Dr. Patrick H. Brennan  
History Department  
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SS 622  
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Course Description:

Discussion topics will focus on the major themes in Canada’s Great War military experience, including the Canadian Expeditionary Force’s recruitment and training, leadership, tactical doctrine, and integration within the British Expeditionary Force, as well as key developments in civil-military relations and on the home front.

Weekly Discussion Readings:

1. September 8 … class orientation, assignment of student presentations and dates for same.

2. September 15 … “The Toll of the War on the Canadian Soldier: I”  
   Mark Humphries, “War’s Long Shadow: Masculinity, Medicine, and the Gendered Politics of Trauma, 1914-1939,”  
   Canadian Historical Review, 91, 3 (September 2010)  
   Persistent Link:  

   Patrick Brennan, “‘Completely worn out by service in France’: Combat Stress and Breakdown among Senior Officers in the Canadian Corps,”  
   Canadian Military History, 18, 2 (Spring 2009)  
   Posted as a PDF

3. September 22 … “The Toll of the War on the Canadian Soldier: II”  
   Tim Cook, “The Politics of Surrender: Canadian Soldiers and the Killing of Prisoners in the Great War,”  
   Journal of Military History, 70, 3 (July 2006)  
   Persistent Link:  

   Tim Cook, “‘More a medicine than a beverage’: ‘Demon Rum’ and the Canadian Trench Soldier of the First World War,”  
   Canadian Military History, 9, 1 (Winter 2000)  
   Persistent Link:
Canada and the Great War: Selected Topics

http://scholars.wlu.ca/cmh/vol9/iss1/2/

4. September 29 … “Military Justice”
   *Teresa Iacobelli, Death or Deliverance: Canadian Courts Martial in the Great War, Chapters 3, 4, 5 and Conclusion
   Persistent Link:

5. October 6 … “Those Successful Canadians, I”
   *Bill Rawling, Surviving Trench Warfare: Technology and the Canadian Corps, 1914-1918, Chapters 3, 4, 5 and Conclusion
   Posted as a PDF

6. October 13 … “Those Successful Canadians, II”
   Persistent Link:

   Patrick Brennan and Thomas Leppard, “How the Lessons Were Learned: Senior Commanders and the Moulding of the Canadian Corps after the Somme,” in Yves Tremblay, ed., Canadian Military History since the 17th Century
   Posted as a PDF

7. October 20 … “Conscription and Unionism”
   *John English, The Decline of Politics: The Conservatives and the Party System, 1901-1920, Chapters 6, 7, 8, 9 and 10
   Posted as a PDF

8. October 27 … “Rallying English Canada to the War”
   *Ian Miller, Our Glory and Our Grief: Torontonians and the Great War, Chapters 3, 4, 6 and Conclusion
   Persistent Link:

9. November 3 … “The War and the Canadian Soldier’s Family”
   *Desmond Morton, Fight or Pay: Soldiers’ Families in the Great War, Chapters 3, 4, 6 and 8
   Persistent Link:
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   *Amy Shaw, *Crisis of Conscience: Conscientious Objection in Canada during the First World War*, Chapters 2, 3, 5 and Conclusion


   Posted as a PDF

13. December 1 … no seminar, research essay due date

14. December 8 … “War and Remembrance”
   *Jonathan Vance, *Death So Noble: Memory, Meaning and the First World War*, Chapters. 1-5 and 7

Course Requirements:

**Book Reviews** (750-1000 words each) [Note: a review must be submitted (electronic and paper copies are both acceptable) no later than the day before it is discussed in seminar. Otherwise the first review is due by October 6th, the second by October 27th, and the third by November 24th] 3 x 5 % (total 15%)

**Essay** (3000 words) 40% due no later than December 1st

**Seminar Participation** 40%

**Seminar Presentation** 5%

The topic of the research essay must be approved by the instructor. Students are strongly encouraged to submit an essay proposal outlining their thesis and principal supporting arguments as well as a list of their research sources. Among possible essay topics are the following: (a) a critique of GWL Nicholson’s official history of the Canadian army in the
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Great War (published in 1964), Canadian Expeditionary Force: 1914-19, in the light of recent scholarship, (b) an examination of the value of published diaries and memoirs in our understanding of the CEF experience, or (c) a critical analysis of popular historical accounts of the Canadian Corps in the light of recent scholarship. The instructor will provide specific guidance in the formulation of these three topics, including a suggested reading list. Of course there are many other possible topics, and the instructor is more than willing to discuss these (and the research requirements to complete them) with interested students. The most useful bibliography in Canadian military history, at least for publication dates through the mid-1990s, remains O.A. Cooke, The Canadian Military Experience, 1867-1995: A Bibliography (1997). Please note - upon the instructor’s request, all students must be prepared to submit their research notes with their essay.

Book Review Assignment:

The book reviews should be approximately 1000 words in length. The three reviews will contain a summary of the main arguments and evidence plus an analysis of the strengths and weaknesses of the books chosen. All books indicated with a * in the seminar reading list can be reviewed. A subsidiary list of other books which are suitable for review is provided below. Since the titles are not assigned for class discussion this term, these reviews can be submitted at any time, though no later than November 25th.

Cook, Tim. At the Sharp End: Canadians Fighting the Great War, 1914-1916
Cook, Tim. Shock Troops: Canadians Fighting the Great War, 1917-1918
Iacobelli, Teresa. Death or Deliverance: Canadian Courts Martial in the Great War
Iarocci, Andrew. Shoestring Soldiers: The First Division at War, 1914-1915
Keshen, Jeffrey. Propaganda and Censorship during Canada’s Great War
Morton, Desmond. A Peculiar Kind of Politics: Canada’s Overseas Ministry in the First World War
Morton, Desmond. When Your Number’s Up: The Canadian Soldier in the First World War
Morton, Desmond and Wright, Glenn. Winning the Second Battle: Canadian Veterans and the Return to Civilian Life, 1915-1930
Bill Rawling, Surviving Trench Warfare: Technology and the Canadian Corps, 1914-1918
Rutherdale, Rob. Hometown Horizons: Local Responses to Canada’s Great War
Thompson, John Herd. Harvests of War: The Prairie West, 1914-1918

1. What should your review include? Firstly, it should include a clear summary of the author’s thesis (or theses) and supporting arguments, the main points of evidence, and the principal conclusions. This will comprise the larger part of the review. But a review consists of more than a summary of the book’s contents. You will also be expected to analyse the book, e.g. is it logically developed? Is it clearly written? Is the argumentation
persuasive? Is the supporting evidence weak or convincing? In other words, what do you think are the book’s strengths and weaknesses? Dealing adequately with this second part of the assignment will require some additional reading on the subject. As far as possible, you want to be able to place your assessment, be it favourable, unfavourable, or a mix of both, in the context of what other historians have said about the same subject. The best way to achieve this is to read other scholarly reviews of the book you are examining. An index of reviews of Canadian books can be found in the Canadian Periodical Index AI 3 C3.

2. Grading, length, etc.: Your grade will be determined by three factors: the conciseness and accuracy of your summary, the thoroughness and originality of your analysis, and the quality of your written presentation (grammar, spelling, style). Finally, be sure to list in a formal bibliography any other sources you have consulted in preparing your review. Remember, explicit references to scholarly reviews should be included in your review and must be footnoted. Note: there is an informative tutorial on how to write a history book review on the History Department web site.

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. You can also visit the Faculty of Arts website at http://arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit http://arts.ucalgary.ca/advising.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

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:

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate
students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: hist.ucalgary.ca.

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. 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 coursepack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. 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 (SS 656). 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.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100</td>
<td>A+</td>
<td>4.00</td>
<td>Outstanding</td>
</tr>
<tr>
<td>Percentage</td>
<td>Letter Grade</td>
<td>Grade Point Value</td>
<td>Description</td>
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<tr>
<td>85–89</td>
<td>A</td>
<td>4.00</td>
<td>Excellent—superior performance showing comprehensive understanding of subject matter.</td>
</tr>
<tr>
<td>80–84</td>
<td>A–</td>
<td>3.70</td>
<td></td>
</tr>
<tr>
<td>77–79</td>
<td>B+</td>
<td>3.30</td>
<td></td>
</tr>
<tr>
<td>73–76</td>
<td>B</td>
<td>3.00</td>
<td>Good—clearly above average performance with knowledge of subject matter generally complete.</td>
</tr>
<tr>
<td>70–72</td>
<td>B–</td>
<td>2.70</td>
<td></td>
</tr>
<tr>
<td>67–69</td>
<td>C+</td>
<td>2.30</td>
<td></td>
</tr>
<tr>
<td>63–66</td>
<td>C</td>
<td>2.00</td>
<td>Satisfactory—basic understanding of the subject matter.</td>
</tr>
<tr>
<td>60–62</td>
<td>C–</td>
<td>1.70</td>
<td>Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.</td>
</tr>
<tr>
<td>56–59</td>
<td>D+</td>
<td>1.30</td>
<td>Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.</td>
</tr>
<tr>
<td>50–55</td>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>0–49</td>
<td>F</td>
<td>0</td>
<td>Fail—unsatisfactory performance or failure to meet course requirements.</td>
</tr>
</tbody>
</table>
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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, 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:
At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) 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.

Student Accommodations:
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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 www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

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.
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Please also familiarize yourself about the following topics by consulting the information at these links:

- Freedom of Information: [http://www.ucalgary.ca/secretariat/privacy](http://www.ucalgary.ca/secretariat/privacy)
- Emergency Evacuation Assembly Points: [http://www.ucalgary.ca/emergencyplan/assemblypoints](http://www.ucalgary.ca/emergencyplan/assemblypoints)
- Safewalk: [http://www.ucalgary.ca/security/safewalk](http://www.ucalgary.ca/security/safewalk)
- Student Union Information: [http://www.su.ucalgary.ca/](http://www.su.ucalgary.ca/)
- Graduate Student Association: [http://www.ucalgary.ca/gsa/](http://www.ucalgary.ca/gsa/)
- Student Ombudsman Office: [http://www.ucalgary.ca/provost/students/ombuds](http://www.ucalgary.ca/provost/students/ombuds)

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