalty); September 19<sup>th</sup> (33% penalty); October 29<sup>nd</sup> (67% penalty); Selective withdrawal period: October 2<sup>th</sup> - October 27<sup>th</sup>

## **COURSE REQUIREMENTS AND EXPECTATIONS**

### **I. Participation in online discussion forum**

**(think papers 4 x 6% = 24%, responses to think papers 8 x 3% = 24%)**

Our course will be centered on critical readings and an online discussion board. In weeks 2-13, 3-6 students will post a 500-600 word (1-page, single-spaced) response paper that I refer to as a **“think paper.”** Think papers must be posted **before 5pm each Sunday**. All other students will read these think papers and respond to 1 (one) of them by agreeing, disagreeing, offering additional examples of what is being written about, or adding their own related questions. Responses to think papers should be 1-2 paragraph(s) and posted online **before 8am each Monday**. By the end of the semester, each student will have posted 4 “think papers” and 8 responses to the “think papers” posted by others. A sign-up sheet will be circulated on the first day of class.

What is a “think paper”? A think paper is not: a summary of the reading, a formal research paper, an argumentative essay, a stream of consciousness narrative, or a disorganized brainstorm. A think paper is a brief exposition of your critical reflections on issues, themes, and methods that emerge from the readings. Your think paper should focus on one or two main themes, issues, or questions that you find striking, important, or problematic in the reading. This short form of writing demonstrates structure through using proper grammar and strong topic sentences at the head of each paragraph. You should have an introductory sentence that announces what you'll be thinking about (examples: “In this think paper, I am considering how author X portrays Y and Z and how this ...” “This think paper addresses 2 of author A’s arguments regarding cross-cultural military alliances and their implications for... The first argument on pp.34-37 advances the notion that...”). Think papers should include multiple textual references and/or quotations from the text to support your ideas.

Great think papers demonstrate strong critical thinking about and readings of the text(s), engage with and analyze specific claims and/or quotes, and look at issues or problems that will create lively discussion or even debate and help us to better understand what is going on in the text(s). Great responses to think papers show these same characteristics, though they are not as lengthy and need not worry about issues of structure since they are only 1-2 paragraph(s) long. Your think papers and responses to those written by others constitute ½ of your final grade.

### **II. Class participation (20%)**

This class is highly collaborative and participatory; regular attendance and participation are of crucial importance. Every class, you will be responsible for:

- ✓ Completing the assigned reading
- ✓ Reading and posting on the online discussion forum as well as our class’s Facebook page
- ✓ Identifying & thinking through the key topic, ideas, and arguments from the reading
- ✓ Actively working to contribute thoughtful questions or specific issues for the class to discuss
- ✓ Being prepared to make an argument and present your ideas
- ✓ Demonstrating your engagement with the ideas presented by your classmates

Please see the participation grade rubric for a detailed list of expectations.

### **III. Final Research Paper (25%) and Presentation (7%)**

The final assignment will be a research paper (12-15 pages) in which you explore a theme, problem, geography of war, military alliance or cultural clashing, an individual, or another subject pertaining to global war. You are encouraged to speak with the professor as you begin to pinpoint your interests for the research paper. You will submit a brief paper proposal (250 words) and a preliminary bibliography by Friday, November 10 by 11:59pm. During the last two class sessions, each student will give an oral presentation on your work-in-progress. Final papers must be submitted by 11:59pm on Monday, December 11. Students in the French graduate program enrolled in FREN 550 will write their research paper in French.

## Grading Scale

<b>90-100</b>	<b>A</b>	<b>signifies remarkable, outstanding work showing complete mastery of the subject.</b>
	A+	97 - 100
	A	93 - 96.9
	A-	90 - 92.9
<b>80-89</b>	<b>B</b>	<b>signifies work that is above the average expectations for this course.</b>
	B+	87 - 89.9
	B	82 - 86.9
	B-	80 - 81.9
<b>70-79</b>	<b>C</b>	<b>signifies work that meets average university standards.</b>
	C+	77 - 79.9
	C	72 - 76.9
	C-	70 - 71.9
<b>60-69</b>	<b>D</b>	<b>signifies work that is far below average but which is passable.</b>
<b>0-59</b>	<b>F</b>	<b>signifies failure.</b>

## COURSE POLICIES AND EXPECTATIONS

**Attendance and Tardiness Policies:** Class attendance is mandatory and there are no “excused absences.” You are responsible for arranging your academic, professional, and personal schedule so you can arrive on time and remain for the entire class period. For every absence, your participation grade for the class will be reduced by 10 points, which may result in a failing grade.

You must be in class on time. If you are more than 5 minutes late, I will mark you as tardy. Being tardy will negatively affect your participation grade and if you are tardy 3 times, I will count this as an absence.

**Assignments:** You are expected to complete all assignments on the assigned due date. No late assignments will be accepted, and there is a no make-up policy in this class. If you are having difficulties completing an assignment, or are having trouble in the class, I strongly urge you to contact me as soon as possible. I am here to help you find a solution and to support your success.

**Classroom Etiquette:** Pursuing advanced study is a challenging and rewarding opportunity for outstanding growth and productivity in academic, professional, and personal domains. An open, inclusive environment in the classroom is key to our collective success and is a value the university and I hold dear. I hold myself and each student responsible for fostering a productive learning environment that supports and encourages diversity and inclusiveness. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected. I believe that by fostering a willingness to hear and learn from a variety of sources and viewpoints, each of us will gain competence in communication, critical thinking and global understanding, and awareness of our biases and how they affect our interactions with others and the world. This will make us better scholars, better citizens, and better people.

**E-mail & Blackboard:** It is important to check Blackboard and your GMU e-mail accounts regularly. Our discussion forum takes place on Blackboard and although all homework assignments are listed in this syllabus, reminders and updates will be sent via e-mail and Blackboard postings.

With regard to email practices, I encourage you to email me with simple questions requiring short answers and to sign up for office hours for longer questions requiring more elaborate answers. When contacting me via e-mail please realize that: 1) I do not check e-mail every hour; 2) I rarely check it after 8:00pm or on weekends; and 3) it may take me up to 24 hours to respond to your message. Please be patient. Additionally, like most GMU faculty, I treat e-mail in this context as a relatively formal means of communication. Your e-mails should be written with a basic greeting (i.e. *Dear, Hello, Hi*, then my name), body, and salutation (i.e. *Thank you, Sincerely, best*, then your name). Proper grammar is expected.

Note: I do not discuss grades over email. You must make an appointment to meet and discuss any grades.

**Personal Technology in the Classroom:** Computers and cell phones are dangerous distractions and are strictly forbidden during class unless otherwise indicated by me. If you are seen using your phone during class time, it will be confiscated until the end of the class. Please see me with any concerns.

**Honor Code and Plagiarism:** Academic honesty is the pillar of all scholarly inquiry and discussion. *The integrity of the University community is affected by the individual choices made by each of us. GMU has an [Honor Code](#) with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification.* Plagiarism, which can be intentional or unintentional, means using the exact words, opinions, or factual information from another person/entity without giving the person/entity credit. Writers must give credit to sources through accepted documentation styles, such as quotation marks with parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited; a simple listing of books or articles is not sufficient. *No grade is important enough to justify academic misconduct.*

There is a NO TOLERANCE policy for any form of cheating or plagiarism in this course. Students in this course are expected to follow the provisions of the GMU Honor Code for all work submitted for a grade and the professor may utilize plagiarism detection tools (such as "Turn it in" software) in order to assure student adherence to the Honor Code. Any student cheating, aiding in cheating, or plagiarizing will automatically receive a failing grade for the assignment, and may be subject to further disciplinary action, such as failing the course or even suspension from the university. For further information please refer to this website: <http://www2.gmu.edu/academics/catalog/9798/honorcod.html>.

**Accommodations and Support for Learning Difficulties:** Your success and productive learning are very important to me and to the university. If you have a disability or are experiencing a difficulty that may affect your performance in this class, please contact the Office of Disability Services (<http://ods.gmu.edu/> or 993-1274) to determine appropriate accommodations and then make an appointment with me to discuss how I can assist you most effectively.

**Other Academic Resources:** [http://cte.gmu.edu/Working\\_with\\_students/student\\_resources.html](http://cte.gmu.edu/Working_with_students/student_resources.html)

Student Technology Assistance and Resources (STAR) Center: Johnson Center 993-8990.

Writing Center: Robinson A116. Phone: 993-1200

## PROGRAMME DU COURS

(subject to modification)

### Week 1: August 28

#### INTRODUCTION:

- Defining Global War
- Wars of the Eighteenth Century
- Daniel Baugh, *The Global Seven Years War, 1754-1763* (New York: Routledge, 2011). Introduction (pp. 1-16).
- *Empires and Indigenes: Intercultural Alliance, Imperial Expansion, and Warfare in the Early Modern World*, ed. Wayne E. Lee (New York: New York University Press, 2011). Chapter 1 (pp. 1-18).

### Week 2: September 11

#### EMPIRE IN POLITICAL THOUGHT:

- *Empire and Modern Political Thought*, ed. Sankar Muthu (Cambridge: Cambridge University Press, 2014). Introduction and chapters 1-8 (pp. 1-231).

### Week 3: September 18

#### THE EARLY MODERN CULTURE OF WAR:

- James Q. Whitman, *The Verdict of Battle: The Law of Victory and the Making of Modern War* (New Haven: Yale University Press, 2012). Introduction and chapters 1-3 (pp. 1-132).
- David Bell, *The First Total War: Napoleon's Europe and the Birth of War as We Know It* (New York: Houghton Mifflin, 2007). Chapter 1 (pp. 21-51). – read first chapter for free on googlebooks/googleplay
- Bell review of Whitman in *The New Republic*, "Is War Civilized? The Evolution of the Battlefield" (3/13)

**Week 4: September 25**

## WORLD MILITARY HISTORY &amp; GLOBAL WAR:

- Jeremy Black, *War and the World: Military Power and the Fate of Continents, 1450-2000* (Yale University Press, 1998). Chapters 1-6 (pp. 1-163).
- Daniel Baugh, *The Global Seven Years War, 1754-1763*. Chapter 2 (pp. 17-34).

**Week 5: October 2**

## THE FIRST GLOBAL WAR (SEVEN YEARS WAR – EMBARKING UPON WAR/NORTH AMERICA)

- Daniel Baugh, *The Global Seven Years War, 1754-1763* (New York: Routledge, 2011). Chapters 3-7 (pp. 45-212).
- *The Last of the Mohicans* (Michael Mann, 1992).

**Week 6: October 10 (TUESDAY)**

## THE FIRST GLOBAL WAR (SEVEN YEARS WAR – NORTH AMERICA)

- Christian Ayne Crouch, *Nobility Lost: French and Canadian Martial Cultures, Indians, and the End of New France* (Ithaca: Cornell University Press, 2014). Introduction and Chapters 1-3 (pp. 1-94).
- *Empires and Indigenes*, ed. Wayne E. Lee. Chapters 2-3 (pp. 19-80).

**Week 7: October 16**

## THE FIRST GLOBAL WAR (SEVEN YEARS WAR – THE CONTINENT AND BEYOND)

- Daniel Baugh, *The Global Seven Years War*. Chapters 8-10 (pp. 213-376).
- *Barry Lyndon*, Part I (Stanely Kubrick, 1975).
- *Empires and Indigenes*, ed. Wayne E. Lee. Chapters 5 & 9 (pp. 109-140 & 221-249).

**Week 8: October 23**

## THE FIRST GLOBAL WAR (SEVEN YEARS WAR – WAR AROUND THE WORLD)

- Daniel Baugh, *The Global Seven Years War*. Chapters 11-13 (pp. 377-510).
- *Empires and Indigenes*, ed. Wayne E. Lee. Chapters 6-7 (pp. 141-192).

**Week 9: October 30**

## GLOBAL WAR, GLOBAL MEDICINE

- Erica Charters, *Disease, War, and the Imperial State: The Welfare of the British Armed Forces during the Seven Years' War* (Chicago: University of Chicago Press, 2014). Introduction, 1, 2, 4, 5.
- *Empires and Indigenes*, ed. Wayne E. Lee. Chapter 4 (pp. 81-106).

**Week 10: November 6**

## THE FIRST GLOBAL WAR (THE SEVEN YEARS WAR – ENDING WAR)

- Daniel Baugh, *The Global Seven Years War*. Chapters 14-16 (pp. 511-665).
- Conclusions on the Seven Years' War

**Friday, November 10 (Veterans Day): Research paper proposal & bibliography due by email at 11:59pm**

**Week 11: November 13**

## EMPIRE AND GLOBAL WAR IN THE NINETEENTH AND TWENTIETH CENTURIES

- Jeremy Black, *War and the World*. Chapters 7-9 (pp. 164-291).
- *Empire and Modern Political Thought*, ed. Sankar Muthu. Chapters 10-12 (pp. 261-351).

**Week 12: November 20**

## PERSPECTIVES ON MODERN GLOBAL WARS: TERRORISM, IRREGULAR WAR, CYBERWAR

- Wayne E. Lee, *Waging War: Conflict, Culture, and Innovation in World History* (Oxford: Oxford University Press, 2016), Chapter 14 (pp. 482-522).
- PBS NOVA Documentary: CyberWar Threat (2015) - <http://www.pbs.org/video/nova-cyberwar-threat-pro/>
- Film: Zero Days (2016).
- Student-proposed sources

**Week 13: November 27****PERSPECTIVES ON MODERN GLOBAL WAR – DRONES**

- Film: Eye in the Sky (2015)
- Benjamin Powers, “How Intelligent Drones Are Shaping the Future of Warfare,” *Rolling Stone*, March 14, 2017.
- Student-proposed sources
- Student research presentations

**Week 14: December 4****CONCLUSION**

- Thoughts on global war
- Student research presentations

**Monday, December 11: Final Research Essay Due by 11:59pm**

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A supplemental bibliography shall be distributed in a separate document.