

## *Canada and the Two Wars*

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Office Hours:

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

**Safewalk/Campus Security: 220-5333 any time ... You don't have to walk alone!**

### **Course Description:**

In History 431 we shall explore the impact of the two world wars on Canadian society. The lectures, readings and audio-visual materials will familiarize students with elements of both the home front and military experiences of Canadians, with emphasis on the former, and reveal how these shaped our national institutions, the fabric of our society, and our very identity as a nation.

### **Required Texts:**

Granatstein, JL and Neary, Peter, eds. *The Good Fight: Canadians and World War II*

Thompson, John. *The Harvests of War: The Prairie West, 1914-18*

History Department. *Essay Writing Guide* (also available on the History Department web site, <http://hist.ucalgary.ca/>)

### **Reserve Reading List:**

Granatstein, JL. *Canada's War: the Politics of the Mackenzie King Government, 1939-1945*

\_\_\_\_\_ and Hitsman, JM. *Broken Promises: A History of Conscription in Canada*

\_\_\_\_\_ and Morton, Desmond. *Marching to Armageddon: Canadians and the Great War, 1914-1919*

\_\_\_\_\_. *A Nation Forged in Fire: Canadians and the Second World War, 1939-1945*

Keshen, Jeffrey. *Saints, Sinners and Soldiers: Canada's Second World War*

Miller, Ian. *Our Glory and Our Grief: Torontonians and the Great War*

Morton, Desmond and Wright, Glenn. *Winning the Second Battle: Canadian Veterans and the Return to Civilian Life, 1915-1930*

Neary, Peter and Granatstein, JL, eds. *The Veterans Charter and Post-World War II Canada*

Pierson, Ruth. *“They’re still women after all”*: *The Second World War and Canadian Womanhood*

Socknat, Thomas. *Witness Against War: Pacifism in Canada, 1900-1945*

Stacey, Charles and Wilson, Barbara. *The Half Million: The Canadians in Britain, 1939-1946*

Vance, Jonathan. *Death So Noble: Memory, Meaning and the First World War*  
 \_\_\_\_\_ . *Objects of Concern: Canadian Prisoners of War through the Twentieth Century*

Also on reserve as well as being found in the non-circulating reference section of the library is Douglas Owrham, ed., *Canadian History: A Reader’s Guide*, Vol. II: *Confederation to the Present* (FC 161 C364 1994). This is the best bibliographic source on Canadian history for the period of the two world wars and should be consulted when preparing your research essay bibliographies.

**Assignments:**

Book review (due Thursday, Feb. 4 <sup>th</sup> )	10%
Research essay (due Tuesday, Mar. 29 <sup>th</sup> )	45%
Final exam (scheduled by the Registrar)	45%

**Students must have their essay topic approved by the instructor by e-mail. At the discretion of the instructor, students may also be required to submit their research notes in order to have their essays graded. They are also strongly encouraged to submit a brief essay proposal and research bibliography to the instructor as soon as possible into the term. Essays must be at least 3000 words in length and conform to the recognized history style as regards footnoting and bibliography outlined in the History Department *Essay Writing Guide*. Essays which are not properly proofread, footnoted or otherwise presentable to a university standard will be returned ungraded for re-submission.**

The **book review** mid-term assignment must be at least 1000 words in length. It will contain a summary of the main arguments and evidence plus an analysis of the strengths and weaknesses of a **book assigned by the instructor** (see the attached list).

The **final examination** will be scheduled by the registrar and focus on your comprehensive understanding of the major issues and themes discussed in the course. Your answers will be based on lecture material and assigned readings from your text books.

**Lecture Topics:**

World War I ... Readings: *Thompson*, all chapters

- “Ready, aye, ready!”
- Fighting as a nation and an ally: conscription and the crisis of national unity
- Nativism: the dark side of nationalism
- The state and capitalism in the service of war: business and the working class

- Fighting as a nation and an ally: Borden and the struggle for sovereignty
- “Keep the home fires burning”: women on the home front
- Religion in the service of war: the crisis of Canadian Protestantism
- A home fit for heroes? The veterans return
- War and remembrance

World War II ... Readings: *Granatstein and Neary*, Sections I (1-58) and IV (212-48)

- “A low, dishonest decade?": Canada and the road to the Second World War
- “Conscription if necessary, but not necessarily conscription”

World War II ... Readings: *Granatstein and Neary*, Section IV (249-95)

- How much dissent can be tolerated? civil liberties in a democracy at war
- “What’s a dollar anyway?” mobilizing the war economy

World War II ... Readings: *Granatstein and Neary*, Section II (141-68)

- “They’re still women after all”: women and the war
- Home front jitters

World War II ... Readings: *Granatstein and Neary*, Sections IV (296-331) and V (340-57 and 387- 415)

- From “Baby Bonus” to Veterans’ Charter: building the social security state
- Work, strikes and the rights of labour

World War II ... Readings: *Granatstein and Neary*, Sections Section II (82-96, 106-40 and 182-93) and V (431-6)

- “Overpaid, overfed, oversexed and over here”: the Canadians in Britain
- “Battle Exhaustion” and “LMF”: The psychological toll of combat
- “Kriegies”: The Canadian POW experience

13. Readings: *Granatstein and Neary*, Sections II (104-5), III (198-209) and V (334-9, 342-51, 367-86, 416-30 and 437-44)

- How Britain’s weakness forced Canada into the arms of the United States
- Coming home: postwar Canada
- Canada in the violent century ... a summing up

### **Book Review Assignment:**

**1. What should your review include?** Firstly, it should include a clear summary of the author’s thesis (or theses) and supporting arguments, the main points of evidence, and the principal conclusions. This will comprise the larger part of the review. But a review consists of more than a summary of the book’s contents. You will also be expected to analyse the book, e.g. is it logically developed? Is it clearly written? Is the argumentation persuasive? Is the supporting evidence weak or convincing? In other words, what do you

think are the book's strengths and weaknesses? Dealing adequately with this second part of the assignment will require some additional reading on the subject. As far as possible, you want to be able to place your assessment, be it favourable, unfavourable, or a mix of both, in the context of what other historians have said about the same subject. The best way to achieve this is to read other scholarly reviews of the book you are examining.

**2. Grading, length, etc.:** Your grade will be determined by three factors: the conciseness and accuracy of your summary, the thoroughness and originality of your analysis, and the quality of your written presentation (grammar, spelling, style). The review must be in essay form, and it should be about 1000 words in length (it can be longer), double-spaced (one side only), either typed or legibly handwritten. Finally, be sure to list in a formal bibliography any other sources you have consulted in preparing your review. Remember, explicit references to scholarly reviews should be included in your review and must be footnoted.

**Note:** there is a good tutorial on how to write a history book review on the History Department web site. Citations of scholarly reviews of Canadian history books can be found in the appropriate issue of the *Canadian Periodical Index* (AI 3 C3)

### **Book Review List:**

- Abella, Irving and Troper, Harold. *None Is Too Many: Canada and the Jews of Europe, 1933-1948*
- Avery, Donald. *The Science of War: Canadian Scientists and Allied Military Technology during the Second World War*
- Brode, Patrick. *Casual Slaughters and Accidental Judgements: Canadian War Crimes Prosecutions, 1944-1948*
- Cook, Tim. *Warlords: Borden, Mackenzie King, and Canada's World Wars*
- Terry Copp and McAndrew, William. *Battle Exhaustion: Soldiers and Psychiatrists in the Canadian Army, 1939-1945*
- Crerar, Duff. *Padres in No Man's Land: Canadian Chaplains and the Great War*
- Durflinger, Serge. *Fighting from Home: The Second World War in Verdun, Quebec*
- Fisher, Susan. *Boys and Girls in No Man's Land: English-Canadian Children and the First World War*
- Granatstein, J.L. *Canada's War: The Politics of the Mackenzie King Government, 1939-1945*
- \_\_\_\_\_ et al. *Mutual Hostages: Canadians and Japanese during the Second World War*
- Gwyn, Sandra. *Tapestry of War: A Private View of Canadians in the Great War*
- Iacobelli, Theresa. *Death or Deliverance: Canadian Courts Martial in the Great War*
- Keshen, Jeffrey. *Propaganda and Censorship during Canada's Great War*
- \_\_\_\_\_. *Saints, Sinners and Soldiers: Canada's Second World War*
- Kordan, Bohdan. *Enemy Aliens, Prisoners of War: Internment in Canada during the Great War*
- Miller, Ian Hugh Maclean. *Our Glory and Our Grief: Torontonians and the Great War*

- Morton, Desmond. *A Peculiar Kind of Politics: Canada's Overseas Ministry in the First World War*
- \_\_\_\_\_. *Fight or Pay: Soldiers' Families in the Great War*
- \_\_\_\_\_. *Silent Battle: Canadian Prisoners of War in Germany, 1914-1919*
- \_\_\_\_\_ and Wright, Glenn. *Winning the Second Battle: Canadian Veterans and the Return to Civilian Life, 1915-1930*
- Moss, Mark. *Manliness and Militarism: Educating Young Boys in Ontario for War*
- Neary, Peter. *On to Civvy Street: Canada's Rehabilitation Program for Veterans of the Second World War*
- Pierson, Ruth. *"They're still women after all": The Second World War and Canadian Womanhood*
- Pitsula, James. *For All We Have and Are: Regina and the Experience of the Great War*
- Rutherford, Robert. *Hometown Horizons: Local Responses to Canada's Great War*
- Shaw, Amy. *Crisis of Conscience: Conscientious Objection in Canada during the First World War*
- Sheffield, Scott. *"The Red Man's on the Warpath": The Image of the 'Indian' and the Second World War*
- Socknat, Thomas. *Witness Against War: Pacifism in Canada, 1900-1945*
- Stacey, Charles and Wilson, Barbara. *The Half Million: The Canadians in Britain, 1939-1946*
- Stevenson, Michael. *Canada's Greatest Muddle: National Selective Service and the Mobilization of Human Resources during World War II*
- Tippett, Maria. *Art in the Service of War* (on the official war art program of WWI)
- Toman, Cynthia. *An Officer and a Lady: Canadian Military Nursing in the Second World War*
- Vance, Jonathan. *Death So Noble: Memory, Meaning and the First World War*
- \_\_\_\_\_. *Objects of Concern: Canadian Prisoners of War through the Twentieth Century*
- Wood, James. *Militia Myths: Ideas of the Canadian Citizen Soldier, 1896-1921*

### **Essay Topics:**

The following are some possible themes that could be pursued for an essay in History 431. Only in rare exceptions, and with the explicit approval of the instructor by e-mail, will topics bearing on Canadian military history be permitted:

1. the conscription crisis in either (but not both) world wars
2. the creation of the social security state in WWII
3. the role of women in either (but not both) world wars ... or the impact of either war on Canadian women
4. Anglo-Canadian relations (diplomacy) during either conflict
5. Canadian-American relations during WWII
6. Economic mobilization in either war
7. Labour/the working class during either war
8. The impact of either war on a province (like Alberta) or a city or town (like Calgary)

9. The treatment of dissident minorities (pacifists, conscientious objectors, enemy aliens) in either conflict
10. The role of the media in either war
11. The impact of either war on popular culture
12. The impact of WWI on English Canadian nationalism
13. The leadership of either wartime prime minister

Most of the topics can (indeed, would have to) be modified, with elements being expanded into a paper e.g. you could look at advertisements in magazines like *Maclean's* and *Chatelaine* to see how the portrayal of women changed. You could look through selected issues of an urban daily or a rural weekly newspaper to see how the war was portrayed (censorship and propaganda) or how the home front was impacted by the war. You could examine the war memoirs from either war and explore what they tell us about the myth and reality of the Canadian war experience. There are a host of opportunities for primary research. Indeed, you are strongly encouraged to incorporate as much primary research as possible into your paper. Apart from contemporary newspapers and magazines, and depending on your topic, there is much useful primary source material in the multi-volume *Documents on Canadian External Relations* series and the *Debates* of the House of Commons. Students might also consider consulting the archives/library staff at the Glenbow Museum which has a considerable amount of material on Alberta's wartime experience. In the end, a good way to pick a topic is to ask yourself what do you want to know about the Canadian wartime experience, then start looking through appropriate bibliographies, starting with Douglas Oram, ed., to determine what useful secondary (published) sources are available. Remember, all essay topics must be approved by the instructor and ongoing consultation with the instructor is also strongly encouraged. There is a librarian at the University of Calgary whose specialty is Canadian history. **Mr. Jerremie Clyde** is pleased to discuss research sources with students who have already defined their topic and done some preliminary research. He can be reached at [jvclyde@ucalgary.ca](mailto:jvclyde@ucalgary.ca). The military history librarian is **Mr. John Wright** ([jpwright@ucalgary.ca](mailto:jpwright@ucalgary.ca)).

### **Bibliographies and Other Research Assistance:**

1. Douglas Oram, ed., *Canadian History: A Reader's Guide*, Vol. II FC 161 C364 1994
2. OA Cooke, ed., *The Canadian Military Experience, 1867-1995* FC 226 C64 1997
3. *The Canadian Annual Review of Public Affairs*, 1901-1937/38 FC 2 C22
4. *Documenting Canada: History of Modern Canada in Documents* FC 18 D63 1992
5. *Canadian Periodical Index* AI 3 C3 (index to the contents of selected Canadian magazines and scholarly journals ... also includes a book review index)

## **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](mailto: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.

### **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:**

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: [hist.ucalgary.ca](http://hist.ucalgary.ca).

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> 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](http://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	
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](http://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/](http://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](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](mailto:arts1@su.ucalgary.ca),  
[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto: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/secretariat/privacy>

*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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