



**Faculty of Arts
Department of History
Course Outline
Winter 2023**

**HTST 202
An Introduction to Military History**

Instructor: Dr. Glenn R. Wilkinson

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Office Hours and Location/Method: MWF 10-11am, SS646 In Person

Classroom Location, Days and Times: T/Th 12.30pm-1.45pm; ICT 121

Course Delivery: In Person

Description

This course is designed to introduce students to some of the major themes and practices of military history. It will be a broad sweep but will allow students to examine topics of interest to them. There will be an emphasis on the interconnected nature of war, the military, and society and will examine technological development, politics, economics, social, and cultural elements. It will show many different approaches to understanding military history offering a global range of examples.

Learning Outcomes

By the end of the course, students are expected to:

- Have a fundamental understanding of the major shifts in military history
- Be able to write and assess both primary and secondary documents in a critical manner
- Participate and understand larger debates concerning Military History
- Be able to write, analyze, and communicate critically

Reading Material

Required: Wayne E. Lee, *Waging War: Conflict, Culture and Innovation in World History* (Oxford University Press, 2016)

A physical copy of the book is available here:

https://www.calgarybookstore.ca/buy_textbooks.asp?

You can also rent an electronic copy of the book here:

<https://calgary-store.vitalsource.com/products/waging-war-wayne-e-lee-v9780190267216>

Assessment

Method	Due Date	Weight
Book/Article Review	February 16, 2023	25%
Mid-Term Exam	March 2, 2023	25%
Weekly Quizzes	Weekly (10 @ 2% each)	20%
Final Exam	Registrar Scheduled	30%

Grading Policies

Grading will be assessed using a letter grade for each assignment and examination. Late papers and examinations may be assessed a letter grade for every day that they are late, including weekends and holidays (i.e., A- to a B+ etc.). Please save a separate copy for your records. All assignments and exams are to be placed in the Dropbox on the course D2L. If you wish to know more about your grade and how you can improve for later assignments/exams, please see either the instructor or TA first (whomever marked it). Generally, 'make-up' work will not be offered, though students can apply to defer exams or term work.

Details on Methods of Assessment

The following are some details concerning the method of assessments for the exams and assignments. There are no 'group assignments' in the course and collaboration is not to be conducted, either in-person or on-line. You are expected to do your own work. Unless otherwise stated, all assignments are to be in by 11.59pm (23.59) of the date due.

Book/Article Review:

Students will be asked to write a review of any secondary source book or article listed in the textbook's 'Further Reading' and 'Notes' sections at the end of every chapter. The structure and quality of the review should follow the *History Student's Handbook* section on Reviews and Analyses, where it states that the review will critically 'assess the argument, methodology, strength, and weaknesses of secondary sources produced by historians.' Reviews are to be 4-5 pages in length, Times New Roman, 12pt font with standard margins and submitted to the Dropbox on the course D2L.

Mid-Term Examination:

The mid-term will consist of short-answer questions and a short essay based on the lectures and readings. You will have a generous choice of questions to answer. In person and in class.

Weekly Quizzes

These quizzes will be a mixture of fill in the blank, multiple choice, True or False questions taken from the readings and lectures each week. There will be 12 quizzes and the best 10 will be graded. Each one will take about 15 min to write, be worth 2%, and will be posted every Friday on D2L for you to complete, normally within 3 days.

Date: Weekly

Value: 20%

Final Examination:

The final examination will be scheduled by the Registrar. The first two parts will be the same structure as the mid-term with an added essay component.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances. Audio recordings of the lectures will be made and shared with students who are ill or in quarantine. This is not an on-line course and lectures will not be posted on D2L.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Schedule

Date	Topic & Reading	Important Dates
Week 1 Jan 10 – 12	Introductions and The Origins of War and of the State Readings: Lee, Chapter 1	
Week 2 Jan 17 – 19	Carts, Chariots, Catastrophe, and Cavalry Readings: Lee, Chapter 2	
Week 3 Jan 24 – 26	Men in Lines with Spears Readings: Lee, Chapter 3	

Week 4 Jan 31 – Feb 2	Discipline and Frontiers in the Agricultural Empires Readings: Lee, Chapter 4	Library Instruction Feb 2 In Class
Week 5 Feb 7 – 9	The Horsemen of Europe and the Steppe Readings: Lee, Chapter 5	
Week 6 Feb 14 – 16	War Under Oars Readings: Lee, Chapter 6	Book/Article Review February 16
Week 7 Feb 21 – 23	Reading Week - No classes	
Week 8 Feb 28 – Mar 2	Gunpowder in Europe and in the Ottoman Empire Readings: Lee, Chapter 7	Mid-Term Examination March 2
Week 9 Mar 7 – 9	Adapting to Gunpowder (or Not) Readings: Lee, Chapter 8	
Week 10 Mar 14 – 16	Institutionalization, Bureaucratization, and Professionalization Readings: Lee, Chapter 9	
Week 11 Mar 21 – 23	The Age of Steam and the Industrial Revolution Readings: Lee, Chapter 10	
Week 12 Mar 28 – Mar 30	Men Against Fire Readings: Lee, Chapter 11	
Week 13 Apr 4 – 6	Wars of Manoeuvre Readings: Lee, Chapter 12	
Week 14 Apr 11	The Lure of Strategic Air Power and Bringing Down the State Readings: Lee, Chapters 13 and 14	

Final Exam to be scheduled by Registrar during exam period, Apr. 15-26.

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

***Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.*

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

MEDIA RECORDING IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments."

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials.”

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar’s [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

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