

Grande Prairie Regional College
Departments of Arts and Education
HI2982: The Violent Century
Instructor: Dr. Duff Crerar
Time: Thursdays 6-9pm

Winter 2007
Room: E306A

Introduction: “It has been said that if the Almighty wanted anyone killed, all that was necessary was to have them born in the middle of the twentieth century.”

War and its related forms of human conflict in the twentieth century took more human lives than ever before. In this course students will trace the conduct of intentional mass violence, study aspects of military culture, the effects of war on societies, revolutionary and asymmetrical conflict, genocide and industrialized total war. A feature of this course is its breadth and flexibility, as well as its incorporation of media studies and computer simulations. An innovative interactive computer simulation, **PaxWarrior**, focuses on Rwanda and the role of Romeo Dallaire, and allows students to learn the complexities from a Canadian perspective. There is a \$15 resource fee, which the instructor will collect at the beginning of the course. Students will write a brief research essay, a journal on the **PaxWarrior** assignment, and write two short tests and a final examination.

Texts: (*Bookstore and IV booksale!*)

*Robert O’Connell, **Of Arms and Men**, Oxford U. Press, 1989.

*Gwynne Dyer, **War** (2nd Ed.) Random House, 2004.

*Brian Bond, **Pursuit of Victory**. Oxford U. Press, 1996.

Brian Bond, **War and Society in Europe**. McGill-Queen’s University Press, 2nd Edition.

EITHER Jack Hodge, **Broken Ground**. McClelland and Stewart, 1998.

OR Anne Perry, **Shoulder the Sky**. Ballantine, 2005

Optional:

*Robert Cowley, et. al, **Reader’s Companion to Military History**.

*indicates texts used in previous term, HI2981. ***While not required***, Bond’s and Dyer’s books are very useful and will be referred to fairly often.

4 January: **Prologue to a violent century**

REVIEW: O’Connell, **Arms and Men**, Chapter 12-13; Bond, **Pursuit of Victory**, Chapter 5; Bond, **War and Society in Europe**, Chapter 3.

11 January: **International Crisis, 1914**

READ: Stoessinger, **Why Nations Go to War** (RESERVE) Chapter 1; and Koch, **Origins of the First World War**, (RESERVE) Chapter 1.

18 January: **Crossing No Man's Land**

READ: O'Connell, Chapter 14; Bond, **Victory**, Chapter 6

25 January: **A Total War – to end All Wars?**

READ: Bond, **War and Society in Europe**, Chapter 4.

1 February: **Too Serious a Business for Soldiers**

READ:

8 February: **Bitter Peace**

READ: Bond, **War and Society in Europe**, Chapter 5,

15 February: **Axis and Allied Strategies**

READ: Stoessinger, Chapter 2; Bond, **Victory**, Chapter 7

Reading Week Holiday – Belay That! Time for some Essay Work!

1 March: **Mechanized War**

READ: O'Connell Chapter 15

8 March: **The Ordeal of Total War**

READ: Bond, **War and Society**, Chapter 6; Dyer, **War**, Chapter 7;

15 March: **Cold War: A Weapon to End all Wars?**

READ: Stoessinger, Chapter 3; Bond, **War and Society**, Chapter 7;
O'Connell, Chapter 16; Bond, **Victory**, Chapter 8; Dyer, Chapter 8;

22 March: **Revolutionary War in the Twentieth Century**

READ: Dyer, Chapters 9-10; Stoessinger, Chapter 4 (RESERVE);

29 March: **Into the Heart of Darkness**

DO: **PaxWarrior** simulation (on your personal computer)

5 April: **The War Lovers**

READ: Stoessinger, Chapters, 4, 6-8;

12 April: **In – or through – the Looking Glass**

READ: Bond, **Victory**, Conclusion; Dyer, Chapter 11; Stoessinger, Chapter 9.

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 to attend) with films, slides, games and other media being used to illustrate the major themes of the course. The lecture that follows (for those students studying the course for credit) will identify and interpret the text readings. Discussions will cover the approaches

and key ideas of the historians you will be reading as well as the issues, events, and personalities 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 quizzes 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

Essays: 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. Late assignments will be penalized following the "Coupon system". When all coupons are exhausted, an assignment is penalized 50% per day, each day they are overdue, ***unless you have previously made arrangements with me!*** I do not like surprises. *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 sources, **NONE are to be from the Internet.** If you detect any bias in your sources or conflicting interpretations with others, *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 techniques 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

History 4980 trip with Duff Crerar
April 26-May 10, 2007-01-08

Nominal List

Carol Crerar pd
Matthew Beilman, pd
Troy Glowasky
Mark Schmidt

More to come!