



## History 4209E

570

Fall/Winter 2018-2019

### Canada in the First World War

#### Instructor Information:

**Professor:** G. Broad **Office #:** FB108

**Email:** gbroad@uwo.ca **Ext:** 4462

**Office Hours:** TBA

#### Class Times and Location(s):

Tuesdays, 6:30-9:30pm in FB003

#### Course Description:

This reading, discussion, and research intensive seminar course examines the Canadian experience in the First World War. Topics include the social and cultural impact of the war, victory and defeat on the fighting fronts, and domestic politics and repression. Students will produce a research paper based substantially on primary sources.

**Antirequisites:** History 4292E (if taken in 2010-11).

**Prerequisites:** History 2201E and one other History course at the 2200-level or above, or permission of the Department.

*Unless you have either the requisites for this 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.*

# History 4209E: Canada in the First World War



**Dr. Graham Broad**

*primus inter pares*

Office FB108 by appointment

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## Grade Breakdown

Participation 30%

Article Proposal 10%

Article Draft 25%

Article Final 20%

Presentation 10%

Open 5%

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## Required Books

Mackenzie, ed. *Canada the First World War*

Bird, *And We Go On*

Other readings are available through digital databases.

**“Canada is an unmilitary community. Warlike her people have often been forced to be; military they have never been.” C.P. Stacey**

## Introduction

Nearly 110,000 Canadians were killed in the World Wars – 65,000 of them in them in the first – and the experience of mass warfare transformed Canada in ways that historians are still trying to understand. Jack Granatstein and Desmond Morton, two of Canada’s most influential historians, have argued that Canada is “a nation forged in fire” – the fire of the two World Wars.

Our task in this course is to assess this argument as it relates to Canada’s experience in the First World War. Our approach will be roughly chronological but also thematic as we pose questions and seek answers about the experience of Canadians on the home front and overseas.

Weekly topics will include political and economic mobilization for war, conscription and domestic dissent, the cultural impact of the wars on the home front, tactical innovation and failure on fighting fronts, and the difficult and contested nature of postwar commemoration or “social memory.”

It is my expectation that each of you will emerge from this seminar with a fuller understanding of the complexities of Canada’s experience in the First World War, a greater appreciation for the nuances of the historiography, and better able to contest simple-minded patriotic ooze when confronted by it. In addition, I hope you will become better speakers and writers.

*Above, top: The Canadian National Vimy Memorial; left: The Brooding Soldier at St. Julien, Belgium, near Ypres.*

### Class Participation 30%

Several years ago the authors of a study conducted at the University of California Berkley concluded that, "Students learn best when they are actively involved in the process. Students participating in discussion groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats such as lectures."

Studies of this kind – there have been many – lend empirical support to what common sense dictates: that one of the marks of educated people is their ability to discuss, argue, and debate topics of significance.

To that end, our weekly classes will be organized around an informed discussion of the assigned readings. (A reading list will be posted separately on OWL.) Preparation is essential. Be informed and construct arguments to support your position, but do not fear making errors of fact or interpretation. No scholar avoids these.

If you are shy or nervous about speaking in front of the group, see me very soon to discuss strategies we might use in order to assist you.

I am aware of the great pressure that 4th year can bring to bear on each of you. **To that end, I permit all students to miss one seminar each term without penalty provided that they ask me in advance of the missed seminar.** Needless to say, this seminar cannot include the one where you are scheduled to give a presentation.

A rubric describing how I mark seminar participation is appended to this syllabus.

### Article (55% Total)

The article (in effect, a major research essay) is your opportunity to pursue a topic that engages your creative imagination and all of the skills you have cultivated over the course of your undergraduate career with the goal of producing a highly professional,

well researched, and engagingly written work based largely on primary sources. It is due in **three stages**, described in brief below.

You will have the option to write a scholarly article or an article that would be more appropriate for an historical magazine intended for general readers. These two options will be discussed in the assignment handouts.

**Handouts on WebCT will describe each stage in greater detail.**







### **Proposal 10%**

Due no later than **midnight November 16th**, the proposal is an **essential** first step in completing your article. Its importance has tended to be underestimated by students in the past. Your proposal should be approximately four to five pages plus a substantial bibliography. It is in this initial stage of research and investigation that you will determine both the theoretical and practical viability of your topic.

I urge each of you to stretch your imagination and choose a topic that is of interest to you. In the past, students have written on topics ranging from the operational history of field artillery regiments to the impact of the war on women's fashion. Some students have chosen to write "micro-biographies" of their families and/or a family member who served in the war.

Consult with me as often as you wish, but be certain to do so at least once while preparing your essay proposal.

I will be offering tours of primary sources available at Western's DB Weldon Library early first term. In addition, we will discuss in detail the extensive digital primary sources now available for students of the First World War. The availability of digital sources has opened up new opportunities for students who wish to find primary sources beyond what is available locally.

### **Article Draft 25%**

Due no later than midnight **January 25th**, your first draft should be a completed article of approximately 20-25 double-space pages in length, exclusive of bibliography. Note that "first draft" does not mean "lousy draft". Ideally, you should write your draft as if it were intended for final submission. I will then subject it to rigorous evaluation in the manner of a professional editor and peer reviewer with suggestions for improvement. All article drafts will be returned to students in one-on-one meetings within 7 business days following submission.

### **Finished Article 20%**

Due no later than **March 8th** at midnight, your final draft should be a completed article of approximately 20-25 double-spaced pages in length, exclusive of bibliography. In the past, many students have used their essays as the basis for subsequent graduate work. Several have presented their papers at scholarly conferences and more than one has successfully published versions of their papers.

*Above, left: Mother Canada, or Canada Bereft, at the Vimy Memorial; previous page, bottom right: a 1916 recruitment poster*

### **Presentation 10%**

Each of you will have the opportunity to give a presentation (really, a mini-lecture) of about 20 minutes on a topic to be selected from a list I will provide to the class. These topics are intended to complement our readings. As an alternative, you may wish to give a biographical presentation on a Canadian soldier of the First World War who is buried in London, Ontario. **Additional details of this assignment are available on a handout on OWL.**

### Special Problems

If you are unable to fulfill course requirements you should refer to the procedures outlined in the UWO Academic Calendar. If you have extenuating or medical circumstances, you should advise me immediately, as I will not regrade course work retroactively. Note that medical documentation is submitted to academic counselling, not to your instructor.

### Contacting Me

Generally speaking, my office hours are the best time to see me to discuss the course. In addition, I can be reached by e-mail. I check e-mail twice daily **during regular business hours** (Monday to Friday 8:30 AM to 5 PM) only. I respond to e-mail sent after Friday at 5 PM on Monday. During the working week you can usually expect a reply from me within 24 hours.

Due to the high volume of e-mail that I receive, I will not answer e-mail concerning administrative matters (such as due dates, page length of required assignments, etc.) already covered in the course syllabus or on WebCT.

### Policy on References

I am pleased to write academic references for graduate school, professional programs, funding and awards, etc., provided the following conditions are met. Ideally, you must have completed at least one course with me with an average of 80 or above. Exceptions will be made on a case-by-case basis. Second, you must ask for the letter well in advance of the deadline and provide me with all relevant details, including some indication of why you want to pursue the program or award in question. Third, you must accept the fact that I write very frank assessments of students. Finally, I must decline any gifts (gift cards, bottles of wine, etc.) for having written letters, even if the applicant is successful.

### Final Thoughts

History 4209E is an intensive but potentially very rewarding course. I am looking forward immensely to working with each of you over the course the year.



# Seminar Participation Rubric (Posted Weekly on OWL)

|              | Attendance<br>("Gateway Criteria")   | Discussion / 10  |
|--------------|--|--|
| 0-2<br>(F)   | Has missed more than 5 seminars without a documented excuse.   | Does not meet any of the standards below.  |
| 3-4.9<br>(F) | <ul style="list-style-type: none"> <li>• <b>Can miss no more than 5 seminars</b> without a documented excuse to earn this score for the year. <b>(Note: the once-per-term excused absence is not part of these calculations in any way)</b></li> </ul> | <ul style="list-style-type: none"> <li>• Does not speak</li> <li>• Students who attend but do not speak cannot attain a higher mark than 4/10</li> <li>• Marks lower than 4/10 may be assigned at the instructor's discretion to students who do not speak and do not appear to be attentive</li> <li>• Regularly texting, gaming, etc., while discussions are ongoing results in an automatic mark of 4/10</li> </ul>                       |
| 5-5.9<br>(D) | <ul style="list-style-type: none"> <li>• <b>Can miss no more than 4 seminars</b> without a documented excuse to earn this score for the year.</li> </ul>   | <ul style="list-style-type: none"> <li>• Speaks rarely and/or only for a few words</li> <li>• Tends to make very general or off-topic remarks, demonstrating little awareness of readings</li> <li>• May not verbalize concepts clearly or may meander while speaking</li> </ul>   |
| 6-6.9<br>(C) | <ul style="list-style-type: none"> <li>• <b>Can miss no more than 3 seminars</b> without a documented excuse to earn this score for the year.</li> </ul>   | <ul style="list-style-type: none"> <li>• Participates regularly, though sometimes only in response to a direct line of questioning</li> <li>• Generally, comments are on-topic and demonstrate an adequate familiarity of the readings</li> <li>• Usually verbalizes concepts clearly and generally avoids meandering</li> </ul>   |
| 7-7.9<br>(B) | <ul style="list-style-type: none"> <li>• <b>Can miss no more than 2 seminars</b> without a documented excuse to earn this score for the year.</li> </ul>   | <ul style="list-style-type: none"> <li>• Participates regularly, often taking the initiative to raise questions and respond to other speakers</li> <li>• Comments are thoughtful, insightful, on topic, and demonstrate a very good familiarity with readings and issues raised by the readings</li> <li>• Verbalizes concepts very clearly</li> </ul>   |
| 8-8.9<br>(A) | <ul style="list-style-type: none"> <li>• <b>Can miss no more than 1 seminar</b> without a documented excuse to earn this score for the year.</li> </ul>  | <ul style="list-style-type: none"> <li>• Participates regularly, but avoids dominating the discussion; takes the initiative to raise questions, respond to others, and lead the discussion without the professor's urging</li> <li>• Comments are very thoughtful and insightful, demonstrating a deep, analytical knowledge of the readings and of issues raised by the readings</li> <li>• Speaks very clearly and to the point</li> </ul> |
| 9-10<br>(A+) | <ul style="list-style-type: none"> <li>• <b>Has missed no seminars</b> without a documented excuse to earn this score for the year.</li> </ul>   | <ul style="list-style-type: none"> <li>• A leader in discussion, but also a generous conversationalist who invites other members of the group to speak</li> <li>• Demonstrates a very deep and analytical understanding of the readings and related issues</li> <li>• Speaks eloquently</li> </ul>   |

**King's University College at the University of Western Ontario**  
**HISTORY DEPARTMENT**  
**Policy Regarding Essay Submission, Late Essays, and Written Work Not Submitted**

1. A penalty of five (5) marks will be assessed for essays submitted the first day after the deadline.
2. A penalty of one (1) mark will be assessed for each subsequent day, including weekends.
3. No essays will be accepted after the 7<sup>th</sup> day beyond the deadline, including weekends.
4. Exceptions to the above provisions will be granted only on the basis of
  - (a) humanitarian grounds (**Note:** In fairness to all students, documented evidence will be required when a death or serious illness in the family has occurred);
  - (b) medical grounds for which written proof must be provided (**Note:** This may be submitted to the Dean's Office).
5. Computer breakdowns will not be considered under provision 4 (a).
6. Essays are due in class on the date specified. Essays placed in the late-essay drop box (located between the inner doors of the Cardinal Carter Library) will be subject to the late penalties stated above.
7. A student who fails to submit all the required written assignments which together make up the "Essay" component of the course will not receive credit for the course.
8. Students must achieve a cumulative average of 50%+ on all written assignments, before late penalties, to pass the course.

**Prerequisites and Antirequisites:** Unless you have either the requisites for this 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.

**King's University College at the University of Western Ontario  
HISTORY DEPARTMENT**

**POLICY REGARDING PLAGIARISM**

**Preamble:** Any written text (and supporting materials), whether printed (e.g. a book, an article, a pamphlet) or "manuscript" (e.g. ms. for a scholarly paper or a dissertation), **is the property of its author[s]**. Therefore, any use of any part of such materials **must be acknowledged**. When the use is "indirect", as in a summary of information and/or ideas, the "borrowing" is acknowledged with a footnote. When the "borrowing" is "direct", that is when a portion of the text or of the supporting material is quoted *verbatim*, the "borrowing" is acknowledged in two ways: (1) quotation marks around the material quoted, and (2) a footnote. It is worth repeating that **both** forms of acknowledgement are **mandatory** when the material is copied directly. Use of on-line sources, **if permitted by your instructor**, must be acknowledged as to specific source, date of access, etc.

**Definition:** Plagiarism, simply defined, is a form of theft. Were the plagiarised material to be subsequently published it could well lead to legal action against the culprit. Plagiarism generally takes one of two forms (with infinite variations). "Flagrant plagiarism" occurs when portions of one or more written texts are copied, but no quotation marks are used to indicate the borrowing ... although a footnote may appear, which, as indicated above, is not sufficient. "Disguised plagiarism" occurs when the original text is paraphrased in such a way as to "disguise" the theft ... changing a word here and there, etc., even if a footnote is provided. Example: The original text says "The Cabinet met three times in an effort to resolve the issue"; the "paraphrased" text says "The Cabinet met on three occasions in an effort to resolve the problem".

**Plagiarism checking:** The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for checking. Plagiarism is a major academic offence. For further information see the section on Scholastic Offences in the Academic Calendar.

**Penalties:** **The Department Chair will determine the appropriate penalty in consultation with the student's course instructor. Penalties may include the following:**

- A. Inadvertent plagiarism by a beginning student will result in a warning to the student.
- B. "Flagrant plagiarism" results in a "0" for the assignment.
- C. "Disguised plagiarism" results in a "0" for the assignment.
- D. Submission of an assignment which is also being submitted in another course (or has been submitted in another course in a previous year), results in a "0" for the assignment.
- E. Submission of an assignment prepared by someone other than the alleged author results in a "0" FOR THE COURSE.
- F. Instances of plagiarism will be reported to the Dean.





## Course Outline Policies 2018-2019

### Faculty Office Hours:

Faculty office hours can be found on King's homepage under the menu heading Current Students (<http://www.kings.uwo.ca/current-students/courses-enrolment/planning/faculty-office-hours/>) and are also posted on the bulletin board across from the Administrative Assistants Office on the second floor of Dante Lenardon Hall.

### Accommodations for Tests/Examinations:

Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances.

### How to Request Academic Accommodation – King's Students:

(<https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/>)

### UWO Policy on Accommodation for Medical Illness:

([http://uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf))

Student Medical Certificate (SMC):

<https://www.eng.uwo.ca/files/undergraduate/student-medical-certificate.pdf>

### Support Services:

Information about Accessibility, Counselling and Student Development (formerly Services for Students with Disabilities) at King's is available at

<https://www.kings.uwo.ca/current-students/student-services/>

For emotional/mental health assistance see: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

The website for Academic Services at King's University College is <http://www.kings.uwo.ca/current-students/academic-support/>

Students who are in emotional/mental health distress should refer to Mental Health@Western: <https://uwo.ca/health/services/students/index.html> for a complete list of options about how to obtain help.

University Students Council provides many valuable support services for students (including the health insurance plan) <http://westernusc.ca/services/>.

### Accommodations for Religious Holidays:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_religious.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf)

NOTE: Students who have a Sabbath or Holy Day that conflicts with tests or exams must give written notice for accommodation by the deadlines noted in the policy above (minimum two weeks for term tests and examinations, and one week for mid-term tests).

A calendar of religious holidays may be found here: <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

### Remembrance Day Policy:

That two minutes of silence be observed on November 11 and 11:00 a.m. throughout the university and that, where this is not possible, two minutes of silence be observed between 11:00 a.m. and 12:00 noon.

That students be permitted to be absent from class to attend a Remembrance Day Services, provided the instructor is informed in advance of the intended absence.

## **Statement on Use of Electronic Devices:**

### Use of Electronic Devices:

You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

### Use of Laptops in the Classroom:

King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of laptop computers can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of laptops by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using laptops for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct. See

[https://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/code\\_of\\_conduct\\_2003.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/code_of_conduct_2003.pdf)

Inappropriate use of laptops [or smart phones] during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students are strongly advised to operate laptops with batteries rather than power cords."

## **Statement on Academic Offences:**

King's is committed to Academic Integrity.

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

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

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 for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. <http://elearningtoolkit.uwo.ca/terms/plagiarism.html>

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## **Copyright re: Course Material**

Lectures and course materials, including power point presentations, tests, outlines, and similar materials are protected by copyright. Faculty Members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a Faculty Member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site he/she should ask for the student's written permission. (Commercial use of Course material - <http://umd.edu/legal/commercial.html>)

## **Mailbox re Submission of Late Essays/Assignments ONLY:**

Only late essays/assignments not handed in at class may be dropped off in the drop box, located between the inner doors of the Cardinal Carter Library. Essays dropped into the mailbox will be picked-up twice per day: once in the morning (9:30 a.m.) and in the afternoon (4:00 p.m.). All essays dropped off after 4:00 p.m. will be date-stamped the following business day. Essays should be placed in an envelope addressed to the professor with the course code and student number clearly indicated.

## **Class Cancellations:**

All reported class cancellations are posted at: <https://www.kings.uwo.ca/current-students/campus-life/service-disruptions/>