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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

MILH 511 **Great Military Philosophers**

3 Credit Hours
8 Weeks

Graduate students are required to have completed all core and concentration courses prior to enrolling in this Capstone course.

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Course Description

MILH511 examines the origin and development of military concepts and ideas by studying the wisdom of the great military thinkers of the past. Among the philosophers are Sun Tzu and Machiavelli, Clausewitz and Jomini, Mahan and Corbett, Douhet and Mitchell, T.E. Lawrence, Mao and Che, and some counterinsurgency theorists. Students compare and contrast these great thinkers to gain an understanding of the nature and conduct of war at the strategic, operational, and tactical levels.

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Course Scope

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MILH 511 is divided into eight weeks and is organized chronologically to give students a general understanding of the nature of war through the study of its great theorists. Students are expected to complete all assignments online each week. Great Military Philosophers will focus on the nature of war, differentiating the art and science of war, and categorizing its conduct into three overlapping and mutually-inclusive spheres – strategic, operational, and tactical. The intent here is to gain a greater appreciation of warfare. Great Military Philosophers begins with the Chinese philosopher Sun Tzu, then to the Italian realist and practitioner Machiavelli, the Swiss theorist Jomini, the Prussian philosopher Clausewitz, the naval theorists Mahan and Corbett, the air power advocates Douhet and Mitchell, the insurgency realist and practitioner T.E. Lawrence, Mao and Che, and some counterinsurgency theorists. Other military thinkers are also considered.

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Course Objectives

Upon successful completion of this course, students should be able to:

1. Master and summarize the major literature by the great military philosophers from ancient times to the present.
2. Analyze and criticize the theory, methodologies, and perspectives of the great military philosophers.
3. Compile and synthesize the historic arguments and positions of the great military philosophers.
4. Evaluate and justify the effectiveness and impact of the great military philosophers in a hemispheric and international context.
5. Research, construct, and present persuasive interpretations on selected topics on selected topics on the great military philosophers from ancient times to the present.

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REQUIRED TEXTS

Clausewitz, Carl von. *On War* (1832).

[Available online at the Military History Portal under Web Resources – Military Philosophers – [Clausewitz](#)

Corbett, Julian. *Some Principles of Maritime Strategy* (1911).

[Available free online at Project Gutenberg]
<http://www.gutenberg.org/cache/epub/15076/pg15076.txt>

Black, Jeremy. *Rethinking Military History* (2004)

[Available online at the Military History Portal under Books]

Douhet, Giulio. *The Command of the Air* (1921).

[Available online at the Military History Portal under Web Resources – Military Philosophers]

Guevara, Ernesto “Che”. *Guerilla Warfare* (1961).

[Available online at the Military History Portal under Web Resources – Military Philosophers]

Jessup, John E., and Coakley, Robert W. *A Guide to the Study and Use of Military History* (1979)

[Available online at the Military History Portal under Books]

Jomini, Henri. *The Art of War*. Translated by G.H. Mendell and W.P. Craighill (1862).

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[Available online at the Military History Portal under Web Resources – Military Philosophers]

Lawrence, Thomas E. *The Evolution of a Revolt* (1920).

[Available online at the Military History Portal under Web Resources – Military Philosophers]

Machiavelli, Niccolo. *The Prince*. Translated by William K. Marriott (2006).

[Available free online at Project Gutenberg]

<http://www.gutenberg.org/cache/epub/1232/pg1232.txt>

Mahan, Alfred Thayer. *The Influence of Sea Power Upon History, 1660-1783* (1890).

[Available online at the Military History Portal under Web Resources – Military Philosophers]

Mao Tse-Tung, *On Guerilla Warfare* (1937).

[Available online at the Military History Portal under Web Resources – Military Philosophers]

Meilinger, Phillip. *The Paths of Heaven: The Evolution of Airpower Theory* (1997).

[Available online at the Military History Portal under Books]

Murray, Williamson, and Sinnreich, Richard Hart. *The Past as Prologue: The Importance of History to the Military Profession* (2006)

[Available online at the Military History Portal under Books]

Neiberg, Michael S. *Warfare in World History* (2001)

[Available online at the Military History Portal under Books]

Sun Tzu. *The Art of War*. Translated by Lionel Giles (1910).

[Available free online at Project Gutenberg]

<http://www.gutenberg.org/files/132/132.txt>

[NOTE: This is the text with other Chinese commentary.]

RECOMMENDED REFERENCES (For All History Majors)

The Chicago Manual of Style, Chicago: University of Chicago Press, 2003.

Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.

NOTE: See the Chicago/Turabian section in the [Online Library](#).

Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

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Requirements

Grades for this course will be based on six Forum responses, one Research Plan, and one Research Paper.

Forum (100 points each = 600 points)

Forum assignments are designed to promote interactivity within the class, in order to enhance the online learning experience. These discussions provide maximum flexibility for asynchronous exchanges within the class. Complete guidance for the Discussion Board can be found in the Lessons area.

Research Plan (100 points each = 100 points)

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The Research Plan is the concept outline for your research paper and is designed to guide you through the research and writing of your paper. Complete guidance for the Research Plan can be found in the Assignments area.

Research Paper (300 Points)

The Research Paper is designed to bring together your critical reading, analytical, and writing skills. It requires you to search for sources outside of the course material. Complete guidance for the Research Paper can be found in the Assignments area.

Interaction: Students are expected to maintain routine contact throughout the course. While the number of these may vary according to the specific course and individual student need, you may correspond with me as much as you wish to in order to complete the course and enhance your interpretation of the course objectives. In this course, I require that these be made over the net primarily, as this allows me to answer in a timely and complete manner.

Forum assignments are designed to promote interactivity within the class, in order to enhance the online learning experience. These discussions provide maximum flexibility for asynchronous exchanges within the class. Complete guidance for the Discussion Board can be found in the Lessons area.

The final grade in the course will be based on total points. Grades will be assigned based on the following term composite scores:

<u>Grade Instruments</u>	<u>Points Possible</u>	<u>% of Final Grade</u>
Forum	600	60%
Research Plan	100	10%
Research Paper	300	30%
TOTAL	1000 Points	100%

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Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	War and Military Thought Sun Tzu and Machiavelli	LO-1: Master and summarize the major literature by the great military philosophers from ancient times to the present. (CO #1, 2) LO-2: Compile and synthesize the historic arguments and positions of Sun Tzu and Machiavelli.	Read: Howard, "The Use and Abuse of Military History," <i>The Army Doctrine and Training</i> (Summer 2003):18-22. Luvaas, "Is Military History Still Practicable," <i>Parameters</i> (Summer 1995):82-97. Murray and Sinnreich, <i>The Past as Prologue</i> , Introduction and Chapters 2, 5, and 6. Jessup and Coakley, <i>A Guide to the Study and Use of Military History</i> , Chapters 2, 3, and 4. Scan: Jessup and Coakley, <i>A Guide to the Study and Use of Military History</i> , Chapter 1. Echevarria, "The Trouble with History," <i>Parameters</i> (Spring 2005):78-90.	Course Begins Introduce Yourself to the Class on the Forum Answer informal forum

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		<p>LO-3: Evaluate and justify the effectiveness and impact of Sun Tzu and Machiavelli in a hemispheric and international context. (CO #1, 2)</p>	<p>Black, <i>Rethinking Military History</i>, Chapters 1 and 2.</p> <p>Machiavelli, <i>The Prince</i>. [Available free online at Project Gutenberg] http://www.gutenberg.org/cache/epub/1232/pg1232.txt</p> <p>Neiberg, <i>Warfare in History</i>, Prelude: 5 June 1944 and Conclusions.</p> <p>Sun Tzu, <i>The Art of War</i>. [Available free online at Project Gutenberg] http://www.gutenberg.org/files/132/132.txt [NOTE: This is the text with commentary.]</p> <p>Optional Readings:</p> <p>Gilbert, "Machiavelli: The Renaissance of the Art of War", in <i>Makers of Modern Strategy</i>, pp.11-31.</p> <p>Morillo, <i>What is Military History?</i></p> <p>Yerxa, <i>Recent Themes in Military History</i>.</p> <p>Howard, <i>The Lessons of History</i>.</p>	
2	<p>Jomini and the Art and Science of War</p> <p>Reading Clausewitz</p>	<p>LO-1: Analyze and criticize the theory, methodologies, and perspectives of Jomini.</p> <p>LO-2: Compile and synthesize the historic arguments and positions of Jomini.</p> <p>LO-3: Evaluate and justify the effectiveness and impact of Jomini in a hemispheric and international context. (CO #1, 2, 3, 4, 5)</p>	<p>Read:</p> <p>Clausewitz, <i>On War</i>, Books One-Eight</p> <p>Jomini, <i>The Art of War</i>.</p> <p>Klinger, "The Social Science of Carl von Clausewitz," <i>Parameters</i> (Spring 2006):79-89.</p> <p>Schurman, "Clausewitz and the "New Wars" Scholars," <i>Parameters</i> (Spring 2010):89-100.</p> <p>Strachan, "A Clausewitz for Every Season," <i>The American Interest</i> (July/August 2007):29-35.</p> <p>Optional Readings:</p> <p>Palmer, "Frederick the Great, Guibert, Bülow: From Dynastic to National War," in <i>Makers of Modern Strategy</i>, pp. 91-119.</p> <p>Paret, "Napoleon and the Revolution in War," in <i>Makers of Modern Strategy</i>, pp. 123-42.</p> <p>Shy, "Jomini," in <i>Makers of Modern Strategy</i>, pp. 143-185.</p>	<p>Submit Response to Forum Question #1</p> <p>Submit Research Plan</p>
3	<p>Sea Power and the Art of War</p>	<p>LO-1: Analyze and criticize the theory, methodologies, and perspectives of Naval Power</p>	<p>Read:</p> <p>Corbett, <i>Some Principles of Maritime Strategy</i> (1911). [Available free online at Project Gutenberg] http://www.gutenberg.org/cache/epub/15076/pg15076.txt</p>	<p>Submit Response to Forum Question #2</p>

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		<p>Advocates.</p> <p>LO-2: Compile and synthesize the historic arguments and positions of Naval Power Advocates.</p> <p>LO-3: Evaluate and justify the effectiveness and impact of Naval Power Advocates in a hemispheric and international context. (CO #1, 2)</p>	<p>Mahan, <i>The Influence of Sea Power Upon History, 1660-1783</i> (1890). [Available online at the Military History Portal]</p> <p>Mets, "The Influence of Aviation on the Evolution of American Naval Thought," in Meilinger, <i>The Paths of Heaven: The Evolution of Airpower Theory</i>, Chapter 4.</p> <p>Chipman, "Mahan's Classical View and the Profession of Arms," <i>Air University Review</i> (March-April 1986).</p> <p>Kraska, "How the United States Lost the Naval War of 2015," <i>Foreign Policy Research Institute</i> (Winter 2005):35-45</p>	
4	Revolutionary Warfare	<p>LO-1: Analyze and criticize the theory, methodologies, and perspectives of revolutionary warfare thinkers.</p> <p>LO-2: Compile and synthesize the historic arguments and positions of revolutionary warfare thinkers.</p> <p>LO-3: Evaluate and justify the effectiveness and impact of revolutionary warfare thinkers in a hemispheric and international context. (CO #1, 2)</p>	<p>Read: Lawrence, <i>The Evolution of a Revolt</i>. [Available online at the Military History Portal]</p> <p>Mao Tse-Tung, <i>On Guerilla Warfare</i>. [Available online at the Military History Portal]</p> <p>Guevara, <i>Guerilla Warfare</i>. [Available online at the Military History Portal]</p> <p>Optional Readings: Shy and Collier, "Revolutionary War," in <i>Makers of Modern Strategy</i>, pp. 815-62.</p>	Submit Response to Forum Question #3
5	Counterinsurgency Thought	<p>LO-1: Analyze and criticize the theory, methodologies, and perspectives of counterinsurgency thinkers.</p>	<p>Read: Gentile, "The Selective Use of History in the Development of American Counterinsurgency Doctrine," <i>Army History</i> (Summer 2009):21-35.</p> <p>Gant, "One Tribe at a Time."</p> <p>Scan:</p>	Submit Response to Forum Question #4

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		<p>LO-2 Compile and synthesize the historic arguments and positions of counterinsurgency thinkers.</p> <p>LO-3: Evaluate and justify the effectiveness and impact of counterinsurgency thinkers in a hemispheric and international context. (CO #1, 2)</p>	<p>US Army Field Manual 3-24, Counterinsurgency (2006). http://www.fas.org/irp/doddir/army/fm3-24.pdf</p> <p>Trinquier, <i>Modern Warfare: A French View of Counterinsurgency</i>. [Available online at the Military Studies Portal]</p> <p>Optional Readings: Shy and Collier, "Revolutionary War," in <i>Makers of Modern Strategy</i>, pp. 815-62.</p> <p>Galula, <i>Counterinsurgency Warfare</i>.</p>	
6	Air Power and the Art of War	<p>LO-1: Analyze and criticize the theory, methodologies, and perspectives of Air Power Enthusiasts.</p> <p>LO-2: Compile and synthesize the historic arguments and positions of Air Power Enthusiasts.</p> <p>LO-3: Evaluate and justify the effectiveness and impact of Air Power Enthusiasts in a hemispheric and international context. (CO #1, 2)</p>	<p>Read: Douhet, Giulio. <i>The Command of the Air</i> (1921). [Available online at the Military History Portal]</p> <p>Meilinger, "Douhet and the Origins of Airpower Theory," in Meilinger, <i>The Paths of Heaven: The Evolution of Airpower Theory</i>, Chapter 1.</p> <p>Holley, "Reflections on the Search for Airpower Theory," in Meilinger, <i>The Paths of Heaven: The Evolution of Airpower Theory</i>, Chapter 15.</p> <p>Scan: Meilinger, <i>The Paths of Heaven: The Evolution of Airpower Theory</i>.</p> <p>Optional Readings: David Mac Isaac, "Voices from the Central Blue: The Air Power Theorists," <i>Makers of Modern Strategy</i>, pp. 624-647.</p>	Submit Response to Forum Question #5
7	Thinking About War	<p>LO-1: Master and summarize the major literature by the great military philosophers from ancient times to the present. (CO #1, 2, 3, 4)</p>	<p>Read: Marshall, "National Organization for War," <i>Army History</i> (Spring 2010):42-46.</p> <p>Fleming, "Can Reading Clausewitz Save Us from Future Mistakes?" <i>Parameters</i> (Spring 2004):62-76.</p> <p>Hooker, "Beyond <i>Vom Kriege</i>: The Character and Conduct of Modern War," <i>Parameters</i> (Summer 2005):4-17.</p>	Submit Response to Forum Question #6

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8	Reflections on the Great Military Philosophers and the Art of War	<p>LO-1: Master and summarize the major literature by the great military philosophers from ancient times to the present.</p> <p>LO-2: Research, construct, and present a persuasive, original paper on selected topics on the great military philosophers from ancient times to the present. (CO #1, 2, 3, 4, 5)</p>	<p>Review: Course Readings.</p> <p>Optional Readings: Craig and Gilbert, "Reflections on Strategy in the Present and Future," in <i>Makers of Modern Strategy</i>, pp. 863-71.</p>	<p>Submit Research Paper</p>
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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of

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illustrations or tables, acknowledgements, [abstract](#).

2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

[Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist.

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Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

IMPORTANT NOTE ON A FEW ITEMS: Because we strive to make this as near a physical classroom setting/environment as possible, it is expected that all materials be turned in on time and in accordance to the due dates listed on the assignments. Should you expect to have a problem meeting a deadline, you should notify me as soon as you are aware of the situation. Because of the nature of the Forums—they are to simulate actual discussions as if we were meeting together weekly and sharing in an actual physical setting—any submissions made past the posted due dates will NOT be graded.

EMAIL: E-mail is not text messaging. Please write emails in a formal manner. I will not answer emails that do not include my name, a main body, the name of the person writing the email and what class they are emailing about. Also, do not hide behind email. Talk with me and your fellow students as if you were talking to them in person!

EXTENSIONS: Extensions are quickly becoming abused at APUS. I will stick very closely to the APUS policy. Meaning, if you do not have 50% of courses complete, I will NOT approve your extension. Also, if you plan to request an extension, let me know in advance.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- *Inter Library Loans:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

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- *Smarthinking:* Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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Selected Bibliography

Please locate in Resources.

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SYLLABUS IS SUBJECT TO CHANGE!!!