



**Faculty of Arts  
Department of History  
Course Outline  
Winter 2023**

**HTST 520**

**CANADA AND THE FIRST WORLD WAR**

**Instructor:** Dr. David B. Marshall  
**Office:** SS 638  
**Email:** marshall@ucalgary.ca  
**Office Hours:** TW 1:00 – 2:00 p.m.  
**Phone #:** 403 220-3837  
**Class Room Location** SS 623  
**Days and Times:** T 2:00 – 4:45

*We would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The city of Calgary is also home to Métis Nation of Alberta, Region 3.*

**Course Delivery:** This course will be delivered in person. Only if circumstances require it (i.e. university mandate due to outbreak of covid) will the seminar be held via zoom.

**Course Description**

The course will consider the Canadian experience during the First World War. A variety of perspectives from military, social, cultural, political, intellectual, and gender history will be utilized. The emphasis will be on the dynamic relationship between what occurs on the battlefield and the domestic front. For example, overseas battles –military history- had a huge impact on recruitment, politics and the conscription crisis –national political history. Similarly, morale and how the soldiers fought and fared overseas –military history- depended on women's willingness to volunteer and knit or to organize care packages –social and gender history. There will also be some attention to the periods before and after the war. Emphasis will be on thinking broadly about Canada's contribution to the war effort and the impact of the war on Canada.

## **Learning Outcomes**

- develop oral communication and debating skills
- acquire knowledge of the historical literature on Canada during the First World War
- advance research and writing skills by developing a research topic of a student's own design
- acquire advanced knowledge and understanding of the major themes and issues relating to Canada during the First World War -on both the domestic or home-front and the battlefield.

## **Reading Material**

**The following are available in the University of Calgary Bookstore for purchase. They are not available as Electronic Books through the University of Calgary Library. Purchase of these books is strongly recommended. All other books -Required or Recommended- for the seminar are available as e-books through the U of C Library and can be accessed via Reading List on the D2L site for this course.**

Cook, Tim, *The Secret History of Soldiers: How Canadians Survived the Great War* (Allen Lane, 2018)

Barrett, Matthew & Robert Engen, *Through Their Eyes: A Graphic History of Hill 70 and Canada's First World War* (McGill-Queen's University Press, 2022)

McKenzie, Andrea, ed., *War-Torn Exchanges: the Lives and Letters of Nursing Sisters Laura Holland and Mildred Forbes* (UBC Press, 2016)

Cook, Tim, *The Madman and the Butcher: The Sensational Wars of Sam Hughes and General Arthur Currie* (Penguin, Canada, 2011)

### **Available as an e-book through the University of Calgary Library**

Dutil, Patrice & David Mackenzie, *Embattled Nation: Canada's Wartime Election of 1917*

Vance, Jonathan, *Death So Noble: Memory, Meaning, and the First World War*

## **Assessment**

<b>Assignment</b>	<b>DUE DATE</b>	<b>% Final Grade</b>
<b>Weekly Seminar Participation</b>	<b>Cumulative</b>	<b>20%</b>
<b>Seminar Presentation/Book Report</b>		<b>20%</b>
<b>Research Paper Proposal</b>	<b>March 7<sup>th</sup> 2023</b>	<b>20%</b>
<b>Research Paper</b>	<b>End of Term, April 11<sup>th</sup> 2023</b>	<b>40%</b>

### **Course Policies**

-Office Hours: If you have any questions about the course material or the assignments, please visit the instructor during their scheduled office hours. TW 1:00 – 2:00 p.m. If the office hours are not convenient, an appointment or zoom meeting can be arranged.

-E-mail protocol: 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.

All written assignments to be submitted electronically as a Word document via Dropbox on the course D2L site.

### **Grading Policies**

Deadlines are Firm. Students seeking extensions MUST consult with the Instructor. Failure to follow these guidelines will result in a deduction of ONE LETTER GRADE PER DAY, i.e. from a B to a B- to a C+ etc.

Should students be dissatisfied with the grade, then they should discuss the paper with the course instructor. To receive a 2<sup>nd</sup> reading, students must outline their grounds for seeking redress in writing. If a 2<sup>nd</sup> reading is granted, the grade may stay the same, go up, or possibly go down.

**All assignments will receive a letter grade. For the purposes of calculating final grades the letter grades have the following assigned values A+ = 95; A = 87.5; A- = 82; B+ = 78.5; B = 75; B- = 71.5; C+ = 68.5; C = 65; C- = 61.5; D+ = 58; D = 52.5; F = 0.0. Each value is the approximate mid-point of the grade ranges based on the Departmental of History Grading System below.**

## Methods of Assessment

**1) Weekly Seminar Participation** is an integral component of the course. Students will be assessed on the basis of their knowledge of the readings, quality of their participation, willingness to debate, and originality of their contribution. Showing up to class but saying very little warrants a grade of “C” or lower, as I will assume that you have not done the reading. The seminar is only as good as the amount and quality of student participation. Poor attendance will lead to a grade of “D” or lower for this component of the course. Normally, students are expected to read a book a week or its equivalent of 2-3 academic journal articles.

**2) Seminar Presentation:** Each student is responsible for a seminar presentation that will take the form of a Book Report. Presentations should be no more than 15 minutes so that there is plenty of time for discussion. The student is responsible for relating the book to the theme or topic of the seminar and defining the major issues for the discussion that follows. **For a list of the books that can be reported on please see Seminar Topics in the Contents menu on the HTST 520 D2L site.**

## STUDENTS ARE REQUIRED TO CONSULT WITH THE INSTRUCTOR ABOUT THEIR RESEARCH TOPIC

**3) The Research Paper Proposal** is a crucial stage in the preparation of the research paper. It should contain the following:

- outline of topic with some discussion of the primary research question.
- discussion of the significance of the topic or subject or put another way, why you have selected this topic and why it is important.
- major primary and secondary sources that will form the foundation of the paper, or put another way, how are you going to research this topic
- a bibliography

These proposals should be at least 2 or 3 pages, including the bibliography.

**4) The Research Paper** should be approximately 12-15 pp in length, including notes and bibliography. The paper should include primary source material.

The notes and bibliography MUST conform to the **Chicago Style**. Papers must be properly documented and follow the guidelines for notes and bibliography set out in the Department of History’s *History Student’s handbook: A Short Guide to Writing History Essays*. This guide can be found at:

[https://arts.ucalgary.ca/sites/default/files/teams/29/History%20Student's%20Handbook%20\(2022\).pdf](https://arts.ucalgary.ca/sites/default/files/teams/29/History%20Student's%20Handbook%20(2022).pdf)

**Research papers will be assessed on research completeness, depth of analysis, and writing style.**

## Learning Technologies

There is a D2L site for this course that contains all relevant class resources and materials, such as course outline, assignments sheets and the final examination. All notifications will also be posted on D2L. In order to successfully engage in learning experiences and complete assignments in this class, students will need reliable access to the following technology:

- a computer, tablet, or other device
- internet to access D2L.
- a computer microphone is necessary for the purposes of instructor-student meetings via **zoom**

## Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible. If you face circumstances that require an informal accommodation or adjustment, please contact the instructor by email or during office hours.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

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

## Seminar Schedule & Reading

Date	Topic & Suggested Reading (# of Students to Lead the Discussion)	Important Dates
Tues Jan. 10	Organization	
Tues Jan. 17 Seminar #1	<b>Canadian Society at the Outbreak of War</b>	

	Reading: Select from Reading List	
Tues Jan. 24 Seminar #2	<b>Mobilizing for War: The Voluntary Effort</b>  Reading: Select from Reading List	
Tues Jan. 31 Seminar #3	<b>Fighting the War on the Domestic Front</b>  Reading: Select from Reading List	
Tues. Feb. 7 Seminar #4	<b>Fighting the War in the Trenches</b>  Reading: All students read Barrett, Matthew & Robert Engen, <i>Through Their Eyes: A Graphic History of Hill 70 and Canada's First World War</i>	
Tues. Feb. 14 Seminar #5	<b>Life of the Soldier</b>  Reading: All students read Cook, Tim, <i>The Secret History of Soldiers: How Canadians Survived the Great War</i>	
Week #6 Tues. Feb. 21		<b>Reading Days: No Seminar</b>
Tues. Feb. 28 Seminar #7	<b>Minorities and "Enemy Aliens"</b>  Reading: Select from Reading List	
Tues. March 7 Seminar #8	<b>Dissent: on the Home Front</b>  Reading: Select from Reading List	<b>Research Paper Proposals DUE</b>
Tues. March 14 Seminar #9	<b>Women &amp; Nurses at the Front</b>  Reading: All students read McKenzie, Andrea, ed., <i>War-Torn Exchanges: The Lives and Letters of Nursing Sisters Laura Holland and Mildred Forbes</i>	

Tues. March 21 Seminar #10	<b>Quebec, Conscription and the 1917 Election</b>  Reading: All students read Dutil, Patrice & David Mackenzie, <i>Embattled Nation: Canada's Wartime Election of 1917</i> - available at U of C Library as an e-book	
Tues. March 28 Seminar #11	<b>Vimy, Last 100 Days &amp; General Currie</b>  Reading: All students read Cook, Tim, <i>The Madman and the Butcher: The Sensational Wars of Sam Hughes and General Arthur Currie</i>	
Tues. April 4 Seminar #12	<b>Taking Care of Veterans &amp; Families</b>  Reading: Select from Reading List	
Tues. April 11 Seminar #13	<b>Memorializing the Sacrifices &amp; the War</b>  Reading: All students read Vance, Jonathan, <i>Death So Noble: Memory, Meaning, and the First World War</i> - available from U of C Library as an e-book.	<b>Research Essays DUE: Tues. April 11<sup>th</sup></b>  <b>There is no registrar-scheduled final exam</b>

**There is no Registrar schedules Final Examination**

## 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. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Percentage	Letter Grade	Grade Point Value	Description
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
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.

**Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

### 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](#).

### Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).



## **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 calendar](#).

## **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

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 [Student Accessibility Services](#).

## **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

## **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

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](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

## **MEDIA RECORDING IN LEARNING ENVIRONMENTS**

### **Media Recording for Study Purposes (Students)**

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

### **Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

### **Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and

will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

### **Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

### **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 and gender-based 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**