

Western University
Department of History
2015 - 2016

DRAFT

History 9202A - Canada and the First World War

Fall term, Wednesday 9:30 - 11:30

Lawson Hall 2270C

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The course will consider the Canadian experience during and after the First World War, using a variety of perspectives from social, cultural, political, intellectual, and military history. This is a research seminar and in written work, emphasis will be placed upon an ability to write clearly and effectively, and upon a willingness to think broadly about the impact of the war on Canada.

There is no required text for the course. All readings are available on the course website, in the periodicals section of Weldon Library, or on two-hour reserve in Weldon Library.

ASSIGNMENTS:

Seminar participation	20%
Document analysis	30%
Major research essay	50%

Seminar participation

The success of the seminar depends on the willingness of students to keep up with the readings on a weekly basis and to take part fully in the discussion. Participation will be assessed on an ongoing basis throughout the term.

Document analysis

You will be given an original document from the First World War to research and analyze. You should approach it as an exercise in historical detection – how much can the document reveal about the time, and about the people and events to which it refers? Your analysis should be at least eight pages in length and include a one-page summary (which will be graded on the quality and clarity of the writing), the detailed analysis (which will be graded on the completeness of the research – it need not be presented in prose paragraphs, but may be presented in point form or in bulleted sections), and a bibliography. The analysis is due on 28 October.

Major research essay

Students will write a major research paper (based largely on primary materials) on a topic of their choice, to be arrived at in consultation with the instructor. In selecting an essay topic, you should be imaginative and innovative while bearing in mind the availability of relevant primary sources and the soundness of the topic in a theoretical sense. The paper should be 20-25 pages in length and must be presented in proper scholarly format. The due date will be 9 December. As part of this assignment, you should submit a brief essay proposal (on 14 October) consisting of a series

of research questions, a list of primary sources, and a sample bibliography.

*** **Note:** Late assignments will be subject to a deduction of two marks per day. Assignments submitted more than seven days after the due date will not be graded.

Please note the University Senate's statement on plagiarism: "Scholastic offenses are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offense, at the following website:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

Seminar schedule:

16 September - Introduction

23 September - August 1914

Ian Miller, *Our Glory and Our Grief: Torontonians and the Great War* (2002): ch. 1

L.M. Montgomery, *Rilla of Ingleside* (1920): ch. 3 and 4

James M. Pitsula, *For All We Have and Are: Regina and the Experience of the Great War* (2008): ch. 1

Robert Rutherford, "Canada's August Festival: Communitas, Liminality, and Social Memory," *Canadian Historical Review* 77 (1996)

30 September - Recruitment

Olivar Asselin, *Pourquoi je m'enrole* (1916)

R. Craig Brown and Donald Loveridge, "Unrequited Faith: Recruiting the CEF, 1914-1918," *Revue internationale d'histoire militaire* 51 (1982)

Nic Clarke et al, "Fighting Fit?: Diet, Disease and Disability in the Canadian Expeditionary Force, 1914-1918," *War & Society* 33/2 (2014)

Nikolas Gardner, "The Great War and Waterloo County: The Travails of the 118th Overseas Battalion," *Ontario History* 89 (1997)

Paul Maroney, "'The Great Adventure': The Context and Ideology of Recruiting in Ontario," *Canadian Historical Review* 77 (1996)

Katharine McGowan, "'In the interest of the Indians': The Department of Indian Affairs, Charles Cooke, and the Recruitment of Native Men in Southern Ontario for the Canadian Expeditionary Force, 1916," *Ontario History* 102 (2010)

C.A. Sharpe, "Enlistment in the Canadian Expeditionary Force, 1914-1918: A Regional Analysis," *Journal of Canadian Studies* 18 (1983-84)

7 October - Managing Dissent

Martin F. Auger, "On the Brink of Civil War: The Canadian Government and the Suppression of the 1918 Quebec Easter Riots," *Canadian Historical Review* 89 (2008)

Henri Bourassa, *Hier, Aujourd'hui, Demain: Problèmes nationaux* (1916): 67-92

W. Entz, "The Suppression of the German Language Press in September 1918," *Canadian Ethnic Studies* 8 (1976)

Greg Kealey, "State Repression of Labour and the Left in Canada, 1914-1920," *Canadian Historical Review* 73 (1992)

Ian Milligan, "Sedition in Wartime Ontario: The Trials and Imprisonment of Isaac Bainbridge, 1917-1918," *Ontario History* 100 (2008)

Amy J. Shaw, *Crisis of Conscience: Conscientious Objection in Canada during the First World War* (2009): ch. 5

14 October - Document analysis workshop / **** research paper proposal due ****

21 October - War as a Gendered Experience

Suzanne Evans, "Marks of Grief: Black Attire, Medals, and Service Flags," in Sarah Glassford and Amy Shaw, eds., *A Sisterhood of Suffering and Service: Women and Girls of Canada and Newfoundland during the First World War* (2012)

Lynn Kennedy, "'Twas You, Mother, Made Me a Man': The Motherhood Motif in the Poetry of the First World War," in Glassford and Shaw, eds., *A Sisterhood of Suffering and Service*

Susan Mann, ed., *The War Diary of Clare Gass* (2000), introduction

Susan Mann, *Margaret Macdonald: Imperial Daughter* (2005), appendix

Joan Sangster, "Mobilizing Women for War," in David MacKenzie, ed., *Canada and the First World War: Essays in Honour of Robert Craig Brown* (2005)

28 October - War and Youth ****document analysis due****

Kristine Alexander, "An Honour and a Burden: Canadian Girls and the Great War," in Glassford and Shaw, eds., *A Sisterhood of Suffering and Service*

Susan R. Fisher, *Boys and Girls in No Man's Land: English-Canadian Children and the First World War* (2011): ch. 2

James M. Pitsula, "Manly Heroes: The University of Saskatchewan and the First World War," in Paul Stortz and E. Lisa Panayotidis, eds., *Cultures, Communities, and Conflict: Histories of Canadian Universities and War* (2012)

4 November - Conscription and the 1917 Election Henri Bourassa, *La Conscription* (1917): 28-34

Tarah Brookfield, "Divided by the Ballot Box: The Montreal Council of Women and the 1917 Election," *Canadian Historical Review* 89 (2008)

Daniel Byers, "The Conscription Election of 1917 and its Aftermath in Orillia, Ontario," *Ontario History* 83 (1991)

J.L. Granatstein, "Conscription in the Great War," in David MacKenzie, ed., *Canada and the First World War: Essays in Honour of Robert Craig Brown* (2005)

Ronald Haycock, "The 1917 Federal Election in Victoria-Haliburton: A Case Study," *Ontario History* 67 (1975)

W.H. Heick, "'If We Lose the War, Nothing Else Matters': The 1917 Federal Election in North Waterloo," *Ontario History* 72 (1980)

Desmond Morton, "Polling the Soldier Vote: The Overseas Campaign in the Canadian General Election of 1917," *Journal of Canadian Studies* 31 (1975)

A.M. Willms, "Conscription 1917: A Brief for the Defence," *Canadian Historical Review* 37 (1956)

11 November - Commemoration

Marilyn Baker, "To Honor and Remember: Remembrances of the Great War. The Next-of-Kin Monument in Winnipeg," *Manitoba History* 2 (1981)

Jacqueline Hucker, "'After the Agony in Stony Places': The Meaning and Significance of the Vimy Monument," in Geoffrey Hayes, Andrew Iarocci, and Mike Bechthold, eds., *Vimy Ridge: A Canadian Reassessment* (2007)

J.F. Vance, "Remembering Armageddon," in David MacKenzie, ed., *Canada and the First World War*

Jim Zucchero, "The Canadian National War Memorial: Metaphor for the Birth of a Nation," in D.M.R. Bentley, ed., *Mnemographia Canadensis: Essays on Memory, Community, and Environment in Canada*, vol. 2 (1999)

18 November - Workshop - 3MRP

25 November - War Literature

Charles Yale Harrison, *Generals Die in Bed* (1930)

Mary Swan, *The Deep* (2002)

J.F. Vance, "The Soldier as Novelist: Literature, History and the Great War," *Canadian Literature: A Quarterly of Criticism and Review* 179 (2003)

Peter Webb, "'A righteous cause': War Propaganda and Canadian Fiction, 1915-1921," *British Journal of Canadian Studies* 24 (2011)

2 December - The Veteran Experience

Kent Fedorowich, *Unfit for Heroes: Reconstruction and Soldier Settlement in the Empire Between the Wars* (1995): ch. 4

Mark Humphries, "War's Long Shadow: Masculinity, Medicine and the Gendered Politics of Trauma, 1914-1939," *Canadian Historical Review* 91 (2010)

Peter Neary, "'Without the stigma of pauperism': Canadian Veterans in the 1930s," *British Journal of Canadian Studies* 22 (2009)

J.F. Vance, *Death So Noble: Memory, Meaning and the First World War* (1997): ch. 4

J.F. Vance, "'Today they were alive again': The Canadian Corps Reunion of 1934," *Ontario History* 87 (1995)

9 December - conclusion **** major research paper due ****

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and

indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or msherif5@uwo.ca