

Grande Prairie Regional College
Department of Arts and Education

HI2981/HIS398(Part 1): Human Conflict: The Path to Total War 3 (3-0-0)

Credits: (3) 3 hrs/week. Lecture/Discussion

Fall 2008

Pre- and Co-requisites: none

Room: E306A

Transfers to: U. of A, U. of C, UL, Athabasca U, AF, CUC, KUC

Delivery Mode: Animated Lecture, Blackboard, Audio-Visual technologies

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Office hours:

Introduction: This course introduces students to one of humanity's least attractive but most persistent and consequential activities. Through lectures and media presentations, the class will trace the conduct of war from ancient times to the end of the 19th Century. Interwoven with these topics there will be special studies of military culture, revolutions in politics, war and strategic thought, the effects of war on societies, the rise of gunpowder warfare and industrialized warfare in the colonial era. Students will write one brief reflection paper, one research essay, two quizzes, and a final examination in December. A feature of this course is its structure of broad topics and intensive studies in three areas of human conflict: war and society, technology and operations, and strategic thought. Students thus can focus selectively on fields, eras and topics that they have a strong interest in.

Core Texts:

Gwynne Dyer. **War**. (Second Edition, Random House, 2004)

Robert O'Connell. **Of Arms and Men**. (Oxford, 1990)

Shaara, Michael. **The Killer Angels**.

Brian Bond. **Pursuit of Victory**. (Oxford, 1996)

Hew Strachan. **Carl Von Clausewitz's on War: a Biography**. (Douglas and McIntyre, 2007)

Bond. **War and Society in Europe: 1870-1970**. (McGill-Queens, 1998)

B. Lewis. **Race to Fashoda**. (Henry Holt, 1987)

Outline: : *(Note: You need to come to class with the readings done for that class and good notes made, in order for you to do well on quizzes and when I ask you questions)*

4 September: Getting Started – Aggression and Tactics, Strategy and Society

READ: O'Connell, Chapters 1-3

11 September: The Old Firm: Governments and Armies

READ: Dyer, **War**, Chapters 1, 3-4

18 September: Greece, Macedon and the Western Way of War.

READ: O'Connell, Chapter 4, Dyer, 5

25 September: The Roman Way
 READ: O'Connell, Chapter 5

2 October: Horse Warriors
 READ: O'Connell, 6

9 October: **Special Class** – Gunpowder, Mercenaries and the Rise of the Nation-State
 READ: O'Connell, 7-8
Quiz!

16 October: Eighteenth Century: Age of the Aristocrats
 READ: O'Connell, Chapter 9

23 October: North America - Guerillas or Grenadiers?
 READ: Stacey, "War of 1812 in Canadian History"; and Martin Nicolai, "A Different Kind of Courage" (RESERVE photocopy, or in Zoltvany, **The Defended Border** RESERVE)
NB: Shaara, Killer Angels Reflection Paper Due

30 October: Revolutionary War and its Legacy
 READ: O'Connell, Chapter 10; Bond, **Victory**, Chapters 2-3; Dyer, Chapter 6; Strachan, Chapter 1.
Essay topics due in class!

6 November: Naval Warfare in the Age of Sail
 READ: O'Connell, 97-98, 105-106, 138-141, 162-166.

13 November: Industrial War: America, Prussia and France
 READ: Bond, **Victory**, Chapter 4; O'Connell, 11; Bond, **War and Society in Europe**, Chapter 1; Strachan, chapter 2-3.

20 November: Imperialist Wars and Their Lessons
 READ: O'Connell, Chapter 13; Lewis, **Race to Fashoda**, Chapters 1, 3, 5-6, 8.
ESSAY DUE IN CLASS!!

27 November: Deadly Spirals
 READ: Bond, **Victory**, Chapter 5; Bond, **War and Society**, Chapters 2-3; Strachan, *Introduction, Chapter 4, and Conclusion*.
Quiz 2!

4 December: The Naval Race
 READ: O'Connell, Chapter 12; and Ian Moffat, Corbett: A Man before His Time", RESERVE: and Donald M. Schurman, "The American: Admiral Alfred Mahan" (RESERVE)
NB: Computer Simulation on Dreadnought Warfare!

Course Format and Philosophy: The course consists of two lectures/discussions each night, preceded by an audio-visual hour (which is open to the general community) with films, slides, games and other media being used to illustrate the major themes of the course. The second lecture (for those students studying the course for credit) will identify and interpret the readings that students have read in advance (*hint: come to class with the readings for that night DONE and notes made*). Discussions will cover the key ideas of historians you will be reading as well as the issues, events, and personalities and systems of war and security that have existed in the past. *Therefore, you must come prepared. You cannot do well in this course if you do not have the reading done before each class, at least 75% of the time.* The mid-term tests will be short answer in nature, while the final examination will include essay type questions. An attendance and participation mark will be given, which measures class appearances and preparedness.

Quizzes: These are written in-class, in short sentence answers, *not* multiple choice format.

Warning:

I must have **all** assignments handed in on time. Late assignments will be penalized *heavily* (50%) for each class they are late unless there is a compelling *written* reason. Otherwise, the only way to get extensions is to “buy” your extra time with the coupon system I have devised. “Spend” your time wisely! No essay will be accepted after the last day of scheduled classes.

Essay: You have a research essay due: these are your opportunities to become a specialist in an area of your own interest. *You pick the topic, but all essays must be approved by me before you begin writing*, so that I can lend my expertise to help you locate sources and avoid pitfalls. Any students having difficulty with their assignments or with the course in general are encouraged to call or see *me as soon as possible*.

Your essays should be about twelve pages in length, with a clearly-identifiable thesis, using at least six different historians. **Not ONE SOURCE IS TO BE TAKEN FROM THE WEB!** On the other hand, University-level databases either on-line or in our Library do provide acceptable articles from Historical journals. If you detect any bias in your sources or conflicting interpretations with other historians, *evaluate it - try to understand it rather than omit or avoid it*. Please discuss your interests at any time with me so I can help you with the wide variety of sources and approaches in this fast-moving field. Canadian content essays are welcome.

Course Options: The history of human conflict has often been taught as a drum-and-trumpet parade of great leaders and decisive battles. This course tries to do more: to adopt a wider approach which sees it as “total history” - a process which can be understood by using methods and insights from film studies to anthropology. This course will introduce you to some of these approaches, and encourage you to experiment with them yourself. Therefore, each student has some choices to make: especially on which aspects of the subject -- strategic thought, war and society or operational studies -- they would like to

focus. Students with a social sciences or arts interest may wish to concentrate on war and society, while war buffs may choose operational studies, and the philosophically-inclined might be interested in pursuing strategic thought and intellectual history. Develop some appreciation for the big picture before you choose your specialties. Try to read outside your own pre-existing interests, too.

Quizzes (2)	20
Reflection paper	10
Essay	30
Final	30
Attendance	10

Total	100

Key Dates for you to keep track of!

19 Sept: Last Day to change course registrations without financial penalty

28 Sept: Last Day to pay fall fees

*20 October: **Essay Proposals Due!***

*23 October **Reflection Paper Due!***

*9 October: **Quiz 1***

2 November: Last Day to drop a course or switch to audit without receiving an F

*20 November: **Essay Due!***

*27 November: **Quiz 2***

***Marking Scheme and Philosophy:** I do not mark by the system known as “norm referencing”. I use instead a “criterion grading” system whereby students who master concepts and skills I expect them to master (after twenty seven years of first-year teaching, I have a fairly clear picture of what they are, and I will be telling you about it all term) do better than those who don’t. I do, however, lend assistance and adapt instruction (if not standards) for students with special needs, difficult circumstances or injuries, or unique and varied cognitive gifting. Each assignment will be graded and given a number, which over the term will accumulate to a total out of 70. The final Examination mark out of 30, will be added to make a percentage out of one hundred. At that point I will track back over other assignments and calculate the percentages achieved in other assignments, and come to final percentage which balances all the assignments to that a total class performance is in the mark profile. That final percentage is converted to a grade on the GPRC 12 point grading system.*

(This is why sometimes my marking takes so long. Please be patient with me!)

***PS:** Please ask me about any details you have questions concerning, and if any grade you receive is in your perception unfair.*

Plagiarism:** This is academic theft, and fraud. It does not happen in my class. I would rather have a student confess that they are completely baffled or unable to complete or grasp an assignment than even try to cheat. It is better to openly seek help in my courses than to try to pull one over me. Many students in my class have testified to the sense of getting help right away rather than cheat. Ask if you have any doubts about what cheating is. If you are caught in my classes, **ALL THE RELEVANT PENALTIES FOUND IN THE GPRC CALENDAR WILL BE APPLIED.

As I have already said. It has not happened here. Don’t try to be the first.