

## History 4805E (Warfare)

2017/2018

# Kriegspiel

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Office Hours: TBD

Time: Wednesday 2:30-5:30

Place: STvH Rm 1119

### Calendar Description:

Selected Topics in the History of Warfare.

### Course Description:

This year History 4805E will aim to provide students a better understanding of the complexity of strategic decision making. We will consider several historic cases from the time a decision for war was made, attempting to understand the nature of the war plan that followed. In each case we will attempt to improve upon the plan actual produced. It is recognized, of course, that in some cases the preferred plan might be to recommend renunciation of recourse to arms. Consideration of each case will culminate in an informal war game (*kriegspiel*) in which options, 'friendly' and 'enemy' are played against one another. Students should come away from the course with a better understanding of the complex nature of strategic decision making, and of planning generally.

### Outcomes (Departmental, for 4<sup>th</sup> Year Classes):

- Content delivery
  - The expectation is that students will add to their own knowledge base through active directed reading in highly focused courses.
- Primary source skills
  - Extensive and sophisticated engagement with primary sources is expected, possibly at an archival level.
- Secondary source skills
  - Students are expected to be familiar with the historiography of the field and to engage it directly in their own research and writing.
- Research skills

- Students are expected to develop their own research questions in consultation with faculty and pursue them through all available and appropriate primary and secondary sources.
- Writing skills
  - The development of a complex and sustained historical argument, properly supported with evidence from primary and secondary sources.
  - The presentation of that argument in clear, correct and compelling prose.
  - The proper documentation of the research process through footnotes and bibliography.
- Participation and communication skills
  - Engagement with peers in discussion of both source material and the process of writing history.
  - The clear and effective presentation of the student's own research.
  - Positive and effective discussion of other students' research.
- Overall
  - Drawing on the skills and insights of years one through three to produce historical work which is original to the student.

#### Course Objectives:

- Understanding
  - Gain a better understanding of the malleability of history (things did not have to be as they were), and the complex nature of decision making.
- Life skills
  - Develop a clearer understanding of a structured process to making complex strategic decisions.

#### Course Readings:

##### Texts:

- James Dunnigan, *How to Make War*, 4th Edition, (Harper: New York, 2003). ISBN-10: 006009012X; ISBN-13: 978-0060090128 (Dunnigan)
- Williamson Murray et. al, *The Making of Strategy: Rulers, States and War* (CUP: Cambridge, 1994). ISBN-10: 0521453895; ISBN-13: 978-0521453899 (Murray)
- Julia Sveig, *Inside the Cuban Revolution* (Cambridge Mass: HUP, 2004). ISBN-10: 0674016122; ISBN-13: 978-067401612
- Lawrence Wright, *Looming Tower. Al Qaeda and the Road to 9/11* (New York: Vintage, 2007). ISBN-10: 1400030846; ISBN-13: 978-1400030842

Other Readings: Other readings are indicated by case under consideration, and in all cases are available on the course OWL site. 'Primary Source' readings are included to provide students with basic information on the choices actually made. 'Background' readings are intended to provide contextual

information, significant to the case under consideration. The OWL site includes various other readings for students seeking an enhanced understanding ('Cool Things'). As a general rule, these should be read in preparation for the 'orientation' included in consideration of each case.

Manuals: Current US and Canadian manuals on Campaign planning are available for guidance.

Assignments and Mark Breakdown:

- Three assignments X 5% each, due on the day of the war game. Further guidance will be provided.
- Two presentations and supporting executive summaries x 10% each, due as indicated on the course outline. Group work.
- One memorandum X 25%, due 28 Feb.
- Two exams X 15% each
- Participation X 10%

Assignment Description:

Assignments: specific guidance to follow, but essential preparation of part of the planning process.

Presentations and Executive Summaries: a short, PowerPoint presentation, supported by a short, written summary of an option to be recommended, following templates to be provided.

Memorandum: a staff paper (essay) considering a historic case, complete with an assessment of the situation, including an analysis of potential options, and culminating with a recommendation. Students are free to choose any historic case they wish. Memoranda are to be no longer than 15 pages (3,000 words).

Exams: one two-hour exam, each term, non-cumulative. Exams will be designed to ensure primarily that students have done the readings, and understand their implications.

## Course Outline:

Class one (6 Sep) – introduction and course rationale

Class two (13 Sep) – General Concepts

- Murray, Chapter I & Conclusion

Class three (20 Sep) – Tools

- Dunnigan, Chapter I

Class four (27 Sep) – General Strategic Planning Concepts, and templates: Mission Analysis, Centre of Gravity, War Aims, End State, Termination Criteria, Estimate, Options, Campaign Planning, War Games, Review of Concept)

- Operational Planning Manuals (skim)

#### **CASE I: Germany, December 1912**

- Class five (4 Oct) -- Case One: Germany, December 1912, Orientation
- Class six (18 Oct) – Class Discussion
- Class seven (25 Oct) – Brief, and Wargame (assignment one due)

##### Readings:

- War Council, 1912
- Prince Lichnowsky Memorandum, 1916
- Crowe Memorandum, 1907
- Dunnigan, Part VI.
- Murray, Chapters IX & X.
- Dirk Bonker, 'Naval Race Between Germany and Great Britain', *International Encyclopedia of the First World War*.
- Eric Brose, 'Arms Race Prior to 1914. Armaments Policy', *International Encyclopedia of the First World War*.
- Annika Mombauer, The First World War: Inevitable, Avoidable, Improbable or Desirable?', *German History*, Vol. XXV, No. 1 (January 2007), pp. 79-95.
- Wolfgang Mommsen, Domestic Factors in German Foreign Policy Before 1914, *Central European History*, Vol. VI, No. 1 (March 1973), pp. 3-43.

#### **Case II: The United Kingdom, December 1937**

- Class eight (1 Nov) – Case Two: The United Kingdom, December 1937, orientation
- Class nine (8 Nov) – Class Discussion
- Class 10 (15 Nov) – Brief, and Wargame (assignment two due)

##### Readings:

- Cabinet Minutes, CAB 23/90A/8, 8 December 1937.
- Hossbach Memorandum, 1937.
- Neville Chamberlain, Speeches on Foreign Affairs, December 1937, *House of Commons Debates*, Vol. CCCXXX (December 1937).
- Dunnigan, Skim Parts I-IV.
- Murray, Chapters XII, XIII & XV

- Peter Dye, Logistics and the Battle of Britain, *Air Force Journal of Logistics*, Vol. XXIV, No. 4 (January 2000), pp. 1-40.
- Christopher Layne, 'Neville Chamberlain's Grand Strategy Revisited', *Security Studies*, Vol. XVII, No. 3 (September 2008), pp. 397-437.
- Brian McKercher, 'National Security and Imperial Defence: British Grand Strategy and Appeasement', *Diplomacy and Statecraft*, Vol. XIX, No. 3 (September 2008), pp. 391-442.

### Case III: The Soviet Union, August 1945

- Class eleven (22 Nov) – Class Three: The Soviet Union, August 1945, Orientation
- Class twelve (29 Nov) – Class Discussion
- Class thirteen (6 Dec) – Brief, and Wargame (assignment three due)

#### Readings:

- George Kennan, 'Long Telegram'.  
<http://digitalarchive.wilsoncenter.org/document/116178>
- Yalta Conference Declaration.
- Stalin's 'Election' speech.
  
- Dunnigan, Part IV.
- Murray, Chapter XVI.
- Brendan Green, 'Two Concepts of Liberty: U. S. Cold War Grand Strategies and the Liberal Tradition', *International Security*, Vol. XXXVII, No. 2 (Fall 2012), pp. 9-43.
- Geoffrey Roberts, 'Ideology, Calculation, and Improvisation: Spheres of Influence and Soviet Foreign Policy', *Review of International Studies*, Vol. 25, No. 4 (October 1999), pp. 655-673; and, 'Stalin at the Tehran, Yalta, and Potsdam Conferences', *Journal of Cold War Studies*, Vol. IX, No. 4 (Fall 2007), pp. 6-40.
- Robert Tucker, The Emergence of Stalin's Foreign Policy, *Slavic Review*, Vol. XXXVI, No. 4 (December 1977), pp. 563-589.

### CHRISTMAS EXAM

### Case IV: Cuba, September 1960

- Class fourteen (10 Jan) – Discuss *Sweig*.
- Class fifteen (17 Jan) – Case Four: Cuba, September 1960, Orientation
- Class sixteen (24 Jan) – in class discussion
- Class seventeen (31 Jan) – 'Red and Green' Considerations (Presentation and executive summary due, 'red' team).
- Class eighteen (7 Feb) – 'Blue Assessment', and Decision Brief (Presentation and executive summary due, 'blue' team).
- Class nineteen (14 Feb) – Wargame

## Readings

- Castro Interview, March 1959.
- Castro Speech to UN Assembly, September 1960.
- Interview with Alexander Alekseyev.
- Eisenhower Letter to Macmillan, July 1960.
- Herter Memorandum, November 1959.
- Kennan Corollary
  
- Dunnigan, Part V.
- Murray, Chapter XVIII.
- Vanni Pattina, 'The Shadows of the Cold War Over Latin America: The US Reaction to Fidel Castro's Nationalism, 1956-59', *Cold War History*, Vol. XI, No. 3 (August 2011), pp. 317-339.
- Louis Perez, 'Fear and Loathing of Fidel Castro: Sources of US Policy Toward Cuba', *Journal of Latin American Studies*, Vol. XXXIV, No. 2 (March 2002), pp. 227-254.
- Bevan Sewell, 'Early Modernization Theory. The Eisenhower Administration and the Foreign Policy of Development in Brazil', *English Historical Review*, Vol. CXXV, No. DXVII (December 2010), p. 1449-1480.
- Geoffrey Warner, Eisenhower and Castro, 1958-1960, *International Affairs*, Vol. LXXV, No. 4 (October 1999), pp. 803-817.

## **Case V: El Qaeda, February 1998**

- Class twenty (28 Feb) -- Discuss *Wright*.
  - MEMORANDUM DUE
- Class twenty-one (7 Mar) – Case Five: El Qaeda, 1998, Orientation
- Class twenty-two (14 Mar) – in class discussion
- Class twenty-three (21 Mar) – 'Red and Green' Considerations (Presentation and executive summary due, 'red' team).
- Class twenty-four (28 Mar) – 'Blue Assessment' and Decision Brief (Presentation and executive summary due, 'blue' team).
- Class twenty-five (4 Apr) – Wargame

## Readings:

- Bin Laden Statements, 1994-January 2004.
- Al Qaeda Manual, 2000
- 9/11 Report, Chapter IV
- Bruce Hoffman, 'Al Qaeda, Trends in Terrorism and Future Potentialities', (RAND: 2003).

- Dunnigan, Part VII
- Max Abrahms, 'Al Qaeda's Scorecard: A Progress Report on Al Qaeda's Objectives', *Studies in Conflict and Terrorism*, Vol. XXIX, No. 6 (August 2006), pp. 509-529.
- Thomas Homer Dixon, *Foreign Policy*, No. 128 (January-February 2002), pp. 52-62.
- Michael Gross, Asymmetric War, Symmetric Intentions. Killing Civilians in Modern Armed Conflict, *Global Crimes*, Vol. X., No. 4 (October 2009), pp. 320-336.
- Gregory Keeney, 'Identifying and Structuring the Objectives of Terrorists', *Risk Analysis*, Vol. XXX, No. 12 (December 2010), pp. 1803-1816.
- Bradley Thayer, 'Sex and the Shaheed', *International Security*, Vol. XXXIV, No. 4 (Spring 2010), pp. 37-62.

FINAL EXAM

## ADDITIONAL STATEMENTS

### **Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

### **Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and



indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

## **Medical Issues:**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

### **SUPPORT SERVICES:**

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or [vangalen@uwo.ca](mailto:vangalen@uwo.ca).