Course Objectives:
The examination of the military careers of Canadian officers in all three armed services during the Second World War will provide students with an opportunity to learn leadership styles, accomplishments of these commanders, what made a good leader, how successful each leader was and why.

Course Description:
This seminar will explore Second World War officer leadership in the Canadian Army. To begin, students must read *On the Psychology of Military Incompetence* (entire book), *Crerar’s Lieutenants* (entire book), *The Generals* (Chapters 1-7, Conclusion). These required texts are located at the University of Calgary bookstore (https://www.calgarybookstore.ca). Once students have read and discussed these readings – providing a contextual foundation for what it is that makes a successful commander – the course will begin by critically analyzing the legacy left by the Canadian Corps and General Sir Arthur Currie. Next, students will focus on subjects such as officer selection, education, and training prior to and during the Second World War. By investigating Canadian organizational, tactical, and operational successes and failures, students will ultimately determine if Canada produced any actual or potential “Arthur Curries” during the Second World War. Throughout the seminar and specific to the presentations, students should consider the following questions:

- What is it that “makes” a successful commander?
- How should leadership be measured?
- What is the relationship between a leader and subordinates?
- What is the difference between management and leadership?
Learning Outcomes:
Students will have the opportunity to learn the qualities that made for both success and failure of Canadian military leaders in the Second World War. We will compare and contrast leadership styles and qualities. We will also examine particular leaders’ impact on important Canadian campaigns on land, at sea and in the air. This is a senior undergraduate/graduate seminar. It involves considerable reading and self-study as well as active class discussion. **Students who feel themselves unable to engage in such seminar discussion should carefully review their grade expectations in this course.** The grade performance expectations are high. Students are advised to read this outline/syllabus carefully and to be thoroughly familiar with its contents. If you have questions, ask.

**Reading material:**
Hayes, *Crerar’s Lieutenants*

**Grading policies:**
Class Presentations/Discussion 30%
Class Essays 40%
Major Course Essay (term paper) 30%

1. **Class Discussion**
   This grade will be assessed on the basis of quality and frequency of seminar interventions. Grade for class discussion will be allocated after the last class.

2. **Class Essays**
   Each Student will prepare at least ONE class essay over the course of the semester. The essay will be no more than 2500 words (10 pages) and will be read in class and then handed in for grading. The essay will be based on as many readings as possible for the weekly topic. Students will list the readings used in a bibliography (not part of the 2500 words) at the end of the essay. The reading of each essay will be followed by class discussion. Essays must be neat, well written, and follow proper style for a history essay. They should NOT be footnoted. They must NOT be narratives, but “think pieces.” Each of these essays will be graded and grades will be returned to students the following week.

3. **Major Course Essay (Due: Friday, November 4 2022)**
   Maximum length for the undergraduate essay is 3750 words or about 15 double-spaced and typed pages. The graduate essay should me a maximum of 5000 words or 20 double spaced pages. The essay must be written in strict conformance with the History Student’s Handbook ([https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook](https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook)). An analytical paper of a very high quality in layout, organization, and presentation is expected. Late papers will not be accepted except in cases of illness or emergency, with the consent of the instructor.
Theses and Dissertations
Please note that Theses and Dissertations listed in the Required Assigned Readings under the Class Schedule may be available through the library’s Proquest database, but if not, then they are normally available from the library’s document delivery service, as are articles from journals that are not part of the UofC collection available online. Allow 3 weeks for delivery and note that there are no renewals on borrowing. Standard borrowing time is 2 weeks. Please consult the librarian in charge of military collections during your search. Please give the Military Museums Library at least a five-day notice if you wish to receive articles/books from their library. If you intend to visit their library, give the library staff at least 24 hours notice. In all cases the pandemic may create delays in delivery, or in requesting materials from the University library or the library in the Military Museums. Allow sufficient time to enable you to access these readings.

NOTE:
ANY STUDENT WHO HAS NOT PREVIOUSLY TAKEN A COURSE IN CANADIAN MILITARY HISTORY IS EXPECTED TO OBTAIN AND READ GRANATSTEIN’S Canada’s Army: Waging War and Keeping the Peace AS SOON AS POSSIBLE.

ANY STUDENT WHO HAS NOT HAD A GENERAL HISTORY OF CANADA FROM 1867-1945 IS ALSO EXPECTED TO OBTAIN AND READ ANY STANDARD UNIVERSITY LEVEL TEXT ON POST-CONFEDERATION CANADA AS SOON AS POSSIBLE.

Learning Technologies Requirements
A computer and internet connection.

Class Schedule:

8 September 2022
CLASS ONE: Introduction
Overview of Course Content and Expectations
Selection of topics for class essays and presentations

15 September 2022
CLASS TWO: On Military Command
Required Assigned Readings (All Students)

22 September 2022
CLASS THREE: The Development of the Canadian Officer Corps up to 1939
• S.J. Harris, Canadian Brass: The Making of a Professional Army 1860-1939 (Toronto: University of Toronto Press, 1988), 103-121 and 41-209.
• Desmond Morton, A Peculiar Kind of Politics: Canada’s Overseas Ministry in the First World War (Toronto: University of Toronto Press, 1982).
• E.L.M Burns, Manpower in the Canadian Army 1939-1945 (Toronto, Clarke, Irwin, 1956), 84-96.
• R.H. Roy, For Most Conspicuous Bravery: A Biography of Major-General George R. Pearkes, VC, Through Two World Wars (Vancouver, BC: University of British Columbia Press, 1977), 97-134. [“Soldiering in the ‘twenties’” and “Preparations for War” available online]

**September 29, Selecting Canadian Officers in World War II**  
**Reading Geoffrey Hayes, Crerar’s Lieutenants (entire book)**


**October 6, 2022**  
**CLASS FOUR: General Andrew G.L. McNaughton**


• John Nelson Rickard, “The Test of Command: McNaughton and Exercise Spartan, 4-12 March 1943,” in *Canadian Military History* 8:3 (Summer 1999), 22-38.


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**13 October 2022**

**CLASS FIVE: General Harry Crerar**


• Terry Copp, *Cinderella Army: the Canadians in Northwest Europe, 1944-1945* (Toronto: University of Toronto Press, 2006). [Check Index]

• Lee Windsor (Introduction) and “Operations of 1 Canadian Infantry Divisional 6 Artillery, 24 August-22 September 1944” *Canadian Military History* 12:1&2 (Spring 2003), 71-80.


• Terry Copp, *Fields of Fire: The Canadians in Normandy*. [See Index: Throughout]


• Bill McAndrew, *Liberation: The Canadians in Europe*, 125-144.
• R.W. Thompson, *The Battle for the Rhineland*. [See Index]
• Dean Oliver, “In the Shadow of the Corps: Historiography, Generalship, and Harry Crerar” in *Warrior Chiefs: Perspectives on Senior Canadian Military Leaders*, 91-106.
• Denis Whitaker and Shelagh Whitaker, *Rhineland: The Battle to End the War* (Toronto: Stoddart, 2000).
• Jon Guttman, “Closing the Falaise Pocket,” *World War II* 16:3 (Sep 2001) [See UofC e-journals]
• Elin Whitlock, “Imperfect Victory at Falaise,” *World War II* 12:1 (May 1997) [See UofC e-journals]

20 October 2022
CLASS SIX:  General Guy Simonds


• Terry Copp, *Guy Simonds and the Art of Command* (Kingston: Canadian Defence Academy Press, 2007).


• Lt-Col. Roman Jarymowycz, “General Guy Simonds: The Commander as Tragic Hero” in *Warrior Chiefs: Perspectives on Senior Canadian Military Leaders*, 107-142.


• Terry Copp, *Fields of Fire: the Canadians in Normandy*. [Throughout]


27 October 2022
CLASS SEVEN: General E.L.M. Burns
• Lt-Col. Burns, “A Division that can Attack,” *Canadian Defence Quarterly* (3 April 1938), 282-298; Captain G.G. Simonds, “An Army that can Attack - A Division that can Defend” in *CDQ*, (4 July 1938), 413-417; Burns, “Where do the Tanks Belong?” in *CDQ* (1 October 1938), 28-31; and Captain G.G. Simonds, “What Price Assault without Support?” in *CDQ* (2 January 1939), 142-147. [NOTE: 1938-1939 copies are missing from UofC library stacks but available at front desk]
• Horn and Wyczynski, “E.L.M. Burns Canada’s Intellectual General” in *Warrior Chiefs*, 143-164.
• McAndrew, “Eighth Army at the Gothic Line: The Dog-Fight,” *RUSI Journal* 131 (June 1986) [NOTE: UofC library does not have RUSI 1986. See Front Desk]
• Christopher Vokes, *My Story* (Ottawa: 1985). [Scan for Burns]

3 November 2022
CLASS EIGHT: Admiral Percy W. Nelles
• Marc Milner, *Canada's Navy: The First Century*, 2nd ed. (Toronto: University of Toronto Press, c.2010).
• C.P. Stacey, *Canada and the Age of Conflict, Volume 1: 1867-1921* (1977)
• Tony German, *The Sea is At Our Gates* (1990).
• Michael Hadley, *U-Boats against Canada: German Submarines in Canadian Waters.*
• James Lamb, On the Triangle Run (Toronto: Stoddart, 2000).
• M. Milner, North Atlantic Run: The Royal Canadian Navy and the Battle for the Convoys.
• M. Milner, U-Boat Hunters: the Royal Canadian Navy and the Offensive against Germany's Submarines.
• Roger Sarty, Canada and the Battle of Atlantic.
• David Zimmerman, The Great Naval Battle of Ottawa.
• Paul Hellyer, Damn the Torpedoes (Toronto: McClelland & Stewart, 1990).

10 November, 2022 – No Class

17 November, 2022
CLASS NINE: Air Vice Marshal Clifford “Black Mike” McEwen

• Carter, William Stanley. “Anglo-Canadian Wartime Relations, 1939045: RAF Bomber Command and No. 6 (Canadian) Group” PhD Diss. McMaster University, 1989
• Coughlin, Tom. The Dangerous Sky: Canadian Airmen in World War II. Toronto: Ryerson Press, 1968
• Spencer Dunmore, Above and Beyond: The Canadians' War in the Air, 1939-45.
• Spencer Dunmore & William Carter, Reap the Whirlwind: the Untold Story of 6 Group, Canada's Bomber Force of World War II.
• English, Allan The Cream of the Crop: Canadian Air Crew, 1939-1945.
• Max Hastings, Bomber Command (1979).
• Horn, Bernd. *Intrepid Warriors: Perspectives on Canadian Military Leaders*
• Larry Milberry, *The Royal Canadian Air Force at War, 1939-1945.*

24 November 2022

**CLASS TEN: General Bert Hoffmeister**

• Dan Dancocks, *The D-Day Dodgers: The Canadians in Italy, 1943-45.* [Throughout]
• Mark Zuehlke, *Ortona: Canada's Epic World War II Battle.* [Throughout]
• Terry Copp, *Cinderella Army: the Canadians in northwest Europe, 1944-1945* (Toronto: University of Toronto Press, 2006). [Check Index]
• Douglas Orgill, *The Gothic Line: the Italian Campaign, Autumn, 1944* (Norton: 1967) [See index for 5th Canadian Division and Hoffmeister]
1 December 2022
CLASS ELEVEN: Brigadiers Megill and Rockingham

- Terry Copp, *Cinderella Army: the Canadians in Northwest Europe, 1944-1945* (Toronto: University of Toronto Press, 2006. [Check Index]
- Paul Hutchinson, *Canada's Black Watch: The First Hundred Years, 1862-1962.*
- W. Denis Whitaker and Shelagh Whitaker, *Tug of War: The Canadian Victory that Opened Antwerp.* [Pages 178-211]
- J.L. Moulton, *Battle for Antwerp: The Liberation of the City and the Opening of the Scheldt 1944* [Woensdrecht and the Walcheren Causeway, See Index]
- Consult also individual Regiment archival holdings at the Military Museums.

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.

<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 performance</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>4.00</td>
<td>Excellent performance</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>3.70</td>
<td>Approaching excellent performance</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>3.30</td>
<td>Exceeding good performance</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>3.00</td>
<td>Good performance</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>2.70</td>
<td>Approaching good performance</td>
</tr>
<tr>
<td>67-69</td>
<td>C+</td>
<td>2.30</td>
<td>Exceeding satisfactory performance</td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
<td>2.00</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
<td>1.70</td>
<td>Approaching satisfactory performance.</td>
</tr>
<tr>
<td>56-59</td>
<td>D+</td>
<td>1.30</td>
<td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td>
</tr>
<tr>
<td>50-55</td>
<td>D</td>
<td>1.00</td>
<td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject.</td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>0</td>
<td>Failure. Did not meet course requirements.</td>
</tr>
</tbody>
</table>

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.

Determination of grades:
Numerical values will be assigned to each letter grade. For example, a mid term grade of “B” is given a numerical value of 21. A research paper grade of B is also given a value of 21. A final exam grade of A is given a value of 40. Added up the final course grade is 21+21+40 or 82 which is a B+. A table of values is available upon request. All written work must be handed in in WORD format.

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

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