



UNIVERSITY OF  
CALGARY

## Department of History

HTST 431-01

CANADA DURING THE WORLD WARS

WINTER 2021

**Instructor:** Dr. David B. Marshall

**Teaching Assistant:** Ms. Sophia Traxler

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**Office Hours and Method:** By e-mail or by Appointment via Zoom.

**Course Delivery:** Online, Asynchronous

**Originally Scheduled Class Times:** MWF 10:00 – 10:50 a.m.

**OPTIONAL Synchronous Class Times:** F 10:00 – 10:50 am

### 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, labour relations and Canadian foreign and defence policy. Attention will also focus on how the wars shaped the Canadian identity. Of course, to evaluate these questions, emphasis will be on how events on the battlefield contributed to challenges and changes in Canadian society. Throughout the course, the interaction between the battlefield and the domestic front will be featured. They will not be considered in isolation of each other.

### Learning Outcomes

By the end of the course, through listening to recorded lectures, taking your own notes, reading the assigned texts, and completing all written assignments, students should be able to:

- understand the interaction between events on the home front and the battlefield during the First World War and the Second World War
- assess Canada’s military contribution to the First and Second World Wars

-discuss how the First and Second World War transformed Canadian society

-write evidence-based narrative and analysis, using primary and secondary sources.

### **Office Hours:**

- **I will be holding regular office hours via Zoom on Fridays at 10:00** throughout the Winter term. The Teaching Assistant, Ms. Sophia Traxler, will also be attending the office hours. Of course, all students are invited to show up or sign in for the office hour; but they are not required to do so. **Office hours are voluntary. Attendance will not be taken. There will be no Grade assigned.**
- Office hours can be utilized for questions about course expectations, the assignments, readings or lecture content.
- The office hour will also be utilized for general discussion of course content. For most weeks a basic theme or issue will be defined for discussion. See the class schedule for suggested discussion topics.
- During office hours, students can interact with the instructor/TA directly or through the waiting room or, if a student prefers to remain anonymous, questions can be asked/typed through the chat.
- Students who prefer more personalized 1:1 contact can, of course, e-mail the instructor or the Teaching Assistants (TAs).
- When e-mailing, you must use your University of Calgary account. E-mails will be responded to in a timely manner, normally within 24 hours, except over the weekends.
- Many issues can be easily dealt with in an e-mail correspondence.
- If necessary, I might request that we discuss matters by meeting 1:1 on Zoom. Once a mutual time for meeting is agreed upon, I will send you a zoom invite, so we can meet. This option is sometimes necessary when the issues being discussed become too involved for long e-mails. Sometimes, more direct inter-action is required.

### **Required Texts for Purchase**

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

-Iarocci, Andrew & Jeffrey Keshen, *A Nation in Conflict: Canada and the Two World Wars* (University of Toronto Press, 2015, pb)

-Vance, Jonathan, *Maple Leaf Empire: Canada Britain and the Two World Wars*

**N.B. There will be questions based on Cook and Vance in the Final Take-Home Examination.**

### **Assessment**

ASSIGNMENT	LENGTH	DATE DUE	% FINAL GRADE
RESEARCH PROPOSAL	3-4 Pages	Fri. Feb. 26, 2021	20%
RESEARCH PAPER	10-12 PAGES -Approx. 2,500 – 3,000 WORDS	Wed. March 31, 2021	40%
TAKE-HOME FINAL EXAM		Distributed: Last Day of Classes Wed. April 14, 2021  DUE: Fri.. April 23, 2021	40%

N.B. All assignments must be submitted to the digital DropBox for Htst. 431 on the D2L site as a Word document.

### **Research Assignment**

For the research assignments, students are required to use a collection of letters from the Canadian Letters and Images Project. <https://www.canadianletters.ca> as the foundation for their research papers.

The Canadian Letters and Images Project, located in the Department of History at Vancouver Island University, is an online digital archive of the Canadian war experience, as told through the letters and images of Canadian soldiers themselves. The Project has digitized and posted on-line contemporary letters, diaries, photographs, and other materials from the soldiers and other combatants who served for Canada during war. It permits Canadian citizen-soldiers to tell their story through their own words and images. “Too often the story told of Canada at war has been one of great battles and great individuals, an approach that unfortunately misses the 'ordinary' Canadian and the richness of their wartime experience. This project attempts to make visible ... those who have who have made contributions and sacrifices for Canada, but who ... have become ... invisible.” (Canadian Letters and Images Project, “About Us”)

Students are required to pick one file, (most of them are collections of material from a soldier, but some are from Nurses, members of the medical corps or other non-military services, such as

the chaplaincy), from the First World War or the Second World War collection, and write a research paper based on the correspondence, photographs, journals etc. of the individual that they have selected. There are 23 pages or 450 files from the First World War and 6 pages or 120 files from the Second World War. Students are encouraged to sample several different files in order to make a selection that raises issues or themes that interest them. It is recommended that students spend the first weeks of the course reading different files to get an idea of the range of experiences that they can write about. Some of the collections or files are quite extensive and therefore very rich, while others are scanty and will prove difficult to work with.

Whatever choice is made, students will be required to provide context for the experiences of the individual that they have selected. For example, if one picks a soldier who was gassed at the 2nd Battal of Ypres then some research into that battle and the use of gas during the First World War is required. Similarly, if one selects a soldier who stormed the beaches of Normandy in July of 1944 and then helped to liberate Europe throughout 1945, then one would have to read about the final phase of the Second World War in Europe on the Western front. Or if one selects a “nursing sisters” from the First World War, then the secondary literature on nursing during that war will need to be consulted. In other words, besides an intensive reading of the primary sources -the collection of letters etc. selected- students are required to complete the appropriate secondary research.

This research and writing assignment has two parts.

### **Part 1: Research Proposal.**

The proposal should include the following:

- identification of the individual being researched
- rationale for why you selected this individual
- issues or themes that your paper will explore
- an hypothesis or what you think the major argument or thesis of the paper will be
- preliminary bibliography, including secondary sources that you will be drawing upon

LENGTH: 3 pages prose PLUS a bibliography (Chicago Style).

DUE: Friday Feb. 26, 2021

WEIGHT: 20%

### **Part 2: Research Paper.**

Research papers

They must follow the guidelines for research papers outlined in the *Department of History Guide to Writing History Papers*. They must follow the Chicago Style for Notes and Bibliography.

They are to be double-spaced using Arial, Calibri or Times new Roman font in 12 pitch.

**All papers will be evaluated according to the following criteria:**

- strength and sophistication of the thesis
- research

-use of historical evidence from the research to illustrate or substantiate the thesis  
-organization and clarity of writing

LENGTH: approximately 12-15 pages including Notes and Bibliography.

DUE: Wed. March 31, 2021

WEIGHT: 40%

### **Take-Home Final Exam:**

The Take-Home examination will be distributed on Wednesday April 14, 2021. It will be posted on D2L and distributed to each student by e-mail. Students will be required to ANSWER TWO QUESTIONS. The questions will require an essay style answer. There will be some choice. The answers will have equal weight in the calculation of the Final Grade.

N.B. Extra research for the take-Home examination **is not required**. Students should draw on their lecture notes, and the textbooks for the course for the purposes of the examination.

Students will have TEN DAYS to write the examination. Examinations should be submitted electronically in the digital DropBox on D2L by Friday April 23 at 11:59 p.m.

LENGTH: No more than 12 pages (typed, double-spaced 12 point font)

DEADLINE: Fri. April 23, 2021 at 11:59 p.m.

WEIGHT: 40%

### **Late Work:**

#### **Late Submissions Policy**

- Students should strive to meet the deadlines. Submitting assignments past the DUE DATE, in the end, compromises the student's ability to complete the subsequent assignments in the course in a timely and satisfactory manner. However, due to **Covid 19**, there is flexibility. Students seeking extensions **MUST** consult with the Instructor, Dr. Marshall.

#### **Grading Policies**

All assignments will be given a letter grade, which corresponds to the Department of History Grading System (see Grading Chart below). The instructor, Dr. Marshall, will be grading the Research Proposals and the Final Exam. The Tutorial Assistant, Ms. Sophia Traxler, will be grading the Research Papers. Those students seeking clarification with respect to an assessment should first consult with the person who graded their work. In those cases where the student desires a second reading, the paper should be submitted to Dr. Marshall with a written statement

outlining the grounds upon which the student is seeking a re-assessment.

Students will receive individual feedback in the form of commentaries on papers and marginal notes for all their assignments. All assessments will be returned or delivered through D2L.

## **Learning Technologies Requirements**

The D2L site for this course contains the lectures, required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)).

In order to successfully engage in in Htst 431, students need to have reliable access to technology, as follows:

- A computer with a supported operating system;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable broadband internet connection

## **On-Line Instruction Statement:**

All required components of this course will be delivered asynchronously. The lectures will be posted on D2L on a weekly basis -on MWF mornings before 10:00 a.m.. Students can access these lectures on their own time. There are no on-line quizzes, discussions etc. The only synchronous element of this course is the weekly question and answer session via Zoom. **This question and answer session is entirely voluntary.** No Grades are assigned to this optional component of the course. Major themes or issues will be defined for these zoom discussions.

## **Lecture Schedule**

### **Lecture Schedule with Readings**

N.B. All lectures are delivered asynchronously. Students can access them through D2L. I will be releasing or posting the lectures one by one. Normally, the lecture will be posted on D2L before it would normally be delivered -MWF @ 10:00 am.

The text and the lectures are not in exact synch. The lectures are not a summary or review of the textbook. Instead they present a different narrative, and at times interpretation, of Canadian history. The text and the lectures complement each other but they do not replicate each other. Students are encouraged to develop their own narrative or story of what is important and their own interpretation of Canadian history during the world wars.

Students are encouraged to take their own notes on the lectures. Student notes capture or articulate a student’s personal or distinctive understanding of the course material.

N.B. Lectures can be accessed through D2L. Click “Content” on the top Navigation Bar. The lectures appear on the left-side of the page in the Table of Contents. They are organized by week #1 - #13 and they correspond with the weeks indicated below in the chart. Each lecture is divided into 2 or 3 parts so that the files are not too large.

<b>Date</b>	<b>Lecture Topic</b>	<b>Suggested Weekly Zoom Discussion Topics -Other Issues can be Introduced by Students</b>
Week #1  Jan. 11 Jan. 13  Jan. 15	IMPERIAL AGE 1899-1914  Introduction -The Imperial Age: The Boer War & the Canadian Militia -Imperial Culture, Manliness & the Cadet Movement	Course Expectations  Did Canada have a choice about its role in the First World War?
Week #2  Jan. 18 Jan. 20  Jan. 22	1914-1915: OUTBREAK OF WAR – 2 <sup>nd</sup> BATTLE OF YPRES & BEYOND  -Naval Crisis & Outbreak of War -Voluntary Recruitment, Baptism of Fire, 2 <sup>nd</sup> Battle of Ypres -Trench Life	A stalemated, industrial war What was it like to be a soldier?
Week #3  Jan. 25 Jan. 27  Jan. 29	1916-17: BATTLE OF THE SOMME – VIMY – CONSCRIPTION ELECTION  - The Battle of the Somme & Hughes Follies - Vimy Ridge, Faltering Recruitment & the Conscription Crisis -1917 Election, Quebec & Rural Depopulation	Conscription: Did Borden blunder and cause the worst crisis in Canadian national unity?
Week #4  Feb. 1	THE HOME FRONT  -Resistance & Conscientious Objectors	Reconciling Canada’s “war for democracy” with

Feb. 3 Feb. 5	-Minorities & Enemy Aliens -Women at War: The Domestic Front	its treatment of minorities and dissenters in Canadian society
Week #5  Feb. 8 Feb. 10  Feb. 12	MORALE & THE LAST HUNDRED DAYS  -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	The ethical dilemma of ending war and the reputation of General Currie
READING WEEK Feb. 14 – 21	NO CLASSES	
Week #6  Feb. 22 Feb. 24 Feb. 26	1918-1919: DEMOBILIZATION & THE VETERANS  -The Flu Epidemic & the End of the War -The Veterans Return: Anger and Revolt -Borden's Quest for Sovereignty and the Paris Peace Conference	How had Canada changed?
Week #7  March 1 March 3  March 5	1919-1939: COMMEMORATING THE WAR TO END ALL WARS & THE COMING OF THE SECOND WORLD WAR  - Remembering the War -Anti-War Sentiment and the Disarmament Movement -The League of Nations, Canadian Foreign Policy and Appeasement	How do we remember the Great War? Has it changed? "That Low, Dishonest Decade"
Week #8  March 8  March 10  March 12	1939-1941: CANADA DECIDES & THE MOBILIZATION OF RESOURCES  -National Unity, The Coming of the Second World War & The War Limited Liability -National Resources Mobilization & the Emergence of First Nations Resistance - Financing the War	Mackenzie King and the Politics of National Unity



Week #9	1941-43:	
March 15	-The Propaganda State: The National Film Board (“Wings Over the Pacific”) and Defeat in Hong Kong	Character of Canadian Propaganda
March 17	-Internment of the Japanese and Conscription Crisis of 1942	Ethics of Japanese Internment
March 19	-From Dieppe to the Italian Campaign	
Week #10	1940-1944: THE DOMESTIC FRONT & THE NEW SOCIETY	
March 22	-“They’re Still Women After All”? NFB, “Proudly She Marches”	Changing Status of Women during World War II
March 24	-Food & the Wartime Prices and Trade Board	
March 26	-Planning the Economy for Peace: Building the Welfare State and Creating a Veterans’ Charter	
Week #11	1944:	
March 29	-The Battle of the Atlantic & Battle of the Air (Bomber Command)	Morality of Air Bombing Cities and Civilians
March 31	-Normandy and the 2 <sup>nd</sup> Conscription Crisis	
Good Friday	-NO LECTURE	
Week #12	1945: LIBERATING EUROPE	
April 5	-NO LECTURE	
April 7	-The Liberation of Europe and the Revelation of Nazi Atrocities	How had Canada Changed: From Empire to North American Nation?
April 9	-Canada and the United Nations (Relief and Rehabilitation Administration)	
Week #13	THE NEW WORLD ORDER	
April 12	-The Rise of Liberal Internationalism	How had Canada Changed: the Emergence of Human Rights
April 14	-The Rise of Human Rights in Canada	

### Class Policies

- Assignments are to submitted electronically through the digital DropBox on D2L.

- Students MUST keep a 2nd copy of all their assignments.
- D2L is utilized for all the course documents. The following is on D2L: contact information, course syllabus; and detailed descriptions of each assignments.
- There will NOT be any class notes or copies of the Power Point presentations on D2L. The Power Point slides are almost exclusively illustrative of the lecture content. They are designed to provide a visual representation of what is being discussed in lecture. Students can easily manipulate the recorded lectures for the purposes of taking notes.
- STUDENTS ARE EXPECTED TO TAKE THEIR OWN CLASS NOTES.
- The visual and audio material played throughout this class should be considered as lecture material. It is not merely for entertainment.
- E-mail protocol: When e-mailing, you must use your University of Calgary account, so that you can be identified as a student. It is also helpful to use Htst. xxx in the subject line. E-mails will be responded to in a timely manner, normally within 24 hours, except over the weekends. If your e-mail requires a lengthy response, you will be asked to meet with the Instructor or Teaching Assistant via Zoom. A conversation about a complicated matter is usually much more efficient, informative and helpful than long e-mail correspondence.

### **Guidelines for Synchronous Office Hour Sessions**

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/> .

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

## **Inclusiveness, Accommodation, and Classroom Conduct**

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

### **THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES**

#### **Departmental Grading System**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

<b>Percentage</b>	<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>Description</b>
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance

Percentage	Letter Grade	Grade Point Value	Description
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

### Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

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

### Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

### Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the

essay is a critical analysis of those works

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 Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K: Integrity and Conduct](#).

### **Academic Accommodations**

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

### **Copyright**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. 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 consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

### **Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**Campus Security (220-5333)**

**Department of History Twitter @ucalgaryhist**

*Winter 2021*