



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – FALL 2014**

**HI2981 (A2) / HIST 398 (YAU): THE PATH TO TOTAL WAR – 3(3-0-0) 45 HOURS**

**INSTRUCTOR:** Duff W. Crerar, Ph.D. **PHONE:** 539-

**OFFICE:** E403, Cubicle 9 **E-MAIL:** dcrerar@gprc.ab.ca

**OFFICE HOURS:** Tba, and by appointment

**PREREQUISITE(S)/COREQUISITE:** None

**REQUIRED TEXTS:**

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

Shaara, Michael. **The Killer Angels.** (Ballantine, 2003 [1975])

Stephen Morillo. **What is Military History?** 2<sup>nd</sup> Edition, 2014

**CALENDAR DESCRIPTION:**

Students will be introduced 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 will be special studies of military culture, the effects of war on societies, the rise of revolutionary war, and industrialized warfare in the colonial era.

**CREDIT/CONTACT HOURS:** 3 Credits / 3 hours per week

**DELIVERY MODE(S):** Animated lectures, Simulations, Moodle, Film, Video-Conference.

**OBJECTIVES:**

- Students will recognize, evaluate and explain in short tests, the majority of key leaders, strategists, armaments and societies which contributed to the rise of modern warfare. These are knowledge based questions which call for recall and comparison as well as written presentation skills. Contrasts and comparisons involving similarities or key characteristics passed down through the centuries will be the central elements of the final examination.
- Students will recognize, evaluate and develop key strategic themes, concepts, schools and the historians who identified and debated them. These aspects of history and historiography will be assessed by the final examination, where students will write short essays on set topics.
- Students will demonstrate improving skills in discussion, public speaking and class debate during the course, which will be assessed in class by the instructor.
- The writing skills of argumentation, logic and rhetoric will be assessed in essays and examinations by the instructor. All marks will include a component for writing skill and persuasiveness as well as declarative knowledge.

**TRANSFERABILITY: UA, UC, UL, AU, CUC, CUCA, KUC**

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

**GRADING CRITERIA:**

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING
B <sup>+</sup>	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B <sup>-</sup>	2.7	70 – 72	
C <sup>+</sup>	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C <sup>-</sup>	1.7	60 – 62	
D <sup>+</sup>	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

**EVALUATIONS:**

Quizzes (2 X 10) 20%

Reflection Paper 10%

Essay 30%

Final Exam 30%

Attendance 10%

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

Attention: Pop-quizzes on the readings will be frequent, but not count towards final mark, but will let you know how you are doing.

**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 Internet, Wikipedia or public web sites!** On the other hand, University-level databases either on-line or in our Library do provide acceptable, peer-reviewed 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 or research 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:** As Stephen Morillo writes, the history of human conflict has often been taught as a drum-and-trumpet parade of great leaders and decisive battles as a lesson book for generals. This course tries to do more: adopt an approach which sees it as "total history" - 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.

## STUDENT RESPONSIBILITIES:

The course consists of one lecture and discussion each week. The lecture will identify and discuss the most significant events and issues of the week and also serve as guides to the texts. Discussions with the class will cover both primary source selections and the approaches taken by historians to the topics as well as the issues raised by the events covered in each session.

The tests will be short answer in nature, while the examination will consist of essay type questions. Because debate, discussion and critical analysis are essential to university education, an attendance and participation mark will be given, which measures class appearance and contribution to discussions.

All essay topics must be approved by me before final submission. Late assignments will be penalized 50% each day they are overdue, UNLESS special permission is secured from me in advance. Any students having difficulty with their assignments or with the course in general are encouraged to see me as soon as possible after class, by contacting me: I am always willing to help in any way I can.

**NB: 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.**

## STATEMENT ON PLAGIARISM AND CHEATING:

This is academic theft, and fraud. It also reveals moral cowardice. It does not survive in my class. I would rather have a student confess that they are completely baffled or unable to complete an assignment, even to not trying or studying, than even try to cheat. It is better to openly seek help in my courses than to try to pull one over me. Before you cheat, I am on your side. After you cheat, it is too late. ***Many students in my class have testified to the good sense in 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 RELEVANT PENALTIES FOUND IN THE GPRC Student Services documentation WILL BE APPLIED.

Please refer to the link below regarding the College policy on plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely. Refer to the College Policy on Student Misconduct: Plagiarism and Cheating at [https://www.gprc.ab.ca/files/forms\\_documents/Student\\_Misconduct.pdf](https://www.gprc.ab.ca/files/forms_documents/Student_Misconduct.pdf)

**\*\*Note:** all Academic and Administrative policies are available at

<https://www.gprc.ab.ca/about/administration/policies/>

**COURSE SCHEDULE:** (please note dates and sequences are tentative)

4 September: The Dawn of War:

READ: O’Connell, **Arms and Men**, Chapters 1-2

**Moodle:** Michael Howard, “The Use and Abuse of Military History” (pdf)

11 September: Birth of the old Firm: Earliest Governments and Armies

READ: O’Connell, Chapter 3; and Morillo, Introduction, Chapter 5

**Moodle:** “Battle of Kadesh Revisited” (pdf)

**NB: Last Day to add classes**

18 September: Greece, Macedon and Western War.

READ: O’Connell, Chapter 4; Morillo, pp. 11-16

**Moodle:** “The Battle of Leuktra” (pdf)

**NB: Last Day to Drop Classes without penalty!**

25 September: Imperial Warfare: Rome and China

READ: O’Connell, Chapter 5, Morillo, pp. 16-21

**Moodle:** “Roman Invasion of AD43” (pdf) and “China, Byzantium and the Shadow of the Steppe” (pdf)

9 October: Renaissance Warfare and the Rise of the Nation State

READ: O’Connell, Chapters 7-8, Morillo, pp. 27-30, 75-86

**Moodle:** Stone: “Technology, Society and the Infantry Revolution of the 14<sup>th</sup> century”, (pdf) **OR** “Gunpowder Weaponry and the Rise of the Early Modern State” (pdf)

16 October: War in the Age of the Aristocrats

READ: O’Connell, Chapter 9

**Moodle:** “Louvois” (text), and “The Self Deception of the Strong” (pdf) **OR** “From Dutch to European War” (pdf)

23 October: Imperial War: Guerillas or Grenadiers?

READ:

**Moodle:** Nicolai, “A Different Kind of Courage” (pdf) **OR** MacCulloch, “Within ourselves...: (pdf), and Boire, “A Reassessment of the Generalship of Montcalm” (pdf)

**NB: 29 October: Last day to withdraw from class with a grade of W.**

**30 October: From this day, any withdrawals are graded WF.**

30 October: Revolutionary War and its Influence

READ: O'Connell, Chapter 10, Morillo, Chapter 3

**Moodle:** "Napoleon's Criminal Foreign Policy" (pdf) OR "Napoleon in North German 1813" (pdf) and **read** Clausewitz, "Arming the nation" (pdf)

**NBBB: Reflection Paper Due on Killer Angels!!**

6 November: Naval War in the Age of Sail

READ: O'Connell, 97-98, 105-106, 138-141, 162-166

**Moodle:** Ian Germani, "Combat and Culture: Imagining the Battle of the Nile" (pdf)  
OR "Learning by Dying: Combat Performance in the Age of Sail" (pdf)

13 November: Industrial War: America, Prussia and France

READ: O'Connell, Chapter 11, Morillo, pp. 30-44

**Moodle:** "Bismarck, Wilhelm II and German Military Leadership" (pdf)

20 November: Colonial Wars and their Legacy

READ: Morillo, pp. 86-104.

**Moodle:** "Historical Origins of Chinese Underdevelopment" (pdf) OR "Imperial Strategy Anglo-Zulu War" (pdf)

27 November: Deadly Spirals

READ: O'Connell, Chapter 13; Morillo, Chapter 5

**Moodle:** "Sprance, Russo-Japanese War" (pdf) OR "Understanding Schlieffen" (pdf)

**NBBB!!! Research Essay DUE!!!**

4 December: The Naval Race

READ: O'Connell, pp. 193-194, Chapter 12

**Moodle:** Ian Moffat, "Corbett: A Man before His Time", also Donald M. Schurman, "The American: Admiral Alfred Mahan" OR "Mackinder Article" (pdf)

11 December: "How did we get into this mess?": The Review

Final Exam: tba

**Marking Philosophy:** I do not mark by the system known as "norm referencing". I use instead a "criterion grading" system whereby students who master the information,

concepts and skills I expect them to master (after thirty-five years of university teaching, I have a fairly clear picture of what those are) 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 total of one hundred. At that point I will track back over other assignments and re-calculate, as necessary, the percentages achieved to come to a percentage which represents all the assignments, so your complete class performance is fairly represented. That final percentage is converted to a grade on the GPRC system.

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

***If one assignment falls into the unacceptable category, UNLESS IT IS PLAGARIZED, I will permit one re-write.***