

**Department of Political Science  
University of the Punjab, Lahore  
Course Outline**



<b>Programme</b>	Diplomacy and Strategic Studies	<b>Course Code</b>		<b>Credit Hours</b>	3
<b>Course Title</b>	<b>Contemporary War: Understanding Change and Continuity</b>				
<b>Course Introduction</b>					
<p>Carl von Clausewitz stated war to be ‘continuation of politics by other means’ which indicated how war has been a significant feature in international relations. In a broad-spectrum term, war is different from conflict in the sense that conflicts are more prolonged and protracted whereas wars are more precise acts of coercion and large-scale armed conflict among belligerents. The evolution of war is dependent on two major variables; warfare and warfighting. The former being a series of strategies while the latter is techniques and weapon systems employed in an armed confrontation among adversaries. Since the Cold War, major developments and variations have been made to what is known as ‘traditional war’ or ‘regular war’. These changes have greatly impacted how states, mostly superpowers, have inducted political, strategic, doctrinal and technological developments which have transformed the way we look and understand war as a process.</p>					
<b>Learning Outcomes</b>					
<p>In this course, students will be acquainted to the various changes and adaptations made to war by discussing what traditional war as a concept was and how it has been transformed to what we see today. The course will also discuss the central question whether the use of force, a central point of war as a process, has evolved or has any political, technological or doctrinal changes have changed the impetus of the concept of use of force. Terrorism, asymmetric warfare, modern warfare strategies and post-Cold War environment have made a significant impact on how we perceive war. A debate on the concept of battlefield, battlespace and domains of war will also be discussed and a debate on generations of war will also be a question that will be dissected in the course. The concept of Revolution in Military Affairs will be the central theme of course evaluation and discussions.</p>					
<b>Course Content</b>				<b>Assignments/Readings</b>	
<b>Week 1-2</b>	<b>EVOLUTION OF WAR: OLD WARS, NEW WARS</b>			Echevarria II, A. J. (2007). Clausewitz and	

	<ul style="list-style-type: none"> <li>a. War as seen from Gustavus Adolphus</li> <li>b. Carl von Clausewitz, <i>Vom Kriege</i></li> <li>c. Napoleon Bonaparte and changes made to Warfare</li> <li>d. War on an Industrial Scale: World War I</li> <li>e. Tactics and Strategies: World War II</li> <li>f. The transition from Battlefield to Battlespace</li> </ul>	<p>contemporary war. OUP Oxford.</p> <p>Dwyer, P. G. (2009). Total War or Traditional War. <i>The International History Review</i>, 31(1), 72-84.</p>
<b>Week 3-4</b>	<p><b>WAR THROUGH THE GENERATIONS: FROM FIRST TO FIFTH</b></p> <ul style="list-style-type: none"> <li>a. Significance of Understanding Generations of War</li> <li>b. The Cold War Experience: Missiles and Weapon Systems</li> <li>c. Decline of Utility of Force: Rise of Nuclear Deterrence</li> </ul>	<p>Dwyer, P. G. (2009). Total War or Traditional War. <i>The International History Review</i>, 31(1), 72-84.</p>
<b>Week 5-6</b>	<p><b>THE GULF WAR EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>i. Revolution in Military Affairs</li> <li>ii. Operation Desert Storm and Desert Shield</li> <li>iii. Network Centric Warfare and the Age of Information</li> <li>a. Dawn of the Drones: Drone Warfare from Gulf War to Nagorno Karabakh</li> <li>b. Hypersonic Weapon Systems and Satellite Warfare: The New Age</li> <li>c. Cyberspace and Cyberwar</li> </ul>	<p>Wilson, C. (2007). <i>Information operations, electronic warfare, and cyberwar: Capabilities and related policy issues</i>. Congressional Research Service.</p>
<b>Week 7-8</b>	<p><b>ASYMMETRIC WARFARE: FROM WORLD WAR II TO PRESENT DAY</b></p> <ul style="list-style-type: none"> <li>a. Churchill's Secret Armies: from the LRDG to the SAS and everything Commando</li> <li>b. The Tet Offensive: Describing Victory and Defeat</li> <li>c. The Cuban Revolution: Between Che and Castro</li> <li>d. Terrorism and Counterterrorism: Afghanistan, ISIS and Al-Shabab</li> </ul>	

	<ul style="list-style-type: none"> <li>e. Piracy and Counterpiracy Operations</li> <li>f. The Ukraine War Experience</li> </ul>	
<b>Week 9-10</b>	<p><b>UNDERSTANDING MODERN WARFARE: CONTOURS AND STRATEGIES</b></p> <ul style="list-style-type: none"> <li>a. Propaganda and Information Warfare</li> <li>b. Psychological Operations and Perception Management</li> <li>c. Kinetic and Non-kinetic Operations</li> <li>d. Autonomous War and the Age of Machines</li> <li>e. Integrated Warfare and Warfighting</li> </ul>	<p>Reichborn-Kjennerud, E., &amp; Cullen, P. (2022). <i>What is hybrid warfare?</i>. Norwegian Institute for International Affairs (NUPI).</p> <p>Munteanu, R. (2015). Hybrid Warfare–The new form of conflict at the beginning of the century. <i>Strategic Impact</i>, (57), 19-26.</p>
<b>Week 11-12</b>	<p>Recap of key concepts and trends</p> <p>Future directions in warfare</p>	<p>McNeilly, M. (2015). <i>Sun Tzu and the art of modern warfare</i>. Oxford University Press, USA.</p>
<b>Week 13-14</b>	<p>Presentations on Assigned Topics</p>	
<b>Week 15-16</b>	<p>Urban Warfare and Counter-City Operations</p> <ul style="list-style-type: none"> <li>- Fighting in cities</li> <li>- Case studies: Mosul, Aleppo</li> </ul>	<p>Gregory, D. (2008). The biopolitics of Baghdad: Counterinsurgency and the counter-city. <i>Human Geography</i>, 1(1), 1-21.</p>
<b>Textbooks and Reading Material</b>		
<p>The lectures will supplement discussions through books and online academic material. The objective would be to engage students in reading and listening to expert opinions to develop their own understanding of various concepts that are essential in the subject. The curriculum will not depend on a fixed set of readings and online lectures but will diversify to accommodate research articles and opinions as well as interviews to provide a broad-spectrum analysis and discourse.</p> <ol style="list-style-type: none"> <li>1. Rupert Smith, <i>The Utility of Force. The Art of War in the Modern World</i> (New York: Knopf, 2007)</li> <li>2. Sun Tzu, <i>the Art of War</i></li> </ol>		

3. On War, Carl von Clausewitz
4. The 33 Strategies of War by Robert Greene
5. Colin S. Gray, Another Bloody Century: Future Warfare (London: Weidenfeld and Nicholson, 2005)
6. Martin Van Creveld, The Transformation of War. New York: The Free Press, 1991
7. Stathis N. Kalyvas, The Logic of Violence in Civil War. Cambridge: Cambridge University Press, 2006

### **Teaching Learning Strategies**

1. Relevant material will be provided beforehand to the class both in printed and electronic form to match with the course contents designed
2. Reciprocal teaching method can be implemented to allow students a chance to speak their mind and discuss their problems
3. Brainstorming sessions will be encouraged with instructional scaffolding to allow students to develop their intellectual capabilities before being introduced to technical subjects
4. Didactic questioning by the instructor will be a viable teaching tool to initiate small group discussions in a think-pair-share collaborative teaching environment.
5. Individual presentations may also be assigned to exclusively focus on students with learning difficulties or exceptional students with a potential to offer more to the class environment.

### **Assignments: Types and Number with Calendar**

1. Week Four: Student report submission for previous lectures taught
2. Week Six-Eight: Surprise Quiz or Show-and-Tell Presentation on topics covered
3. Week Eleven: Research Report post-Midterms
4. Week Fifteen: Grouped presentations of Poster Competition on topics assigned

### **Assessment**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.