

THE UNIVERSITY OF BRITISH COLUMBIA

HISTORY 425 001

WAR AND SOCIETY

WINTER SESSION 2010-2011

Instructor:

Dr. Allen Sens

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Course Description:

This course will examine the evolution of warfare from the ancient period to the present day. Particular emphasis will be placed on the relationship between the transformation of war and changes in society, technology, and international and domestic politics. Selected wars will be examined in the context of prevailing social, political, economic, and spiritual conditions. Although the course is not a military history course, many of the major campaigns and famous battles of history will be examined as case studies. Students will also be introduced to themes such as the development of thought on strategy and tactics, women in war, war crimes and laws of war, and the relationship between war and the arts.

Course Objectives:

This course has five core learning objectives. Students will be able to:

1. demonstrate familiarity with the evolution of war across time and place;
2. identify elements of continuity and change using examples and cases;
3. differentiate between battles and wars and their significance in history;
4. critically assess established arguments and debates in the study of war;
and
5. apply the knowledge and analytical tools used in the course to recent and current wars.

Prerequisites:

Enrolment is restricted to third and fourth year students. HIST 102 or 103 are recommended (but not required) for this course.

Course Format:

The format of the course will be two lectures a week. Attendance in lectures is mandatory.

Required Texts and Materials:

- Azar Gat, War in Human Civilization.
- Charles Townshend, ed., The Oxford History of Modern War.
- Crimes of War 2.0. Online at: <http://www.crimesofwar.org/>

Course Assignments, Due Dates and Grading:

Students will be graded on the basis of their performance on exams, their research paper, and their Self-Directed Learning Plan (SDLP). Students are responsible for material covered in lectures and class discussions as well as in the assigned readings and handouts. Course grades will be determined on the basis of the following:

a. SDLP Assignment (Sept. 29)	5%
b. SDLP Assignment (Oct. 18)	5%
c. First mid-term exam (Nov. 1)	15%
d. SDLP Assignment (Nov. 17)	5%
e. Research Paper (Jan. 26, 2011)	30%
f. Second mid-term exam (Feb. 9, 2011)	15%
g. SDLP Assignment (Mar. 9, 2011)	5%
h. Final examination (UBC scheduling)	20%

The mid-term exams will be held in class. Students will be responsible for all material discussed prior to the exam dates. Students who miss examinations for non-medical reasons will not have the opportunity to rewrite. Medical exemptions will require documentation. The final exam will be scheduled by UBC. No make-up or alternate final exams will be scheduled, with the exception of the UBC standing deferred examination period. The exams will employ some combination of short answer and essay answer questions. Students will be expected to demonstrate familiarity with issues and debates, core themes, identify and state the significance of historical events, and differentiate between wars, technologies, and related social and economic developments.

The Self-Directed Learning Plan is an individual learning dossier maintained by each student. The SDLP will serve two functions: first, it contains several assignments to enhance learning (completion is mandatory and the assignments will be graded); and second, it will allow students more freedom to structure their learning in the directions that interest them. The SDLP package is available on the course website. SDLP components are due on the dates provided above. The SDLP components do not have to be completed in sequence. The SDLP components should be submitted in class, in hard copy.

Course Formalities:

In accordance with university regulations, work submitted in this course must not have been submitted to any other course or institution. All written work submitted must be an original composition by each student. Refer to the University's policies on academic discipline and plagiarism. Punishment will include a grade of zero for the assignment and possible expulsion from the course and suspension from the university (see the UBC Calendar).

The penalty for late papers and assignments is 3% per day and 3% per weekend. Extensions will not be granted except for illness or extraordinary circumstances.

During your time in this course, if you encounter medical, emotional, or personal problems that affect your attendance or academic performance, please notify your Academic Advising Office (for Arts students: Centre for Arts Student Services). All cases are treated confidentially and academic advisors can offer concessions and advice where appropriate. This process ensures fairness and protects all students and professors from fraud.

Students with disabilities who have registered with Access and Diversity should notify me within the first two weeks of the course. Students planning to be absent for varsity athletics, family obligations, or other commitments should consult the instructor before the drop date.

A Note on Coverage

The history department and other departments offer courses on war, including:

CLST 319	The Roman Army
HIST 328	Revolutionary America and the Formation of the USA
HIST 402B	War in South East Asia and International Relations
HIST 403A	Twentieth Century Revolutions
HIST 405	Diplomacy and Conflict in the Middle East
HIST 484	East Asian Military Systems and Warfare

Where possible, this course attempts to avoid major duplication of these courses.

List of Readings and Topics

A. Studying War

- A.1. War and Us
- A.2. War and History
- A.3. War and Theory
- A.4. War by the Numbers

Readings: Gat, Part I; COW: Preface to Second Edition, Foreword, Overview.

B. War From Antiquity to Feudalism

- B.1. War and Civilization
- B.2. Ancient Greece and the Persian Empire
- B.3. Feudal Europe
- B.4. Islam, Christianity and the Crusades
- B.5. Fortification and Gunpowder
- B.6. Women and War from Antiquity to Feudalism

Readings: Gat, Part II; COW, A and B.

C. The State and Dynastic Warfare

- C.1. War and the Modern State
- C.2. Armies, Navies and Gunpowder
- C.3. War and European Imperialism

Readings: Gat, Chapter 13; OHMW, Chapter 1; COW, C

D. The State and National Warfare

- D.1. War and Nationalism
- D.2. The American Revolution
- D.3. Wars of the French Revolution
- D.4. Colonial Wars

Readings: Gat, Chapter 14; OHMW Chapters 2, 3, and 4; COW, D and E

E. War and the Industrial Revolution

- E.1. War and Industry
- E.2. Weapons and Technique
- E.3. Society and Naval Power
- E.4. The American Civil War
- E.5. The Zulu War
- E.6. Women, the State, and War

Readings: Gat, Chapter 15; OHMW Chapters 5, 6 and 11; COW, F, G, and H

Second Term

F. World War One

- F.1. War and Society 1914 - 1918
- F.2. Armies and Weapons
- F.3. The Western Front
- F.4. A World at War

Readings: OHMW Chapter 7, 12, and 13; COW, I

G. World War Two

- G.1. The Interwar Period
- G.2. Technology and Tactics
- G.3. The War in Europe
- G.4. The War in the Pacific
- G.5. Women and War 1914-1945

Readings: OHMW Chapter 8, 14, 15 and 16; COW, J, L, M, N, and O

H. War and the Cold War

- H.1. War and Society (1946-1991)
- H.2. Preparing for World War Three
- H.3. "Conventional" War
- H.4. Insurgency Warfare

Readings: OHMW Chapter 9, 10, 17 and 18; COW, P, Q, and R

I. Contemporary Warfare

- I.1. War and the Information Age
- I.2. The Iraq War
- I.3. The War in Afghanistan
- I.4. The Future of War

Readings: Gat, Chapter 16 and 17; COW, T, U, V, and W

Paper Topics

The research paper is due Jan 26, 2011. The research paper must be a formal essay of 4000 words, and must include footnotes or endnotes and a bibliography. Your term paper must be an essay. Specifically, the paper must be an analytical composition, which presents a clear argument about a problem, supported by compelling evidence. The essay must adhere to standard rules of English concerning spelling, grammar, and vocabulary. Papers must be word processed in word (.doc or .docx format), double-spaced, with one-inch margins and a 12-point

font. *For citations, papers must use the Turabian style system* (pick either the endnote and bibliography system commonly used in the humanities or the parenthetical reference system commonly used in the social sciences). For a quick guide to the Turabian system visit: <http://www.libs.uga.edu/ref/turabian.html> or access Kate Turabian's manual of style, which is now in its 6th edition.

Your paper ought to have a concise thesis statement, which clearly states the argument of the paper (i.e., your own point of view on your subject). The body of the paper should be devoted to supporting your thesis statement. All written work submitted in the course must be an original composition by each student. Work submitted for evaluation must not be submitted in other courses. The late penalty is 3% per day and weekends. Extensions will not be granted except for illness or extraordinary circumstances. You should retain backup copies of all your assignments.

Paper copies of the papers are to be handed in by the end of class on the due date. Electronic copies of papers should be submitted on or before the due date. Late papers will be accepted after class via e-mail with a 1% late penalty until 11:59:59 on Jan. 26 2011 (hard copies are still required) and a 3% late penalty for each day afterward (weekends count as one day or 3%). Do not e-mail or FAX your papers to the Departments of History or Political Science.

As this is a fourth year course, students will be expected to develop their own term paper topics in consultation with the instructor. It is mandatory to have a meeting with the instructor (or to have a consultation over e-mail).

THE UNIVERSITY OF BRITISH COLUMBIA

DEPARTMENT OF HISTORY

HISTORY 425 001: WAR AND SOCIETY

(September 2010 - April 2011)

SELF-DIRECTED LEARNING PLAN

THIS IS THE LEARNING PLAN OF:

Name: _____

Student Number: _____

HISTORY 425: WAR AND SOCIETY**SELF-DIRECTED LEARNING PLAN COMPONENTS**

Keep your SDLP together in a binder or organizer of your choice.

Hand in the entire SDLP (except the art) each time you hand in a component.

Check after “complete” when each assignment is finished.

IMPORTANT: Consult the component due dates on the course outline. You do NOT have to complete the components in the order provided below.

1) Art Presentation

Complete: _____ Instructor: _____ Value: 5%

2) Creative Arts Project

Complete: _____ Instructor: _____ Value: 5%

3) Movie Review

Complete: _____ Instructor: _____ Value: 5%

4) Individual Learning Project

Complete: _____ Instructor: _____ Value: 5%

COMPONENT #1: ART PRESENTATION

For this component, you will make a short presentation to the class on a piece of art with a war-related theme. You will consult with the instructor on your presentation. Your presentation should be brief (about five minutes) so if you pick a poem (for example) do not select an epic like Beowulf or The Charge of the Light Brigade. Your presentation should include a brief (a couple of minutes) introduction on the context of the art, the author or creator, and the date, and the significance of the piece. After your presentation, place a copy of the artwork, the information noted above, and a one-page double-spaced reflection on the significance of the artwork after this sheet in your SDLP. A copy of any artwork must be presented to the class via a slideshow, web-based visual, or provided to the instructor for visual presentation to the class via Powerpoint.

An important purpose of this assignment is to increase student comfort levels with making presentations to large groups. However, if you do not wish to make a presentation, you must provide a copy of the artwork, and a two page reflection on the artist and the context of the artwork, and place these materials after this sheet in your SDLP. A copy of the artwork must be provided. You must clear the artwork with the instructor (to avoid duplication).

Art may only be presented once during the course! A sign up-list will be kept, so if you have a piece of art in mind, claim it early!

A copy of your chosen art piece, the information noted above, and your one-page reflection on the significance of the art should be placed after this sheet.

COMPONENT #2: CREATIVE ARTS PROJECT

This component of the SDLP requires each student to create an original work of art focused on the themes of anti-war protest or military awareness/recruitment/support our troops campaigns (or anything in between). The work may be a poster, sculpture, song, or any other visual or performing art genre. All projects must be cleared by the instructor. Your artwork must be accompanied by a one page double spaced explanation, and should have a separate label including your name, the title of the work, and a description of the artistic medium used (i.e., pencil on paper). Do your best. I respect that we are not all great artists. The key is making the effort. It is striking that in a world where graphics and art have such a prominent role (advertising, the internet, protest, propaganda) our higher education systems seldom give opportunities for students to develop their practical and conceptual abilities to link intellectual thought and creative expression. So here is an opportunity!

Many pieces of art will be quite large and unwieldy, so feel free to ask to drop it off in my office early on the due date.

At some point later in the term we will have an art exhibit of all creative arts projects in the class. Prizes will be awarded by vote!

Your one page reflection can be attached to your artwork by paper clip or some other method.

COMPONENT #3: MOVIE REVIEW

This component of the SDLP requires each student to view a feature-length motion picture with a war theme.

Your review should be two pages double-spaced in length, describing the setting of the movie and your reflections on the film. Critically analyze the film. What was the point of the film? Was the film an anti-war statement? Did it glorify war? How were women portrayed? Was the movie “realistic” or “surrealistic?” Did the film reflect any social themes in existence when the movie was made?

Try to avoid recent releases less than a year old. Do not neglect “foreign” cinema: some of the best “war” films have been produced in English-speaking countries abroad or in other languages (and dubbed or subtitled). Examples include many of the Samurai films of Akira Kurosawa, and German films such as “Das Boot,” “Germany, Pale Mother,” and “Stalingrad.” Jean Renoir’s “The Grand Illusion” is the leading French anti-war film, but do not neglect “The Green House” and “Is Paris Burning?” Australia has produced some superb war films, including “Breaker Morant,” the heart-wrenching “Gallipoli,” (featuring a very young Mel Gibson) and “The Light Horsemen.”

If you prefer non-violent films, you can certainly pick character studies revolving around the issues of command, including “The Caine Mutiny,” “Tunes of Glory,” and “Paths of Glory.” Also feel free to choose non-violent films set during wartime or involving non-combat themes and characters.

Of course, feel free to experience the (occasionally dated) classics like “Gone with the Wind,” “All Quiet on the Western Front,” (hailed by some as the greatest war movie ever made) “Midway,” “The Longest Day,” “A Bridge too Far,” “A Bridge on the River Kwai,” “Mrs. Miniver,” “Patton,” “Tora, Tora, Tora,” “Apocalypse Now,” “The Deer Hunter,” “Saving Private Ryan,” and the horrifying “The Killing Fields.”

Your review should be placed after this sheet.

COMPONENT #4: INDIVIDUAL LEARNING PROJECT
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The Individual Learning Project (ILP) is an assignment that provides the student with the maximum flexibility to pursue their own interests within the framework of the course subject. The ILP should be two pages long, and could take the form of the following:

- an interview with a soldier or a veteran;
- a report on an arms control effort or treaty, with a reflection on its significance and success or failure;
- a report on a war crime, with a description and discussion on the legal and enforcement issues surrounding the case;
- a report on a weapon or weapon system, with a description of its development, impact on the battlefield, and on warfare more generally;
- an exploration of some aspect of a current war.

I am happy to entertain suggestions. 4-5 academic, UN report, major NGO report, or international institution report sources should be used in developing your ILP.

Your ILP should be placed after this sheet.