

Grande Prairie Regional College

Dept. of Arts and Education

HI2982/398: The Violent Century (3 Credits)

Winter, 2009

Instructor: Duff W. Crerar, PhD. **Office:** C404

Time: Thursdays: 6-9pm **Room:** F309

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“If the Almighty wanted anyone killed, all He needed to do was arrange to have them born in the middle of the twentieth century”.

Introduction:

War and its related forms of conflict in the twentieth century took more human lives than ever before. In this course students trace the conduct of international mass violence, industrialized total war, military culture, war and societies, revolutionary, asymmetrical and ethnic conflicts. A feature of this course is its breadth and flexibility, as well as its incorporation of occasional essays by Canadian soldiers and scholars on matters of national policy and defence since the Cold War. Students will write a research essay, a reflection paper on the novel *The Cruel Sea*, two mid-term tests and a final examination. Transfer: UA, UC, UL, AU, CU, CUC, KUC

Texts: *Note: Be sure to check the IVCF book sale for used copies of these!*

Dyer, Gwynne, **War**. (Red or Black paperback)

Dyer, **The Mess They Made**. McClelland and Stewart, 2007.

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

Bond, Brian. **Pursuit of Victory**. Oxford, 1998.

Bond, Brian. **War and Society in Europe 1870-1970**. McGill Queens, 1998.

Montsarrat, Nicholas. **The Cruel Sea**. (Bookstore or Amazon.com)

Rogers, Paul. **Losing Control** Pluto Press, 2000.

NOTE: From time to time I will have short readings placed on Blackboard or Reserve in the Library. Please plan ahead to read them before the class we will use them in!

Course Outline:

8 January: **Prelude to Armageddon: The Generations of 1914**

REVIEW: O’Connell, Chapter 11-13; Bond, **Pursuit of Victory**, Chapter 5; and **War and Society in Europe**, Chapters, 2-3.

15 January: **Responsibility**

READ: Michael Howard, “The Use and Abuse of Military History” (Reserve)

Stoessinger, **Why Nations Go to War**, Chapter 1 (Reserve)

22 January: **The Killing Ground**

READ: O’Connell, Chapter, 14.

29 January: **Total War Mk I**

READ: Bond, **Pursuit of Victory**, Chapter 6.
Bond, **War and Society in Europe**, Chapter 4.
Kiernan, Chapter 12.

5 February: **Bitter Peace**

READ: Bond, **War and Society in Europe**, Chapter 5.
NBBB: Test 1!

12 February: **Technological and Strategic Controversies**

READ: David MacIsaac “Voices from the Central Blue” and Brian Bond/Martin Alexander, “Liddell Hart and De Gaulle: the Doctrines of Limited Liability”, both found (Chapters 20-21) in Peter Paret, **Makers of Modern Strategy**, Reserve.

February 21 Reading Week: Don't Come to Class!

26 February: **Total War, MKII**

READ: Bond, **Pursuit of Victory**, Chapter 7
Stoessinger, Chapter 2 (Reserve)
O'Connell, Chapter 15.

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

READ: Bond, **War and Society**, Chapter 6.
Dyer, Chapter 7.
Bond, **War and Society in Europe**, Chapter 6.
Note: Cruel Sea Reflection Paper Due!

12 March: **A Weapon to End All Wars?**

READ: Bond, **War and Society in Europe**, Chapter 7.
O'Connell, Chapter 16.
Bond, **Pursuit**, Chapter 8, up to page 187.
Dyer, Chapter 8.
Stoessinger, Chapter 3.

19 March: **Revolutionary War**

READ: Dyer, Chapters 9-10
Stoessinger, Chapter 4
Bond, **Pursuit**, 187-192.

26 March: **Africa and the Heart of Darkness**

READ: Oliverio, Charles. “Operation Deliverance: International Success or Domestic Failure?” (RESERVE)
Beardsley, “Learning from the Rwandan Genocide to stop the Genocide in Darfur” Part 1” (RESERVE)
Hennessey, “Operation Assurance: Planning a Multinational Peacekeeping Force for Rwanda/Zaire”
Note: Test 2!

2 April: **The War Lovers**

READ: Stoessinger, Chapters 5-8.

Paul Rogers, Losing Control, Chapters

Bond, **Pursuit**, finish Chapter

NB Research Essay Due!

9 April: **Virtual Empire and Virtual Victories**

Note: Readings will be on Blackboard after final selection has been made.

READ: Dennison, "Operation Iraqi Freedom: What went wrong?"

Hobson, "The Information Gap".

Smith, Canada in Afghanistan: Is it Working" March 2007.

Olson, "Fighting For Humanitarian Space".

Yari, "Canada in Afghanistan: Continuity and Clarity".

Ferris, "Invading Afghanistan, 1838-2006: Politics and Pacification" .

Warning: Late assignments will be penalized *heavily*. You will be given 5 coupons (better known as "Duff Bucks" at the beginning of term. **Each** one counts for 1 Day extension. You can use them any time. ***You cannot earn or receive any more!*** Get it?

Marking Scheme:

Mid-Term	20
Reflection Paper	15
Essay	25
Attendance	10
Final Exam	30
Total	100

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 each night 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 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*

Essay: You have a research essay: 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 "dead", ***unless you have previously made arrangements with me, in writing! 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 essay should be at least 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.

Reflection Paper: This paper is not a book review, nor a research essay. It is a personal response to the topic of the novel and how well it conveys the atmosphere and conditions of war and military life, and returning from the wars. I have chosen an award winning study of Canadian troops, specifically snipers, at war in World War I. Your reflection is not a summary of the novel, but an organized written response explaining specifically how aspects of the War were taught which might not be covered by historical non-fiction or textbooks. *Length is minimum ten double-spaced pages.*

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.