

LOCALLY DEVELOPED COURSE OUTLINE

History of War and Warfare (2022)1!

History of War and Warfare (2022)2!

Submitted By:

The Chinook's Edge School Division

Submitted On:

May. 16, 2022

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2022	08/31/2026	Acquired	Authorization	G10
25-3	62.50	09/01/2022	08/31/2026	Acquired	Authorization	G10

Course Description

The course sequence includes two 3 credit courses:

1. An introductory level course: History of War and Warfare 15: Ancient, Medieval, and Early Modern Warfare

2. An advanced level course: The History of War and Warfare 25: Modern Day Warfare and Canada and the Age of Mechanized Warfare

History of War and Warfare 15 Topics:

I. What is War and Warfare?

II. War in the Ancient World (3000 BCE–500 BCE) – Causes, Course, Impacts, Inquiry

III. War in the Medieval World (500–1500 AD)– Causes, Course, Impacts, Inquiry

IV. The Early Modern Wars (1500–1750)– Causes, Course, Impacts, Inquiry

V. The Age of Revolution (1750–1830 AD)– Causes, Course, Impacts, Inquiry

History of War and Warfare 25 Topics:

VI: The Dawn of Mechanized Warfare (1830–1914 AD)

VII: The Era of the World Wars (1914–1945 AD)

VIII: The Modern Era: Cold Wars, Hot Wars, & New World Order (1945–present)

The two sensitive areas exist in this course: (1) international, cultural conflict and (2) violence, & with it, violence causing death. See Sensitive and Controversial Content for a full description how these sensitive areas will be addressed

Course Prerequisites

History of War and Warfare 15: none

History of War and Warfare 25: prerequisite History of War and Warfare 15

Sequence Introduction (formerly: Philosophy)

The History of War and Warfare 15 and 25 courses will each be three credit optional, literacy focused courses that will provide students the opportunity to explore in depth the causes, courses, military strategies, technologies, soldier experiences, devastation, aftermath, short and long term impacts, and lessons learned of war and warfare, from ancient times through to the specter of war today.

The course will help students become engaged thinkers by challenging them to consider multiple sides in the history of military conflict and to make their own assessments on whether or not the conflict studied was just or unjust. Ethically, students will be called on to make value judgements, and defend those value judgements in discussions, debates, and class projects, on moral and political actions taken by governments, soldiers, and populations in the conflicts we study. Finally, by being actively engaged in projects related to oral histories, soldier biographies, Remembrance Day commemorations, historical projects, and strategy analysis, students will embody the entrepreneurial spirit by showcasing their learnings to student and community stakeholders about the sacrifices, lessons learned, and controversies of war, as well as to promote the importance of respect and remembrance for the lives lost in any given conflict, national and international.

Student Need (formerly: Rationale)

Students engaged or interested in Social Studies content typically ask to go more in-depth on the causes, military strategies, course, personal stories, and aftermath of the various wars that we briefly cover in the junior- and senior-high school Programs of Study. These courses are intended to provide such students with that opportunity, while examining the concept of war as it existed and transformed congruently with the story of human civilizations itself.

These three-credit optional courses will serve not only as English Language Arts and Social Studies enrichment courses, but also as a learning platform for students interested in careers in the military, journalism, intelligence, the foreign service, government, humanitarianism, geographic information systems, political consulting, military strategy, politics, environmentalism, law, education, gaming, and media. Students will also be challenged to think about the role of militaries in Canada and the world, comparing its modern day actions to actions of the past, and critically examine the question of whether the presence and strength of militaries stabilize potential conflict situations or make them worse.

In today's clouded world of misinformation and disinformation, our students are constantly barraged by images and opinions on human conflict throughout modern day media – film, television, social networking, and video games. Often such media can be guilty of glorifying or trivializing war and conflict, and these courses are intended to counter that by giving students the opportunity to critically think about the nature and history of warfare and, with that, the impact of war on individuals, society, the planet, and their futures.

Scope and Sequence (formerly: Learner Outcomes)

Students will explore the nature, technological advancements, military strategy, and short and long term psychological, political, and societal impacts of war and warfare.

Values and Attitudes: Students will:

- appreciate that understandings of war, warfare, and soldiering have evolved in human history and continue to evolve,
- appreciate the existence of alternative views & multiple perspectives on the causes & consequences of war and
- appreciate how war, and the threat of war, have shaped, and continue to shape, Canada and select nations, both historically and in the present.

Knowledge and Understanding: Students will:

- appreciate that understandings of war, warfare, and soldiering have evolved in human history and continue to evolve
- appreciate the existence of alternative views & multiple perspectives on the causes & consequences of war
- appreciate how war, and the threat of war, have shaped, and continue to shape, Canada and select nations, both historically and in the present.

Students will explore the personal stories of the statesmen, soldiers, and peoples involved in and/or affected by war and warfare from a variety of eras in world history.

Values and Attitudes: Students will:

- appreciate historical and contemporary attempts to study the history of war & warfare
- appreciate and respect contrasting historical and contemporary narratives associated with war, warfare, and soldiering

- respect the views of others on alternative accounts of war, warfare, and soldiering
- appreciate and respect the role and varied experiences of elders, soldiers, and victims of military strife, bombing, and destruction.

Knowledge and Understanding: Students will:

- explore multiple perspectives on national identity & war
- analyze methods used by individuals, groups, and governments in Canada & the world to promote war & warfare
- examine historical perspectives of the Canadian, American, and European experiences in warfare
- evaluate various perspectives on the future of war & warfare

Guiding Questions (formerly: General Outcomes)

- 1 Students will explore the nature, technological advancements, military strategy, and short & long term psychological, political, and societal impacts of war and warfare.**
- 2 Students will explore the personal stories of the statesmen, soldiers, and peoples involved in and/or affected by war and warfare from a variety of eras in world history.**
- 3 Students will explore and evaluate dimensions of military thinking (strategy, terrain, technology) within the historical context of war.**
- 4 Students will develop, employ, and evaluate skills of historical thinking in a military context.**
- 5 Students will develop, employ and evaluate skills of geographic thinking in a military context.**
- 6 Students will participate in discussion and debate over military issues, past & present, and assess perspectives on such issues.**
- 7 Students will conduct and evaluate research of military matters.**

Learning Outcomes (formerly: Specific Outcomes)

<p>1 Students will explore the nature, technological advancements, military strategy, and short & long term psychological, political, and societal impacts of war and warfare.</p>	<p>15-3 25-3</p>
<p>1.1 demonstrate an understanding that war, warfare, and soldiering have evolved in human history and continue to evolve.</p>	<p>X</p>
<p>1.2 recognize and consider the existence of alternative views & multiple perspectives on the causes & consequences of war.</p>	<p>X</p>
<p>1.3 demonstrate how war, and the threat of war, have shaped, and continue to shape, Canada and the world, both historically and in the present.</p>	<p>X</p>
<p>1.4 analyze the relationship between war and warfare in terms of technological advancement, the development of military strategy, and the evolution of human rights.</p>	<p>X</p>
<p>1.5 analyze & evaluate how the development of war & warfare is shaped by historical, geographic, political, economic and social factors.</p>	<p>X</p>
<p>1.6 analyze the psychological impact of war and warfare on participants, civilians, and populations, by examining internalized feeling and/or collective consciousness shared by a people.</p>	<p>X</p>
<p>2 Students will explore the personal stories of the statesmen, soldiers, and peoples involved in and/or affected by war and warfare from a variety of eras in world history.</p>	<p>15-3 25-3</p>
<p>2.1 analyze historical and contemporary attempts to study the history of war & warfare.</p>	<p>X</p>
<p>2.2 analyze & evaluate contrasting historical and contemporary narratives associated with war, warfare, and soldiering.</p>	<p>X</p>
<p>2.3 consider and evaluate the views of others on alternative interpretations of war, warfare, and soldiering.</p>	<p>X</p>

2.4 consider and evaluate the role and varied experiences of elders, soldiers, and victims of war & warfare	X
2.5 consider and synthesize multiple perspectives on national identity & war	X
2.6 analyze methods used by individuals, groups, and governments in Canada & the world to promote war & warfare.	X
2.7 examine & evaluate historical perspectives of the Canadian & American experiences in warfare.	X
2.8 evaluate various perspectives on the future of war & warfare.	X

3 Students will explore and evaluate dimensions of military thinking (strategy, terrain, technology) within the historical context of war.	15-3 25-3
3.1 develop & apply skills of critical, creative, & strategic thinking in assessing the causes, military strategies, necessity, and value of war & warfare.	X
3.2 practice and apply specific military vocabulary in their formal discussions and written work to discuss military campaigns & strategies (Phalanx, Cavalry, Infantry, Flank, Armaments, Deployment, Tactical Bombing, Surgical Strike).	X
3.3 evaluate ideas, information, and accounts from multiple sources, including both primary and secondary sources (maps, military service records, speeches, radio recordings, war diaries, oral histories, historical books & texts, military analyses) to develop an informed position on the impacts of war.	X

4 Students will develop, employ, and evaluate skills of historical thinking in a military context.	15-3 25-3
4.1 analyze multiple historical and contemporary perspectives within and across cultures regarding war & warfare.	X
4.2 analyze connections among patterns of historical change by identifying cause and effect relationships in military strategies, mobilizations, deployments, and use of technology (armaments, innovations).	X

4.3 demonstrate an understanding of how advances in technology affect the nature & course of warfare in the context of the present, the future and various historical time periods.	X
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---

5 Students will develop, employ and evaluate skills of geographic thinking in a military context.	15-3 25-3
5.1 make inferences and draw conclusions about military strategy from maps and other geographical sources.	X
5.2 locate, gather, interpret, and organize information, using aerial reconnaissance, infantry, & naval maps of battle sites to make inferences about military strategy.	X
5.3 develop and assess geographic representations to demonstrate the impact factors of geography have on military strategies, deployments, and the course of war.	X
5.4 assess the impact of war & warfare on the land and the environment.	X

6 Students will participate in discussion and debate over military issues, past & present, and assess perspectives on such issues.	15-3 25-3
6.1 respect the points of view and perspectives of others in analyzing the history of war & warfare.	X
6.2 demonstrate leadership during discussions and debates and in planning commemorations.	X

7 Students will conduct and evaluate research of military matters.	15-3 25-3
7.1 develop, express, and defend an informed position on war, warfare, and military matters.	X
7.2 reflect on changes of points of view or opinion on war, warfare, and military issues based on information gathered and research conducted.	X
7.3 integrate and synthesize argumentation and evidence to provide an informed opinion on the impacts of war on soldiers, populations, and societies.	X

Facilities or Equipment

Facility

No specific required facilities.

Facilities:

Equipment

No specific required equipment.

Learning and Teaching Resources

No specific required resources.

Sensitive or Controversial Content

The two principal concerns are themes of (1) international, cultural conflict and (2) violence, & with it, violence causing death. Both of these topics will be addressed in class by addressing the following sensibilities related to the outcomes:

1. the ideological causes & nature of war – The concept of radicalism will be addressed as an identification for radical & reactionary movements, with care taken to discern them from mainstream Islamic faith (in the case of the War of Terror, for instance). Teaching a balanced approach on multiple perspectives will encourage students to be tolerant of others' points of view and cultural ethnicity. Teachers and students will also explore the concept of cultural conflict as it applies to the context of the wars they study (e.x. the Crusades, the Dutch Revolt, the Sino Japanese War). In so doing, we will clearly address points (1) and (2) by studying the concepts of War and Warfare, through the disciplines of history, politics, human nature, and civilization with an objective, academic approach to the various case studies we uncover in class, and to which students will be given the choice of uncovering for class projects. Ultimately, a major impetus of the course is for students to properly distinguish between wars & enemies of the past within a historical context, such as the Ultrationalist, Imperial Japanese army of the WWII era in comparison to Japanese Canadians today, many of whom had ancestors wrongfully detained in the Internment era of the same time period.

2. addressing religious, cultural, and moral sensibilities in class – While it is inevitable to bring up the topic of violence and death in a class dealing with the history of war (as it is in a general Social Studies class as well), students will always be given the option of “opting out” of any class discussion or topic that can cause dismay, as well as for any assignment, video clip, documentary, or issue that may potentially be upsetting or difficult for students, and work on an alternative assignment or activity. The teacher will bring up this option frequently for students throughout the class, especially if contentious issues or clips may be studied in class. All students will be given a course outline for the topics and concepts being covered, and may plan ahead to “opt out” if they anticipate a potentially contentious subject area or matter that will be studied in the course during any given week or period. A letter will also be sent home to parents discussing the content of the course, with select letters also used in the case of violent, realistic depictions of warfare.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similar

Social Studies 20 1 and 20 2 Identified Overlap/Similarity

While there is some topical overlap in topics to Social Studies 20 1 & 20 2 in regards to the discussion of the causes and aftermath of World Wars I and II, the History of War & Warfare will go into more concerted detail of the deployments, course, battles, military technology, and soldiers experiences of the war.

Reasoning as to Why LDC is Necessary

Social 20 1 and 20 2 examine the causes of the two World Wars in the context of how nationalism, militarism, and imperial expansionism contributed to the conflicts, and focus on the course of the war as it specifically impacted Canadian nationalism, with topics such as conscription, internment, and the peace treaties that led to each conflicts' end. The History of War & Warfare will focus on the specific stories of the personalities and strategies of the wars, allowing students the opportunity to carry out in depth analyses of armaments, engagements, personal soldier accounts, and strategy within each World War conflict.

Provincial Courses with Overlap and/or Similar

Social Studies 30 1 and 30 2 Identified Overlap/Similarity

While there is some topical overlap in topics to Social Studies 20 1 & 20 2, in regards to the discussion of World Wars I and II and Social Studies 30 1 and 30 2, in regards to the discussion of the Korean War, Vietnam War, and Gulf War I, the History of War and Warfare 15 and 25 will provide students with a much deeper and more comprehensive study of the causes, deployments, course, soldiers' experiences, and aftermath of these wars.

Reasoning as to Why LDC is Necessary

The pacing of the Social Studies 30 1 and 30 2 allows only for at best a brief, topical study of the Korean, Vietnam, and Gulf War I within the context of either Cold War proxy wars, or as multilateral engagements involving the United Nations. The History of War & Warfare will allow students the opportunity to go further and deeper in the analysis of each conflict in terms of the specific political personalities, events, battles, technology, and soldier accounts. Students left disappointed by the quick overviews of each war typically provided in Social Studies 30 1 and 30 2 will appreciate the chance to delve into, and explore, more specific content material and analysis of each war.

Provincial Courses with Overlap and/or Similar

Military Studies 15 3 and 25 3 Identified Overlap/Similarity

While Military Studies 15 3 and 25 3 focus on broader aspects of the development of the military in terms of perspectives on peace, security, war, and conflict, the History of War & Warfare offer specific topical studies on deployments, armaments, impacts, the human nature of, and primary source accounts of military clashes over specific time periods in the historical narrative, where the emphasis is not exclusive and limited to the establishment of the military, but on the larger story of humanity.

Reasoning as to Why LDC is Necessary

The History of War and Warfare provides students with the opportunity to explore war and warfare within multiple contexts in the Western and Eastern world, over a variety of time

periods. Students will be given opportunity and flexibility to study war and warfare outside of the context of the development of the Canadian military, and will be able to explore the larger impacts of war on the human psyche, human civilization, the planet, and on world history. In this sense, the History of War and Warfare will serve as a compliment course to Military Studies.

Student Assessment

No specific required assessments.

Course Approval Implementation and Evaluation

