



## Department of History

HTST 545:  
*Topics in Military History*  
Winter 2021

**Instructor:** Dr. GR Wilkinson

**Email:** grwilkin@ucalgary.ca

**Office Hours and Method:** Th 2-3.00pm via Zoom

**Course Delivery:** Online, synchronously

**Synchronous Class Times:** Th 3-5.45pm

### Description

This course is a senior-seminar course that will explore the nature and theory behind guerrilla warfare. It will examine the basics of guerrilla warfare and read classic works by some of the main theorists using primary and secondary sources. Guerrilla warfare will be explored not only from a military standpoint, but also by examining the social, political, economic, and cultural contexts in which they occurred. These texts will be the basis of weekly discussions and seminar leadership that each student will conduct.

### Learning Outcomes

By the end of this senior-seminar, students will have:

- Examined and understood the foundations, debates, and elements of guerrilla warfare in their historical contexts
- Honed their critical writing skills to a high level
- Built up their public speaking and discussion skills
- Refined their skills in finding and defending good arguments backed up with evidence
- Worked at a high level with primary and secondary sources to discuss ideas in the seminar and in their papers
- Developed highly proficient researching skills

### Reading Material

Required:

Ian F.W. Beckett, *Modern Insurgencies and Counter-Insurgencies: Guerrillas and their Opponents since 1750*, Routledge, 2001. Available at the Bookstore for contactless purchase, and for rent from [VitalSource](#).

Various Primary and Secondary Documents distributed on D2L

## **Assessment**

<b>Method</b>	<b>Due Date</b>	<b>Weight</b>
Book Review	January 21, 2021	10%
Paper Proposal and Bibliography	February 4, 2021	10%
Seminar Leadership	January 28-March 25, 2021	10%
Term Paper Draft	March 18, 2021	10%
Paper Presentation	April 1-15	10%
Term Paper	April 22, 2021	40%
Contribution	Ongoing	10%

### **Grading Policies**

Grading will be assessed a number and letter grade for each assignment and examination. Late papers may be assessed a letter grade for every day that they are late, including weekends and holidays (i.e., A- to a B+ etc.). 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 the instructor. Generally, ‘make-up’ work will not be offered.

### **Details on Methods of Assessment**

This course is structured as a seminar and will involve student contributions and active participation. It is paper based, which means the assignments lead towards a larger paper at the end of the term. Everyone is expected to contribute to everyone else’s success in the classroom. Students are encouraged to collaborate in the seminar, but *all* work and readings must be completed on your own and *not* shared. All written assignments will be uploaded to the dropbox on the course D2L.

#### **Book Review**

Students will write a book review of Beckett’s book. This is to be a critical evaluation and *not* mere summary or description of the book. Please look for guidance in the Essay Writing Handbook located on the History Department website. The review is to be 3 pages (800 words), Times New Roman 12pt font, standard margins. It will be uploaded to Dropbox before the Seminar.

**Due: January 21**

**Value: 10%**

#### **Paper Proposal and Outline**

Students will be asked to write an essay proposal with a thesis statement and an outline of what it is they wish to research for their final term paper. This assignment is designed to encourage students to begin the process of research for their term paper, but it is not a contract, as your topic may change. It can also be used as a starting point for their paper presentation to the seminar.

**Due: February 4**

**Value: 10%**

### **Seminar Leadership**

Students will lead the seminar discussions based on one of the readings assigned for the week. These presentations are meant to foster discussions in the seminar related to thematic and methodological issues related to the course topic and themes. These are designed to encourage and open up discussion and debate in the seminar. They will be 10 minutes in duration and students will do one or two during the course of the semester. These presentations will be also written up and handed in. Students are encouraged to look beyond the readings for the week and to find more context for their analyses. This is not a summary of the readings as we will all have read them. Your grade will be based on both the in-class leadership and the written component. We will work on a schedule during the first class and a roster will be posted on D2L. Students will be able to do a second one if time permits and the grade for this assignment will be the best of the two.

**Due: January 28-March 25**

**Value: 10%**

### **Term Paper Draft**

Students will submit a good draft of their final paper of any length in order to get timely feedback on their paper's progress, strengths, and needs.

**Due: March 18**

**Value: 10%**

### **Paper Presentation**

Students will present their ideas and paper themes to the class. The class will provide critical and useful suggestions.

**Due: April 1-April 15**

**Value: 10%**

### **Term Paper**

Students will be asked to write a term paper on any subject relating to the course topic and themes. This can follow the direction of the outline and bibliography but that is not required. Your essay must contain primary documents and demonstrate historical use of those documents. It will be 20-25 pages (5000-6000 words) of text in length and should be based upon standard margins, Times New Roman 12pt. font.

**Due: April 22**

**Value: 40%**

### **Contribution to the Seminar**

Students are expected to actively engage with the material, their colleagues, and to present their own ideas on the readings and the ideas raised in the seminar. Also, approximately half of the weekly seminar will be taken up by round-table discussions of student's paper topic, research progress, and ideas for the paper. All of this means that just showing up is not enough to garner full marks.

**Date: Ongoing**

**Value: 10%**

## **Academic Integrity Statement**

All assignments in this course are to be completed independently. Any evidence of collaboration on assignments will be considered academic dishonesty and will be treated accordingly. All course materials are subject to copyright and may not be distributed to any other party.

## **Learning Technologies Requirements**

There is a D2L site for this course that contains required readings and other relevant class resources and materials. *Please read all the materials carefully and completely before contacting the instructor.* Emails queries from students will normally be responded to within 24 hours, Monday to Friday. Please try to avoid emailing during the weekend as inboxes tend to be overly full.

Generally, in order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

## **On-Line Instruction Statement**

This course is a seminar and is therefore run synchronously on Zoom during the regularly scheduled class time. Please try to ensure that you are in a quiet place without distractions and with your video on if possible.

## **Guidelines for Synchronous Sessions**

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the face-to-face engagement necessary for a successful seminar. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the Code of Conduct).

Only students registered in this course are allowed to be involved in these activities. Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

### **Inclusiveness, Accommodation, and Classroom 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.

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
<b>Week 1:</b> Jan 14	<b>Introductions</b> <b>Readings:</b> Beckett	
<b>Week 2:</b> Jan 21	<b>Modern Insurgencies and Counter-Insurgencies</b> <b>Readings:</b> Beckett	<b>Review and Presentation</b>

		<b>of Beckett</b>
<b>Week 3:</b> Jan 28	<b>Ancient Beginnings</b> Sun Tzu, <i>Art of War</i> <a href="https://hdl.handle.net/2027/mdp.39015025321657">https://hdl.handle.net/2027/mdp.39015025321657</a>	
<b>Week 4:</b> Feb 4	<b>British Empire – Nineteenth Century</b> Callwell, <i>Small Wars</i> <a href="https://upload.wikimedia.org/wikipedia/commons/2/23/Small_Wars_-_Their_principles_and_practice_%28C._E._Callwell%29.pdf">https://upload.wikimedia.org/wikipedia/commons/2/23/Small_Wars_-_Their_principles_and_practice_%28C._E._Callwell%29.pdf</a>	<b>Paper Proposal and Outline</b>
<b>Week 5:</b> Feb 11	<b>Ireland – Rising and War of Independence</b> Margaret Skinnider, Doing My Bit for Ireland <a href="https://hdl.handle.net/2027/loc.ark:/13960/t87h23m1w">https://hdl.handle.net/2027/loc.ark:/13960/t87h23m1w</a>  Tom Barry <a href="https://www.youtube.com/watch?v=SnrL1pS11ps">https://www.youtube.com/watch?v=SnrL1pS11ps</a>	
<b>Week 6:</b> Feb 18	<b>Reading Week - No classes</b>	
<b>Week 7:</b> Feb 25	<b>Revolutionary Guerrillas</b> Mao, <i>On Guerrilla Warfare</i> <a href="https://www.marxists.org/reference/archive/mao/works/1937/guerrilla-warfare/">https://www.marxists.org/reference/archive/mao/works/1937/guerrilla-warfare/</a>	
<b>Week 8:</b> Mar 4	<b>Nazi Guerrillas</b> <i>Werwolf: Hints for Guerrilla Units</i> (SS Werwolf Combat Instruction Manual) <a href="https://archive.org/details/SS_Werwolf_Combat_Instruction_Manual_reduced_file_size/mode/1up">https://archive.org/details/SS_Werwolf_Combat_Instruction_Manual_reduced_file_size/mode/1up</a>	
<b>Week 9:</b> Mar 11	<b>More Revolutionary Guerrillas</b> Guevara, <i>Guerrilla Warfare</i> <a href="https://faculty.chass.ncsu.edu/slatta/hi216/documents/che.htm">https://faculty.chass.ncsu.edu/slatta/hi216/documents/che.htm</a>	
<b>Week 10:</b> Mar 18	<b>Urban Guerrillas</b> George Grivas-Dighenis <i>Guerrilla warfare and EOKA's struggle: a politico-military study</i> HathiTrust <a href="https://hdl.handle.net/2027/mdp.39015008631726?urlappend=%3Bseq=13">https://hdl.handle.net/2027/mdp.39015008631726?urlappend=%3Bseq=13</a>	<b>Paper Drafts</b>
<b>Week 11:</b> Mar 25	<b>Insurgency and Counter-Insurgency</b> Arthur Campbell, <i>Jungle Green</i> (Malaya) HathiTrust <a href="https://hdl.handle.net/2027/mdp.39015002233024">https://hdl.handle.net/2027/mdp.39015002233024</a>	
<b>Week 12:</b> April 1		<b>Paper Presentations</b>
<b>Week 13:</b> Apr 8		<b>Paper Presentations</b>

<b>Week 15:</b> Apr 15		<b>Paper Presentations Term Papers Due April 22</b>
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**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.

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.

**Program Advising and Student Information Resources**

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).

- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

**Attention history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.

## 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](#).

## 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 of Calgary Calendar, Section K: Integrity and Conduct*.

## Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

## Copyright

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](#).

### **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 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**

*Winter 2021*