

HTST 349 – Canadian Military History
Department of History, University of Calgary
Spring 2018
ES 054 | Saturday, 0900 – 1420

Instructor: Monique Dolak
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Office Hours: Saturday, 1430 – 1530, and by appointment
Office: SS 635

Course Description:

This course is a survey of Canadian military history. Emphasis will be placed on Canada's 20th century wars, namely Canada's role in the First World War and Second World War, as well as on the development of the Canadian military in the Cold War era. This course will explore the impact of conflict on Canada's development as well as evaluate the importance of military history to understanding Canada's past.

Course Objectives:

By the end of this course, students should be able to:

- Identify important events, figures, and developments in Canadian military history and describe their significance
- Explain key themes in Canadian military history and assess their historical context
- Analyze Canadian policies and decision-making on military, strategic, and defence issues
- Assess the impact of the military and conflict on Canadian culture, politics, and society
- Discuss and debate scholarship and controversies in Canadian military history
- Assess and interpret primary historical sources
- Implement correct historical methodologies, such as source analysis, critical reasoning, evidence-based argumentation, and proper citation

Course Text:

Morton, Desmond. *A Military History of Canada*. 5th ed. Toronto: McClelland & Stewart, 2007.

Additional readings will be posted each week in D2L. These readings are mandatory and must be completed **before class** as they will serve as the basis for in-class participation.

Assessments:

Research Proposal and Annotated Bibliography: 10% (26 May)
Research Essay: 33% (23 June)
Midterm Examination: 15% (2 June)
Final Examination: 30% (To be scheduled by the Registrar)
In-Class Participation: 12% (2% a week, evaluated throughout the semester)

Students are encouraged to hand their assignments in early. For example, if the research proposal is submitted week two, it will be returned week three. Students will thus have an extra week to prepare a better essay.

Grades for late assignments will be deducted 3% each day. Students are responsible for ensuring their assignments are submitted. For the proposal and essay, students must check that “submitted” is selected in D2L within 24 hours of submission. If it is not, and you have submitted your essay, please contact the instructor immediately.

Research Essay: Students are required to write an **8-page** research essay. Students will select their research topics and may write on any aspect of Canadian military history until the end of the 20th century, excluding biographical essays and family histories. The essay must be **12-point Times New Roman** font, **double-spaced, single-sided**, with **1-inch margins**, and use proper **Chicago style** footnotes and bibliography. Grades will be deducted for improper citation. Students must adhere to the Department of History’s essay guidelines set out in The History Student’s Handbook. The essay must contain **at least five quality secondary source books** or its journal article equivalent (**1 book = 3 articles**). This is an absolute minimum and students are strongly encouraged to conduct more in-depth research as it will result in a much better essay, and thus a better grade. Students are expected to go to the library. Students may also use a primary source which complements and enhances their analysis, this, however, is not a requirement. Websites and the course textbook are not permitted. Paper copies are due in class by 23 June. Electronic copies will not be accepted.

Research Proposal and Annotated Bibliography: In advance of their research essay, students must submit a research proposal and annotated bibliography. For information on finding a topic, composing a thesis statement, evaluating sources, proper referencing, and essay structure please see The History Student’s Handbook. Ignore the History Student’s Handbook’s information on annotated bibliographies.

Research Proposal: The proposal must outline the essay topic and provide a tentative thesis statement. The proposal should be **one-page in length**, excluding the working and annotated bibliographies, and must adhere to the same formatting guidelines as the research essay (double-spaced, 12-point font times new roman font, 1-inch margins). Students should also include a working bibliography, with the minimum number of sources (5 monographs or the journal article equivalent), using proper **Chicago style citation**. See D2L for more detail. The purpose of this assignment is for the instructor to ensure that student research is on the right track, to catch potential problems, and to provide guidance so students produce analytical, well-written, and strongly researched essays.

Annotated Bibliography: Students must **annotate four sources** from their working bibliography, of which **at least two must be books**. The annotated bibliography must employ proper Chicago style citation. In addition to the bibliographic citation, the annotated bibliography should detail in a short paragraph (approximately 4-6 sentences) the author’s central, the source’s relevance to the essay topic, and an evaluation of the source. See D2L for additional information and resources. The objective of this assignment is for students to learn how to identify an argument and evaluate a source’s quality and relevance.

****Students must write in prose. Point form will not be accepted.**

A physical (paper) copy of the research proposal and annotated bibliography are due in class on 26 May. Electronic copies will not be accepted.

Participation: Student participation will be an important component of this course. Since there are only six classes, and each class is the equivalent of two weeks in Fall or Winter semester, attendance is mandatory. Absences will lower a student's participation grade. To engage effectively each week, students must do the weekly readings posted in D2L. In-class activities may vary in this course, but two that will be assessed are:

Group Discussion: The class will be divided into groups of four to six students. Twice each week, students will be provided with a handout of key questions/issues the group is to discuss based on the readings posted in D2L, which students must read critically. Each discussion, a different member of the group, will act as group leader (each group member must serve as the leader at least once). As the leader, they will guide the discussion and be responsible for completing the handout. The format of the group discussions will vary throughout the course to include, for example, debate, group discussion, and role-playing. The goal is to create a supportive and low stakes environment for students to learn how to discuss with their peers, learn from one another, and to actively engage with course material. The groups will change throughout the semester.

Minute Papers: Each class students will be given time to write minute papers whereby students respond to questions about that week's content. As the name suggests, these should only take about one minute for students to complete. Each class is long, with a lot of content delivered within a short amount of time. The goal of this exercise is to provide students an opportunity to identify and articulate key concepts as well as reflect on their own learning. It will also be used to ensure that students have adequately understood course content. The Minute Papers will be assessed on a Pass/Fail basis.

Midterm Examination: The midterm exam will contain two components: identification/significance questions and an essay question. For identification/significance, students must answer three questions, one from each week of class. Students will be provided with more than one option for each week. For each question, students must explain what the person, thing, or event is, when it took place, and its historical significance. For the essay, students must answer one question. At least two options will be provided. Essay questions must adhere to proper essay format, whereby they contain an argument and supporting evidence.

The midterm will cover lecture, discussion, and readings from the first three weeks of class. Students will have one hour to write the midterm exam. Students should allocate approximately 5 minutes for each identification question and 45 minutes for the essay question. The midterm exam will take place in class on 2 June from 0900 to 1000. There will be **no make-up exam** for unexcused absences. Students who miss the midterm will receive a **zero**.

Final Exam: The final exam will contain three sections: significance/identification, an essay question based on weeks four to six, and an essay question which covers the entire course. The first half of the final exam will follow the same format at the midterm exam. Students will be given options for each question. The second half will consist of one essay question. It must be written in proper essay format, containing a short introduction (with a thesis statement), supporting evidence which draws from the entire course, and a brief conclusion.

Student responses must be based on lecture material, discussion, and course readings. The final exam will be scheduled by the registrar between 28 and 30 June. Students will receive at least two hours to write the final exam.

Course Schedule and Readings:

Week 1 (19 May): Course Introduction and Pre-20th Century Conflict
Readings: Morton Sections I and II, and D2L readings

Week 2 (26 May): The Boer War to the First World War
Readings: Morton, Sections III and IV and D2L readings

Week 3 (2 June): First World War to Second World War
Readings: Morton, Sections IV and V, and D2L readings
Research Proposal and Annotated Bibliography due

Week 4 (9 June): Second World War, continued
Readings: Morton, Section V, and D2L readings
Midterm Examination from 0900 to 1000

Week 5 (16 June): Early Cold War and the Korean War
Readings: Morton, Section VI, and D2L readings

Week 6 (23 June): The Late Cold War, Peacekeeping, and Exam Review
Readings: Morton, Sections VI and VII, and D2L readings
Research Essay due

Please note that this schedule may change. Check D2L each week for a finalized version of that week's readings.

Important Departmental, Faculty, and University Information

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

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that 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. What this simply means is that 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 that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*

(http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf),

plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is 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 is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

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 Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca,
arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points:
<http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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