

VOLUME I  
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**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 1**

**HOURS: 1**

**TITLE: Introduction**

I. Learning Objectives

- A. The student will comprehend the value and purposes of a study of military history
- B. The student will know and recall the course professional competency objectives
- C. The student will know and state the pertinent administrative aspects of the course (e.g., presentation methods, testing/grading, student responsibilities)

II. References and Texts

- A. Instructor references - handouts (Found in Evolution of Warfare - Introduction)
  - 1. "Fundamental Concepts, History of the Military Art"
  - 2. Luvaas, "Military History: Is It Still Practical?"
- B. Student text - The above handouts should be distributed and discussed at the first opportunity, prior to the course lessons being taught

III. Instructional Aids

- A. Course outline
- B. Chalkboard
- C. Copies of materials to be used by the students

IV. Suggested Methods and Procedures

- A. Method options
  - 1. Lecture
  - 2. Lecture and discussion
- B. Procedural and student activity options
  - 1. A suggested means to accomplish the objectives of this lesson is to describe basic course objectives and purposes, and then to emphasize the importance of a sense of warfare history

2.A review of the course syllabus will aid the student's appreciation of the scope of the course and will serve to further demonstrate the importance of warfare in world history

3.Course mechanics and administrative matters should be discussed to ensure the student knows what he/ she can expect from the course and what the instructor expects from the student

#### V.Presentation

A.Discuss course purpose and professional core competency objectives

B.Pose question, "Why do you suppose it's important to study the evolution of warfare?" Discuss answers and provide instructor's point of view. Discuss the high points of the Luvaas article to illustrate how history can be used to help understand and impact on the future

C.Briefly review the course syllabus, highlighting areas of importance or of unique interest (e.g, student presentations, exercises, etc.)

1.Emphasize the importance of each student formulating his/her own ideas about how warfare has evolved, changed, remained the same, etc.

2.Use the course syllabus as a guide in discussing course materials

#### D.Course administration

1.Emphasize participatory nature of the course, if applicable

2.Attendance policy

3.Reading assignments and class preparation

4.Testing policy, quizzes, projects

5.Grading policy

6.Resource bibliography - unit and university libraries, other sources

7.Vocabulary of warfare - use and importance. Have students read handout on military terms, threads of continuity in order to study warfare and levels of war

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 2**

**HOURS: 1**

**TITLE: Man and War**

I.Learning Objectives

- A.The student will know and discuss varying definitions related to the operational art of war
- B.The student will know, list, and explain the nine principles of war as presented in class
- C.The student will know and discuss the relevance of the threads of continuity, political, and strategic considerations as they apply to warfare and how/where operations and tactics fit in
- D.The student will know, list, and discuss the six causes of international conflict as defined by Jomini

II.References and Texts

A.Instructor references

- 1.Keegan, The Face of Battle, pp. 13-78
- 2.Preston and Wise, Men in Arms, pp. 5-14
- 3.Ropp, War in the Modern World, pp. 11-15

B.Student texts/resource materials

- 1.Keegan, The Face of Battle, pp. 15-78
- 2.Preston and Wise, Men in Arms, pp. 5-14

C.Other references

- 1.Burn, Art of War on Land, Ch. 1-3
- 2.Instructor Resource Manual

- D.Handout - "Fundamental Concepts - History of the Military Art" (Found in Evolution of Warfare - Introduction)

III.Instructional Aids

- A.Chalkboard
- B.Overhead projector
- C.Instructor-produced transparencies

#### IV.Suggested Methods and Procedures

##### A.Method options

- 1.Guided discussion
- 2.Lecture and discussion

##### B.Procedural and student activity options

- 1.A suggested means to accomplish the objectives of this lesson is to begin soliciting varying definitions of war, followed by a discussion of war as natural/unnatural, constructive/destructive force in society, an art or a science
- 2.A brief lecture on the principles of war and Jomini's causes of conflict should follow the discussion to provide a framework for studying the evolution of warfare

#### V.Presentation

##### A.Definitions of war

- 1.Solicit samples from students and discuss
- 2.Instructor definitions of war
  - a.Conflict carried on by force of arms, as between nations or states
  - b."Any conflict between rival groups by force of arms or other means, ...recognized as a legal conflict." (Preston and Wise)
  - c.Other definitions
- 3.Conflict as a common denominator
- 4.Types of conflict
  - a.Military
  - b.Political
  - c.Economic
  - d.Religious/moral
  - e.Ideological
  - f.Psychological
  - g.Other

B. Principles of war and a description of each - (refer to handout)

1. Mass - combat power and its concentration at the decisive point and time
2. Objective - General areas or points of strategic or tactical value (including the enemy force itself), the destruction of which is the ultimate end of military operations
3. Offensive - Use of initiative in combat to set the time, place, strength, type, and direction of attack
4. Surprise - Psychological weapon applied by action that cannot reasonably be expected
5. Economy of Force - Distributing available forces in the most advantageous manner; corollary of mass
6. Movement - Maneuvering forces in the execution of a scheme of maneuver
7. Unity of Command - Cooperation; teamwork
8. Security - Never being surprised
9. Simplicity - The acid test of the soundness of any plan for a military operation and of the orders issued for its execution

C. Causes of international conflict - Jomini

1. To reclaim certain rights or to defend them
2. To protect and maintain the great interests of the state
3. To maintain the balance of power
4. To propagate political or religious theories, to crush them or to defend them
5. To increase the influence and power of the state by acquisitions of territory
6. To gratify a desire for conquest (or glory)

D. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 3**

**HOURS: 1**

**TITLE: Development of Warfare in Ancient Times**

**I.Learning Objectives**

- A.The student will know and trace the evolution of weaponry from rudimentary to the Assyrian Iron Age
- B.The student will know and describe the Assyrian military system, to include military organization, siege tactics, and the use of terror
- C.The student will know and describe the Persian military ascendancy under Cyrus and Darius, with emphasis on methods used to consolidate their conquests
- D.The student will know, identify, and discuss Graeco-Persian conflicts, with emphasis on Marathon, Thermopyale, and Salamis
- E.The student will know and trace the development of the Greek military system, with emphasis on Spartan training and the phalanx
- F.The student will comprehend the nature of the Peloponnesian War (land power versus sea power) and the resolution of that conflict

**II.References and Texts**

**A.Instructor references**

- 1.Dupuy and Dupuy, Encyclopedia of Military History
- 2.Jones, The Art of War in the Western World, pp. 1-21
- 3.Montross, War Through the Ages, pp. 3-15

**B.Student text - Jones, The Art of War in the Western World, pp. 1-21**

**C.Other reference - Instructor Resource Manual**

**III.Instructional Aids**

- A.Chalkboard
- B.Map

**IV.Suggested Methods and Procedures**

A.Method options

- 1.Lecture
- 2.Lecture and discussion

B.Procedural and student activity options - read and study assignment

V.Presentation

A.Trace the development of ancient weapons

1.Rocks and clubs

- a.Weapons were either hand-held or in some way projected through the air
- b.Rocks evolved into darts, javelins, and arrows
- c.Clubs evolved into hatchets, spears, and swords

2.Protective armor

- a.To assist in warding off blows
- b.Evolved from leather stretched over a wooden frame (plus wooden and wicker varieties) into use of metals
- c.As soldiers suffered injury to different parts of their bodies, armor was developed to protect those parts

3.Use of metals

- a.In both weapons and armor
- b.Reflected evolving technology
- c.Iron replaced bronze

B.First great military power

- 1.Some fragmentary accounts of fighting in Egypt during period 3100-1000 B.C.
- 2.First detailed accounts are of the Assyrians who were dominant for five centuries
- 3.Beginnings
  - a.Initial dominance under Tiglath-pileser I (1166-1093 B.C.)
  - b.Fought off roving invaders

c. Zenith under Tiglath-pileser III (745-727 B.C.)

d. First to recognize superiority of iron over bronze

e. First to equip army with iron weapons

#### 4. Organization

a. Had a military society

b. Divided forces into separate branches (spear-men, archers, charioteers, cavalry) and trained them

c. First to use cavalry effectively

d. Developed siege tactics and built special siege equipment to attack walled cities that had developed in response to roving invaders

e. Could move and supply 50,000 men across all types of terrain

f. Senior army officers were also priests and the word for "rebel" was the same as for "sinner"

#### 5. Tactics

a. First to have siege capabilities

b. Used terror deliberately to intimidate enemies

c. Some cities would surrender without a fight, hoping to avoid mass slaughter

#### 6. End

a. Fell in 612 B.C. to a coalition of Babylonians and Medes

b. Assyrians' king threw himself into the flames of the city

c. Defeat and subsequent enslavement and deportation were so thorough that Assyria, as a separate nation, disappeared

### C. Persian military ascendancy

#### 1. Transition

a. Coalition that defeated Assyrians collapsed

b. Persia became independent in 559 B.C.

#### 2. Cyrus the Great

- a. Primary military victory at Thymbra in 546 B.C. against the Lydians who outnumbered him
- b. To avoid being outflanked, he put troops in a huge square with archers in the middle
- c. Improvised a camel corps which frightened the Lydian horses
- d. Subjugated the largest territory (conquered and held) to his time
- e. Considered the first Great Captain in history
- f. Killed in battle in 530 B.C.

### 3. Darius the Great

- a. Cousin of Cyrus
- b. Consolidated Cyrus' area and then began expanding
- c. Relatively enlightened governing policies
- d. Made first attempt to reach Greece in 492 B.C.

## D. Greek military development

### 1. Phalanx

- a. Common to all Greek city-states, including two dominant ones, Athens and Sparta
- b. Made up of hoplites-warriors who could afford their own equipment which consisted of a shield, a short "cut and thrust" sword, and a 10 foot spear
- c. Marched virtually shoulder-to-shoulder and usually eight deep with all spears pointing to the front

- 2. Spartan system - All Spartans, male and female, were screened and trained in military matters from age 7 to 60

## E. Graeco-Persian conflicts

### 1. Marathon, 490 B.C.

- a. Persians landed in Marathon, intent on pulling forces away from Athens which they would then attack
- b. Athenians, under Miltiades, pressed attack, sprang a double envelopment

c. Athenian Army countermarched rapidly back to Athens. Its presence deterred the Persians from attacking

2. Thermopylae, 480 B.C.

a. Between Spartans and Persian land force

b. Spartans outnumbered, put up a legendary fight, and died to the last man

c. Did delay and punish Persians

3. Salamis, 480 B.C.

a. First decisive naval engagement in history

b. Outnumbered Greeks, lured Persian fleet into constricted area where Persian numbers did not help

c. Greek leader, Themistocles, had contributed to Persian overconfidence by sending Persian leader, Xerxes, a message stating falsely that the Greeks were on the verge of widespread desertion

d. In aftermath, Persian land force was defeated at Plataea

F. Peloponnesian War

1. Transition

a. Having freed themselves of invaders, the Greek city-states began to fight among themselves

b. Period of Peloponnesian Wars: 431 B.C. to 404 B.C. Described by Thucydides

c. Primary antagonists were Athens and Sparta

2. Athens - A sea power primarily

3. Sparta

a. A land power primarily

b. Up until the decisive battle, Athens won the sea battles, and Sparta, the land battles

4. Resolution

a. At Syracuse (Sicily) in 413 B.C.

- b. Sparta defeated the Athenian fleet, breaking Athens' back, though fighting drags on for several more years
- c. Final battle was the victory of the Spartan Admiral Lysander at Aegospotamoi (405 B.C.)
- d. Thus Sparta, the land power, adapted to, and ultimately defeated Athens at sea

#### G. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 4**

**HOURS: 1**

**TITLE: Alexander and the Macedonian System**

I. Learning Objectives

- A. The student will know and briefly discuss the continuing strategic and tactical innovations of Sparta, Epaminondas of Thebes, and Philip of Macedon
- B. The student will know and discuss the organizational and tactical improvements of the Macedonian military system 350-320 B.C.
- C. The student will know and describe Alexander's unique resolution of the landpower-seapower dichotomy
- D. The student will know and trace Alexander's route of conquest, with emphasis on his use of tactical concentration in striking at the decisive point at the decisive time

II. References and Texts

A. Instructor references

- 1. Jones, The Art of War in the Western World, pp. 21-54, 57-62
- 2. Montross, War Through the Ages, pp. 16-42
- 3. Preston and Wise, Men in Arms, pp. 27-31

B. Student texts

- 1. Jones, The Art of War in the Western World, pp. 21-54, 57-62
- 2. Preston and Wise, Men in Arms, pp. 27-31

C. Other reference - Instructor Resource Manual

III. Instructional Aids

- A. Chalkboard
- B. Map

IV. Suggested Methods and Procedures

- A. Method options
  - 1. Lecture

2.Lecture and discussion

B.Procedural and student activity options - read and study assignment

V.Presentation

A.The Battle of Leuctra - Epaminondas of Thebes

1.Parallel advance

2.Refused wing

B.Philip of Macedon

1.Cooperative arms

a.Infantry

(1)Sarissa

(2)Light infantry

b.Cavalry

(1)Scouting

(2)Skirmishing

c.Artillery

(1)Ballista

(2)Catapult

2.Organizational staff

3.Engineering Corps

4.Baggage train

5.Medical service

6.Drill masters

7.National standing army

C.Alexander's strategy of defeating sea power by the taking of seaports from the land side

D.Alexander the Great

1.Battle of Issus

2.Siege of Tyre

3. Discuss the following aspects of Alexander's siege craft

a. Ram

b. Bore

c. Penthouse

d. Mantellets

e. Siege tunnels

f. Naphtha

g. Spies

h. Mole

4. Siege of Gaza

5. Tactics employed by Alexander at the Battle of Arbela

6. Crossing the Jaxartes and the Battle of the Hydaspes

E. Explain the success of Alexander in relation to

1. Principles of war

2. The man

3. Human resources

F. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 5**

**HOURS: 1**

**TITLE: Roman Modifications, Hannibal, and the Punic Wars**

I.Learning Objectives

- A.The student will comprehend, know, and explain the organization of the Roman army, with emphasis on the legionary system
- B.The student will know and trace the Roman subjugation of the Italian peninsula, with emphasis on the campaigns against King Pyrrhus
- C.The student will know/describe the First Punic War, with emphasis on the campaigns against King Pyrrhus
- D.The student will know and recount the major battles of the Second Punic War, to include the battles of Trebia, Lake Trasimene, and Cannae
- E.The student will know and evaluate Hannibal as a Great Captain.
- F.The student will comprehend and explain Hannibal's failure to gain strategic victory despite tactical success
- G.The student will know and review the Battle of Zama and Scipio's impact on the outcome

II.References and Texts

A.Instructor references

- 1.Dupuy and Dupuy, Encyclopedia of Military History
- 2.Jones, The Art of War in the Western World, pp. 26-45, 65-72
- 3.Montross, War Through the Ages, pp. 43-69
- 4.Preston and Wise, Men in Arms, pp. 32-39

B.Student texts

- 1.Jones, The Art of War in the Western World, pp. 26-45, 65-72
- 2.Preston and Wise, Men in Arms, pp. 32-39

C.Other reference - Instructor Resource Manual

### III. Instructional Aids

A. Chalkboard

B. Maps

### IV. Suggested Methods and Procedures

A. Method options

1. Lecture

2. Lecture and discussion

B. Procedural and student activity options - read and study assignment

### V. Presentation

A. Roman Military Organization

1. Legion composition

a. Three lines

b. First two lines composed of 20 maniples each, with a maniple having 12 men across and 10 deep

c. Maniples spaced, checkerboard style, allowing second line to step up or first line to step back smoothly, forming one solid line in either case

d. Soldiers in first two lines carried two 7-foot javelins and a 2-foot sword

e. First line = hastati = 25-30 years old

f. Second line = principes = 30-40 years old

g. Third line had some 120-man maniples and some 60-man maniples, adding flexibility and weight

h. Soldiers in third line carried a 12-foot spear plus sword and javelin

i. Third line = triarii (veterans on last campaign) and velites (17-25 years old)

j. One maniple of each classification, from front to rear formed a cohort, and 10 cohorts made up the infantry strength of the legion

k. Supported by cavalry, archers, and skirmishers

2. Discipline

- a. Harshest ever inflicted on citizen soldiers
- b. Thoroughly trained

## B. Rise of Rome

### 1. Origin

- a. According to legend, founded in 753 B.C.
- b. A city-state, blessed with a particularly good location

### 2. Conquest of Italy - required conquering other city-states

### 3. Pyrrhus

- a. Was a Greek soldier-king invited in by an Italian city-state trying to avoid Roman take-over
- b. Pyrrhus brought 20,000 infantry and more than 3,000 cavalry
- c. Pyrrhus defeated Romans (partially due to judicious use of elephants), but suffered heavy, difficult-to-replace casualties (280 B.C.)
- d. Credited with saying, "One more such victory and I am lost," thus the phrase "Pyrrhic victory"
- e. Decisively defeated in 275 B.C. and returned to Greece saying, "What a fine field of battle I have here for Rome and Carthage"
- f. Pyrrhus was killed in a street fight in 272 B.C. Hannibal rated Pyrrhus as second only to Alexander the Great

## C. First Punic War

### 1. Nature of powers

- a. Carthage - a sea power
- b. Rome - a land power with no navy

### 2. Roman Navy

- a. Took a Carthaginian ship that washed up on the beach and used it as a model
- b. To make up for weaknesses in close-in boat handling, introduced the corvus, a huge hook

mounted on prow of a warship-used to grapple an enemy vessel, facilitating boarding

### 3.Sea Battles

a.Mylae, 260 B.C.

b.Cape Ecnomus, 256 B.C.

c.Went ashore and set down harsh surrender terms

4.Carthaginian reaction - hired Xanthippus, defeated Roman army in Africa

### 5.Resolution

a.Carthaginian fleet destroyed in 241 B.C., in the Battle of Aegusa

b.Rome victorious

## D.Second Punic War

### 1.Origins

a.Hamilcar in Spain

b.Hannibal assumed leadership in 221 B.C.

### 2.Hannibal's campaigns

a.Move to Italy

b.Trebia, 218 B.C.

c.Lake Trasimene, 217 B.C.

d.Campaigns against Quintus Fabius Maximus (Fabian tactics)

e.Cannae, 216 B.C.

f.Defeat of Hasdrubal a good example of use of interior lines

### 3.Resolution - Publius Cornelius Scipio

a.Rome defeated Spanish bases at Carthage

b.Threatened Carthage

c.Zama, 202 B.C., victory by Scipio

## E.Evaluation of Hannibal

- 1.Strategic victory versus tactical victory - an officer of Hannibal's told him after Cannae: "You know how to win victories, but not how to use them"
- 2.Accomplishments particularly noteworthy in view of long supply line

F.Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 6**

**HOURS: 1**

**TITLE: Pax Romana**

I. Learning Objectives

- A. The student will know and identify the changes made in the Roman military organization after the Third Punic War and the causes of these changes
- B. The student will know and describe the civil wars between Caesar and Pompey, with emphasis on the reasons for Caesar's success militarily
- C. The student will comprehend and explain the power struggle after the death of Caesar, with emphasis on the Battle of Actium
- D. The student will know and recall the key changes in the Roman military system from Actium to Adrianople and the causes of these changes
- E. The student will comprehend and explain the concept of Pax Romana

II. References and Texts

A. Instructor references

- 1. Jones, The Art of War in the Western World, pp. 34-45, 72-86
- 2. Montross, War Through the Ages, pp. 70-88
- 3. Preston and Wise, Men in Arms, pp. 39-49

B. Student texts

- 1. Jones, The Art of War in the Western World, pp. 72-86
- 2. Preston and Wise, Men in Arms, pp. 39-49

C. Other reference - Instructor Resource Manual

III. Instructional Aids

- A. Chalkboard
- B. Overhead projector
- C. Instructor-produced transparencies
- D. Maps

#### IV.Suggested Methods and Procedures

- A.Lecture
- B.Lecture and discussion
- C.Guided discussion

#### V.Presentation

##### A.Changes in Roman military organization after Third Punic War

- 1.Legions were composed of Roman and non-Roman citizens
- 2.Legions loyal to their generals, vice the state itself
- 3.Civil disorder
- 4.Garrison duty
- 5.Unlimited powers of Proconsula
- 6.Cohort becomes the basic unit of the order of battle

##### B.Caesar

- 1.Greatest Roman political general
- 2.Took command of legions in Gaul
- 3.The man
  - a.Personal courage
  - b.Tactical skill
  - c.Intelligent
  - d.Loyal
  - e.Inspiring leader
- 4.Defeated Pompey in 48 B.C. in Greece; later in Spain and Africa

##### C.Caesar's Lieutenants

- 1.Mark Anthony - ruled from Egypt
- 2.Octavian - ruled from Rome
- 3.Battle of Actium

- a. Sea battle conducted in Ionian Sea
- b. Over 400 galleys and 80,000 men involved
- c. Anthony and Cleopatra defeated and betrayed
- d. Established Roman Navy as the premier Navy of the time
- e. Combined with Army to secure frontiers and to police Mediterranean

4. Octavian reaches Alexandria in July 30 B.C.; Anthony and Cleopatra commit suicide

5. Octavian takes title of Caesar Augustus

D. Pax Romana and changes in the military system

1. "Pax Romana" refers to period from Caesar Augustus (27 B.C.) to Battle of Adrianople (A.D. 378)

2. Longest period of peace Roman Empire had experienced

3. Army was oriented to defense

4. Consolidation and security of frontiers primary goal

5. Soldiers recruited for 16-year tours; later increased to 20 years

E. Battle of Adrianople

1. Legion weakened by increasing number of light foot and cavalry

2. Moral decay of the state

3. Roman General Valens and 40,000 infantry annihilated

4. Battle of Adrianople signified the end of the Roman military tradition

F. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 7**

**HOURS: 1**

**TITLE: The Byzantine Empire**

I.Learning Objectives

A.The student will know and recall the attempt by Justinian to reunite the old empire and his use of the tactical genius of his commanders, Belisarius and Narses

B.The student will know and discuss the Byzantine military philosophy

C.The student will know and outline the Byzantine military system

D.The student will know and identify the tactical and philosophical innovations of the Byzantines (i.e., cavalry, stirrup, and greek fire)

E.The student will know and trace the succession of battles which culminated in the fall of Constantinople

II.References and Texts

A.Instructor references

- 1.Dupuy and Dupuy, Encyclopedia of Military History
- 2.Jones, The Art of War in the Western World, pp. 92-109
- 3.Montross, War Through the Ages, pp. 104-131
- 4.Preston and Wise, Men in Arms, pp. 50-63

B.Student texts

- 1.Jones, The Art of War in the Western World, pp. 92-109
- 2.Preston and Wise, Men in Arms, pp. 50-63

III.Instructional Aids

A.Chalkboard

B.Overhead projector

C.Instructor-produced transparencies

D.Map

#### IV. Suggested Methods and Procedures

##### A. Method options

1. Lecture
2. Lecture and discussion
3. Guided discussion

B. Procedural and student activity options - a suggested means to accomplish the objectives of this lesson is to develop the Byzantine military system in isolation and then to offer some comparative remarks about the Byzantines and previous military systems

#### V. Presentation

##### A. Byzantium - origin and philosophy

1. Eastern Roman Empire - fervently nationalistic; survival-oriented
2. Commercial dominance and geographical considerations
3. Centralized, autocratic rule
4. Military philosophy
  - a. Defensively-oriented, Constantinople the heart
  - b. Native-born soldiers vice mercenaries
  - c. Use of ruses, stratagems, etc.; morality in war not crucial
  - d. Studies all aspects of war carefully
  - e. Cavalry an important ingredient
  - f. Stern discipline, incessant drilling
  - g. Heavy emphasis on "generalship"

B. Justinian as emperor - attempts to reunite the old empire by going on the offensive

1. Small-sized expeditionary forces
2. Use of horse archers and cavalry lances
3. Excellence in weaponry and use of mounted bowmen
4. No reunification per se, but Justinian's efforts halted the decline of the East Roman (Byzantine) Empire

5.Used tactical genius of Belisarius and Narses

C.Post-Justinian Byzantium

1.Maurice initiates a long period of defensive orientation

2.Theme system

a.Small standing army as a central reserve

b.Themes individually organized

c.Massive frontier fortifications

3.Naval affairs important because of economic situation

4.Military innovations

a.Cavalry

b.Stirrup

c.Greek fire

D.The empire declines, Constantinople falls

1.Persians and Slavs in 7th century

2.Islamic attackers in 7th and 8th centuries

3.Battle of Manzikert (1071) - fatal to the empire

4.Constantinople finally falls to the Ottoman Turks (1453)

E.Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 8**

**HOURS: 1**

**TITLE: Feudal Warfare and the Renaissance of the Military Art**

I.Learning Objectives

- A.The student will know and trace the development of the Franks, with emphasis on the Battle of Tours
- B.The student will know and discuss Charlemagne and the beginning of feudalism, and its acceleration due to the pressure of Viking raids
- C.The student will comprehend and analyze the Battle of Hastings and its impact on the armored rider becoming the preeminent instrument of medieval warfare
- D.The student will know and describe the influence of religious and technological factors on the Crusades, to include rudimentary mass communication and the crossbow
- E.The student will know and trace the decline of mounted knights, cavalry and crossbow, and the emergence of the longbow, pike, and gunpowder
- F.The student will comprehend and explain the contribution of Machiavelli, with emphasis on his attitudes on ethical war and the Condottieri

II.References and Texts

A.Instructor references

- 1.Dupuy and Dupuy, Encyclopedia of Military History
- 2.Jones, The Art of War in the Western World, pp. 102-122, 134-141
- 3.Keegan, The Face of Battle, pp. 79-116
- 4.Montross, War Through the Ages, pp. 91-103
- 5.Preston and Wise, Men in Arms, pp. 65-97
- 6.Ropp, War in the Modern World, pp. 19-25

B.Student texts/resource materials

- 1.Jones, The Art of War in the Western World, pp. 102-122, 134-142
- 2.Keegan, The Face of Battle, pp. 79-116

3.Preston and Wise, Men in Arms, pp. 65-97

C.Other reference - Instructor Resource Manual

### III.Instructional Aids

A.Chalkboard

B.Map

### IV.Suggested Methods and Procedures

A.Method options

1.Lecture

2.Lecture and discussion

3.Guided discussion

B.Procedural and student activity options - read and study assignment

### V.Presentation

A.The Franks - A Germanic group of tribes which moved slowly into Gaul during the late 5th and early 6th centuries

1.Initially, they were a primitive, albeit effective infantry force

a.No body armor

b.They employed javelins, swords, daggers, and the "francisca," a heavy, well-balanced battle-axe which was thrown with great accuracy just prior to making contact with the enemy

c.Defeat of the Franks by the Byzantines at Casilinum (A.D. 554) demonstrated the impotence of their formation when facing a well-trained cavalry force

2.A.D. 496 - The various Frankish bands forced to recognize Clovis as king

3.Charles Martel

a.Victor at Battle of Tours (A.D. 732)

(1)Franks assumed a strong defensive position wherein they massed

(2)Moslems foolishly and futilely assaulted the massed Frankish infantry

b.As a result of Charles' administrative skill, the Franks also developed a large body of mounted soldiers

B.Charles the Great (Charlemagne), King of the Franks, A.D. 768-814

1.His military and administrative ability resulted in the creation of an extensive empire which collapsed soon after his death

a.Although he continued to employ infantry, the percentage of cavalry in the Frankish army constantly increased under Charlemagne

b.He issued a variety of edicts designed to develop the cavalry arm

2.The rise of feudalism

a.The comitatus

b.Development of the system of vassalage

(1)Widened in scope under Charles Martel

(2)Further extended by Charlemagne to include conquered areas

c.Reform of the infantry levy by Charlemagne which narrowed the social bounds within which the military art was practiced

d.Social disorder after the division of the empire among Charlemagne's grandsons

e.Raids by the Vikings and Maggars

(1)The local lord, his castle, and his army provided the only protection from these raids

(2)The effect was to increase the power of the local noble with a concomitant diminution in power of the central monarchy

C.The Battle of Hastings (1066)

1.The Norman Army

a.Cavalry the leading element

b.Also included archers and infantry

2.English Army - all infantry

3. The Norman cavalry failed to penetrate the shield wall of the English infantry
  - a. The wings of the English army, however, reacted to cavalry feints and were destroyed
  - b. Norman high-trajectory missile fire was then employed to weaken the ranks of the English center, rendering it vulnerable to a cavalry assault
4. Thus, the medieval view that this battle proved the preeminence of the cavalry arm was simplistic, since the Norman archers and the poor performance of the English infantry contributed substantially to the Norman victory

#### D. The Crusades

1. In an age of universal faith, the medieval church was an extraordinarily powerful and influential institution
2. By virtue of its centralized authority, the church was unique among medieval institutions in its ability to communicate its position to the nobility and to the masses. Support for, and participation in these "holy wars" were emphasized from every pulpit in Europe
3. The crossbow, developed during the 11th century, fired a metal bolt which could penetrate chain mail
  - a. As a consequence, chain mail began to be replaced by cumbersome and costly armor plate
  - b. Most feudal armies included a complement of cross-bowmen, despite efforts by the Papacy to limit its employment to wars against infidels
  - c. The victories won by the crusaders resulted from an intelligent use of a combined force of cross-bowmen, infantry, and cavalry - lessons that were forgotten upon returning to Europe

#### E. Two essentially contemporaneous and independent developments signaled the beginning of the end of the armored cavalry's dominance

1. Swiss infantry
  - a. Used a phalanx formation and long pikes to withstand the shock of a cavalry charge

b. Halberds were then employed to unseat and kill the riders

2. English long bow

a. Could outrange and outshoot the crossbow

b. Employed with great effect at Crecy (1346), Poitiers (1356), and Agincourt (1415)

F. Gunpowder, which was employed only sparingly prior to the mid-15th century, rendered the stone castle obsolete

G. Niccolo Machiavelli

1. He perceived and expressed the effect of emerging nation-state on warfare

a. He separated politics from morality, arguing that expediency shall be the prince's guide, and that power was the secret of the state's success

b. War, which was a struggle for the state's existence, could not be fettered by ethical considerations or any other limitation

2. Condottieri-Mercenaries employed by the Italian city-states

a. Their leisurely, safe campaigns resembled games more than war

b. They proved completely incapable of resisting the French invasion of 1494

c. The Condottieri represented the antithesis of Machiavelli's views on warfare

H. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 9**

**HOURS: 1**

**TITLE: Spanish Square and the Great Armada**

I. Learning Objectives

- A. The student will know and trace Spain's tactical evolution on land with her infantry, emphasizing Cordoba and the Battle of Pavia
- B. The student will know and describe the Battle of Lepanto
- C. The student will know and identify the significant developments in weaponry during the mid-16th century
- D. The student will know and discuss the revolt in the Netherlands and the defeat of the Spanish Armada

II. References and Texts

A. Instructor references

- 1. Jones, The Art of War in the Western World, pp. 195-213
- 2. Montross, War Through the Ages, pp. 211-214, 227-261
- 3. Preston and Wise, Men in Arms, pp. 98-109, 119-131
- 4. Ropp, War in the Modern World, pp. 19-40, 60-66

B. Student texts

- 1. Jones, The Art of War in the Western World, pp. 195-213
- 2. Preston and Wise, Men in Arms, pp. 98-109, 119-131

C. Other reference - Instructor Resource Manual

III. Instructional Aids

- A. Chalkboard
- B. Map

IV. Suggested Methods and Procedures

A. Method options

- 1. Lecture
- 2. Lecture and discussion

### 3.Guided discussion

#### B.Procedural and student activity options - read and study assignment

#### V.Presentation

##### A.Spain's tactical evolution on land

- 1.Conquest of Grenada during the late 15th century involved numerous siege operations necessitating professional soldiers and heavy artillery
- 2.Gonzalo de Cordoba, "the Great Captain," combined infantry arms (i.e., pikes, swords, and firearms) in the proper proportions to score impressive victories in Italy during the late 15th and early 16th century
  - a.For perhaps the first time, small arms fire was decisive on the battlefield
  - b.As one might expect, Cordoba's victories resulted also from his tactical ability which was at least equal to his organizational skill
- 3.1505 - Spain began to group four or five companies together under a colonel
  - a.Initially, this grouping was only for organization and administration on the march
  - b.By 1534, the tercio was developed, a tactical unit of some 3,000 men armed with pikes and arquebuses
- 4.Pavia (1525) - Again, Spanish small arms proved decisive. The French Cavalry was methodically shot as it attacked piecemeal

##### B.Battle of Lepanto (1571) - the last significant galley battle, influenced by gunpowder, but otherwise little changed from the "infantry battle at sea" characteristics of earlier naval engagements

- 1.The opposing Christian and Turkish forces were nearly equal
- 2.The Christian forces made good use of the new galleasses, which differed from galleys in that they were wider, heavier, and had a gundeck over the rowers

3. The overwhelming Christian victory was won by hand-to-hand fighting, but the ability of the Christian forces to adapt the new gunpowder weapons to sea warfare was a contributing factor

#### C. Weapons development during the mid-16th century

1. The musket, due to its greater range and stopping power, gradually replaced the arquebus
2. The wheel-lock pistol resulted in the renewed importance of the cavalry arm
3. The prototype ship-of-the-line was developed during the reign of Henry VIII

#### D. The revolt in the Netherlands and the defeat of the Armada

1. The Netherlands were inherited by the Spanish branch of the Hapsburgs upon the abdication of Charles V in 1555
2. The Netherlands revolt (1568-1609)
  - a. Resulted from religious differences (the northern Netherlands provinces were strongly Protestant) and patriotic feelings
  - b. Initial Spanish successes culminated in 1585 with the recapture of Antwerp by Alexander Farnese, Duke of Parma, the finest soldier of his age
  - c. Parma's achievements forced the English to intervene openly on the side of the rebels
3. The Spanish Armada
  - a. An amphibious operation designed to invade England and dethrone its Protestant Queen, Elizabeth I
    - (1) The Spanish Plan
      - (a) The armada was to rendezvous with Parma's army in the vicinity of Dunkirk and escort it across the channel
      - (b) The Armada itself carried a subsidiary landing force
      - (c) The naval force was designed to be strong enough to engage the English fleet if necessary, but its principal mission was to convoy the two landing forces

- (2)The English plan was to prevent the junction of the Armada with Parma's force
- b.The English fleet engaged the Armada off Gravelines after a week of skirmishing
  - (1)English ships, guns, and gunnery proved decisively superior
  - (2)The Armada's only chance was to close and attempt to board, but the English succeeded in thwarting these efforts
  - (3)The junction with Parma was prevented, and only a sudden squall saved the Armada from destruction
- c.Shortages of provisions and bad weather resulted in additional serious personnel and ship losses to the Armada during the voyage around Scotland and back to Spain
- 4.The revolt in the Netherlands continued for 21 years after the defeat of the Armada
  - a.Under Maurice of Nassau, the rebels succeeded in gaining control of the seven northern provinces
  - b.The Truce of 1609 resulted in the independence of the northern provinces, whereas, the nine southern Catholic provinces remained under Hapsburg control

#### E. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 10**

**HOURS: 1**

**TITLE: The 17th Century and Military Innovations**

I. Learning Objectives

- A. The student will know and discuss the continuing religious strife which led to the Thirty Years' War, and the total nature of such ideological struggles
- B. The student will know and describe the Thirty Years' War from the standpoint of Gustavus' strategy and tactics
- C. The student will know and review the military innovations introduced by Gustavus Adolphus
- D. The student will know and describe the growth of defensive fortifications during the reign of Louis XIV
- E. The student will know and recall the development of the law of nations in reaction to the unlimited warfare of the Thirty Years' War
- F. The student will relate/apply the development of Cromwell's New Model Army to the changes in civil-military relationships in 17th century England

II. References and Texts

A. Instructor references

- 1. Jones, The Art of War in the Western World, pp. 221-266
- 2. Montross, War Through the Ages, pp. 262-346
- 3. Preston and Wise, Men in Arms, pp. 109-131
- 4. Ropp, War in the Modern World, pp. 40-44

B. Student texts

- 1. Jones, The Art of War in the Western World, pp. 221-266
- 2. Preston and Wise, Men in Arms, pp. 109-131

C. Other reference - Instructor Resource Manual

III. Instructional Aids

A. Chalkboard

## B.Map

### IV.Suggested Methods and Procedures

#### A.Method options

- 1.Lecture
- 2.Lecture and discussion
- 3.Guided discussion

#### B.Procedural and student activity options - read and study assignment

### V.Presentation

#### A.The Protestant Reformation and Catholic Counter-Reformation of the 16th century resulted in innumerable conflicts

- 1.Conflicts between Catholic Spain and the Protestant Netherlands and England were examined during the previous class
- 2.Spain also was involved in attempts to suppress the Huguenot uprisings in France
- 3.Since both sides felt they were defending the "true faith," these wars were ferociously fought
- 4.The Thirty Years' War (1618-1648) was initially a continuation of this religious strife
  - a.It would be simplistic to suggest that any of these conflicts were precipitated exclusively by religion. Economics, dynastic rivalries, etc., were also underlying causes
  - b.As the Thirty Years' War progressed, it became a power struggle between monarchs as opposed to a religious war. Catholic France was ultimately allied with Protestant Sweden against the Catholic Holy Roman Emperor
  - c.The ruthlessness associated with religious wars continued to characterize the Thirty Years' War

#### B.Gustavus Adolphus, King of Sweden, the "Great Captain" of the Thirty Years' War

- 1.Strategy
  - a.Secured and developed a firm base of operations on the Baltic Coast prior to commencing active campaigning

- b. His marches and attacks were made with a view toward future operations
  - c. He coordinated the actions of armies in various parts of the country
  - d. The mobility of his forces served him in good stead strategically as well as tactically
2. Gustavus' tactical skill was demonstrated most clearly at the Battle of Breitenfeld
- a. His battle groups were capable of skillful and expeditious maneuver to meet threats from the flanks
  - b. His infantry, artillery, and cavalry were coordinated to an extent that was heretofore unique

#### C. Military innovations of Gustavus Adolphus

- 1. A national standing army
- 2. By reducing the weight of the weapons and equipment carried by the individual soldier, he enhanced the army's mobility
  - a. Musketeers ceased using armor, save for a helmet
  - b. Lighter muskets enabled the musketeers to divest themselves of the cumbersome rest and to arm themselves with a sword
- 3. Paper cartridge, which greatly increased the rate of fire
- 4. Artillery innovations
  - a. Standardization and reduction of weight
    - (1) Siege, field, and regimental guns standard in the Swedish army
    - (2) Regimental gun 1,000 pounds lighter than that used in other armies
  - b. Introduction of the artillery cartridge greatly increased the rate of fire and made ammunition handling significantly safer

#### D. Louis XIV and the development of defensive fortifications

- 1. The efficiency and organization of Louis' army resulted from the reforms of the Marquis de Louvois, the War Minister

2.Colbert, the Finance Minister, obtained the wealth necessary to pay for the French military

3.Defensive fortifications

a.By the end of the Middle Ages, artillery had rendered the medieval castle obsolete, thus giving a marked advantage to the offensive

b.The period from the mid-17th century to Frederick the Great saw little advance in artillery, and a resurgence in military engineering

c.Sebastien le Prestre de Vauban, Louis XIV's great engineer, constructed three systems of fortifications that were instrumental in reducing the advantage that artillery had given the offensive

(1)His fortresses probably saved Paris during the War of the Spanish Succession and the French Revolution

(2)Vauban also devised a system for attacking fortifications by digging parallels to approach the walls

(3)His fortresses and his methodical siege system resulted in these aspects of warfare resembling a geometric exercise, and contributed to the limited nature of conflicts during the latter portion of the 17th century

E.The atrocities associated with the Thirty Years' War precipitated a moral revulsion that was partially responsible for the formulation of laws to govern the conduct of nations

1.Hugo Grotius' Rights of War and Peace (1625)

a.Treated states as individuals within the society of nations

b.The law of nations contemplated that each nation would respect the rights of other

nations, and would honor its obligations

contracted with them

2.The law of nations, together with the rationalism of the late 17th and 18th century, tended to limit the way in which wars were fought

F.Oliver Cromwell and the New Model Army

1. Civil War in England - 1642
2. Initially, both the Royalists and Parliamentary forces were composed of untrained militia
3. After the Royalist victory at Edgehill (1642), Cromwell recognized the importance of raising a disciplined and well-trained force. The result was the New Model Army
  - a. This Army proved superior to both the Royalists and the Scots. Cromwell became the first ruler of England to conquer the whole British Isles
  - b. The New Model was the foundation of the British Army of the Future
  - c. Ultimately, however, the New Model Army became the instrument of the military dictator that Cromwell became
  - d. The Anglo-American distrust of standing armies stems from the experiences during the

Protectorate

G. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 11**

**HOURS: 1**

**TITLE: Limited Warfare in the Age of Monarchs**

I. Learning Objectives

- A. The student will comprehend and explain the resurrection of mobility and the offensive by Marlborough
- B. The student will know and trace the emergence of limited war, international law, and the tight professional armies of kings
- C. The student will know and describe strategy, tactics, and the means of limited warfare
- D. The student will comprehend and explain the emergence of Great Britain as the dominant maritime and colonial power by the end of the 18th century

II. References and Texts

A. Instructor references

- 1. Jones, The Art of War in the Western World, pp. 289-309, 314-319
- 2. Montross, War Through the Ages, pp. 347-414
- 3. Preston and Wise, Men in Arms, pp. 133-163
- 4. Ropp, War in the Modern World, pp. 44-59, 66-75

B. Student texts

- 1. Jones, The Art of War in the Western World, pp. 289-309, 314-319
- 2. Preston and Wise, Men in Arms, pp. 133-163

C. Other reference - Instructor Resource Manual

III. Instructional Aids

- A. Chalkboard
- B. Map

IV. Suggested Methods and Procedures

- A. Method options
  - 1. Lecture

## 2.Lecture and discussion

B.Procedural and student activity options - read and study assignment

## V.Presentation

A.Reaction to Thirty Years' War - revulsion so thorough it touched all aspects of international life

B.Mobility and offensive

1.Marlborough

2.Frederick the Great

C.International law

1.Attempts to codify rules of war

2.No real attempts to outlaw war completely - was seen as a worthwhile means of achieving political ends, if violence and destruction could be moderated

D.Limited war

1.Nature of armies

a.Drew officers from idle nobility and enlisted men from the dregs of society - two nonproductive groups

b.Heavy reliance on harsh discipline both to keep men in the army and to prepare for battle

c.No relationship between military and civilian segments of society

2.Examples of discipline

a.Frederick the Great

b.Barracks, no night marches, no marching near forests

c.Bright uniforms to facilitate spotting deserters

3.Objectives of limited wars

a.Small, carefully defined

b.Did not require collapse of opposing government to win

c. Military used to gain the edge at bargaining table

d. Civilian populace not involved

#### E. Conduct of limited war

##### 1. Strategy

a. Maneuver most important, better for forcing the enemy into a situation requiring surrender

b. Soldiers expensive to replace, since it took two years to train one

c. Maneuver and strategy pinned to supply points with primary ones (magazines) located 3 days' march apart and supplementary ones (ovens) located at one day intervals

##### 2. Tactics

a. Fighting fierce when conducted

b. Occurred when both commanders were fairly sure of winning

c. Needed a broad, reasonably level plain since all armies practiced linear tactics

d. Key was to shoot second

e. Frederick's "Oblique Order"

##### 3. Means

a. Bayonet with socket invented in 1678, made the musket man also a pike man

b. Flintlock musket

c. Frederick improved artillery both mechanically and functionally; also introduced horse artillery and indirect firing

#### F. Emergence of Great Britain

1. Defeat of Spanish Armada in 1588 - difference in tactics

2. Response to Cardinal Richelieu's fleet - "ship money" tax in 1634

3. Anglo-Dutch Wars

a. Third ended in 1647 with Britain victorious

b. During these conflicts, British refined fighting technique of "line-ahead"

4. Defeat of France at sea

a. In War of Spanish Succession, drove France and Spain from sea and exhausted her ally, Holland

b. Mahan: "She was the sea power"

5. Solidification of hold

a. Establishment of colonial empire

b. Defeat of France in Seven Years' War

G. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 12**

**HOURS: 1**

**TITLE: The American Revolution**

I.Learning Objectives

- A.The student will comprehend and contrast/compare the expressions "strategy of attrition" and "partisan warfare," and apply them to the American Revolution
- B.The student will know and discuss British and American strategy and objectives, and note how they changed during the course of the American Revolution
- C.The student will comprehend and contrast the Continental Army with the professional armies of the 18th century and show how this difference dictated Washington's strategy
- D.The student will comprehend and explain how French intervention tipped the balance in favor of America in the War for Independence

II.References and Texts

A.Instructor references

- 1.Montross, War Through the Ages, pp. 417-439
- 2.Preston and Wise, Men in Arms, pp. 164-178
- 3.Ropp, War in the Modern World, pp. 76-97
- 4.Weigley, The American Way of War, pp. 3-39

B.Student texts

- 1.Preston and Wise, Men in Arms, pp. 164-178
- 2.Weigley, The American Way of War, pp. 3-39

III.Instructional Aids

A.Chalkboard

B.Map

IV.Suggested Methods and Procedures

A.Method options

- 1.Lecture

2.Lecture and discussion

B.Procedural and student activity options - read and study assignment

V.Presentation

A.Definition of terms

1.Strategy of attrition

2.Partisan warfare - more current models such as Vietnam and Afghanistan

B.Application of terms

1.Strategy of attrition

a.Long-term British support

b.European enemies

c.Length of war

2.Partisan warfare

a.American militia rising to local occasions around hard core of continental soldiers such as Saratoga and in the south

b.Tactics suited to capabilities with classic example being Cowpens

C.American strategy and objectives

1.At Lexington

2.At Saratoga

3.In the southern campaigns

D.British strategy and objectives

1.At Lexington

2.At Saratoga

3.In the southern campaigns

E.Opposing forces

1.British

a.Began as classic 18th century European army

b.employed linear tactics

c.Loyalty/dedication suspect, especially with Hessians

2.American

a.Prior to von Steuben, little to no discipline

b.Von Steuben blended European military philosophy to American individualism

c.Used musket much more than British

d.More flexible

e.Length of service and training sometimes impacted on strategy and tactics such as at

Quebec, Trenton, and Cowpens

F.Impact of French

1.Contributions

a.Individual leaders such as Lafayette

b.Soldiers

c.Weapons

d.Sea power

2.Coordination

a.Difficult, as evidenced at New York and Newport

b.Yorktown

G.Impact of American Revolution on warfare

1.Began democratization of warfare (again)

a.Started on movement from limited to total warfare

b.Napoleon would carry trend to extreme

2.Changed linear tactics - use of musket made linear tactics difficult

H.Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 13**

**HOURS: 1**

**TITLE: The French Revolution**

I. Learning Objectives

- A. The student will know and trace the transition from limited war to unlimited war during the French Revolution
- B. The student will comprehend the uniqueness of the Revolutionary Army, the role of ideology in the levee en masse, and the problems of controlling such an army
- C. The student will comprehend and relate the rise of Napoleon to the failure of the French Revolution
- D. The student will know and discuss the impact of new technology on warfare in the Napoleonic period

II. References and Texts

A. Instructor references

- 1. Dupuy and Dupuy, Encyclopedia of Military History
- 2. Jones, The Art of War in the Western World, pp. 320-330
- 3. Ropp, War in the Modern World, pp. 98-117
- 4. Preston and Wise, Men in Arms, pp. 179-187

B. Student texts

- 1. Jones, The Art of War in the Western World, pp. 320-330
- 2. Preston and Wise, Men in Arms, pp. 179-187

C. Other reference - Instructor Resource Manual

III. Instructional Aids

- A. Chalkboard
- B. Overhead projector
- B. Instructor-produced transparencies
- C. Map

IV. Suggested Methods and Procedures

## A.Method options

- 1.Lecture
- 2.Lectures and discussion
- 3.Guided discussion

B.Procedural and student activity options - read and study the assignments in Ropp, and Preston and Wise

## V.Presentation

A.The dramatic increase in the size of armies was the principal reason for the change to unlimited warfare. Reasons for the increased size include, but are not necessarily limited to

- 1.Emergence of democratic ideal, with its emphasis on individual freedom, equality, and "popular" government
  - a.John Locke
  - b.Jean Jacques Rousseau
  - c.American Revolution
  - d.Conscription (i.e., levee en masse) is unthinkable without this ideology. Since the governed were now, at least ostensibly, governing, they had an affirmation obligation to defend the government
- 2.Larger populations, improved communications systems, beginnings of mass production, and improved agricultural methods made it possible to man, control, arm, and feed these huge new armies
- 3.Military theories of Comte Jacques de Guibert
  - a."Ordre mixte"
  - b.Breaking the army down into smaller, more manageable units or divisions
  - c.Dispersion and then concentration at the critical time and place
- 4.Lazare Carnot succeeded in gaining control of the Revolutionary Army, which initially had been little more than undisciplined, untrained rabble
  - a.Emphasis on the offensive in mass. Enemy to be pursued until he is destroyed

b. Foraging enhanced mobility by divesting the army from its cumbersome baggage train

c. By 1794, the French Army was enjoying the advantages of both mass and mobility

B. The armies which the Revolution created ultimately made Bonaparte Emperor of France, thereby turning the clock back to autocracy

1. Moderate legislature elected in 1797 desirous of ending the war

2. Radical Directory conspired with Bonaparte

3. In the ensuing coup, Carnot was fortunate to escape to Switzerland. Many of his supporters were executed or banished

C. The impact of technology

1. Gribeauval's artillery reforms

a. Interchangeable parts

b. Improved carriages

c. Tangent sight

d. By the time of the Revolution, French artillery was clearly superior to that of other armies

2. Mobility and communication enhanced by

a. Improved roads and maps

b. Signal telegraph

3. It should be noted that Napoleon was a conservative relative to new weapons and technology. He, for example, failed to make use of

a. Balloons

b. Shrapnel

D. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 14**

**HOURS: 1**

**TITLE: Napoleon**

I. Learning Objectives

- A. The student will know and contrast Napoleon's victory at Austerlitz and his defeat at Waterloo
- B. The student will comprehend and explain how the stalemate at sea and on land in 1805 dictated a strategy of economic warfare
- C. The student will comprehend and explain how Napoleon's Russian campaign underscored his weakness as a "grand strategist"
- D. The student will know and list Napoleon's major contributions to military thought

II. References and Texts

A. Instructor references

- 1. Jones, The Art of War in the Western World, pp. 330-358
- 2. Keegan, The Face of Battle, pp. 117-206
- 3. Preston and Wise, Men in Arms, pp. 179-199
- 4. Ropp, War in the Modern World, pp. 117-139

B. Student texts/resource materials

- 1. Jones, The Art of War in the Western World, pp. 330-358
- 2. Keegan, The Face of Battle, pp. 117-128
- 3. Preston and Wise, Men in Arms, pp. 179-199

C. Other references

- 1. Rothenberg, The Art of Warfare in the Age of Napoleon
- 2. Instructor Resource Manual

III. Instructional Aids

A. Chalkboard

B. Map

#### IV.Suggested Methods and Procedures

##### A.Method options

- 1.Lecture
- 2.Lecture and discussion

##### B.Procedural and student activity options - read and study the assignment

#### V.Presentation

##### A.French Revolution

- 1.Brief historical/philosophical review
- 2.Pre-Napoleon battles
- 3.Available technological improvements
- 4.Decree of 23 August 1793, by the Committee on Public Safety

##### B.Napoleon

- 1.Brief historical background
- 2.Rise to power
  - a.Italian campaign
  - b.Control of battle action reports
  - c.Return from Egypt

##### C.Austerlitz - describe battle (considered by many to be Napoleon's best)

##### D.Conflict with England

- 1.Lord Nelson
  - a.The great naval captain of his age
  - b.Ensured English remained dominant at sea
- 2.Economic war

##### E.Russian Campaign

- 1.Spanish problems - guerilla war sapping French strength
- 2.Weaknesses in grand strategy - Resupply? Timing?

### 3. Russian reaction

- a. Scorched earth
- b. Partisan warfare
- c. Weather - harsh winter

### 4. Retreat - losses

## F. Post-Russian Campaign

1. Considering problems, the battles before his first exile were well done

### 2. Waterloo

- a. Background, to include ability to put together another army
- b. Description
- c. Compare to Austerlitz

## G. Napoleon's impact on warfare

### 1. Philosophy

- a. Stress on offense
- b. Would come back to haunt French in World War I

### 2. Technology

- a. Refused lighter-than-air balloons and a Fulton submarine
- b. Used mass production, improved roads and bridges, signal telegraph, more mobile and more accurate artillery, improved mapping, revolutionary quickstep
- c. Used ideas like division concept and propaganda (both internal and external)

## H. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 15**

**HOURS: 1**

**TITLE: Clausewitz/Jomini**

I. Learning Objectives

- A. The student will comprehend Clausewitz's statement that "war is nothing but a continuation of political intercourse with an admixture of other means"
- B. The student will comprehend and contrast the present day acceptance of Clausewitz's dicta to those of Jomini's
- C. The student will know and describe the wide spectrum of the types of war which Clausewitz addressed, (e.g., People's War)
- D. The student will comprehend the importance assigned by Clausewitz to moral force vice physical force
- E. The student will know and discuss Clausewitz's impact on current communist military and political thoughts and practices
- F. The student will know and describe Jomini's contribution to the theory of warfare, especially his "discovery" of the "fundamental principles of war"

II. References and Texts

A. Instructor references

- 1. Preston and Wise, Men in Arms, pp. 207-208, 238-240, 338
- 2. Ropp, War in the Modern World, pp. 149-160
- 3. Weigley, The American Way of War, . pp. 82-83, 88-89, 210-213

B. Student texts

- 1. Preston and Wise, Men in Arms, pp. 207-208, 238-240, 338
- 2. Weigley, The American Way of War, . pp. 210-213

- C. Other reference - Earle, ed., Makers of Modern Strategy, pp 92-113, 143-213

III. Instructional Aids - None

#### IV. Suggested Methods and Procedures

##### A. Method options

1. Lecture
2. Lectures and discussion

##### B. Procedural and student activity options - read and study the assignment

#### V. Presentation

##### A. Background - personal military experience

1. Began at age 12
2. Wanted command, did not like writing
3. Left Prussia rather than fight under Napoleon
4. Director of War Academy

##### B. Most quoted/famous statement

1. "War is nothing but a continuation of political intercourse with an admixture of other means"
  - a. Political dialogue should not stop, only adds facets
  - b. Defines current communist approach
2. Further defined idea: "Is not war merely another kind of writing and language for political thoughts? It has certainly a grammar of its own, but its logic is not peculiar to itself"

##### C. Acceptance then and now

1. Then
  - a. Jomini was a contemporary and a rival
  - b. Jomini far more popular
  - c. Jomini read by Civil War generals
2. Now
  - a. Jomini is little read
  - b. Clausewitz's philosophy has stood the test of time, is readily applicable to current world
  - c. Provides a standard to measure military actions against

#### D. Clausewitz's scope

1. Primary work is On War - published by his widow
2. Absolute war was described in opening chapter to give a starting place
  - a. Was not physically possible then
  - b. Is now
3. Chapters devoted to many types of war - for example, People's War chapter applicable to both Vietnam and Afghanistan
4. Defined their primary objectives of war
  - a. Conquer and destroy the enemy's armed force
  - b. Gain possession of material elements of aggression of the enemy
  - c. Gain public opinion

#### E. Moral force

1. Agrees with Napoleon - Napoleon had said that moral force was to physical as 3 is to 1
2. He compared physical force to the wooden handle of a sword and moral to the shining blade

#### F. Clausewitz and Communism

1. Mao and Lenin
  - a. Both quote him in their works
  - b. Lenin read him thoroughly prior to 1917
2. Vietnam - Communists followed Clausewitz theory precisely

#### G. Other quotations

1. War is "a trinity of violence, chance, and reason"
2. "As soon, therefore, as required expenditure of force exceeds the value of the political, the object must be abandoned and peace will be the result." - Why U.S. got out of Vietnam

#### H. Jomini

1. Brief historical background

a.Chose to be a part of history

b.Lived to enjoy his fame

2.Nature of approach

a.That of a scientist seeking to condense his observations into a workable formula for use by those who follow

b.Books have many diagrams and geometrical references

c.Produced a system of war while Clausewitz would produce a philosophy of war

e.Felt that object of war was occupation of territory

I. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 16**

**HOURS: 1**

**TITLE: Industrial Revolution and Warfare**

I. Learning Objectives

- A. The student will comprehend the overall impact of the Industrial Revolution on civilization and particularly on the art and science of war
- B. The student will know, trace, and discuss the various specific developments of the Industrial Revolution which affected the waging of war in the first 60 years of the 19th century
- C. The student will comprehend and assess the impact of the industrial revolution on the face of war in the 19th century
- D. The student will know and explain the Marxist response to the Industrial Revolution

II. References and Texts

- A. Instructor reference - Ropp, War in the Modern World, pp. 143-164, 208-212
- B. Other reference - Earle, ed., Makers of Modern Strategy, pp 155-171, 415-456

III. Instructional Aids

- A. Chalkboard
- B. Overhead projector
- C. Instructor-produced transparencies

IV. Suggested Methods and Procedures

- A. Method options
  - 1. Lecture
  - 2. Lectures and discussion
  - 3. Guided discussion
- B. Procedural and student activity options

- 1.A suggested means to accomplish the first three objectives is to build a list (using student input) of the technological innovations from the Industrial Revolution and apply them to conflicts in which they were used
- 2.This should be followed by a discussion of how Marx, as a social revolutionary, responded to the forces of technological revolution. This will provide the student with both the "hardware" and the philosophical impacts of the Industrial Revolution

## V.Presentation

### A.From agriculture to technology

- 1.Overall impact - greatest "revolution" of all?
  - a.Mass production
  - b.Dominance of unskilled workers
- 2.Social consequence
  - a.Emergence of a "class" of permanent wage-earners
  - b.Poor working/living conditions
  - c.Rising discontent
- 3.Impact on the military
  - a.Military slow in taking advantage of new technology during first half of 19th century
  - b.Second half of century a different story (Civil War, etc.)

### B.A catalogue of inventions and their applications

- 1.Iron-clad vessels
- 2.Screw propeller/steam propulsion
- 3.Rockets
- 4."Machine-guns", rifle-muskets
- 5.Rifled cannon, projectiles
- 6.Hand grenades
- 7.Submersibles
- 8.Floating mines

- 9.Land mines
- 10.Balloons for aerial observation
- 11.Locomotives - military transportation
- 12.Communications - telegraph, etc.
- 13.Mass production the common denominator

#### C.The Marxist response

- 1.Some important philosophical ideas from Marx
  - a.Material world is the fundamental and only reality
  - b.Production of means to support life is the principle that governs all human relations
  - c.There are only two classes in society - those who control the means of production and those who do not
  - d.The dictatorship of the proletariat (a classless and stateless society) is inevitable
- 2.Fourfold nature of warfare: an escalating process
  - a.Diplomatic
  - b.Economic
  - c.Psychological
  - d.Military

#### D.Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 17**

**HOURS: 1**

**TITLE: The American Civil War**

I. Learning Objectives

A. The student will know and trace the evolution of American military thought from the time of the War of 1812 to the Civil War

B. The student will know and describe Winfield Scott's campaign to seize Mexico City and discuss the political motivation for that strategy

C. The student will comprehend and compare the Civil War belligerents with regard to the military and economic resources and the socio-political fabrics of the opposing populations

D. The student will comprehend and explain how the waging of the Civil War changed from limited warfare to total warfare upon the ascendancy of Grant, Sherman, and Sheridan

E. The student will comprehend and relate Lincoln's issuance of the "Emancipation Proclamation" to the South's need for European Allies

F. The student will comprehend and compare/contrast Lee and Grant as "Great Captains"

II. References and Texts

A. Instructor references

1. Jones, The Art of the War in the Western World, pp. 409-418
2. Montross, War Through the Ages, pp. 573-580, 590-632
3. Preston and Wise, Men in Arms, pp. 247-258
4. Weigley, The American Way of War, pp. 59-76, 92-152

B. Student texts

1. Jones, The Art of the War in the Western World, pp. 409-418
2. Preston and Wise, Men in Arms, pp. 247-258
3. Weigley, The American Way of War, pp. 59-76, 92-152

C. Other reference - Instructor Resource Manual

III. Instructional Aid - Chalkboard

IV. Suggested Methods and Procedures

A. Method options

1. Lecture
2. Lectures and discussion

B. Procedural and student activity options - read and study the assignment

V. Presentation

A. Post-war of 1812

1. Professional development
  - a. Improvements of West Point under Thayer
  - b. Opening of artillery school (Fort Monroe) and infantry school (St. Louis)
  - c. Writings (e.g., by Halleck, Mahan, and Scott)
2. Professional staff - initially, functionally independent of senior military men
3. Military - political relationships
  - a. Exchanges between Secretary of War Davis and Commanding General Scott
  - b. By 1848, Polk would actually function as Commander-in-Chief

B. Mexican War

1. Vera Cruz
  - a. 10,000 men and 150 vessels
  - b. Even though unopposed, the mere fact that they could organize and execute the operation is indicative of solid staff work
2. Mexico City campaign
  - a. Cut own supply lines
  - b. Series of successful battles, though always outnumbered
  - c. Final attack on Mexico City

### 3. Military-political aspects

- a. Taking capital in accordance with Clausewitz
- b. Fatal because Mexican population, government, and army anchored on Mexico City
- c. Scott considered a political rival by Polk, as was Taylor

### 4. Innovations introduced

- a. First American war in which West Point graduates took part
- b. First modern war correspondent
- c. First active Commander-in-Chief
- d. Navy shifted from sail to steam

## C. Beginning the Civil War

1. First modern war, although it would not be recognized as such in Europe

### 2. Populations

- a. North - 23,000,000 in 22 states
- b. South - 9,000,000 (including 3,500,000 slaves) in 11 states

### 3. Resources

- a. North - 109,000 manufacturing plants employing over 1,000,000 men
- b. South - 31,000 manufacturing plants employing less than 200,000 men, plus only one ironworks - the Tredegar Ironworks in Richmond
- c. South - agriculture, mostly cotton

### 4. Military leadership

- a. Of 1,080 officers in the Regular Army, 286 went south, including 184 of 824 West Pointers
- b. Of 900 West Pointers in civilian life, 114 joined the Northern Army, and 99 the Southern
- c. In 55 of the 60 largest battles of the Civil War, West Pointers led both sides

### 5. Political leadership

- a. South - Davis, a former Secretary of War, a West Pointer, and a veteran of the Mexican War, yet too busy with details - unable to delegate authority
- b. North - Lincoln had no military experience, but had good instincts and learned fast

#### D. Northern attempts at Richmond

##### 1. Necessity

- a. Overemphasizing Clausewitz's one point at expense of others
- b. Southern population not anchored on Richmond either numerically or psychologically
- c. Only southern ironworks located there

##### 2. McClellan's Peninsula Campaign

- a. Urged by Lincoln
- b. Preceded by Monitor-Virginia clash
- c. Cautious movement throughout
- d. Hampered by Jackson's moves in Shenandoah Valley
- e. CSA General Magruder made up for troop shortages through deception
- f. Malvern Hill - a demonstration of new strength of defense; also of Lee's fallibility

##### 3. Burnside's Fredericksburg Campaign

- a. Lost edge by waiting for bridging
- b. Successive attacks against Marye's Heights
- c. Tactical use of telegraph communications by North
- d. Demonstration of futility of massed assaults against strongly positioned defense

##### 4. Hooker and Chancellorsville

- a. Lee's greatest tactical victory
- b. Hooker lost initial advantage
- c. Jackson killed

5. Grant and Richmond

- a. Intent on destruction of Southern Army
- b. Constant pressure
- c. War of attrition

E. Change of warfare

1. Defense relatively strong

- a. Thanks to entrenchment, advances in small arms technology, and improved artillery
- b. Malvern Hill, Cold Harbor, and other attempts at frontal assaults prove point - Napoleonic tactics obsolete

2. Industrial impact

- a. Products of the mature industrial revolution precluded a successful Napoleonic strategy
- b. A lesson that would be relearned at great expense in World War I

F. Limited war to total war

- 1. North had to bring down the Southern government in order to win
- 2. Not total war until Grant, Sherman, and Sheridan took over
  - a. A conscious effort to take decision for ending the war away from CS Army and give it to Southern populace
  - b. Introduced constant pressure, rather than "fight and rest" system of first few years
  - c. Sherman's march across Georgia equivalent to saturation bombing, except better aimed and more personal

G. Emancipation Proclamation impact

- 1. Military-political relationship - was a political move that aided the military effort
- 2. Direct effects
  - a. Freed no one immediately
  - b. Declared only "their" slaves free on coming 1 January

### 3. Indirect effects

- a. Labeled the South as "pro-slavery"
- b. Cut off last chance of European help
- c. Served absolute notice that it was to be a fight to the finish

### H. Great Captains

#### 1. Lee

- a. Not given command of all Southern Armies until February 1865
- b. Much loved by men
- c. Master of the defense
- d. Essentially, was an 18th century warrior fighting a 19th century war
- e. Sought the climactic, Napoleonic battle

#### 2. Grant

- a. Gained command in March 1864
- b. Crude, rough-edged man
- c. With Sherman, changed the nature of war - a strategy of annihilation
- d. Was a 20th century warrior fighting a 19th century war

### I. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 18**

**HOURS: 1**

**TITLE: Pax Britannica and Colonialism**

I.Learning Objectives

- A.The student will comprehend the meaning of Pax Britannica and how the British Fleet provided the deterrence to renewed total war
- B.The student will know and discuss the weaknesses of the British Army as demonstrated in the Crimean War
- C.The student will comprehend and explain the reasons for the revival of the race for empires and the necessary military requirements
- D.The student will comprehend and explain how the Boer War put 19th century British imperialism to its most severe test

II.References and Texts

A.Instructor references

- 1.Dupuy and Dupuy, Encyclopedia of Military History, pp. 820-855
- 2.Preston and Wise, Men in Arms, pp. 200-237
- 3.Ropp, War in the Modern World, pp. 164-169, 206-214
- 4.Weigley, The American Way of War, pp. 167-191

B.Student text - Preston and Wise, Men in Arms, pp. 200-237

III.Instructional Aids

- A.Chalkboard
- B.Overhead projector
- C.Instructor-produced transparencies
- D.Maps

IV.Suggested Methods and Procedures

A.Method options

- 1.Lecture
- 2.Lecture and discussion

### 3.Guided discussion

#### B.Procedural and student activity options

- 1.A suggested means to accomplish the objectives of this lesson is to define (with student assistance) Pax Britannica
- 2.Relate it to British naval strength, British Empire designs, and the race for empires among other nations (French, American, Germans)

#### V.Presentation

##### A.Pax Britannica

- 1.Background - British negative attitude concerning colonial acquisitions following Napoleonic wars and exceptions ("far-flung" strategic bases). Point out these bases to demonstrate strategic significance and British coverage of key areas
- 2.Importance of sea power versus land power to British hegemony
  - a.Industrial Revolution caused increased importance of commerce and the concomitant used to control the seas
  - b.Continental land power weakened by Napoleonic Wars
  - c.Royal Navy "supreme in the world at a time when sea power was of increasing moment and when Britain was the only power able to wield it"
- 3.Pax Britannica - a "peace" silently enforced by British sea power. No real challenges due to British deterrence

##### B.Crimean War - British Army ineptitude in a time of British maritime dominance. British Army weaknesses and shortcomings

- 1.Poor staff training and abuse of command appointments
- 2.Low level of cooperation among units
- 3.Tactical ineptitude
- 4.Disorganized, poorly designed logistical system

##### C.Imperialism regains prominence with European powers (1880's, 1890's)

1. Increasing industrial capacity produces trade rivalry (U.S., Germany, France, Russia, Japan), and colonialistic desires reappear
2. Naval power no longer totally dominated by British
3. European countries recognize requirement to explain militarily and emphasize naval capabilities
4. New technology aids in backing up imperialist nations
  - a. Submarine and torpedo
  - b. Modern naval guns

D. Pax Britannica tested in the Boer Wars

1. Small, stubborn foe gave British Army a difficult time
  - a. Over half a million troops eventually required - a drawdown from other empire resources
  - b. Boers resorted to guerrilla warfare and protracted the struggle over two and a half years
2. Demonstrated the degree of control and unusual dedication of resources required to keep an "empire" intact

E. Pax Britannica ends (early 20th century) - challenge of German, French, and U.S. naval power

F. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 19**

**HOURS: 1**

**TITLE: The Prussian Influence**

I. Learning Objectives

- A. The student will comprehend and relate the forces of nationalism in the three wars for the unification of Germany
- B. The student will comprehend and explain the emergence of the German General Staff under Moltke
- C. The student will comprehend and explain the Prussian victory in the Franco-Prussian War
- D. The student will comprehend and compare/contrast Moltke and Bismarck as grand strategists

II. References and Texts

A. Instructor references

- 1. Dupuy and Dupuy, Encyclopedia of Military History, pp. 820-842
- 2. Jones, The Art of War in the Western World, pp. 392-409
- 3. Preston and Wise, Men in Arms, pp. 252-258
- 4. Ropp, War in the Modern World, pp. 152-158, 169-175, 195-206

B. Student text

- 1. Jones, The Art of War in the Western World, pp. 392-409
- 2. Preston and Wise, Men in Arms, pp. 252-258

C. Other references

- 1. Earle, ed., Makers of Modern Strategy, pp. 172-205, 281-325, 320-325
- 2. Instructor Resource Manual

III. Instructional Aids

A. Chalkboard

B. Map

#### IV. Suggested Methods and Procedures

##### A. Method options

1. Lecture
2. Lecture and discussion
3. Guided discussion

##### B. Procedural and student activity options - read and study assignments in Preston and Wise, and Jones

#### V. Presentation

##### A. Austria and Prussia vie for dominance in Germany from the Congress of Vienna (1815) until the Prussian victory at the Battle of Koeniggratz (1866)

1. Prussian Zollverein (customs union) by 1841 included all of Germany except for the Austrian dominions
2. Treaty of Olmuetz (1850) - Austria successfully thwarts a German union under King Frederick William IV of Prussia
3. Prussia and Austria join to defeat Denmark in Schleswig-Holstein War (1864)
  - a. Schleswig-Holstein placed under joint control of Austria and Prussia
  - b. Disagreements over Schleswig-Holstein lead to war between Austria and Prussia
4. Defeat of Austria results in Prussian preeminence in Germany
  - a. North German Confederation formed in 1867 under Prussia
  - b. Fear of France forces the southern German states into an alliance with Prussia
5. Victory in the Franco-Prussian War results in the unification of Germany

##### B. General Staff

1. Originated with Scharnhorst and other reformers of the late Napoleonic Period
  - a. Quasi-autonomy within the War Ministry
  - b. Attention to military theory and doctrine

c. Rotation of General Staff officers to positions with the field forces

d. General Staff a separate "planning and education" branch

2. Count Helmuth von Moltke becomes Chief of the Prussian General Staff in 1857

a. He attained this position by virtue of intellectual achievement, not "practical" soldiering

b. He set up the Railway Section of the General Staff, recognizing that railways made possible much more precise calculations of movements of troops and supplies

c. His intellectual and administrative skill, together with the organization (i.e., General Staff) that he inherited, developed the plans that resulted in Prussia's lightning mobilization for the wars with Austria and France

C. Franco-Prussian War - Prussian victory resulted from

1. The detailed mobilization plan, and flexible battle plan of Moltke and the General Staff

2. The lack of such planning on the part of the French

3. Superior Prussian artillery

4. Inability of the French to employ properly their superior infantry weapons

D. Moltke and Bismarck

1. Moltke not a grand strategist in the classic sense; he never questioned the powers that be, and was neither a statesman nor an original political thinker

2. Bismarck's skill of grand strategy demonstrated by

a. Limited aims of the three wars of unification

b. His diplomacy after the unification

c. Erring only in the harsh terms imposed upon France

E. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 20**

**HOURS: 1**

**TITLE: World War I**

I. Learning Objectives

- A. The student will know and trace the reorganization of the French General Staff and military system, focusing on the ideas and contributions of du Picq and Foch
- B. The student will know, identify, and discuss the harbingers of total war
- C. The student will know and summarize events of July and August, 1914
- D. The student will know and outline the Schlieffen Plan and the French Plan XVII and describe how they were implemented
- E. The student will know and summarize the campaigns on the Eastern Front and evaluate the Russian failures
- F. The student will comprehend and compare/contrast the British, French, American, and German approaches to and objectives in World War I
- G. The student will comprehend the Allied problems of coalition warfare and the evolution of the unified command
- H. The student will know and describe the final Allied offensive on land that defeated Germany, with emphasis on the American contribution

II. References and Texts

A. Instructor references

- 1. Jones, The Art of War in the Western World, pp. 392-409, 434-488
- 2. Preston and Wise, Men in Arms, pp. 259-277
- 3. Ropp, War in the Modern World, pp, 215-235, 239-274
- 4. Weigley, The American Way of War, pp. 192-222

B. Student texts

- 1. Jones, The Art of War in the Western World, pp. 434-488

2.Preston and Wise, Men in Arms, pp. 259-277

3.Weigley, The American Way of War, pp. 192-222

C. Other reference - Falls, The Great War, pp. 74-166,  
323-425

### III.Instructional Aids

A.Chalkboard

B.Maps

### IV.Suggested Methods and Procedures

A.Method options

1.Lecture

2.Lecture and discussion

3.Guided discussion

B.Procedural and student activity options - read and study  
assignments

### V.Presentation

A.Reformed French military philosophy

1.Germany replaces France as the foremost military  
power following the Franco-Prussian War (1870-1871)

2.Reforms hastily instituted to overcome problems of  
poor army organization, incomplete staff work, and  
incompetent leadership at the highest levels.  
French General Staff reorganized (1874) using the  
Prussian model

3.Ardant du Picq - obscure but important military  
philosopher

a.Approached the military problem scientifically

b.Man is the decisive instrument in battle.

c.Importance of combat psychology, drill training

d.Mind over matter

e.Emphasis on quality rather than quantity

4.Ferdinand Foch - the re-creator of French military  
thought

a.Influenced greatly by Clausewitz

b.No victory without battle (the offensive and maneuver)

c.Basic principles applied to particular situations

#### B.Harbingers of total war

1.The "little" wars

a.Spanish-American War (and American imperialism)

b.Boer War

c.Russo-Japanese War

2.European alliances - old balances of power upset

3.International arms race

4.Economic and colonial rivalries

5.British and German belief in racial superiority

6.Writings of Ivan S. Bloch

#### C.Austria

1.Assassination of the Austrian Archduke

2.Obtains a free hand from Germany

3.Invades Serbia on 23 July 1914

4.Russia drawn in war by Austria's actions

5.Germany sends ultimatum to Russia and France  
21 July 1914

6.German strategy - defeat France first, then Russia

7.1 August 1914, Germany declares war and invades  
Belgium as Schlieffen Plan put into effect

8.Violation of 1839 treaty guaranteeing Belgium neu-  
trality and her military agreements with France  
brought Britain into the war

#### D.Opposing plans

1.Schlieffen Plan called for 1,500,000 troops divided  
into 7 armies

a.Four German armies to pass through Belgium by  
passing supposedly impregnable fortress at  
Liege

b.After 11 days, Liege falls

c.20 August, Brussels falls

2. Plan XVII

a. Adopted in 1912

b. Total strength of Allied forces numbered 950,000

c. An offensive plan without the accepted 3 to 1 superiority ratio

d. Underestimated strength of German Army

e. Designed to be a counteroffensive plan which would strike center of German line near Lorraine disrupting communications then roll back both wings

f. Joffre commanded French forces

g. Sir John French commanded British forces

E. The Eastern Front

1. Austria initiates opening of Eastern Front when she attacks Serbia

2. Russia is drawn in against Austria and Germany

3. Great Britain and France required to arm Russia

4. Germany required to support Austria

5. Political incompetency cripples Russian effort

6. Britain or France could not supply Russia with war supplies due to their failure to secure Dardanelles

7. Germany successfully aided Austria

8. Ludendorff and Hindenburg defeat Russians in East Prussia as a result of superior German rail system

9. Political exiles of Russia played on the conditions of Russian military man. Results: Overthrow of the Czar in 1917

a. To project colonialism

b. National prestige

c. Committed to aid France/Belgium

F. French

1. Bent on revenge after the humiliation of 1870

2. Return of Alsace-Lorraine

3. Eliminate Germany as a commercial rival

#### G. Germans

1. Believed their race superior to all others

2. Believed war was inevitable

3. Vanquished by British and French in the Agadir diplomatic crisis of 1911

4. Involved in armament race

5. Wanted colonial equality

#### H. Americans

1. Sympathy for Allied cause

2. German torpedoing of neutral ships - Americans included

3. Allied economic investment with America

4. Constitutionalism versus autocracy

5. Allied propaganda

6. German presence in Mexico

#### I. Coalition warfare/unified command

1. General J. J. Pershing commands American army

2. Americans refuse to piecemeal their army

3. Unified command takes place 26 March 1917. Foch appointed

#### J. Final Allied offensive

1. Second Battle of the Marne

2. St. Mihiel

3. Meuse Argonne

4. Kriemhilde Line

5. War ends - 11 November 1918

#### K. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 21**

**HOURS: 1**

**TITLE: The Rise of Communism**

I. Learning Objectives

A. The student will comprehend and explain how the Bolsheviks assumed power in Russia and then took Russia out of World War I

B. The student will comprehend and explain the reasons for Allied intervention in the Russian Civil War and its failure to deflect the course of the revolution

C. The student will comprehend the Russian Communists' philosophy of war, emphasizing its Clausewitzian base and the conflicting ideas of Lenin, Trotsky, and Stalin in the early 1920's

D. The student will comprehend the role of the Comintern in fomenting political unrest outside of Russia, and explain the failure of the Communists to assume political control in China in the 1920's

II. References and Texts

A. Instructor references

2. Preston and Wise, Men in Arms, pp. 289-290, 323-324

3. Ropp, War in the Modern World, pp, 285-290

B. Student text - Preston and Wise, Men in Arms, pp. 289-290, 323-324

C. Other reference - Earle, ed., Makers of Modern Strategy, pp. 322-364, 648-675

III. Instructional Aids

A. Chalkboard

B. Maps

IV. Suggested Methods and Procedures

A. Method options - lecture

B. Procedural and student activity options - study assignment

V. Presentation

- A. Define "communism" and trace its origins from Karl Marx
  - 1. Socialism before and after 1850 -- contrast and compare
  - 2. The decline in revolutionary fervor in Western Europe by the end of the 19th century
- B. Discuss the Bolshevik rise to power in Russia
  - 1. Socioeconomic unrest and the rise of political parties in the 1890's
  - 2. The Revolution of 1905
  - 3. World War I and its calamitous effect on the Russian populace
  - 4. The Russian Revolutions of 1917 -- why the Communists came to power
  - 5. Treaty of Brest-Litovsk
- C. Explain Allied motives for intervening in the Russian Civil War
  - 1. Loss of an ally or fear of communism?
  - 2. The Czech Legion
  - 3. Allied military operations in the Civil War
  - 4. Failure to deflect the course of the revolution
- D. Define the Soviet philosophy of war by comparing the ideas of Lenin, Trotsky, and Stalin. Lenin was thoroughly familiar with Clausewitz by 1917. War to the Soviets was, and is, "a continuation of political intercourse with an admixture of other means"
- E. Discuss the Comintern and its role in fomenting international communism
  - 1. Borodin's mission to China
  - 2. Chinese Communist Party (CCP), the Kuomintang, and political unrest in China in the 1920's
  - 3. The Comintern, CCP, and Mao Tse-tung's bitter lesson
- I. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 22**

**HOURS: 1**

**TITLE: Interwar Years**

I. Learning Objectives

- A. The student will comprehend why the interwar period represented only an armistice rather than genuine peace or international stability by describing attempts at peace and why they failed
- B. The student will know and explain the bases of American isolationism in 1920-30's, and the resultant impact on defense preparedness
- C. The student will know and explain the "doctrine of defense", with emphasis on the Maginot philosophy and the thoughts/contributions of Liddell Hart

II. References and Texts

A. Instructor references

- 1. Dupuy and Dupuy, Encyclopedia of Military History, pp. 1027-1050
- 2. Preston and Wise, Men in Arms, pp. 278-294
- 3. Ropp, War in the Modern World, pp, 275-313
- 4. Weigley, The American Way of War, pp. 223-265

B. Student texts

- 1. Preston and Wise, Men in Arms, pp. 278-294
- 2. Weigley, The American Way of War, pp. 223-265

C. Other references

- 1. Earle, ed., Makers of Modern Strategy, pp. 598-623
- 2. Instructor Resource Manual

III. Instructional Aids

- A. Chalkboard
- B. Overhead projector
- C. Instructor-produced transparencies

IV. Suggested Methods and Procedures

## A.Method options

- 1.Lecture
- 2.Lecture and discussion
- 3.Guided Discussion

## B.Procedural and student activity options

- 1.A suggested means to accomplish the first objective of this lesson is to assign students to be prepared to discuss the various attempts at post-World War I peace and why they failed
- 2.Objective 3 can be used to highlight the overall defensive/isolationist mood during the interwar period

## V.Presentation

### A.The interwar period: Attempts at peace

- 1.The aftermath
  - a.High costs of war in human and material terms
  - b.A new attitude of revulsion against war and the need to recover and build a system to prevent recurrences
- 2.Peacemaking endeavors and their outcomes
  - a.League of Nations - principle of collective security
    - (1)Problems
    - (2)Results
  - b.Disarmament - not total, but a limit on arms
    - (1)Problems
    - (2)Results
  - c.Moral compulsion - an idealistic approach
    - (1)Problems
    - (2)Results
- 3.True peace or a 20-year cease-fire?
  - a.Temporary, shallow peace

- b.No practical solutions
- B.Americans withdraw from the mainstream
  - 1.Isolationism a reflection of the war experience
    - a.Avoid being dragged in again
    - b.A return to prewar strengths
    - c.U.S. its own best guarantor of peace
  - 2.Isolationism deepens as the Depression years unfold
    - a.Economic problems at home demand full attention
    - b.Military establishment shrinks - Ford had more auto workers than America had soldiers
    - c.Anti-military service sentiment appears
  - 3.Defense preparedness takes a back seat
- C.Doctrine of defense - an outgrowth of post-World War I reaction
  - 1.Need for passive security dominates military thought
    - a.Maginot Line in France
      - (1) Fortifications with integrated firepower
      - (2)Created false sense of security, the "Maginot mentality;" invincibility of the defense ("Remember Verdun!")
      - (3)Stifled offensive thought, long a French tradition
    - b.B. H. Liddell Hart
      - (1)Personal background
      - (2)Basic orientation was defensive
      - (3)Ideas based on needs of Great Britain
- D.Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 23**

**HOURS: 1**

**TITLE: Technological Advances**

I. Learning Objectives

- A. The student will comprehend the impact of the airplane on military thought in the 1920-1930's
- B. The student will comprehend and compare/contrast the air power theories of Douhet and Mitchell
- C. The student will know and describe the development of aircraft carrier doctrine and offensive naval air power in the U.S. between World War I and World War II
- D. The student will know and summarize the development of amphibious doctrine in the 1920's and 30's as a part of "the new sea power"

II. References and Texts

A. Instructor references

- 1. Hagan, ed., In Peace and War, pp. 221-236
- 2. Weigley, The American Way of War, pp. 223-265

- B. Student text - Weigley, The American Way of War, pp. 223-265

C. Other references

- 1. Earle, ed., Makers of Modern Strategy, pp. 598-623
- 2. Instructor Resource Manual

III. Instructional Aids

- A. Chalkboard
- B. Overhead projector
- C. Instructor-produced transparencies
- D. Map

IV. Suggested Methods and Procedures

- A. Method options
  - 1. Lecture

2.Lecture and discussion

3.Guided discussion

B.Procedural and student activity options

1.A suggested means to collectively accomplish the objectives of this lesson is to blend air and sea power together as a new force, and to briefly introduce amphibious warfare as another form of sea power and warfare

2.The student should complete the study assignment and classroom work with a sense of enormity of sea power (in its many forms), to set the stage for World War II

V. Presentation

A.Air power strategic theorists

1.Giulio Douhet

a.Personal background

b.Major assumptions

(1)Aircraft are offensive instruments against which no effective defense can be foreseen

(2)Civilian morale will be shattered by aerial bombardment

c.Basic argument: Once command of the air is achieved, victory in other dimensions of war will follow

d.Key supporting ideas

2.General Billy Mitchell

a.Personal background

b.Major beliefs

c.Compare/contrast with Douhet

(1)Important difference in geographical outlook (Douhet - Italy)

(2)Mitchell - global

B.Mobile air power - U.S. carrier doctrine as part of the "new sea power"

1.Early carriers - British and U.S.

2. Mitchell versus the Navy - land-based or carrier-based air?
3. Internal Navy controversy - carriers or battleships?
4. The Japanese settle the controversy at Pearl Harbor

C.U.S. amphibious doctrine as part of the "new sea power"

1. Background

- a. Advanced base concept
- b. Expeditionary force
- c. LtCol Ellis' predictions
- d. FMF established

2. The first textbook (Tentative Manual for Landing Operations)

3. Supporting equipment - assault craft

D. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 24**

**HOURS: 1**

**TITLE: Japanese Ascendancy in the Pacific**

I.Learning Objectives

- A.The student will know and trace the development of Japanese military thought from the Sino-Japanese War of 1895 to the Manchurian Incident
- B.The student will comprehend and explain the role of the Kwantung Army in influencing Japanese foreign policy
- C.The student will comprehend and compare/contrast the military policies of Chiang Kai-shek and Mao Tse-tung, with emphasis on their campaigns against the Japanese
- D.The student will know and recall Japanese decision-making which led to war with western allies in the Pacific

II.References and Texts

A.Instructor references

- 1.Dupuy and Dupuy, The Encyclopedia of Military History, pp. 1123-1198
- 2.Hagan, ed., In Peace and War, pp. 263-289
- 3.Montross, War Through the Ages, pp. 843-963
- 4.Preston and Wise, Men in Arms, Ch. 18, pp. 311-330
- 5.Weigley, The American Way of War, Ch. 13, pp. 269-311

B.Student texts

- 1.Preston and Wise, Men in Arms, Ch. 18, pp. 311-330
- 2.Weigley, The American Way of War, Ch. 13, pp. 269-311

C.Other reference - Zook and Higham, A Short History of Warfare, Ch. XXXIV, XXXV

III.Instructional Aids

A.Chalkboard

B.Map

IV.Suggested Methods and Procedures

A.Method options - lecture and discussion

B.Procedural and student activity options - study assignment

V.Presentation

A.Compare and contrast China and Japan's response to the West

1.The Opium War to the Boxer Rebellion

2.Maiji Restoration and the modernization of Japan

B.Discuss the evolution of Japanese military thought from the Sino-Japanese War of 1895 to the Manchurian incident in 1931

1.Code of Bushido

2.Sino-Japanese and Russo-Japanese Wars

3.Confrontation with the West (San Francisco School Board edict, the Twenty-One Demands, Washington Naval Disarmament Conferences)

4.Manchurian incident -- causes and effects

C.Explain the role of the Kwangtung army in determining Japanese foreign policy

1.Militarism in the 1930's

2.Domestic political turbulence and the response of the army

3.Marco Polo Bridge incident

D.Compare and contrast the military policies of Chiang Kai-shek and Mao Tse-tung

1.The Long March

2.The Sian incident

3.Chiang Kai-shek, the Americans, and operations against the Japanese

4.Mao Tse-tung's operations against the Japanese in north China and the socio-political effects on the populace

E.The Japanese decision for war

1.The U.S. role in China and the Open-Door Policy

2.American response to the Sino-Japanese War

3.U.S. and Allied embargoes

4.Final decisions in late 1941 and attempts to avert  
war

F. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 25**

**HOURS: 1**

**TITLE: The Rise of Nazism and War in Europe**

I. Learning Objectives

- A. The student will know and trace Hitler's rise to power and explain his subjugation of the German General Staff and the officer corps
- B. The student will know and describe German military development
- C. The student will know and summarize the key events of German political-military expansion in the Rhineland, Austria, and Czechoslovakia
- D. The student will comprehend the importance of the Nazi-Soviet nonaggression pact
- E. The student will know and explain the failure of the western allies to respond militarily to the invasion of Poland and the subsequent "Phoney War"

II. References and Texts - Instructor reference - Montross, War Through the Ages, pp. 754-775

III. Instructional Aids

- A. Chalkboard
- B. Map

IV. Suggested Methods and Procedures

- A. Method options
  - 1. Lecture
  - 2. Lecture and discussion
  - 3. Guided discussion
- B. Procedural and student activity options - read and study assignment

V. Presentation

- A. Of the myriad socioeconomic reasons for Hitler's rise to power, among the most important were
  - 1. General, intense dissatisfaction with the Versailles Treaty

- a. Took from Germany all its colonies, one-eighth of its territory, one-tenth of its population, and most of its iron, steel, and shipping
  - b. Placed the Rhineland and Saar temporarily under foreign control
  - c. Eliminated the Navy and Air Force, and reduced the Army to a force of 100,000
  - d. Admission of war guilt
  - e. Extensive reparations
- 2. Depression of the early 1930's
- B. Hitler rose to power within the framework of the Weimar Republic, not by attacking its institutions
- C. Subjugation of the Army
  - 1. Soldier's Oath of 1934 swore obedience to Adolf Hitler as leader of the German people and commander in chief of the armed forces
  - 2. Dismissal of Field Marshal von Blomberg and General von Fritsch - 1938, and subsequent erection of the High Command of the Armed Forces (Oberkommando der Wehrmacht, or OKW), with Hitler as its head - Hitler now personally commands the armed forces
- D. German military development
  - 1. October 1933 - Withdrawal from the League of Nations and Disarmament Conference. Construction of Air Force begins
  - 2. By October 1934 the size of the army had increased to 240,000 men. Rearmament of the army was not limited to the heretofore traditional weapons types
    - a. Development of armor and the mechanization of the army were vigorously pursued
    - b. These armor assets were assigned to completely new units - armor (Panzer) divisions which were distinct from the other arms of the service
    - c. These new units were designed to combine speed, weight, and numbers in order to penetrate the enemy's lines and destroy communications
  - 3. March 1935 - Hitler introduces compulsory military service
  - 4. July 1936 - Civil War in Spain

- a. In November, Germany provides the 4,500 man Condor Legion to General Franco
  - b. In addition to the aviation elements, the Legion includes armor, transportation, and intelligence units containing weapons and equipment to be tested in this "dress rehearsal"
  - c. German dive bombing tactics and techniques are refined, resulting in a Stuka "mystique", and the myth of invincibility develops
- E. Remilitarization of the Rhineland - March 1936 in violation of the Versailles and Locarno treaties
- 1. Failure of French and British to act resulted more from timorousness than impotence
  - 2. Fearing a French response, the German generals counseled against this operation. Its success solidified Hitler's ascendancy over his generals
- F.11 March 1938 - German forces enter Austria unopposed, resulting in that country's annexation to Germany
- 1. England and France again do nothing
  - 2. Germany's strategic position, particularly relative to Czechoslovakia, is improved
- G. Czechoslovakia - a nation born from the peace settlement of World War I
- 1. A heterogenous population including some 3 million Germans, which served as a convenient pretext for Hitler's aggression
  - 2. Czechoslovakia had an alliance with France, but Great Britain refused to make any commitment. France proved to be unwilling to honor its commitment without British support
  - 3. Anglo-French appeasement policy reaches its zenith with the Munich Conference - 29 September 1938. Hitler was given large portions of Czechoslovakia, and plebiscites were to be conducted in other areas to determine finally the frontiers
  - 4. March 1938 - Hitler completes his "bloodless" conquest of Czechoslovakia
- H.23 August 1938 - nonaggression pact between Germany and the Soviet Union
- 1. Germany could now proceed against Poland without having to concern itself about the Soviet Union

2. Similarly, should England and France go to war over Poland, the pact assured Germany of a conflict on only one front

#### I.1 September 1938 - German troops invade Poland

1. England and France, although they did declare war, took no offensive action despite France's specific treaty commitment to conduct offensive operations should Poland be attacked
2. The French overestimated German capabilities, and generally demonstrated the same indecisive and timid attitude they had been displaying since the remilitarization of the Rhineland
3. After the fall of Poland, the war in the west was distinguished only by its inactivity for six months
  - a. Anglo-French forces were content to remain on the defensive
  - b. A combination of events delayed the German attack
  - c. This period was referred to as the "Phoney War" in the west and the "Sitzkrieg" (Sitting War) in Germany

#### J. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 26**

**HOURS: 1**

**TITLE: World War II in Europe and the Atlantic**

I.Learning Objectives

- A.The student will know and explain the rapid victory by Germany in Western Europe
- B.The student will comprehend the reasons for Germany's failure to subjugate England in 1940
- C.The student will know and discuss German naval strategy, with emphasis on the Battle of the Atlantic
- D.The student will comprehend and evaluate German military weaknesses as exemplified in the Battle of Stalingrad
- E.The student will comprehend and compare American and British motives in the decision-making for the North African and Italian campaigns
- F.The student will know the Anglo-American strategic bombing offensive

II.References and Texts

A.Instructor references

- 1.Dupuy and Dupuy, The Encyclopedia of Military History, pp. 1014-1100
- 2.Jones, The Art of War in the Western World, pp. 508-595
- 3.Preston and Wise, Men in Arms, pp. 295-330
- 4.Weigley, American Way of War, pp. 312-359

B.Student texts

- 1.Jones, The Art of War in the Western World, pp. 508-595
- 2.Preston and Wise, Men in Arms, pp. 295-330

C.Other reference - Instructor Resource Manual

III.Instructional Aids

- A.Chalkboard
- B.Map

#### IV.Suggested Methods and Procedures

##### A.Method options

- 1.Lecture
- 2.Lecture and discussion

##### B.Procedural and student activity options - read and study assignment

#### V.Presentation

##### A.German victory in the west

- 1.Britain and France declare war on Germany after Germans invade Poland 1 September 1939
- 2.Blitzkrieg is born in Poland
- 3.French man the Maginot Line
- 4.Denmark and Norway invaded 9 April 1940
- 5.Germans take Belgium and Holland 10 May 1940
- 6.Germans attack France through Ardennes
- 7.Evacuation of Dunkirk 26 May - 3 June 1940
- 8.Paris evacuated 11 June 1940
- 9.Petain returns to power -- immediately signs armistice. France falls 25 June 1940
- 10.French and Polish industrial area located close to German border
- 11.Allies had no mobile armored divisions
- 12.Allied doctrine and training based on 1918 trench warfare doctrine

##### B.Battle of Britain

- 1.Germany not prepared for seaborne operations
  - a.Lacking in amphibious equipment
  - b.No amphibious doctrine
  - c.Air and local sea power belonged to Britain
- 2.Operation Sea-Lion
  - a.German air war of attrition against RAF

- b. Germans lacked heavy bombers and hampered by limited range of its fighters
- c. Goering commanded German Air Force
- d. Air war contained five phases
- e. Britain's key to victory was her use of radar and radio area coverage
- f. Incorrect air doctrine cost Germany the Battle of Britain

#### C. German naval strategy

- 1. Hitler lacked appreciation of sea power
- 2. German submarine force small and designed for short-medium range operation
- 3. German surface fleet totally lacking at outset of war
- 4. British seriously short of escorts for convoy duty in beginning
- 5. Discuss the five phases of the Battle of the Atlantic

#### D. Battle of Stalingrad

- 1. City of Stalingrad located on Volga River; 500,000 inhabitants
- 2. German Sixth Army faces Russian Sixty-Second Army
- 3. Hitler's goal was to cut off Volga River as a supply route and shut down Stalingrad's industrial output - not to defeat the Russian Army
- 4. Second week of September - Battle of Stalingrad begins
- 5. Germans are overextended in Russia. German generals plead with Hitler to withdraw. Pleas ignored
- 6. Germans attempt frontal assault on city; repulsed with heavy losses
- 7. Germans ordered to reduce city by artillery fire; turn city into a rubble heap, which aids Russian artillery and restricts German armor/air arm
- 8. Volga served as an economic artery, but Hitler insisted Stalingrad be taken. House-to-house fighting ensues

9. November 19th, Russians surround 22 German divisions in vicinity of Stalingrad
10. Germans not prepared for winter campaign
11. Germans sacrifice Sixth Army as Battle of Stalingrad ends 31 January
12. Germans lost Stalingrad because
  - a. Hitler's insistence on seizing territory rather than destroying Russian armies
  - b. German's overextended lines and exposed southern flank
  - c. Hitler did not retract Sixth Army while there was still time

#### E. North Africa and Italy Campaigns

1. Churchill and Roosevelt established Allied cooperation
2. British and American staffs combined for invasion planning of North Africa
3. Operation Torch (invasion of North Africa) designed to pave way for invasion of Europe via Italy and also to aid Russia
4. Allies wanted to knock Italy out of the war as quickly as possible and to bring air might against Germany
5. Washington Agreement 1941. America committed to defeating Germany first
6. Discuss the following
  - a. Washington meeting 1941
  - b. London meeting 1942
  - c. Washington meeting 1942
  - d. Casablanca meeting 1943
  - e. Washington meeting 1943
  - f. Quebec meeting 1943
  - g. Cairo/Teheran meeting 1943
  - h. Quebec meeting 1944

- i. Malta meeting 1945
- j. Yalta meeting 1943
- k. Potsdam meeting 1945

7. Churchill convinces Roosevelt that invasion of North Africa is feasible due to locale being out of range of Luftwaffe
8. Eisenhower selected as Commander in Chief of North African Campaign
9. 8 November 1942, allies land in North Africa
10. Vichy French cease fighting 11 November
11. Allies determine to attack Italy, the weakest of the Axis Powers. This would open up Allied supply line to Far East, draw off German troops on Russian front, obtain airfields near Foggia, and encourage Turkey to enter war on side of allies
12. Sicily invaded 10 July 1943
13. Allies reach Italy 3 September 1943

#### F. Strategic bombing

1. Initially British strategic bombing lacking because
  - a. Poor night navigational equipment
  - b. Poor target-finding equipment
  - c. Inaccurate bombing
  - d. Inefficient bombs
  - e. British bombers no match for German fighters
  - f. Lack of long-range capability
2. British bombing improves because of
  - a. Heavier bombers
  - b. Larger bombs
  - c. Improved target priorities
  - d. Radar-equipped "pathfinder" aircraft utilized to mark targets
3. American strategic daylight bombing success was restricted in the early part of the war due to weather and enemy fighter opposition. The key

rested in the development of long-range fighter cover

4. P-51 Mustang becomes premier long-range fighter
5. Royal Air Force and United States Army Air Force were not able to bring sufficient strength against German Luftwaffe, industries, fuel, and transportation systems until the last year of war
6. Airborne radar and bomb aiming greatly increased effectiveness of strategic bombing

G. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 27**

**HOURS: 1**

**TITLE: Post-World War II Military Development**

I. Learning Objectives

- A. The student will comprehend the origins of the Cold War and the emergence of the United States as the dominant military power
- B. The student will know and trace the evolution of the National Security Act of 1947
- C. The student will comprehend and assess the impact of potential nuclear proliferation on American defense policy
- D. The student will comprehend and explain the origins of the Truman Doctrine and NSC-68

II. References and Texts

A. Instructor references

- 1. Preston and Wise, Men in Arms, pp. 331-354
- 2. Weigley, American Way of War, pp. 363-381

B. Student texts

- 1. Preston and Wise, Men in Arms, pp. 331-354
- 2. Weigley, American Way of War, pp. 363-381

III. Instructional Aids

A. Chalkboard

B. Map

IV. Suggested Methods and Procedures

- A. Method options - lecture and discussion
- B. Procedural and student activity options - study assignment

V. Presentation

A. Discuss the origins of the Cold War

- 1. Soviet-American estrangement over Russian expansion into Eastern Europe

2. Emergence of two superpowers and the decline of Great Britain and France in the post-war era
  3. The Berlin Blockade
  4. NATO and the Warsaw Pact
- B. Trace the evolution of the National Security Act of 1947
1. Note what each armed service wanted
  2. Navy and Marine Corps air - air power or sea power?
- C. Assess the impact of the atomic revolution on military strategy
1. Negates the use of combatants to fight wars
  2. Doctrine of deterrence
  3. American emphasis on the manned bomber
- D. Explain the origin of the Truman Doctrine
1. International communism as a threat -- Greece
  2. New role of the U.S. as the sole defender of democracy
- E. Discuss the origins and importance of NSC-68
1. Soviet Union as both a military and ideological threat
  2. Perceptions of the next war
  3. Authors of NSC-68 concluded it was necessary to build up American and Allied military strength to right the power balance
    - a. Initial reaction was largely negative due to the increased military expenditures
    - b. The Korean War saves NSC-68 from oblivion and it becomes the foundation of American strategy
- F. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 28**

**HOURS: 1**

**TITLE: The Korean Conflict**

I. Learning Objectives

- A. The student will comprehend and explain the proposition that preparation for nuclear war left the United States unprepared to deter a limited war
- B. The student will know and describe the United Nations response to the invasion of South Korea in terms of the perceived monolithic nature of communism
- C. The student will comprehend and evaluate the Inchon Landing as a deterrent to military stalemate in Korea
- D. The student will comprehend the significance of the Truman-MacArthur controversy

II. References and Texts

A. Instructor references

- 1. Dupuy, Evolution of Weapons and Warfare, Ch. 28, pp. 277-281
- 2. Preston and Wise, Men in Arms, pp. 346-348
- 3. Weigley, The American Way of War, pp. 382-398

B. Student texts

- 1. Preston and Wise, Men in Arms, pp. 346-348
- 2. Weigley, The American Way of War, pp. 382-398

III. Instructional Aids

A. Chalkboard

B. Map

IV. Suggested Methods and Procedures

A. Method options - lecture and discussion

B. Procedural and student activity options - study assignment

V. Presentation

- A. Explain how reliance on air power and preparation for nuclear war left the U.S. unable to respond effectively to a limited war
  1. Level of preparedness -- U.S. forces
  2. Availability of ground forces
  3. Limitations of non-nuclear air power
  
- B. Describe the response of the United Nations to the Korean Conflict
  1. Background to the conflict -- a divided Korea
  2. Monolithic nature of the communist threat
  3. Historical lessons affecting decision making -- Munich 1938, "loss" of China, etc.
  4. Multilateral military response
  
- C. Evaluate the Inchon Landing
  1. MacArthur's experiences in World War II -- envelopment by amphibious means not unusual
  2. Perception that atomic weapons made large-scale amphibious operations impractical
  3. Conduct of the operation, forces used (Army commander)
  4. Effect on the tactical situation in Korea
  
- D. Discuss the Truman-MacArthur controversy
  1. MacArthur's history of irreverence for higher authority -- political power, hero image
  2. Repeated instances of policy differences with Truman -- public announcement of disagreements
  3. MacArthur's "no win" attitude of defeatism, demand for authority to use nuclear weapons and authority to strike targets in Manchuria
  4. Who establishes policy?
  
- E. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 29**

**HOURS: 1**

**TITLE: Wars of National Liberation**

I. Learning Objectives

- A. The student will comprehend and compare/contrast the terms "nationalism," "anticolonialism" and "communism" in the context of the wars of liberation from 1945-1961
- B. The student will know and explain the steps in classical guerrilla warfare as defined by Mao Tse-tung
- C. The student will comprehend and assess the impact of the Communist takeover in China
- D. The student will comprehend and explain the British successes in the "Malayan Emergency" and evaluate attempts to apply lessons learned to subsequent situations
- E. The student will comprehend and explain American response to the Cuban Revolution, with emphasis on the "Bay of Pigs Operation"

II. References and Texts - Other references

- A. Mans, Rowland S.N., "Victory in Malaya", Marine Corps Gazette, Vol. 47, Nos. 1, 2, and 3, 1963
- B. Mao Tse-tung on Revolution and War

III. Instructional Aids

- A. Chalkboard
- B. Map

IV. Suggested Methods and Procedures

- A. Method options - lecture and discussion
- B. Procedural and student activity options

V. Presentation

- A. Assess the impact of the Communist victory in China
  - 1. American support for China since the turn of the century
  - 2. World War II support for Chiang Kai-shek

3. Anticommunism, the Cold War, McCarthyism
  4. Failure to comprehend the nature of a war of national liberation
- B. Explain British successes in the Malayan emergency
1. Background to the conflict
  2. Nature of the insurgency and the British response
  3. Emphasize why the conflict was containable -- compare briefly to Vietnam
- C. Define nationalism, anticolonialism, and communism in the context of the period 1945-1961
1. Nationalism
  2. Anticolonialism
  3. Communism
  4. Emphasize obfuscation with regard to using these terms -- note overlapping of meanings
- D. Discuss the American response to the Cuban Revolution
1. Background -- the U.S. and Castro
  2. Soviet perceptions of John F. Kennedy
  3. Planning of the Bay of Pigs operation -- why it failed
  4. Effect of the failure on Kennedy's foreign policy
- E. Explain the steps in classical guerrilla warfare as defined by Mao Tse-tung
1. Guerrilla warfare is the weapon of the militarily weak, and is designed to harass, confuse, and disrupt the enemy's lines of communication
  2. Tenets of guerrilla warfare
    - a. The enemy advances, the guerilla retreats
    - b. The enemy camps, the guerilla harasses
    - c. The enemy tires, the guerilla attacks
    - d. The enemy retreats, the guerilla pursues
  3. Once the guerilla gains military superiority, the warfare becomes conventional

## F. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 30**

**HOURS: 1**

**Title: Vietnam**

I. Learning Objectives

- A. The student will know and trace the development of the revolutionary environment and anticolonialism under French rule
- B. The student will comprehend the voluntary limitation of the American military effort in the Indochina Conflict
- C. The student will know and review the anticommunist military effort from the landing at DaNang in 1965 to the end of 1967
- D. The student will comprehend and contrast the military realities of the Tet offensive with its popular American perception and media coverage
- E. The student will comprehend and explain the need for and implementation of a policy of Vietnamization
- F. The student will comprehend and compare American and French objectives in Vietnam in 1954 and 1972 respectively by contrasting the Geneva and Paris Agreements

II. References and Texts - Other references

- A. Palmer, Summons of the Trumpet, pp. 1-266
- B. Instructor Resource Manual

III. Instructional Aids

- A. Chalkboard
- B. Map

IV. Suggested Methods and Procedures

- A. Method options - lecture and discussion
- B. Procedural and student activity options

V. Presentation

- A. Trace the development of the revolutionary environment and anticolonialism under French rule
  - 1. Origins of French rule

2. Absence of civil liberties - development of a revolutionary mentality
  3. Denial of participation in the economic mainstream - restricts development of a middle class, capitalist perspective
  4. Persistent anticolonialism; origins of the Viet Minh
- B. Discuss the reasons for the voluntary American limitation of the war
1. Concern for Soviet and Chinese involvement
  2. Belief in monolithic communism and fears of other communist-inspired insurgencies elsewhere
  3. Ill-defined goals and failure to unite Americans for U.S. policy in Vietnam
- C. Review the events in Vietnam, 1965-1967
1. Decision to send in ground troops in March 1965
  2. The counterinsurgency nature of the war - frustrations
  3. Major operations -- review successes and failures
  4. American optimism by the end of 1966
- D. Review the Tet Offensive
1. Course of the offensive and its failure militarily
  2. Explain the offensive as a political success
  3. Impact of media coverage - especially television reporting
  4. Americans begin to question both the morality and practicality of U.S. involvement
- E. Explain the course of American withdrawal
1. Vietnamization
  2. North Vietnamese attempt to manipulate the 1972 U.S. presidential election
  3. "Bombing them back to the peace table" -- objectives of the war changed
- F. Compare American and French motives for reaching a peace agreement

1.French motives in 1954

2.American perceptions in 1972

3.A lasting peace in either case?

G.Briefly review the events leading to the fall of the  
South Vietnamese government

H. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 31**

**HOURS: 1**

**TITLE: Conflicts In the Middle East**

I.Learning Objectives

- A.The student will know and trace the evolution of the Arab-Israeli conflicts
- B.The student will comprehend and then assess superpower influence in the Mid-East
- C.The student will know and review the October War, with emphasis on the impact of modern weaponry

II.References and Texts

A.Instructor references

- 1.Jones, The Art of War in the Western World, pp. 602-609
- 2.Preston and Wise, Men in Arms, pp. 349-351, 390-399

B.Student texts

- 1.Jones, The Art of War in the Western World, pp. 602-609
- 2.Preston and Wise, Men in Arms, pp. 349-351, 390-399

C.Other references

- 1.Knight, John E., Jr., "The Arabs and Israel in Perspective," Marine Corps Gazette, Vol. 58, No. 1, 2, and 6, 1974
- 2.Instructor Resource Manual

III.Instructional Aid - Chalkboard

IV.Suggested Methods and Procedures

A.Method options

- 1.Lecture
- 2.Lecture and discussion
- 3.Guided discussion

B.Procedural and student activity options - read and study assignment

## V. Presentation

- A. The Balfour Declaration - England would work to facilitate the establishment of a national home for the Jews in Palestine. Date of declaration: 9 November 1917
- B. Friction predictably developed between the Jewish immigrants and the Arab inhabitants of Palestine
  - 1. Arab revolt in 1939
  - 2. England made concessions to the Arabs in order to retain their friendship during Second World War, to include restricting immigration
- C. After the war, English efforts to limit Jewish immigration into Palestine met with vehement and often violent resistance. Before the end of 1945, an underground Jewish rebellion against the British High Commissioner for Palestine
- D. 14 May 1948: Declaration of Independence that proclaimed the state of Israel, and final departure of British High Commissioner for Palestine
- E. 15 May 1948: Israel at war with its Arab neighbors
- F. The 1948 war resulted in an Israeli victory, and precipitated the problem of the Palestinian refugees
- G. "Superpower" influence in the Middle East
  - 1. Both the United States and the Soviet Union were quick to recognize the new state of Israel in 1948
  - 2. 1955: Arms agreement between Egypt and the Soviet Union
  - 3. 1956: France and Great Britain assist Israel in winning the second Arab-Israeli War
    - a. By March 1957, after considerable prodding from the United States and the United Nations, Israel withdrew from the territory it had conquered
    - b. By July 1957 the Soviet Union was rearming both Egypt and Syria
  - 4. Russian aid to Nasser and American support of Israel enhanced the armed forces of the respective nations and resulted in the Middle East becoming an area of potential confrontation between the superpowers

5. On 5 June 1967, Israeli pilots manning American and British aircraft successfully attacked Egyptian, Syrian, Iraqi, and Jordanian airfields, initiating the Six Day War
  - a. The war resulted in an overwhelming Israeli victory
  - b. On this occasion, Israel did not respond to pressure to return the conquered territory
6. September 1970: Death of Nasser, who was succeeded by Anwar Sadat
  - a. Sadat makes overtures to the West
  - b. July 1972: Most Soviet advisors and technicians are expelled from Egypt, principally because the Soviet Union was not providing the desired offensive weapons
  - c. After October 1972, limited Soviet arms continued to flow to Egypt
7. For the first, and perhaps the only time, the United States and the Soviet Union acted in concert to help terminate hostilities in the October War, although both "superpowers" resupplied their respective sides during the conflict
8. 1979: President Sadat and Premier Begin sign Egyptian-Israeli peace treaty at White House

#### H. The October (Yom Kipper) War

1. An unprecedented degree of cooperation between the Arab States was attained
  - a. The Egyptian and Syrian attacks were carefully coordinated
  - b. Iraq sent troops, Lebanon mobilized, Saudi Arabia, Libya, and the Persian Gulf states provided arms
  - c. Israel taken by surprise
2. Unlike 1967, the Syrian and Egyptian surface-to-air missiles took a heavy toll of Israeli aircraft
3. The dominance of the great Israeli tank formations was broken by Egyptian infantry use of Soviet anti-tank guided missiles and rocket-propelled grenades
  - a. Large numbers of Israeli tanks were destroyed by these weapons

b.The indication was that the infantryman could still be a decisive factor on the contemporary electronic battlefield

I. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 32**

**HOURS: 1**

**TITLE: Terrorism**

I.Learning Objectives

- A.The student will know and describe current collective security arrangements
- B.The student will know and then summarize the proliferation of terrorism and its use as a political and military method of warfare
- C.The student will know/list the nations of the world capable of nuclear warfare
- D.The student will know/discuss the possibility of nuclear terrorism

II.References and Texts

A.Student texts

- 1.Preston and Wise, Men in Arms, pp. 335-399
- 2.Readings from current periodicals

B. Other reference - Brodie, War and Politics, pp. 433-496

III.Instructional Aids

- A.Chalkboard
- B.Overhead projector
- C.Instructor-produced transparencies
- D.Map

IV.Suggested Methods and Procedures

A.Method options

- 1.Lecture
- 2.Lecture and discussion
- 3.Guided discussion

B.Procedural and student activity options - involve the students in discussions about terrorism and nuclear warfare

## V. Presentation

### A. U.S. collective security arrangements

1. NATO - emphasize and relate to Soviet/CIS threat
2. OAS
3. Various bilateral agreements

### B. Spectra of nuclear warfare

1. Who is capable now? - U.S., CIS, China, Great Britain, etc.
2. Who could have nuclear weapons soon (2-3 years)? - Israel, India, Pakistan, South Africa, Iraq, North Korea
3. What nations have the potential (5-6 years)? - Egypt, Argentina, Brazil, Taiwan, South Korea, Mexico, Iran

### C. Terrorism

1. Increasingly widespread form of politico-military warfare -- cite recent examples
2. Nuclear terrorism - holding entire nations hostage

### D. Summary

**NAVAL RESERVE OFFICERS TRAINING CORPS  
EVOLUTION OF WARFARE**

**LESSON: 33**

**HOURS: 1**

**TITLE: The Gulf War (Desert Storm)**

I.Learning Objectives

- A.The student will comprehend and be able to discuss the background and justification used by Hussein for the invasion of Kuwait
- B.The student will comprehend and be able to discuss the strategy and operational and tactical concerns of the coalition forces in Operation Desert Storm
- C.The student will comprehend and be able to identify the combat "firsts" utilized in Operation Desert Storm

II.References and Texts - Other references

- A.Edson, J. J., Col, USMC (Ret.), "A Perspective on Desert Storm," Marine Corps Gazette, Vol. 75, No. 6, June 1992, pp. 25-27
- B.Friedman, N., Desert Victory, the War for Kuwait
- C.Keene, R. R., Leatherneck Magazine, Vol. LXXIV, No. 3, March 1991, "Desert Storm Stirs Up," pp. 23-25
- D.Wilson, G. I., LtCol, USMC, "Maneuver Warfare and the Operational Art," Marine Corps Gazette, Vol. 75, No. 6, June 1991

III.Instructional Aids

- A.Map
- B.Instructor-prepared transparencies

IV.Suggested Methods and Procedures

- A.Method options
  - 1.Lecture
  - 2.Lecture and discussion
- B.Procedural and student activity options - take notes and engage in classroom discussion. Have students come up and identify areas of importance on the map

V.Background

- A.State rationale Hussein used to justify invasion

1. Historical claim to area -- "a line in the sand"
  2. Relationship with OPEC
  3. "Stealing" of Iraqi oil by Kuwait
- B. Iraqi economy -- Iranian war losses
- C. Discuss what Hussein and Iraq had to gain by annexation of Kuwait
- D. Operation Desert Shield -- 7 August 1990
1. U.S. forces arrival to Saudi Arabia
  2. USMC Maritime pre-positioning
  3. Historic presence of U.S. Navy in the region
  4. United Nations economic sanctions
  5. Hussein efforts at involving Palestinian problem
  6. Attempts at peaceful resolution
- E. Operation Desert Storm -- 16 January 1991
1. U.N. forces involved
  2. Air attacks -- 100,000 Allied sorties in 6 weeks
  3. Targets
  4. Artillery raids
  5. Intelligence effort
  6. Deception
- F. Operation Desert Sting -- 29 January 1991
- G. Ground War -- 24 February 1991
1. Air supremacy
  2. Assault -- combat ratio and order of battle
  3. Results in 100 hours
  4. Amphibious demonstration
  5. Effect on environment
- H. Combat "firsts"
1. Harrier strikes

2.Coordination between aircraft and armor

3.Media -- interviews with Hussein

4.PAO

I.Conclusions and summary