

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

Winter Term 2018

MWF 1:00 – 1:50

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, 2015, pb)

-Cook, Tim, *Warlords: Borden, Mackenzie King and Canada's World Wars* (Penguin Canada, 2013, pb)

-Vance, Jonathan, *Maple Leaf Empire: Canada, Britain and the Two World Wars* (Oxford University Press, 2011, hardback)

Assignments:

ASSIGNMENT	LENGTH	DATE DUE	% FINAL GRADE
MID-TERM BOOK REPORT	3-5 PAGES Approx. 1,000-1,200 WORDS (double-spaced, 12-point font)	Mon. Feb. 5th 2018	20%
RESEARCH PAPER PROPOSAL	See instructions below	Fri. March 2, 2018	10%
RESEARCH PAPER	10-12 PAGES Approx. 2,500 - 3,000 WORDS (double-spaced, 12-point font)	Wed. March 28th 2018	40%
TAKE-HOME FINAL EXAM	NO MORE than 10 pages, double-spaced, 12-point font or 2500 WORDS N.B. See instructions below	Fri. April 20th 2018	30%

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

copied 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:

Date of Original Publication is in brackets following the title. All of these books have been reprinted at least once in paperback and some numerous times.

WW I

- Service, Robert W. *Rhymes of a Red Cross Man* (1916)
- Stead, Robert J.C., *Kitchener and Other Poems* (1917)
- McClung, Nellie, *In Times Like These* (1916)
- McClung, Nellie, *Next of Kin: Those Who Wait and Wonder* (1917)
- McClung, Nellie, *Three Times and Out: A Canadian Boy's Experience in Germany Told by Private Simmons* (1918)
- Connor, Ralph, *The Major* (1917)
- Stead, Robert J.C., *The Cow Puncher* (1918)
- Connor, Ralph, *The Sky Pilot in No Man's Land* (1919)
- Beynon, Francis Marion, *Aleta Dey* (1919)
- Montgomery, Lucy Maude, *Rilla of Ingleside* (1921) or any other of Montgomery's wartime novels: *Anne of the Island* (1915); *Anne's House of Dreams* (1917); *Rainbow Valley* (1919)
- Durkin, Douglas, *The Fighting Men of Canada* (1918)
- Durkin, Douglas, *The Magpie* (1922)
- Scott, Canon Frederick, *The Great War As I Saw It* (1922)
- Pedley, James H., *Only This: A War Retrospect, 1917-1918* (1927)
- Harrison, Charles Yale, *Generals Die in Bed* (1928)
- Kerr, W.B., *Shrieks and Crashes: The Memoir of Wilfred Kerr, Canadian Field Artillery, 1917* (1929)
- Godwin, George, *Why Stay We Here? Odyssey of a Canadian Infantry Officer in France in World War I* (1930)
- 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)
- Norris, Marjorie Barron, ed., *Medicine and Duty: the World War I Memoir of Captain Harold W. McGill, Medical Officer 31st Battalion, C.E.F.* (submitted for publication, 1935)
- Child, Phillip, *God's Sparrows* (1937)
- Kerr, W.B., *Arms and the Maple Leaf: The Memoir of Wilfred Kerr, Canadian Field Artillery, 1918* (1943)

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)
- Kelsey, Marion, *Victory Harvest: Diary of a Canadian in the Women's Land Army* (1997)
- Kipp, Charles, *Because We Are Canadians: A Battlefield Memoir* (2002)
- Wilmot, Lawrence, *Through the Hitler Line: Memoirs of an Infantry Chaplain* (2003)

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. Student are advised against writing comparative papers on both the First and second World War for the purposes of the research paper.

- 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)
- the experience of Indigenous Canadians in wartime
- 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
- domestic life at the home front
- Canadian-American relations
- the career of a significant wartime politician (First World War: Sam Hughes, Wilfrid Laurier, J.S. Woodsworth, Nellie McClung; Second World War: C.D. Howe, J.L. Ralston, Angus L. Macdonald, Andre Laurendeau, A.G.L. McNaughton)

Students may also select one of the following books, which are collections of letters, diaries or journals written throughout the war. These primary sources can be utilized as the foundation for a research paper. N.B. The research cannot be confined to the book selected. The material must be placed in historical context and analyzed.

- Bieler, Philippe, *Onward Dear Boys: A Family Memoir of the Great War*
- Craig, Grace Morris, *But This is Our War*
- Mackenzie, Andrea, ed., *War-Torn Exchanges: The Lives of Nursing sisters Laura Holland and Mildred Forbes*
- Mann, Susan, *The War Diary of Clare Glass, 1915-1918*
- Rubio, Mary & Elizabeth Waterston, eds., *The Selected Journals of Lucy Maude Montgomery, 1910-1921*
- Roy, Reginald, ed., *The Journal of Private Fraser: Canadian Expeditionary Force, 1914-1918*
- Bourassa, Rollie, ed., *One Family's War, 1940-1944: the Wartime Letters of Clarence Bourassa*

Research Paper

The research paper is to be 10-12 pp. including notes and bibliography, double-spaced, 12-point font. Research papers must conform to the style outlined in **The History Students Handbook: A Short Guide to Writing History Essays**, which can be accessed at:

http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf

Take-Home Final Examination

The Take-Home examination will be distributed on the last day of classes (Friday April 13th) in class. It will also be posted on D2L and sent by e-mail for those who cannot attend the final class. Students will have ONE WEEK to write the examination. It is DUE on Friday April 20th by 4:00 p.m. Examinations should be submitted to the Red Box outside the Department of History Main Office, Social Sciences Building, Room 656

The Final Take-Home Examination questions will be:

1. There is a vigorous historiographical debate about whether the First (WWI) or Second (WWII) had the greatest impact on Canadian society. Discuss whether the First World War or the Second World War had a more transformative impact upon Canada.
2. Using Tim Cook's *Warlords: Borden, Mackenzie King and Canada's World Wars* 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?
3. Using Jonathan Vance, *Maple Leaf Empire: Canada, Britain and the Two World Wars*, answer the following question: How was Canada's relationship with Great Britain and status within the British Empire altered as a result of "fighting at Britain's side" during the First and Second World Wars?

Students will be required to answer TWO questions.

The answer to EACH question should be between 750 – 1200 words or 3-5 pages, double-spaced in 12-point font. Overall, the examination MUST NOT EXCEED 2500 words or 10 pages.

Lecture Schedule

Week #1 Jan 8 – Jan 12

- The Imperial Age: The Boer War & the Canadian Militia
- Imperial Culture, Manliness & the Cadet Movement

Week #2 Jan 15 – Jan 19

- Naval Crisis & Outbreak of War
- Voluntary Recruitment, Baptism of Fire, 2nd Battle of Ypres
- Trench Life

Week #3 Jan 22 – Jan 26

- The Battle of the Somme & Hughes Follies
- Vimy Ridge, Faltering Recruitment & the Conscription Crisis
- 1917 Election, Quebec & Rural Depopulation

Week #4 Jan 29 – Feb 1

- Resistance & Conscientious Objectors/ Natives & WW I
- Enemy Aliens
- Women at War: The Domestic Front

Week #5 Feb 5 – Feb 9

- Women at War: Maternal Feminism & Nursing
- Religion in the Service of War and the Crisis of the Churches
- The Last 100 Days and the Moral Dilemma of Ending War

Week #6 Feb 12 – Feb 16

- The Flu Epidemic
- The Veterans Return: Anger and Revolt
- Borden's Quest for Sovereignty and the Paris Peace Conference

READING WEEK Feb 19 – Feb 23 NO CLASSES

Week #7 Feb 26 – March 2

- Mourning and Remembering the War
- Anti-War Sentiment and the Disarmament Movement
- The League of Nations, Canadian Foreign Policy and Appeasement

Week #8 March 5 – March 9

- National Unity, The Coming of the Second World War & Limited Liability (British Commonwealth Air Training Program)
- National Resources Mobilization & the Emergence of First Nations Resistance
- Financing the War

Week #9 March 12 – March 16

- The Propaganda State: The National Film Board (“Wings Over the Pacific”) and Defeat in Hong Kong
- Internment of the Japanese and Conscription Crisis of 1942
- From Dieppe to the Italian Campaign

Week #10 March 19 – March 23

- The Battle of the Atlantic & Battle of the Air (Bomber Command)
- “They’re Still Women After All”? NFB, “Proudly She Marches”
- Food & the Wartime Prices and Trade Board

Week #11 March 26 – March 28 (March 30, Good Friday, no classes)

- Planning the Economy for Peace: Building the Welfare State and Creating a Veterans’ Charter
- Normandy and the 2nd Conscription Crisis

Week #12 April 2 – April 6

- The Liberation of Europe and the Revelation of Nazi Atrocities
- Canada and the United Nations (Relief and Rehabilitation Administration)
- Canada: A North American Nation

Week #13 The Consequences of War Apr 9 –April 13

- The Rise of Liberal Internationalism
- The Rise of Human Rights in Canada

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	

Percentage	Letter Grade	Grade Point Value	Description
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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