



DEPARTMENT OF ARTS AND EDUCATION
HL2981 (A2): Human Conflict: The Path to Total War – 3 (3-0-0) 45 Hours

COURSE OUTLINE – Fall 2012

INSTRUCTOR: Dr. Duff Crerar, Ph.D. PHONE: 780-539-2828
OFFICE: C404 E-MAIL: dcrerar@gprc.ab.ca

OFFICE HOURS: TBA, and by appointments

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

- Gwynne Dyer. *War*. (Second Edition, Random House, 2004)
- Robert O'Connell. *Of Arms and Men*. (Oxford, 1990)
- Shaara, Michael. *The Killer Angels*. (Ballantine, 2003 [1975])
- Brian Bond. *Pursuit of Victory*. (Oxford, 1996)

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 warfare, and industrialized warfare in the colonial era.

CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S): Animated Lecture, Moodle, Audio-Visual, & 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 tests and quizzes.
- 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

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.

GRADING CRITERIA:

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

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 (now known as the infamous Duff Buck system) I have devised. “Spend” your time wisely! No essay will be accepted after the last day of scheduled classes.

Reflection Paper: Based entirely on the historical novel, the Killer Angels, identify and explain in formal prose, though without footnotes and bibliography, what author Shaara teaches the reader about the Civil War, and war in general. Length: 10 pp. Dr. Crerar will be explaining the details of this assignment in class. Worth: 10%

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 essay 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. Worth: 30%.

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.

STUDENT RESPONSIBILITIES:

The course consists of two lecture discussions each week. The lectures 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 in the office or calling me at home (between 8 a.m. and 6 p.m. please!) at 539-5787, or use e-mail: I am always willing to help in any way I can. 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 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, 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. 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 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.

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

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

COURSE SCHEDULE/TENTATIVE TIMELINE:

*Please note that the dates and the sequence of chapters are tentative and may change,
In addition: watch Moodle for supplementary readings posted, and well as powerpoints and study guides. There will be some ground-breaking articles which I will place on Reserve or Moodle for you to consult, BOTH for class discussion and if you are seeking more details or sources for essays. Enjoy!

6 September: Getting Started – Aggression and Tactics, Strategy and Society
READ: O'Connell, Arms and Men, Chapters 1-3

13 September: The Old Firm: Governments and Armies

READ: Dyer, Chapters 1, 3

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

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

27 September: The Roman Way

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

Essay Proposals due.

4 October: Horse Warriors

READ: O'Connell, 6

Quiz One!

11 October: Special Class – Gunpowder, Mercenaries and the Rise of the Nation-State

READ: O'Connell, 7-8

NB: *Quiz!*

18 October: Eighteenth Century: Age of the Aristocrats

READ: O'Connell, Chapter 9

25 October: North America - Guerillas or Grenadiers?

READ: Stacey, "War of 1812 in Canadian History"; and Martin Nicolai, "A Different Kind of Courage" (RESERVE photocopy), and CP Stacey, "The War of 1812 in Canadian History" in M. Zaslow, *The Defended Border* (RESERVE), (also M. Boire on the Marquis de Montcalm, and Auger's article on the *Canadian Voltigeurs* in the War of 1812)

NB: Shaara, *Killer Angels* Reflection Paper Due

1 November: Revolutionary War and its Legacy

READ: O'Connell, Chapter 10; Bond, Chapters 2-3; Dyer, Chapter 6

8 November: Naval Warfare in the Age of Sail

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

Quiz 2

15 November: Industrial War: America, Prussia and France

READ: Bond, Chapter 4; O'Connell, 11

22 November: Imperialist Wars and Their Lessons

READ: O'Connell, Chapter 13

ESSAY DUE IN CLASS!!

29 November: Deadly Spirals

READ: Bond, Chapter 5

Quiz 2!

4 December: The Naval Race

READ: O'Connell, Chapter 12; and Ian Moffat, "Corbett: A Man before His Time",

RESERVE: Donald M. Schurman, "The American: Admiral Alfred Mahan"

RESERVE

NB: Computer Simulation on Dreadnought Warfare!

Exam: TBA

Key Dates

21 Sept: Last Day to change course registrations without financial penalty (add/drop classes)

27 September: Essay Proposals Due!

11 October: Quiz 1

25 October: Reflection Paper Due!

November: Last Day to withdraw from a course or switch to audit without receiving an F

22 November: Essay Due!

29 November: Quiz 2

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.

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-two years of first-year 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