

History 431

Canada and the Two World Wars

Dr. David B. Marshall

Office SS 638

Ph: (403) 220-3837

e-mail: marshall@ucalgary.ca

History Department website: <http://hist.ucalgary.ca>

University of Calgary

Fall Term 2016

MWF 11:00

Course Description:

This course is designed to explore the Canadian experience during the First and Second World Wars. The emphasis of the course will be on how the world wars “transformed” Canadian society with specific attention to its impact on the soldiers, French-English relations, labour, the role of women, the rise of the welfare state and the fate of minorities and conscientious objectors. Attention will also focus on how the wars shaped the Canadian identity. The memorialization of both wars in popular culture and literature will also be studied.

Texts:

-Iarocci, Andrew & Jeffrey Keshen, A Nation in Conflict: Canada and the Two World Wars (University of Toronto Press, pb)

Cook, Tim, Warlords: Borden, Mackenzie King and Canada’s World Wars (Penguin Canada, pb)

Assignments:

Mid-term Book Report	DUE:	Wed. Oct. 12, 2016	20%
Research Paper Proposal	DUE:	Wed. Nov. 2, 2016	10%
Research Paper	DUE:	Wed. Nov. 30, 2016	50%
Final Examination		TO BE SCHEDULED BY REGISTRAR	20%

Description of Assignments:

Mid-term Book Review

Students will select a book from the list below and write a review. The review should focus on what the book reveals about the war and Canadian society. Each book on the list was written by someone who experienced the war directly, although not necessarily as a combatant. Some of the titles are memoirs by combatants, usually written after the conflict. Others are novels that were written during one of the wars, or immediately thereafter.

No matter which title you select, you are to treat the book as a primary historical source or document. For historians, the novel shows how people made sense of the world in which they were living. Novelists articulate the outlook of others in society. The extent to which they capture a generation's outlook and emotions is often reflected in the novel's reception. The primary focus of your review should be on what the book reveals about how Canadians were coping with or seeking to understand war and its impact. The review need not be a comprehensive discussion of the whole novel. Students may focus on one of the dominant themes in the novel.

These books are widely available through on-line bookstores, such as Amazon.ca or chaptersindigo.ca and in some cases, Kindle or other e-readers. In many cases, multiple copies are available through the University of Calgary Library.

Book Review List:

WW I

- Connor, Ralph, *The Major* (1917)
- Connor, Ralph, *The Sky Pilot in No Man's Land* (1919)
- Montgomery, Lucy Maude, *Rilla of Ingleside* (1919)
- Beynon, Francis Marion, *Aleta Dey* (1919)
- Durkin, Douglas, *The Magpie* (1922)
- Scott, Canon Frederick, *The Great War As I Saw It* (1922)
- Bird, Will R., *And We Go On: A Memoir of the Great War* (1930)
- Acland, Peregrine, *All Else is Folly: A Tale of War and Passion* (1929)
- Harrison, Charles Yale, *Generals Die in Bed* (1930)
- Child, Phillip, *God's Sparrows* (1937)

WW II

- Maclennan, Hugh, *Barometer Rising* (1941)
- Maclennan, Hugh, *Two Solitudes* (1945)

- Graham, Gwethalyn, *Earth and High Heaven* (1944)
- Roy, Gabrielle, *The Tin Flute* (1945)
- Birney, Earle, *Turvey* (1949)
- Garner, Hugh, *Storm Below* (1949)
- Allen, Ralph, *Home Made Banners* (1946)
- Mowat, Farley, *The Regiment* (1955)
- McDougall, Colin, *Execution* (1958)
- Mowat, Farley, *And No Birds Sang* (1965)

The book review should be 3-5 pp. in length, typed, double-spaced, 12 point font.

Research Paper Proposal

All students must submit a research paper proposal. The proposal must contain the following elements:

- a definition of the topic
- a one or two paragraph precis of the paper's scope, outlining the issues or questions that you intend to explore
- a preliminary bibliography

Suggested Research Paper Topics:

N.B. Students are not confined to the suggestions below. It is strongly advised that students selecting their own topics clear that topic with the instructor first. This approval is necessary in order to be sure that the topic proposed is feasible given the resources available in Calgary. One general rule is that students do not write about a specifically military history topic. The focus of the course and the research papers is to be on the impact of the war upon Canadian society – including its politics and institutions.

List of Possible Topics:

N.B. All these topics can be applied to either the First World War or the Second World War. No paper is to be a comparative one on both wars.

- the conscription crisis
- the role of women in the war effort
- impact of war on women in Canadian society
- labour unrest
- treatment of conscientious objectors, pacifists (Mennonites, Jehovah's Witnesses, for example)
- treatment of minorities or enemy aliens (Ukrainians in WW I, Japanese in WW II, for example)
- wartime propaganda
- economic mobilization
- a local study using the daily press
- Anglo-Canadian diplomatic relations

- war and popular culture
- the rise of the welfare state
- the churches and religion (WW I only)
- domestic life at the home front (WW II only)
- Canadian-American relations (WW II only)
- the career of a significant wartime politician (WW I: Sam Hughes, Wilfrid Laurier, J.S. Woodsworth, Nellie McClung; WW II: C.D. Howe, J.L. Ralston, Angus L. Macdonald, Andre Laurendeau, A.G.L. McNaughton)

Research Paper

The research paper is to be 12-15 pp. including notes and bibliography, double-spaced, 12 point font. Research papers must conform to the style outlined in the Department of History Essay Writing Guide.

Final Examination (To be scheduled by the registrar)

The Final Examination questions will be:

1. Compare and contrast the different elements of the war and discuss whether the First World War or the Second World War had a more transformative influence upon Canada.
2. Using Tim Cook's *Warlords*, assess the wartime leadership of Borden and Mackenzie King. Which Prime Minister do you think handled the challenges of the war most skilfully and why?

Lecture Schedule

Week 1: Prelude to WW I

- Imperialism, the Boer War, Military Reform and the Naval Crisis
- The Outbreak of War: Myths and Realities

Week 2: Canada's Contribution to the War Effort

- Baptism of Fire: From 2nd Ypres to the Somme & The Myth of Vimy
- The Voluntary Recruitment Effort
- Casualties and Faltering Recruitment

Week 3: Division

- Conscription Crisis
- Conscientious Objectors I: Historic Pacifist Churches
- Enemy Aliens, Work Camps & Park Prisoners

Week 4: Women & Reform

- Women in the Domestic Front
- Women at the Battlefield
- The War as Redemptive: Prohibition and Votes for Women

Week 5: Dissent

THANKSGIVING DAY

- Labour Unrest in the Mines and Munitions Factories
- Conscientious Objectors II: Liberal Humanist and Socialist Pacifism

Week 6: The Morality of War

- Religion in the Service of War and the Crisis of the Churches
- The Last 100 Days and the Moral Dilemma of Ending War
- The Veterans Return: Anger and Revolt

Week 7: Post-War Canada

- Borden's Quest for Sovereignty and the Paris Peace Conference
- Mourning and Remembering the War
- Anti-War Sentiment and the Disarmament Movement

Week 8: The Inter-War Period

- The League of Nations, Canadian Foreign Policy and Appeasement
- Preparedness and The Coming of the Second World War
- Canada's Participation I: From Dieppe to Sicily

Week 9: Canada's Military Contribution During WW II

- Canada's Participation II: The Battle of the Atlantic and the British Commonwealth Air Training Program
- Canada's Participation III: The Pacific Theatre and the Evacuation and Internment of the Japanese
- READING DAYS

Week 10: Mobilizing the State and Public Opinion in the Aid of War

- Conscientious Objectors and Enemy Aliens
- The Challenges of Mobilization and Recruitment and Conscription Crisis of 1942
- The Propaganda State: The Canadian Broadcasting Corporation and the National Film Board

Week 11: Political and Social Upheaval

- “They’re Still Women After All”?
- Strikes and the Rights of Labour
- Making Sacrifices at Home

Week 12: Maintaining Morale

- Planning the Economy for Peace: Building the Welfare State and Creating a Veterans’ Charter
- Morale, Battle Exhaustion, the Toll of Combat and Conscription Crisis 1944
- Canada’s Participation IV: Normandy, the Liberation of Europe and the Revelation of Nazi Atrocities

Week 13: The New Post-War World Order

- “How Britain’s Weakness Forced Canada into the Arms of the United States”
- Canada and the United Nations (Relief and Rehabilitation Administration)
- The Atlantic Charter and The Rise of Human Rights in Canada

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, 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, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Departmental Twitter Handle @ucalgaryhist - For departmental updates and notifications

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. 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 coursepack 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 (SS 656). 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	

Percentage	Letter Grade	Grade Point Value	Description
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*, 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:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) 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.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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 www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

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.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>

Emergency Evacuation Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

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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