

COURSE OUTLINE		
<b>TERM: Spring 2019</b>	<b>COURSE NO: HIST 380</b>	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE: WAR AND SOCIETY</b>	
<b>OFFICE: LOCAL:</b> <b>E-MAIL: @capilanou.ca</b>	<b>SECTION NO(S):</b>	<b>CREDITS: 3.0</b>
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

### **COURSE FORMAT**

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

### **COURSE PREREQUISITES**

45 credits of 100-level or higher coursework.

### **CALENDAR DESCRIPTION**

This course will examine the development of warfare and its relationship, role and impact on society between 1850 and the nuclear age. Main themes will include: the role of war in contemporary societies, views and attitudes towards war, the technology and science of war, as well as the tactics and strategy of war.

### **COURSE NOTE**

HIST 380 is an approved Self and Society course for Cap Core requirements.

### **REQUIRED TEXTS AND/OR RESOURCES**

Bond, Brian. *War and Society in Europe, 1870-1970*. Current Edition. Montreal: McGill-Queen's University Press, 1998 or later.

Remarque, Erich Maria. *All Quiet on the Western Front*.

Storey, William K., and Towser Jones. *Writing History: A Guide for Canadian Students*, Current Edition. Don Mills, ON: Oxford University Press, 2016 or later.

### **COURSE STUDENT LEARNING OUTCOMES**

On successful completion of this course, students will be able to do the following:

1. Explain the significance of important people, places, events, concepts, processes, and themes.
2. Summarize and critically engage with significant historical arguments and debates.
3. Based on original research, and using evidence from primary sources, formulate a logical and persuasive historical argument, in a formal essay format, and use this argument to engage with

relevant scholarship in the field.

4. Critically reflect on the major people, events, and processes that shaped the history of war and society, and assess their contributions to historical change and continuity.
5. Critically reflect on their own progress and development in the context of the course and assess the utility of the historical discipline in their personal, academic or professional trajectory.

Students who complete this Self and Society course will be able to do the following:

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
3. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.
4. Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

### COURSE CONTENT

In order to facilitate student learning and in-class discussion, students are expected to complete all assigned readings before each class. Readings and lecture topics may change and/or additional readings assigned as appropriate. Please consult with your instructor and the course syllabus.

DATE	TOPICS & READINGS
Week 1	<b>Course Introduction</b>
Week 2	<b>Warfare and Weapons in the mid to late 1800s</b> <b>The Militarization of Medicine</b> <b>Nationalism, Imperialism and Expansionism</b>
Week 3	<b>The Rise of the Japanese Empire</b> <b>Pacifism and the Early Peace Movement</b> <b>“Civilizing” War: The Hague and Geneva Conventions</b>
Week 4	<b>“The War to End all Wars”: Attrition Warfare and Emerging Technologies during the Great War</b>
Week 5	<b>The Versailles Treaty and the League of Nations</b> <b>Attempts to Ban or Mitigate War during the Interwar Period</b>
Week 6	<b>Future Wars: Military and Social Theorists during the 1920s and 30s</b> <b>The Potent Mix: Nationalism, Militarism and Imperialism during the late 1930s</b>
Week 7	<b>Midterm Exam</b>
Week 8	<b>The Second World War and Civilians: “Race War”, Atrocities and Post-War Accountability</b>
Week 9	<b>The Second World War: Emerging Science and Technologies</b>

DATE	TOPICS & READINGS
Week 10	<b>The Cold War: The Spread of Communist Influence and Reactions to “the Red Threat” during the 1950s and early 60s</b>
Week 11	<b>Nuclear Weapon Development, Testing and Proliferation</b>
Week 12	<b>Nuclear Weapon Development, Testing and Proliferation con’t</b>
Week 13	<b>Surviving Nuclear War: the Myth of Civilian Defence</b>
Week 14-15	<b>Final Exam Period</b>

**EVALUATION PROFILE**

Written Assignments	20–40%*
Tests and Quizzes	20–40%*
Participation	0–10%
Presentations	0–30%
Final Exam	<u>20–35%</u>
	100%

\*Note: No single assignment will be worth more than 35% in the evaluation profile.

**Participation**

Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions, listening attentively during lectures and when other students are speaking, and participating in all activities with an open and inquisitive mind.

**GRADING PROFILE**

A+ = 90 - 100%	B+ = 77 - 79%	C+ = 67 - 69%	D = 50 - 59%
A = 85 - 89%	B = 73 - 76%	C = 63 - 66%	F = 0 - 49%
A- = 80 - 84%	B- = 70 - 72%	C- = 60 - 62%	

**Incomplete Grades**

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

**Late Assignments**

Assignment submission guidelines, deadlines, and late penalties are determined by the instructor within the parameters of History Department practices. In general, assignments will be submitted electronically via Moodle or by hard copy in-class (consult with your instructor for their preference). Assignments submitted late may be subject to late penalties, except in extenuating circumstances (e.g. medical or family emergency). Please contact your instructor as soon as possible if such an unfortunate situation occurs. Official documentation (e.g. doctor's note) may be required for any extension to be granted.

**Missed Quizzes and Exams**

Missed quizzes and exams may only be rescheduled in the event of exceptional emergencies and/or circumstances. Please contact your instructor as soon as possible if you find yourself in this situation (do not wait until the next class). In such cases, students may need to provide appropriate and verifiable documentation supporting an absence, as soon as possible after the absence occurs. Rescheduling will not be allowed for reasons such as holidays, nor shall re-scheduling be possible after exams have been graded and returned. For further details, please consult with your instructor.

**Attendance**

This course is built around an active classroom component; attendance in all class meetings is therefore strongly advised. Students not attending class regularly will be at a considerable disadvantage. Official university policy on attendance is found in the University Calendar.

**English Usage**

Students are expected to use proper academic English in written assignments. All written work should be in clear, well-organized and correctly punctuated sentences contained within organized paragraphs. Form as well as content will be evaluated in all written assignments.

**Electronic Devices**

Personal electronic devices (laptops, tablets, e-readers, etc.) may not be used during a quiz or exam without prior approval. Any use of cellphones, smartphones, or other distractions is strictly prohibited. These must be silenced and stored for the duration of the quiz/exam period. Students requiring exam accommodations must register with Accessibility Services. Please consult with your instructor about their practices for use of electronic devices during regular classes.

**On-line Communication**

A Moodle site will complement the course syllabus and your Capilano email address will be used for all official communications; please check both regularly. The best way to reach your instructor is by email or by going to regularly scheduled office hours. The course syllabus contains a wealth of information, policies, and guidelines to help you to navigate this course successfully—read it carefully! The syllabus also provides a detailed breakdown of readings and assignments for the course.

**UNIVERSITY OPERATIONAL DETAILS****Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <http://www.capilanou.ca/services/>

**Capilano University Security: download the [CapU Mobile Safety App](#)**

**Policy Statement (S2009-06)**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

**Academic Integrity (S2017-05)**

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

## Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including [B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure](#).

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

## DEPARTMENT OPERATIONAL DETAILS

### Classroom Etiquette

All students are expected to behave in a respectful academic manner. Learning is a cooperative endeavor so it is important that we all be involved in creating and maintaining a positive and supportive learning environment in the classroom.

### Formatting Written Assignments

All written assignments will be composed in a standard font and font size (e.g. 12-point Times New Roman), double-spaced, paginated, with one inch margins, and a title page with a title, your name, date, course name, and instructor's name, in hard copy, or saved in pdf or doc formats. The accepted format for referencing in history papers is the *Chicago Manual of Style, 16<sup>th</sup> Edition* (footnotes-bibliography), which can be found at: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

### Accessibility and Diversity

The History Department is committed to the academic values of accessibility and diversity. We aim to promote and protect a positive, supportive and safe learning environment for all students. Students with diverse learning styles and needs are welcome and encouraged to fully participate in this course. For academic accommodations, please contact your instructor and/or Accessibility Services as soon as possible. The Accessibility Services office is in BR 284, and you can book an appointment with them by calling 604-983-7526. The university's policy on Access and Accommodation is available at: <http://www.capilanou.ca/about/governance/policies/Policies/>.