

# UNIVERSITY OF GUELPH

## HIST\*3490 Canada and the Second World War

**Winter 2025**

Department of History

Credit Weight: 0.5

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### 1. Course Description

#### 1.1 Calendar Description

This course examines Canada's experience with the Second World War. Topics include: Canada's changing roles in the world; the role and growth of the state; gender and sexuality; conscription and English-French relations; race, ethnicity and the experiences of Indigenous peoples during the war; the home front and social transformations; military engagements and soldier experiences; nationalisms, citizenship and identity; wartime legacies and post-war ramifications; public history and the memory of the war.

Pre-Requisites: 7.50 credits

Restrictions: None

#### 1.2 Course Time, Delivery Method, and Location

Class Time: [REDACTED]  
Delivery Method: In-person, lectures  
Location: [REDACTED]

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### 2. Instructional Support

#### 2.1 Course Instructor

Instructor: Dr. [REDACTED]  
Email: [REDACTED]  
Office: MacKinnon Building Extension, room 2004  
Office Hours: By appointment

## 2.2 Teaching Assistant(s)

Name: [REDACTED]

Email: [REDACTED]

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## 3. Learning Resources

### 3.1 Required Textbook

Readings, videos, primary sources, and other materials as assigned in the Course Schedule. They are available at the library or in CourseLink. There are no textbooks or resources that students must purchase for this course.

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## 4. Learning Outcomes

### 4.1 Course Learning Outcomes

By the end of this course, students will be able to:

1. Identify and explain the social, cultural, political, economic, and environmental factors that shaped the experience of war for Canadians during the 1940s.
2. Identify and explain the significance of key individuals, groups, campaigns, events, and technologies in relationship to the war's causes, conduct, and consequences.
3. Interpret and analyze the actions, orders, strategies, and alliances of Canada's military and political institutions within a total war context.
4. Critically evaluate the role of race, class, gender, and Indigeneity in shaping the diversity of war experiences.
5. Summarize and critically evaluate historical arguments presented by historians in their assessments of aspects of the wartime experience.
6. Demonstrate superior communication skills in written, oral, and digital formats.

7. Research and present an argument about a topic related to the Second World War by analyzing a variety of primary and secondary sources reflecting different positions on the issue.

## 5. Method of Evaluation:

### 5.1 Assignment due dates and values

Assessment	Value	Date Due
<b>Weekly Quizzes</b>	30%	Quiz #1 – Jan 11, 2025 Quiz #2 – Jan 18, 2025 Quiz #3 – Jan 25, 2025 Quiz #4 – Feb 1, 2025 Quiz #5 – Feb 8, 2025 Quiz #6 – Mar 1, 2025 Quiz #7 – Mar 8, 2025 Quiz #8 – Mar 15, 2025 Quiz #9 – Mar 22, 2025 Quiz #10 – Mar 29, 2025
<b>Recorded Presentation Proposal</b>	10%	February 7, 2025, by 11:59pm
<b>Recorded Presentation &amp; Script</b>	20%	March 21, 2025, by 11:59pm
<b>Final Exam</b>	40%	April exam period, TBD

### 5.2 Assignment Descriptions

**Weekly Quizzes (30%):** Quizzes are completed online, through the Quiz tab on CourseLink. **You will be given 10 multiple-choice quizzes of 10 questions each.** Quizzes will test your knowledge and understanding of the lectures and reading(s). The Quizzes will be timed and available for 48 hours (starting Thursdays at 5:00pm and closing Saturdays at 5:00pm). **The best 8 quiz grades will be used to calculate your final grade.** Because of this built-in flexibility (**the lowest 2 grades are dropped**), academic accommodation will only be granted in very exceptional circumstances.

**Recorded Presentation Proposal (10%):**

The Presentation Proposal is due February 7, 2025, by 11:59pm. The Proposal should outline your topic, discuss the preliminary argument, reflect on your methods and use of AI, and include a bibliography of at least 8 sources, including 2 primary sources. The Proposal should be submitted in a Microsoft Word document and use Chicago Style. **The Recorded Presentation will not be accepted without the prior submission of the Proposal.** More instructions are available on CourseLink.

**Recorded Presentation & Script (20%):** For the major research assignment students will propose, research, create, and deliver a recorded video presentation on a topic related to Canada or Canadians and the Second World War. Students are free to select a topic of their choice. **The recorded presentation must be 20 minutes in length and submitted in an .mp4 format with the script and bibliography submitted in Word doc. A slide deck must also be submitted.** The final bibliography should contain 12 sources, including 2 primary sources. More instructions are available on CourseLink.

**Final Exam (40%):** The Final Exam will be **cumulative** and take place **in person** during the April exam period. More details will be announced in class.

### 5.3 Late Assignments

Assignments must be submitted by their due dates. Students in need of accommodation must contact the professor **before the deadline**.

**Any late assignments that have not received prior accommodation will lose 2% per day (including weekends).** Assignments over 1 week (7 days) late will not be accepted.

### 5.4 Turnitin

Turnitin will be used and integrated with the CourseLink Dropbox tool. It will detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

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## 6. Teaching and Learning Activities

### 6.1 Course Schedule

Date	Week 1	Readings
Jan 7	Introduction	Course Outline
Jan 9	The Second World War Generation	Alan Bowker, "The Long 1919: Hope, Fear, and Normalcy," in <i>Canada 1919: A National Shaped by War</i> , 12-27.
	<b>Quiz #1 (on Week 1)</b>	<b>Due: Jan 11, by 5:00pm</b>
Date	Week 2	Readings
Jan 14	Outbreak	Gerhard Weinberg, "The World Through Hitler's Eyes," in <i>Germany, Hitler, and World War II</i> , 30-53.
Jan 16	Allied Defeat?	Jonathan Fennell, <i>Fighting the People's War</i> , 52-94. ("Mobilisation")
	<b>Quiz #2 (on Week 2)</b>	<b>Due: Jan 18, by 5:00pm</b>
Date	Week 3	Readings
Jan 21	War Measures	Eric M. Adams and Jordan Stranger-Ross, "Promises of Law: The Unlawful Dispossession of Japanese Canadians," <i>Osgoode Hall Law Journal</i> 54, 3 (2017): 687-739.
Jan 23	Bases and Training	Megan Hamilton, "The Vernon Military Camp and the Imperial Training Archipelago, 1939-1945," <i>Canadian Military History</i> 33, 1 (2024), 1-31.
	<b>Quiz #3 (on Week 3)</b>	<b>Due: Jan 25, by 5:00pm</b>

Date	Week 4	Readings
Jan 28	Industrial Mobilization	Robert Bothwell, "Who's Paying for Anything These Days?' War Production in Canada, 1939-1945," in <i>Mobilizing for Total War</i> , 57-86.
Jan 30	Major Industries at War	Peter S. McInnis, <i>Harnessing Labour Confrontation</i> , 19-45 ("Home Front War: Labour and Political Economy in Second World War Canada")
	<b>Quiz #4 (on Week 4)</b>	<b>Due: Feb 1, by 5:00pm</b>
Date	Week 5	Readings
Feb 4	Munitions Production	Alex Souchen, "Victory at All Costs: Canada's Munitions Industry and the Environment during the Second World War," in <i>Silent Partners</i> , 37-62.
Feb 6	Women	Magda Fahrni, "Counting the Costs of Living: Gender, Citizenship, and a Politics of Prices in 1940s Montreal," <i>Canadian Historical Review</i> 83, 4 (2002): 483-504
	<b>Quiz #5 (on Week 5)</b>	<b>Due: Feb 8, by 5:00pm</b>
	<b>Recorded Presentation Proposal</b>	<b>Due: Feb 7, by 11:59pm</b>
Date	Week 6	Readings
Feb 11	Wrap Up	No readings

<b>Feb 13</b>	Wrap Up	No readings
	<b>Week 7</b>	
<b>Feb 17-21</b>	Winter Break	Enjoy your break!
	<b>Week 8</b>	
<b>Feb 25</b>	Battle of the Atlantic	Tim Cook, <i>The Necessary War</i> , 133-152. ("Life on a Corvette")
<b>Feb 27</b>	Build Up in England	Timothy Balzer, <i>Information Front</i> , 89-112. ("Sugaring the Pill: Selling Dieppe to Canadians")
	<b>Quiz #6 (on Week 8)</b>	<b>Due: Mar 1, by 5:00pm</b>
	<b>Week 9</b>	
<b>Mar 4</b>	Strategic Bombing	Tim Cook, <i>The Necessary War</i> , 223-250. ("A Sortie Against a City")
<b>Mar 6</b>	Italian Campaign	Christine Leppard, "Documenting the D-Day Dodgers: Canadian Field Historians in the Italian Campaign, 1943-1945," <i>Canadian Military History</i> 18, 3 (2009): 7-18.
	<b>Quiz #7 (on Week 9)</b>	<b>Due: Mar 8, by 5:00pm</b>
	<b>Week 10</b>	
<b>Mar 11</b>	D-Day	Charles Cromwell Martin, <i>Battle Diary</i> , 1-17. ("D-Day: Bernières-sur-Mer")
<b>Mar 13</b>	Normandy Campaign	George Blackburn, <i>The Guns of Normandy</i> , xi-xxiii. ("Introduction")

		Terry Copp, "To the Last Canadian? Casualties in the 21 <sup>st</sup> Army Group," <i>Canadian Military History</i> 18, 1 (2012): 1-5.
	<b>Quiz #8 (on Week 10)</b>	<b>Due: Mar 15, by 5:00pm</b>
	<b>Week 11</b>	
<b>Mar 18</b>	North-West Europe	Norm Christie, <i>For King and Country: The Path to Victory</i> , Season 1, Episode 6 (Shadow Pine Studies).
<b>Mar 20</b>	Demobilization and Rehabilitation	Peter Neary, <i>On to Civvy Street</i> , 159-215. ("Golden Future Time")
	<b>Quiz #9 (on Week 11)</b>	<b>Due: Mar 22, by 5:00pm</b>
	<b>Recorded Presentation</b>	<b>Due Mar 21, by 11:59pm</b>
	<b>Week 12</b>	
<b>Mar 25</b>	Postwar Reconstruction	Alex Souchen, <i>War Junk</i> , 170-202. ("Recycling and Reconstruction: Thrift, Hybridity, and Economic Recovery")
<b>Mar 27</b>	Legacies and Memory	<i>The Valour and the Horror</i> (National Film Board, 1992). Directed by Terence and Brian McKenna.
	<b>Quiz #10 (on Week 12)</b>	<b>Due: Mar 29, by 5:00pm</b>
	<b>Week 13</b>	
<b>Apr 1</b>	Wrap Up	No Readings
<b>Apr 3</b>	Exam Review	No Readings



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## 7. Course and University Statements

### Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

### Artificial Intelligence Systems and ChatGPT

Artificial intelligence (AI) systems are powerful tools that promise to revolutionize research, teaching and learning. In all three areas and in the future of work, there exist creative and forward-thinking opportunities for the use of AI. Many University of Guelph faculty, instructors, staff and students are currently looking at ethical uses of AI, including research through U of G's [Centre for Advancing Responsible and Ethical Artificial Intelligence \(CARE-AI\)](#).

At the same time, the development of increasingly sophisticated AI systems such as ChatGPT poses potential threats to academic integrity. Unauthorized student use of AI systems undermines student learning, the achievement of learning outcomes and violates the University's academic misconduct policies. The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following:

1. Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.
2. Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.
3. Acceptable use of AI should be determined by the course instructor and may vary across disciplines, programs and types of assessments. In setting out course requirements and assessment criteria, the instructor should specify allowable uses of AI, if any, through the course outline and/or the learning management system (e.g., CourseLink). Clarity about the acceptable use of AI is critical for students and instructors. Students are responsible for appropriately referencing how and to what extent they have used AI in assessments in keeping with University and course requirements.

### **Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website](#).

### **Accommodation of Religious Obligations**

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

### **Copies of Out-of-class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the [Undergraduate Calendar - Dropping Courses](#).

### **Email Communication**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### **Health and Wellbeing**

The University of Guelph provides a wide range of health and wellbeing services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

### **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **Recording of Materials**

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **Resources**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).