



**DEPARTMENT OF ARTS AND EDUCATION
COURSE OUTLINE: Winter 2013**

HI2982/HIS398 Human Conflict: The Deadliest Century 3 (3-0-0) 45 Hours
CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S): Animated Lecture, Moodle, Audio-Visual, & Video Conference

Class time: Thursday night 18:00-21:00 hrs.

Room: F309

Instructor: Dr. Duff Crerar, Ph.D.

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Office: C-404

E-mail: dcrerar@gprc.ab.ca

OFFICE HOURS: Tuesday 2-4; Thursday 10-11; Friday 1-3:30

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

REQUIRED TEXT/RESOURCE MATERIALS:

Note: Be sure to check the book sale for used copies!

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

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

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

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

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

CALENDAR DESCRIPTION

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.

Detailed description and objectives: 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, images, 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 (see suggested fields at the back of the outline). You design 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 loses 50% on day 1, and the rest of its worth on Day 2, **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.

“But sir, how do we get the duff bucks?” Answer: You earn them. Each time you pass a reading quiz I will give from time at the beginning of class (four) you get a shiny new duff buck attached to your test! Collect all 4!

Your essay should be at least ten (10) 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 British sailors fighting for the convoys in the North Atlantic. 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 10 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, military law and ethics, or diplomacy. Develop some appreciation for the big picture before you choose your specialties. Try to read outside your own pre-existing interests, too.

TRANSFERABILITY: UA, UC, UL, AU, GMU, 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 FAIL, withdrawal after the deadline

| GRANDE PRAIRIE REGIONAL COLLEGE | | | |
|---------------------------------|--------------------|-----------------------|-------------------------------------|
| GRADING CONVERSION CHART | | | |
| Alpha Grade | 4-point Equivalent | Percentage Guidelines | Designation |
| A ⁺ | 4.0 | 90 – 100 | EXCELLENT |
| A | 4.0 | 85 – 89 | |
| A ⁻ | 3.7 | 80 – 84 | FIRST CLASS STANDING |
| B ⁺ | 3.3 | 77 – 79 | |
| B | 3.0 | 73 – 76 | GOOD |
| B ⁻ | 2.7 | 70 – 72 | |
| C ⁺ | 2.3 | 67 – 69 | SATISFACTORY |
| C | 2.0 | 63 – 66 | |
| C ⁻ | 1.7 | 60 – 62 | |
| D ⁺ | 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 |

EVALUATION

Mid-Term 20

Reflection Paper 15

Essay 25

Attendance 10

Final Exam 30

+++++

Total 100

COURSE SCHEDULE/TENTATIVE TIMELINE:

Key Dates

11 January: last day to add classes

Informal Essay Proposals Due!

26 January: Quiz 1

16 February: Reflection Paper on Cruel Sea Due

20-24 February: Reading Week (yippee!)

6 March: Last Day to withdraw

15 March: Quiz 2

22 March: Research Essay Due

6 April: Good Friday Holiday

12 April: Last Day of Classes

Final Exam: TBA

Class schedule:

10 January: Prelude to Armageddon: The Generations of 1914

Review: Michael Howard, "The Use and Abuse of Military History" (Moodle)

17 January: Responsibility

READ: Bond, **Pursuit of Victory**, Chapter 5; Stoessinger, **Why Nations Go to War**, Chapter 1 (RESERVE)

24 January: Total War MK I: The Killing Ground

READ: O'Connell, Chapter 11-14.

31 January: War and Society

READ: Bond, **Pursuit of Victory**, Chapter 6; Also Koch, **Germany's Aims in the First World War**, tba, RESERVE

7 February: Bitter Peace

READ: complete Bond, Chapter 6.

NBBB: Quiz 1!

14 February: Technologies in search of Strategy

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

20-24 February: Reading Week (yippee!)

28 February: Total War, MK II

READ: Bond, **Pursuit of Victory**, Chapter 7; Stoessinger, Chapter 2 RESERVE; O'Connell, Chapter 15.

7 March: The Ordeal of Total War

READ: Dyer, Chapter 7; Note: **Cruel Sea** Reflection Paper Due!

14 March: A Weapon to End All Wars?

READ: O'Connell, Chapter 16; Bond, **Pursuit**, Chapter 8, up to page 187; Dyer, Chapter 8; Stoessinger, Chapter 3.

21 March: Revolutionary War

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

28 March: Africa and the Heart of Darkness (All of these are posted on Moodle)

READ: Oliverio, Charles. "Operation Deliverance: International Success or Domestic Failure?"; Brent Beardsley, "Learning from the Rwandan Genocide to stop the Genocide in Darfur Part 1; Hennessey, "Operation Assurance: Planning a Multinational Peacekeeping Force for Rwanda/Zaire"

Note: Quiz 2!

4 April: The War Lovers

READ: Stoessinger, Chapters 5-8. Bond, **Pursuit**, finish Chapter 8.

NB Research Essay Due!

11 April: Virtual Empire and Virtual Victories: the future of conflict

Note: Readings will be on Moodle.

READ: Dennison, "Operation Iraqi Freedom: What went wrong?" Hobson, "The Information Gap". Smith, "Canada in Afghanistan: Is it Working?" and Paul Rogers, **Losing Control**, tba RESERVE

Marking Philosophy: I use a criterion grading system whereby students master the information, concepts and skills I expect them to master (after thirty-two years of undergraduate teaching, I have a fairly clear picture of what those are). I do not use a grade curve. 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.

Sample Essays:

None of these should be taken as is: each one must be broken down into smaller studies, after discussion with me!

Generalship in World War I: lions led by donkeys?
The strategic value of submarine warfare: Do navies need them?
Decolonization wars: Communism or Nationalism?
The Arab-Israeli Wars: Brilliant victories, strategic defeats?
Canada as a military nation: independent ally or colonial follower?
Peacekeeping: a noble failure?
War and national policy.
Nuclear war and deterrence.
Propaganda in war.
Women in war: supplement to men or combat-capable?
Destruction from the skies: a worthwhile strategic method?
Democracies at war.
Totalitarian states at war.
The three-bloc war and future world conflict.
Roles for sea power: past and or present.
The guerrilla in the modern world.
Cyber warfare: purpose and defence.
Weapons of Mass Destruction
Precision Guided Weapons: perfection in war fighting?
Aerial bombing in the field: A war-winning technique?
Alliances as peacemaking forces.
The UN as a peacemaking force.
Asymmetrical warfare: the fourth generation of combat?
Morale: the human factor.
War on film: history or propaganda?
Media in wartime: the threat of the censors?
Media and the military.
Civil-Military relations.
Intelligence in war and peace.
The value of pre-emptive wars.
Children and war.
Aboriginal peoples and war.
The phenomenon of total war.
Sex in wartime.
Small wars, savage wars?
The Cold War: success or failure?
Statesmen and Generals: War is too serious a business for soldiers.
The Psychic costs of war.
War: Morality and Justice in conflict.
Dealing with ethnic conflict