



The Faculty of Arts

The Department of History

Winter 2023

History/Strategic Studies 655: Classics of Strategy

Instructor: Dr. John R. Ferris

Email: ferris@ucalgary.ca

Office Hours: Thursday, 2 to 3 pm.

Course Delivery: In Person, with online asynchronous in case of instructor illness.

Class Time: Thursday, 3--6 pm.

Introduction. 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 the contemporary use of cyber, and studies in naval and air strategy, guerrilla warfare/counter-insurgency, and nuclear “deterrence”. 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 or Amazon.

Colin Gray, *The Strategy Bridge: Theory for Practice*, OUP (2010), ONLINE via U of C Library. (John Baylis, Colin Gray and James Wirtz, eds, *Strategy in the Contemporary World*, [OUP] , includes a succinct and good statement of Gray’s views).

(Lawrence Freedman, *Strategy, A History* [OUP, 2013], and Beatrice Heuser, *The Evolution of Strategy, 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. Matthijs Jolles, (1943) especially, and Michael Howard and Peter Paret, (Princeton University Press, 1976) are superior: the latter also includes useful commentary.

Sun Tzu (translator Ralph Sawyer), *The Art of War*. (Westview Press. 1994) ONLINE via U of C Library

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.

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.

Class Participation: 25%.

Oral Reports: 25%

Term Paper, topic selected after consultation with instructor, due last day of class: 50%.

Grading Policies

All grades will be reported in the form of letter grades, assigned as per the “Departmental Grading System”, listed below. I will not use percentages. Students may question their grades with the instructor.

Academic Integrity Statement

Students should read the University's statement on plagiarism.

Learning Technologies Requirement

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; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Inclusiveness, Accommodation, and Classroom 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

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. 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: Ralph Sawyer, Sun Tzu (translator Ralph Sawyer), *The Art of War*. (Westview Press. 1994)
ONLINE via U of C Library

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

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

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

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

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

Week Four. 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.

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

Week Five. 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 Glede, *Navies and Nations, warships, navies and state building in Europe and America, 1500—1860* (1993).

Week Six. 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=ObgzUaG_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).

Oral Report: 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*. ONLINE via U of C Library.

Week Seven. 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).

Oral Report: Meighen McCrae, *Coalition Strategy and the End of the First World War: The Supreme War Council and War Planning, 1917-18*, (Cambridge UP, 2019).

Week Eight. Strategy, Airpower and Strike Warfare.

Colin Gray, Airpower for Strategic Effect,

http://uploads.worldlibrary.net/uploads/pdf/20121024224747airpower_strategic_effect_pdf.pdf ;

government link:

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

Oral Report: Giulio Douhet, *The Command of the Air*,

<https://archive.org/details/dominiodellariae00unse> ;

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 Nine. Nuclear Strategy and Nuclear Deterrence.

Lawrence Freedman, *The Evolution of Nuclear Strategy*, 4th ed. , (2019) RESERVE READING

Heuser, *Evolution of Strategy*, Part V

Lawrence Freedman and Jeffrey H. Michaels, "Casting the Atomic Canon: (R) evolving nuclear strategy: A Reply", *European Journal of International Security*, 7/3, August 2022, pp. 400-410.

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 Ten. Irregular Warfare, Guerrilla Warfare, Hybrid Warfare and Counter-Insurgency.

Williamson Murray and Peter Mansoor, *Hybrid War, Fighting Complex Opponents from the Ancient World to the Present* (CUP, 2012). Available through U of C Library.

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](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 Eleven. Non-violent Resistance and Restraints on Power and War

Dominico Losurdo and Gregory Elliott, *Non-Violence, A History Beyond the Myth*, (Lexington Books, 2009), Online via U of C Library

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: Mahatma Gandhi, *Satyagraha*, (1951).

Week Twelve. Strategy in Cyber and Space .

Bleden E. Bowen, "From the Sea to Outer Space: The command of space as the foundation for spacepower theory", *The Journal of Strategic Studies*, 42/Issue 3—4, (2019), pp 532-56.

Howard Kleinberg, "On War in Space", *Astropolitics*, 5/1, 2007, pp. 1-

22, <https://www.tandfonline.com/doi/full/10.1080/14777620701544600>

UC link:

<https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/14777620701544600>

Air Force Space Command, 5 September 2019, The Future of Space 2060 and Implications for U.S. Strategy: Report on the Space Futures Workshop, <https://aerospace.csis.org/wp-content/uploads/2019/09/Future-of-Space-2060-v2-5-Sep.pdf>

John Arquilla and David Ronfeldt, "Cyberwar is Coming", RAND, 1993,

<https://www.rand.org/pubs/reprints/RP223.html>

Thomas Kid, "Cyberwar will not Take Place", *The Journal of Strategic Studies*, 35/1, 2012, pp 5-

32, <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01402390.2011.608939>

Ten Years' In: Implementing Strategic Approaches to Cyberspace, Newport Papers, No. 45, 2021,

<https://digital-commons.usnwc.edu/usnwc-newport-papers/45/>

Oral Report: John J. Klein, *Understanding Space Strategy: The Art of War in Space*, (Milton Park, 2019), ONLINE via U of C Library.

Week Thirteen. Strategy and Contemporary Wars: Afghanistan and Ukraine.

Students will prepare one ten-minute presentation on any issue addressed in EITHER 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>

UC link:

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

or else, on this material regarding the Russian decision to invade Ukraine, 2021, in

War on the Rocks: The Russo-Ukrainian War, <https://warontherocks.com/understanding-the-russo-ukrainian-war-a-guide-from-war-on-the-rocks/>

RAND, Ukraine, <https://www.rand.org/topics/ukraine.html>

The Journal of Military and Strategic Studies, special issue on the Russo-Ukrainian War, edited by Alexander Hill. (in press).

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all History graduate level courses. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-2.html>

Percentage	Letter Grade	Grade Point Value	Description
90–100	A+	4.00	Outstanding performance
85–89	A	4.00	Excellent performance
80–84	A–	3.70	Very good performance
77–79	B+	3.30	Good performance
73–76	B	3.00	Satisfactory performance
70–72	B–	2.70	Minimum pass
67–69	C+	2.30	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
63–66	C	2.00	
60–62	C–	1.70	
56–59	D+	1.30	
50–55	D	1.00	
0–49	F	0	

Percentage	Letter Grade	Grade Point Value	Description
	CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.

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 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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

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 IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. 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. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments".

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) "Draft Documents & Working Materials".

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 and gender-based 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
- Campus Security 220-5333